Graduate Academic Catalog 2012-2013

Cheyney University of Pennsylvania
1837 University Circle PO Box 200 Cheyney, PA 19319
610-399-2275
1-800-Cheyney
www.cheyney.edu
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Cheyney University

Cheyney University Chester County
1837 University Circle
P.O. Box 200
Cheyney, PA 19319-0200

Cheyney University Center City
The Mellon Center
701 Market Street, 3rd Floor
Philadelphia, PA 19106

General Telephone Numbers
Cheyney University Chester County  610-399-2275
                                      1-800-CHENEY
Cheyney University Center City 215-560-3891    Fax: 215-560-3893
Graduate Admissions 215-560-3892    Fax: 215-560-3893
Financial Aid 610-399-2302
Bursar’s Office 610-399-2224    Fax: 610-399-2443
Registrar’s Office 610-399-2225    Fax: 610-399-2385

School Closing Numbers
Cheyney University Chester County  Day classes:
                                      Saturday and evening classes:
Cheyney University Center City  Day classes:
                                      Saturday and evening classes:

While this catalog was prepared on the basis of the most complete information available at the
time of publication, all information is subject to change without notice or obligation.

Cheyney University reserves the right to change without notice any statement in this publication
concerning, but not limited to, rules, policies, tuition, fees, faculty, offerings, program
requirements, curricula, and courses. The provisions and requirements stated in the Cheyney
University catalog are not considered an irrevocable contract between Cheyney University and
the student.

All students are responsible for adhering to the requirements, rules, regulations and procedures
as specified in the University Catalog, Student Handbook, or other official means of
communication. Every effort will be made to keep students advised of any changes via
information available in the Office of the Provost and Vice President for Academic Affairs and
Registrar’s Office. Revisions will also be made online in the Cheyney University catalog, as
soon as reasonably possible.
A Message from the President

Welcome to Cheyney University of Pennsylvania!

We want you to get to know the vibrant Cheyney University community. We provide access to quality higher education, opportunities to help you realize your full potential, and academic excellence – all in a friendly, caring and collegiate environment. Our historic campus is located in one of the most scenic and developing, suburban areas in Pennsylvania. When you walk around our campus, you will feel the pride of our Cheyney University community—our faculty, staff, alumni and students. We continue to improve on our legacy of being the first historically black college in America.

On campus, you will also see hope and enthusiasm in the eyes of future graduates who will leave Cheyney to compete for leadership positions in Pennsylvania, in the United States, and around the world.

We encourage you to visit and see for yourself. If you would like a higher education experience that will just keep getting better, take a good look at Cheyney University!

Michelle Howard -Vital, Ph.D.
President
Cheyney University of Pennsylvania
Mission and Core Values

Mission Statement
Established in 1837, Cheyney University of Pennsylvania cherishes its legacy as America’s oldest historically Black institution of higher education. Our mission is to prepare confident, competent, reflective, visionary leaders and responsible citizens. We uphold our tradition of academic excellence as we maintain our historical commitment to opportunity and access for students of diverse backgrounds. Cheyney University provides a nurturing, intellectually challenging and socially enriching environment.

Vision Statement
Cheyney University of Pennsylvania will be recognized as a premier HBCU for the 21st century, whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, nation and the world. Cheyney University graduates will be a diverse group of local, national and international students, who will apply the knowledge and skills gained from our rigorous and challenging academic programs to the advancement of the nation and global community. We will continue to be a valuable resource contributing to the intellectual, social, economic and cultural development of the Greater Philadelphia region, the Delaware Valley, and beyond.

Core Values
Scholarship
Cheyney University is committed to maintaining a vibrant educational community that is dedicated, foremost, to promoting scholarship and lifelong learning for its students. The University appreciates the close relationship between scholarship, teaching and research and therefore strongly supports academic programs that integrate research and teaching. Scholarship at Cheyney University is focused on preparing students to be leaders and to excel in their chosen fields of study.

Diversity
We demonstrate our commitment to diversity by offering the widest possible student access to the University, to ensure the opportunity for all to acquire and education. Diversity and multiculturalism are integral to the University and are reflected through our academic programs and curriculum. Our diverse alumni, faculty and staff reflect the local, national and international community and help prepare our students for success in the global community. Cheyney University recognizes its unique diversity and how this serves as a valuable contribution to the Pennsylvania state System of higher Education.

Respect
Respect for all individuals is at the heart of Cheyney University. The University demonstrates its continued commitment to freedom of thought and freedom from discrimination by ensuring a respectful environment for its entire family. In the true spirit of free and open discourse, the University recognizes shared governance as the means for having the voices and opinions of the faculty, staff and students heard.
Integrity
With an attempt to hold ourselves to the highest ethical standards for personal and professional accountability, faculty and staff encourage our students to take responsibility and accountability for their actions and to act with integrity at all times.

Service
Service permeates our campus community. The University’s faculty and staff demonstrate their commitment to its students by providing timely and high quality support to meet their needs. Similarly, our faculty, staff and students through outreach and service to their external and constituent communities, demonstrate their understanding that service is vital to our existence.
Correspondence

All mail correspondence should be addressed to:
Cheyney University
1837 University Circle
P.O. Box 200
Cheyney, PA 19319-2099
610-399-2275
800-243-9639

Address specific inquiries as follows:

Academic Affairs
Provost

Alumni Activities
Director of Alumni Relations

Bookstore
Bookstore Manager

Business Matters, Technical Staff
Vice President for Finance and Administration

Careers and Placement
Director of Center for Career and Professional Development

Cheyney University, Center City
Dean, Graduate and Continuing Studies

Disabilities Services for Students
Director of Guidance and Counseling Services

Financial Aid
Financial Aid Director

Gifts and Bequests
Vice President of Institutional Advancement

Graduate Admissions
Graduate Admissions Staff

Graduate Study Policies, Transfer Policies
Dean, Graduate and Continuing Studies
**Human Resources**
Director of Human Resources

**Information Technology**
Director of Information Technology

**Mail**
Mail Room

**Student Affairs**
Vice President for Student Affairs

**Transcripts and Student Records**
Registrar

**Tuition and Fees**
Bursar

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*Cheyney University of Pennsylvania recruits, admits, and provides financial assistance, instruction, and other services to all students without regard to ethnicity, religion, gender, national origin, ancestry, sexual orientation or disability. Cheyney University is also committed to a policy of equal opportunity in employment. All applicants for student, faculty, and staff employment positions are considered without regard to ethnicity, religion, gender, age, national origin, creed, ancestry, sexual orientation, or disability. Inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 may be referred to the Office of Social Equity.*

*Cheyney University of Pennsylvania is a drug-free workplace. All employees and students are expected to abide by the requirements in the Federal Drug-Free Workplace Act.*

*As required by the Campus Security Act, Cheyney University publishes campus safety policies and statistics annually. Copies of the report are available upon request from the University’s Public Safety Office.*
Facilities and History

Founded in 1837, Cheyney University of Pennsylvania, a liberal arts, co-educational University, is America’s first historically Black institution of higher education and the only historically Black institution that is part of the Pennsylvania State System of Higher Education. Cheyney University is regionally accredited by The Middle States Commission on Higher Education and its main location is conveniently located approximately 31 miles from Philadelphia on 275 acres in an area of southeastern Pennsylvania rich with early United States history. Cheyney’s Center City location is in the heart of the city of Philadelphia. The City of Philadelphia, one of the largest cities in the United States, and its surrounding urban areas provide students with the opportunity to enjoy activities found in any major city, such as cultural, athletic and social events. Cheyney University’s Center City site is located in the Mellon Center at 701 Market Street on the 3rd Floor. Approximately 1,600 undergraduate and graduate students attend Cheyney University.

Cheyney University of Pennsylvania has a distinct and proud history marked by many challenges and achievements. Its distinguished history began when Richard Humphreys, a member of the Friends Religious Society, bequeathed $10,000 to thirteen members of the Philadelphia Yearly Meeting to establish a school—having for its object the benevolent design of instructing the descendants of the African race in school learning, in the various branches of the mechanic arts and trades and in agriculture: in order to prepare and fit and qualify them to act as teachers in such of those branches of useful business as in the Judgment of the said society they may appear best qualified for...

Four months after Humphreys’ death in 1832, nine of the thirteen trustees named in his will met to begin work that led to a constitution, adopted February 25, 1837, establishing —The African Institute. Two months later, the Association of Friends which had adopted the constitution, voted to modify the first article so that —The African Institute became the —Institute for Coloured Youth.

The Association experienced challenges finding a landowner who was willing to sell property to be used for or by African Americans. Ultimately, however, a farm of about 133 acres was found approximately seven miles from Philadelphia. In December 1902, after being house in several locations in and around Philadelphia, the Institute for Coloured Youth purchased a 275-acre farm from a Quaker, George Cheyney, at Cheyney Stations, Pennsylvania, about twenty-five miles from Philadelphia.

Key Historical Dates

Some key dates in the history of Cheyney University are as follows:

- 1883-1889 - The curriculum of the Institute for Coloured Youth was expanded to include the divisions of industrial arts and household economy.
- 1914 – The school’s name was changed to Cheyney Training School for Teachers to more appropriately depict its purpose and the nature of its work.
- 1918 – The University newspaper, *The Cheyney Record*, edited by Evangeline Rachel Hall and Laura Wheeler (Waring), was first published.
• 1920 – Cheyney Training School for Teachers opened as a normal school with approval for its graduates to receive state certificates to teach in the public schools of Pennsylvania.
• 1921 – The first class was graduated with the new state diplomas; Senator Albert McDade of Delaware County sponsored Senate Bill 338, which authorized the Commonwealth of Pennsylvania to purchase the property at Cheyney under the direction of the State Board of Education, if satisfactory terms could be agreed upon.
• 1922 – The Commonwealth of Pennsylvania paid $75,000 and assumed all expenses of Cheyney Training School for Teachers.
• 1930 – The State Council of Education approved extension of the curriculum in elementary education, home economics and industrial arts to lead to the degree of Bachelor of Science in Education.
• 1932 – The first Bachelor of Science in Education degree was awarded in home economics.
• 1933 – The first Bachelor of Science degrees were awarded in elementary education and industrial arts education.
• 1951 – Cheyney was visited by an evaluation team of the Middle States Association of Colleges and Secondary Schools and was fully accredited shortly afterwards; the name of the school was changed to Cheyney State Teachers College.
• 1959 – Cheyney State Teachers College became Cheyney State College and the Bachelor of Arts degree and Bachelor of Science degree were offered.
• 1968 – Graduate programs began to be offered at the University.
• 1983 – Cheyney became a part of the newly formed, fourteen-university State System of Higher Education and its name was changed to Cheyney University of Pennsylvania.
• 1997 – An honors program, which was later named the Keystone Honors Academy, was established.

Superintendents, matrons, principals, and presidents
During its illustrious history, Cheyney University of Pennsylvania has been led by a number of superintendents, matrons, principals, and presidents. They include the following:

Superintendents and Matrons
• Isaac and Ann Jones, 1840-1842
• Joseph and Rachel Healy, 1843-1845
• Caleb and Hannah Cope, 1845-1846

Principals
• Charles L. Reason, 1852-1856
• Ebenezer D. Bassett, 1856-1869
• Fanny Jackson Coppin, 1903-1902
• Hugh Browne, 1903-1913

Presidents
• Leslie Pinckney Hill (Principal and president), 1913-1951
• James Henry Duckrey, 1951-1965
• Leroy Banks Allen, 1965-1968
• Wade Wilson, 1968-1981
• C.T. Enus Wright, 1982-1986
• LeVerne McCummings, 1985-1991
• Douglas Covington, 1992-1995
• W. Clinton Pettus, 1996-2003
• Wallace C. Arnold (interim), 2004-2007
• Michelle Howard Vital, June 2007-Present

Student Profile
The student body of Cheyney University includes students from a variety of races, cultures, socio-economic status and nationalities. These students receive educational instruction beyond the vision of Richard Humphreys. Many of our more than 10,000 alumni have become leaders, at the local, regional and national levels. Our alumni include journalist Ed Bradley of the CBS program—60 Minutes; Robert W. Bogle, publisher and CEO of the Philadelphia Tribune (the oldest newspaper continuously owned and operated by an African American); Gladys Styles Johnston, former Chancellor of the University of Nebraska at Kearney; and Samuel J. Patterson, CEO of Shepard Patterson Systems and Information.

Philosophy
The Cheyney University faculty believes that a philosophy of education should be dynamic and that education programs of public schools and colleges must keep pace with the change and growth of an increasingly complex society. The welfare of the country depends on a diversified system of education, which while responding to changing needs, must preserve fundamental values. A major purpose of Cheyney’s graduate program is to help make this concept meaningful to men and women in their various professions.
**Admission Policies and Procedures**

All documents received as part of the admission procedure become the property of Cheyney University. Documents will not be duplicated for, returned to the applicant, or forwarded to any other institution of higher education, individual or agency.

Any omission, misrepresentation, or misstatement of fact in the application material may be grounds for denial of admission and if discovered after admission results in dismissal from the University.

Admissions to graduate study at Cheyney University are made on a rotating basis but priority is given to those applicants whose admission package is complete by the following deadlines;

- Fall semester – July 1st
- Spring semester – November 1st
- Summer semester – April 1st

**Admission Requirements**
The following admissions qualifications are required for admission into Cheyney University’s Graduate Programs;

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Have an undergraduate grade point average (GPA) or a 3.0 or higher on a 4.0 scale or
   a. Have completed additional undergraduate or graduate work indicating the ability to be successful in graduate studies or
   b. Can document the potential to be successful in graduate work. **See specific program admission requirements for how to document this success.**

Admission to Cheyney University’s Graduate Programs is based on multiple criteria. Cheyney University evaluates the whole student application package (GPA, standardized test scores, personal statement, and letters of recommendation, etc.) in making a decision for admission.

These above requirements are the general admission requirements for graduate study at Cheyney University. **Each program may have its own specific additional requirements.** Please review the admission requirements of the program you are applying to.

**General Policies and Procedures for Admission**
The student must submit the following satisfactory information to the Graduate Admission’s Office at least six weeks before the semester begins:

**First-Year Student**

1. A completed graduate application
2. Complete a personal statement of a maximum of 500 words. This personal statement should include the applicant’s career goals, educational objectives, interests and reason for requesting admission. (The personal statement should contain information pertinent to the specific program the applicant is interested in being admitted into).
3. Official transcripts from any and all previous institutions of higher education the applicant was enrolled in.
4. Two letters of recommendation
5. The application fee.

Make sure you review the program specific admissions requirements. Make sure you include materials to fulfill these additional admission requirements in your application packet.

Readmission Requests
A student who withdraws from the University after an absence of more than two (2) consecutive semesters may re-apply to Cheyney University Graduate Studies for readmission. To apply for readmission the student must submit the
1. Cheyney University Readmit Form, and a
2. Letter explaining their reasons for seeking to be readmitted to Graduate Studies. Make sure this letter outlines specific steps the applicant will implement to ensure successful completion of the degree.

Acceptance for readmission is determined on a case by case basis.

Transfer Applicants
Graduate transfer applicants follow the same procedure for First-Year Students. Transfer applicants should be aware that a maximum of six (6) graduate credits are allowed for transfer.

International Applicants
Cheyney University welcomes qualified foreign students to study in its Graduate Programs. Because of the timeframe for a student visa to be secured, international students are encouraged to complete the admissions process well I advance. Foreign students seeking admission into Cheyney University’s Graduate programs in addition to the above admission requirements and procedures must;

Only required for foreign applicants who have earned a baccalaureate degree at a college or university outside the United States
1. Submit all application materials, including transcripts, diplomas, certificates, etc., translated into English and
2. Arrange with World Education Services to have a document-by-document review of their education credentials, which includes a course-by-course evaluation. World Education Services can be contacted at www.wes.org. World Education Services must confirm that the applicant's undergraduate experience is the equivalent of four years of undergraduate study at an accredited United States college or university, culminating in the bachelor's degree.

Only required for foreign applicants whose first language is not English
3. Demonstrate proficiency in the English language or
4. Submit scores for either the Test of English as a Foreign Language (TOEFL – www.ets/toefl) or the International English Language Testing System (IELTS – www.ielts.org)
To fulfill this language requirement the he applicant must produce minimum
- TOEFL scores of
International graduate students are eligible to seek admission to study full-time at Cheyney University under the Student and Exchange Visitor Program sponsored by the United States Department of State whereby eligible foreign nationals can be sponsored for an F-1 Visa by Cheyney University. Dependents of F-1 Visa holders are eligible for issuance of the F-2 Visa.

International graduate degree students applying for Student and Exchange Visitor Program F-1 Visa option must meet the required admission standards described herein for the graduate degree program of study for which they are seeking admission. Students interested in learning more about the F-1 Visa program should contact the Student and Exchange Visitor Program which is housed within Undergraduate Admissions at Cheyney University. The telephone number for the Student and Exchange Visitor Program is 610-399-2100 or visit the web site, www.cheyney.edu.

Application Review Process
Once all required application documentation has been received, credentials will be reviewed by the respective program. Applicants will be notified of the admission decision in writing following the review. Upon admission, registration may be scheduled for the next term according to the published dates for new students. Prospective students should apply early. Completion of the application process may require two to six weeks.

Acceptance for Admission

Full Acceptance
Applicants whose admission credentials meet or exceed all of Graduate Studies’ and the specific graduate program admission requirements earns full graduate acceptance status.

There are additional areas of special or limited admissions:

- 550 on the paper-based test
- 80 on the internet-based test or
- 213 on the computer-based test
- IELTS scores of
  - 6.0 or better on the IELTS test

Required for all foreign applicants
5. Provide evidence of immunization against measles, mumps, and rubella
6. Provide evidence of medical insurance coverage (issued by a company authorized in the United States) during their proposed stay in the United States.
7. Provide an Affidavit of Support and Declaration of Finances, verifying their responsibility for the full amount of support to support their academic and personal living expenses during their stay in the United States. Supporting bank statements to show this ability may be required. These documents must be made available before an immigration documents can be issued in accordance with Student and Exchange Visitor Information System (SEVIS) requirements.
8. Provide appropriate Visa documentation.
Provisional Status
Provisional status students have not submitted all records required for admission but have presented evidence of graduate school capabilities. The department or program the applicant is applying to may approve these students for admission with special status. Enrollment is permitted for one semester while records are being completed.

Conditional Status
Conditional status students have not met all of the criteria for regular admission but show reasonable promise for success in graduate studies and therefore may be accepted for admission on a conditional basis. An academic deficiency in preparatory studies will be determined by the requirements of the department or program to which the applicant seeks admission. Students accepted on probation must consult an advisor to determine specific courses to be taken in their area or program of study. The student may not register for more than six credits while on conditional status. Students who attain a grade of B in each of the initial graduate courses attempted are removed from conditional acceptance status and continue as regularly accepted students. Students who do not attain this standard will be dismissed from the program.

Visiting Students
Visiting students are seeking a degree elsewhere but need a specific course that is not being offered at the home institution. The visiting student must submit an application and a letter from his or her home institution giving permission to take the specific course at Cheyney University.

Non-Degree Students
Non-degree students are special status students not enrolled in a degree program and may register as a non-degree graduate student. The department or program approves these students for admission with special status. The student may enroll for any graduate course for which he or she has the necessary prerequisite coursework. Academic programs may restrict enrollment in selected courses or give scheduling preferences to the degree-seeking students. Enrollment as a non-degree student does not ensure admission to a degree program. Directors of academic programs, at their discretion, may approve a maximum of six hours of coursework with grades of B or higher taken by a special-status student toward the master’s degree.

Further Information and/or Questions
Questions about the application process or information on the status of your graduate application can be obtained by contacting:

Graduate Admissions
Cheyney University Center City
The Mellon Center
701 Market Street, 3rd Floor
Philadelphia, PA 19106
Phone: (215) 560-3891
Fax: (215) 560-3893
gradstudies@cheeyne.edu
Financial Information
Tuition and Fees for the 2011-2012 Academic Year

Graduate – Pennsylvania State Resident ($416.00 per credit hour)
*Tuition and Tuition Technology Fee are assessed on a per credit hour basis*

<table>
<thead>
<tr>
<th></th>
<th>15 credits</th>
<th>12 credits</th>
<th>9 credits</th>
<th>6 credits</th>
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Graduate – Non Pennsylvania State Resident ($624.00 per credit hour)
*Tuition and Tuition Technology Fee are assessed on a per credit hour basis*

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<td>Graduate Site Fee</td>
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<td>Student Activities Fee</td>
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Other Related Fees
- Auditing Fee (per credit) – 100% of tuition credit hour cost
- Advanced Registration Fee - $35.00
- Application Fee - $50.00
- Graduation Fee – $30.00
- Late Registration Fee - $75.00
- Specific Course Fee – See Cheyney University Graduate Course Descriptions

All fees are subject to change without notice.
Advanced Registration Fee
All accepted graduate students are charged an Advanced Registration Fee. This fee ensures the accepted student of a place in the University. This is a one-time fee of $35.00 is non-refundable.
Graduation Fee
Once a graduate student has filed the proper paperwork to petition to graduate the graduation fee is applied to their account. The graduation fee is $30.00 and covers the cost of the degree audits and evaluations, the diploma, the diploma cover, mailing fees and other incidental expenses associated with the graduation. All graduates are listed in the commencement program and all graduates must pay the fee regardless of attendance at the commencement ceremony.

Late Registration Fee
This fee is charged to any graduate student who completes registration after the official registration date.

Payment of Tuition and Fees
Payment of bills must be received by the University on or before the date established by the Business Office each semester. A graduate student’s failure to pay any and all outstanding balance/s in full on time will result in a late fee assessment of $75.00. In addition to incurring a late fee, a bursar block will be placed on the student’s account. A bursar block prohibits future registration, the release of grades, transcripts and diplomas. All delinquent balances must be satisfied in full to remove the financial hold. Cheyney University reserves the right to transfer delinquent accounts to a contracted collection agency and/or credit bureau. Students referred to a collection agency will be responsible for all collection costs associated with collecting this debt.

Payment Options
The following payment options are available for students to finance their education:

1. Tuition and fees are payable in full at the beginning of each semester. Payment can be made by cash, money order, or by MasterCard, Discover, Visa, or American Express credit cards. The Business Office will bill students who register early. The bill will note the date payment is due. For students registering after the due date, payment is due at the time of registration.

2. Semester Payment Plan: Enroll in Cheyney University’s Deferred Payment Plan administered by Sallie Mae. Pay your tuition in five easy payments over the course of the semester. Information on this plan can be found at https://tuitionpay.salliemae.com/cheyney or by calling at (800) 635-0120.

Financial Aid
Financial aid assistance is available to Cheyney University graduate students and the Office of Financial Aid is available to offer information and to answer any questions concerning this assistance. All financial aid forms and applications are available on the financial aid website at www.cheyney.edu. The Cheyney University Office of Financial aid is committed to a philosophy that supports access to education whenever possible for all students, regardless of their ability to pay.

Students who seek financial assistance must:
- Complete the Free application for federal Student Aid (FAFSA). This form can be accessed online at www.fafsa.ed.gov. The Cheyney University FAFSA School Number is 003317.
• If required to do so, provide to Cheyney University’s Office of Financial Aid income tax information and/or required worksheets.

Forms of Graduate Student Financial Aid at Cheyney University

Direct Federal Stafford Loans
To be eligible for a Direct Federal Stafford Loan, students must be matriculated in a graduate program, enrolled half-time (at least six graduate credits for graduate students) and be a U.S. citizen or national or permanent resident of the United States. Also, students should not have defaulted on any student loans and the student must be making satisfactory academic progress to be considered for a Direct Federal Stafford Loan (see below).

There are two categories of Direct Federal Stafford Loans; Subsidized and Unsubsidized. $20,500 is the total amount a graduate student can borrow from these two programs per academic year with $8,500 being the maximum amount allotted through the Direct Subsidized Stafford Loan program. Direct Federal Subsidized Stafford Loans are need based and the principal payments are deferred with the government paying the interest charges while the borrower attends school on a half-time basis (at least six graduate credits). Direct Federal Unsubsidized Stafford Loans are not based on financial need and accrue interest while the borrower is attending school. The principal payments are deferred, but the student either pays the interest or allows it to accrue through capitalization.

Repayment of both the unsubsidized and subsidized loans begins six months after the student ceases to be enrolled half-time (fewer than six graduate credits). If the first 12 required monthly payments are not made on time, the rebate amount (.5%) will be added back to the loan.

Direct Federal Graduate PLUS Loan
This loan is a non-need based federal loan designed to assist graduate students in financing their education above their Direct Federal Stafford Loan eligibility. Students must be matriculated in a graduate program, enrolled half-time (at least six graduate credits), and be a U.S. citizen or national or permanent resident of the United States. Also, students must be making satisfactory academic progress to be considered for a Direct Federal Graduate PLUS Loan (see below).

Depending on credit worthiness, the student can borrow up to the cost of attendance minus other financial aid, including Direct Federal Stafford Loans. If the first 12 required monthly payments are not made on time, the rebate amount will be added back to the loan. Repayment typically begins on the date of the last disbursement.

Students who are in Default
Students who currently are in default on a federally funded loan or owe a refund on a federally funded grant received for attendance at any institution will not receive or be certified for a Direct Federal Stafford Loan or Direct Federal Graduate PLUS Loan unless they can provide proof that they have rectified the aforementioned default or have made satisfactory arrangements for repayment through the federal loan rehabilitation program.
Due to federal regulations, students enrolled in teacher certification programs who are seeking certification only (i.e., are not candidates for a master’s degree) are considered fifth-year undergraduates for financial aid purposes and may borrow up to $12,500 per academic year between the Federal Subsidized and Federal Unsubsidized Stafford Loans, with a maximum of $5,500 from the Federal Subsidized Stafford Loan, depending on financial need and costs.

**Application Procedures**
To apply for a Direct Federal Stafford Loan or Direct Federal/Graduate PLUS Loan, students need to complete the Free Application for Federal Student Aid (FAFSA), as well as the Direct Federal Stafford Loan Master Promissory Note (MPN). After all forms are submitted, students may be asked to supply additional information. It is important to respond to all requests promptly to avoid delays in processing financial aid.

**Renewal of Financial Aid Year to Year**
Students must reapply for their financial aid each year by completing the FAFSA and any and all documents required by Cheyney University’s Office of Financial Aid. Students who borrow Direct Federal Stafford or Direct Federal Graduate PLUS Loans are required to have entrance loan counseling prior to borrowing (each year) and exit loan counseling prior to graduation. Students also must notify the Office of Financial Aid if there are any changes in their enrollment or housing status. Federal regulations require students who receive outside scholarships and/or tuition reimbursement to inform the Office of Financial Aid of the name and amount of scholarship or tuition reimbursement.

Students who borrow a Direct Federal Stafford Loan must maintain satisfactory academic progress for financial aid (see below).

**Withdrawal and Refund of Funds Policy**
Students who withdraw from classes are eligible for a tuition refund based on the following:
- Advanced Registration Fee – non-refundable
- Other deposits and payment for tuition, residence, meal plan based on the following schedule:

<table>
<thead>
<tr>
<th>Time Frame Elapsed</th>
<th>Percentage Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>100%</td>
</tr>
<tr>
<td>Second Week</td>
<td>80%</td>
</tr>
<tr>
<td>Third Week</td>
<td>60%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>50%</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>40%</td>
</tr>
<tr>
<td>After the Fifth Week</td>
<td>0%</td>
</tr>
</tbody>
</table>

Fees are not refundable with the exception of the laboratory/course fee, which is totally refunded if the student withdraws prior to the first scheduled class.
Refund of Federal Aid
Students who are recipients of federal financial aid (federal loans) and who withdraw from all courses; drop out from all courses; are dismissed from all courses; or take a leave of absence from all courses prior to completing 60% of a semester must have their financial aid recalculated based on the percent of earned aid. (Once a student has completed more than 60% of the payment period, all financial aid is considered to be earned.)

The amount of federal financial aid that the student earns is determined on a pro-rata basis using the following formula:

\[
\text{Percent Earned} = \frac{\text{Number of days completed up to the withdrawal date} **}{\text{Total calendar days in the term}} \\
\text{(with an allowance for any scheduled breaks that are at least 5 days long)}
\]

The percentage of aid that is unearned (i.e., returned to the government) is determined using the following formula:

\[
\text{Percent Unearned} = 100\% - \text{minus} - \text{the percent earned}
\]

Uneared aid is returned as follows:

**The school returns the lesser of:**
- Institutional charges multiplied by the unearned percentage.
- Federal financial aid disbursed multiplied by the unearned percentage.

**The student returns:**
- Any unearned aid not covered by the school.

When the school and/or the student must return unearned aid, it must be returned to the appropriate program(s) as follows:
1. Direct Federal Unsubsidized Stafford Loan
2. Direct Federal Subsidized Stafford Loan
3. Direct Federal Graduate PLUS Loan

Loan amounts that are to be returned by the student are repaid in accordance with the terms of the loan’s promissory note. Grant amounts that are to be returned by the student are considered a grant overpayment and arrangements must be made with the school or the U. S. Department of Education to return the funds. The Business Office will bill the student for any funds the school must return.

** Withdrawal date is defined as the actual date the student begins the institution’s withdrawal process, the student’s last date of academically related activity, or the midpoint of the term for a student who leaves without notifying the institution.**

For the purpose of refund computation, a week shall be defined as the period of seven consecutive days beginning with the official University opening and not the first day in actual attendance by the student. All Saturday classes are considered under the same policy.
Satisfactory Academic Progress

Federal regulations require that all institutions of higher education establish, publish and apply reasonable standards for determining whether a student, who is otherwise eligible for financial aid, is maintaining satisfactory academic progress. For the purpose of satisfactory academic progress, financial aid includes all federal, state and Cheyney University funded scholarships, grants, discounts, work and loans. There are three standards of satisfactory academic progress that students must meet: qualitative, quantitative, and completion time standard.

Qualitative Standards
To meet the qualitative standards students must achieve and maintain a minimum cumulative grade point average (GPA) of a 3.0.

Quantitative Standards
To meet the quantitative standards students must satisfactory complete 75% of all courses attempted.

Completion Time Standard
Under normal circumstances, a full–time or accelerated graduate student should complete their program within 3 years. Therefore, no full-time or accelerated graduate student would be eligible for financial assistance for more than three years. Students enrolling half–time should normally complete the program within six years. Therefore, no half-time degree candidate will be eligible for financial assistance for more than six years.

The student must meet all standards in order to be considered to be making “satisfactory academic progress” for financial aid purposes.

Measurement of Academic Progress
Academic Progress measurement involves all semesters and is evaluated at the end of the Spring semester. Students beginning their program in the Spring semester will be evaluated based on their academic performance after their first Spring semester, and at the end of each subsequent Spring semester. Also, the satisfactory progress standards are cumulative and will include all semesters of the student’s enrollment, even those for which the student did not receive financial aid.

Failures and withdrawals are considered courses attempted, not completed. Grades of incomplete are not counted toward credits completed until after the course work posted by the Registrar’s Office. Repeat courses will not count toward credits completed for satisfactory academic progress since the credits were already counted toward the standards the first time the course was completed.

When Minimum Standards of Academic Progress are NOT Achieved
Students who fail to meet academic progress requirements will be notified by the Financial Aid Office after information on academic progress is available at the end of the academic year (typically June). Students who fail to meet these requirements will not be considered for financial aid until all standards have been achieved. Under no circumstances will financial aid be awarded retroactively to the semester(s) in which the standards were not met. Students who fail to meet these requirements have the opportunity to make up the hours and grade point requirements needed during the Summer Sessions (at their own expense). Once the Summer
Session course work is posted by the Registrar’s Office, the student will be considered for financial aid for the next semester if the requirements are met. It is the student’s responsibility to ensure the grades and credits completed have been properly posted with the Registrar’s Office and to notify the Financial Aid Office once this has occurred.

**Satisfactory Academic Progress Appeal**
The student may request a waiver of the progress requirements due to extenuating circumstances. A letter should be written to the Director of Financial Aid indicating why the requirements were not met and include a detailed remediation plan to show how they intend to remediate the problem and ensure that it does not happen again. Approval or disapproval of this appeal will be made by the Financial Aid Appeals Committee. The student will be notified in writing of the committee’s decision. The student, Dean of Graduate and Continuing Studies, and the Registrar will be made aware of the appeal decision.

**Veteran’s Affairs Financial Aid Programs.**
Cheyney University proudly participates in the educational financial benefit programs offered through the Department of Veterans’ Affairs; the Montgomery GI Bill and the Post 9-11 Bill. Information about these benefits can be obtained at [www.gibill.va.gov](http://www.gibill.va.gov) or by calling the Department of Veterans Affairs at 1-888-GIBILL-1. Cheyney University’s Veteran’s Affairs Certifying Official can be found in the office of the Registrar. The Office of the Registrar’s telephone number is 610-399-2225. The email address for the Office of the Registrar is registrar@cheyney.edu.
Graduate Program Policies and Procedures

Academic Policies

Responsibilities of Students
While help is available in the respective school and program offices for planning, the student has the ultimate responsibility for academic planning. Students should read the Graduate Catalog and other material published and distributed by the academic schools. In doing so, the student can best be assured of completing the program in the desired time. Students are an integral part and bear a certain level of responsibility for the high-quality academic and interpersonal environment at Cheyney University. These student expectations are outlined below.

1. Students are responsible for making sure they meet all program, department, school, and University regulations for graduation.
2. Students are responsible to know and observe all regulations and policies of Cheyney University. Students are expected to consult all University and school publications (e.g., catalogs, handbooks, course brochures) as well as the website for all relevant regulations, dates, times, and deadlines pertaining to academic programs and services as well as degree completion.
3. Students are encouraged to save all catalogs and course syllabi. The University will not be responsible for providing students with more than a course description for any given course subsequent to completion of the course and/or degree program.
4. Students are expected to obtain handbooks and other materials prepared and distributed by the respective schools of concentration and to familiarize themselves with program, certification, and licensure requirements as presented in these publications.

Transfer of Credit
Graduate credit from another accredited college or university may be applied toward fulfillment of requirements in the students’ graduate program at Cheyney University. Upon applying to a graduate program, a student may present for evaluation graduate credits completed elsewhere within the last six years. This transfer request must be approved by the student’s faculty advisor and/or the Chair of the respective master’s degree program.

Acceptance of such credits will depend upon whether or not the course(s) are related to the program, whether the student has obtained a grade of B or better in the course(s), and whether or not the college giving credit for the course would consider the course as acceptable for application to their degree program. Applicants should review any additional specific requirements concerning acceptance of transfer credits by a given graduate program.

A maximum of six (6) semester hours of credit from another accredited college or university may be accepted toward a master’s degree program.

Exemption from an Academic Requirement
Certain program requirements may be waived because of prior experience or coursework taken by the student. Requests for exemptions are submitted to the School Dean and approved by the
Vice President for Academic Affairs. An exemption does not reduce the number of credits required for the program.

Advising
All admitted graduate students **must** work closely with their assigned program faculty advisor to ensure that they follow a planned program of study. This planned program of study will specify the courses and program requirements the student must meet to complete their graduate program. Meetings with faculty advisors should take place regularly. Students should call the appropriate program office for an appointment with an advisor before completing registration in any given semester.

Attendance
Students must be well prepared and attend classes regularly. Participation in class activities is an important part of the learning experience. The educational value of the course is enhanced by the ability of students and instructors to share insights and experiences.

Registration
Students register for courses on published dates as can be found at the University website; [www.cheyney.edu](http://www.cheyney.edu). Students are able to register online using Cheyney University’s PowerCAMPUS Self-Service system. There is a one-time registration fee when all students register for the first time. Students who register early will be billed and will pay tuition according to the billing dates specified each semester by the Bursar Office. Students who register near the starting date for classes will be expected to pay tuition at the time of registration.

Substitution of Courses
Substitution of equivalent course work is allowed on the graduate level. A maximum of six (6) credits will be allowed for course substitutions for graduate students. All substitutions must be approved by the student’s faculty advisor and department chair.

Auditing Classes
Students wishing to audit graduate courses need the approval of the course instructor, would enroll in the course “not-for-credit” and they would pay the full fee. Registrations for the auditing of courses will be considered tentative until the close of regular registration. If the registration of regular students fills the class quota the students who have registered for auditing will be withdrawn. Auditing students would not be required to take examinations or complete class assignments and would not be given a grade in the course. Auditing students could take the course for credit at a later date, subject to the recommendation of the department offering the course and the approval of the school dean.

Course Number System
Master's courses are numbered in the 500s and 600s to reflect academic progression in the graduate program curriculum. Faculty advisors answer questions concerning course sequences as they relate to each program.
Credit Unit Requirements
Three semester hours of credit are granted for completion of most graduate courses. For completion of one class hour one credit is given. Credits for each semester are indicated after the course description. Most master’s degree programs at Cheyney University require a minimum of 36 semester hours. No more than 6 semester hours of credit can be used as transfer credit.

Course Load
The normal academic course load for graduate students is 6-9 semester hours per academic term. For financial aid purposes, a full-time course load for Master’s degree students is a minimum of nine graduate credit hours per semester and a part-time course load is a minimum of six graduate credit hours per semester. Students should contact the Financial Aid Office for Summer Session requirements.

School term
The regular academic year is composed of fall and spring semesters, 15 weeks each. Two Summer Sessions of five weeks each are offered each year. Cheyney University’s annual calendar contains the exact dates on which semesters begin and end. Alternative schedules/telescopd graduate course offerings have specific guidelines and requirements. Please consult a faculty advisor for further information on these types of courses.

Course Schedules
Current information is available on the University web site using the PowerCAMPUS Self-Service system. Schedules announcing course offerings and class meeting times are published three times a year for the Fall, Spring, and Summer Sessions. These schedules facilitate course selection and provide information on registration dates, tuition, and fees.

Course Cancellations
Cheyney University will make every effort to meet the academic needs of each graduate student by offering courses outlined in the catalog in a timely manner. However, the University reserves the right to change or cancel, without notice or obligation, any course offering and/or location published in the academic schedule because of insufficient enrollment or for any other reason. Cancellation can occur up to and including the first week of class.

Drop/Add
Courses may be dropped or added to the student’s schedule any time up till the end of the drop/add period specified on the Cheyney University Academic Calendar. Students may do this via the PowerCAMPUS Self-Service system. Students are personally responsible to initiate and complete drop/add adjustments. Drop period will extend to the 6th calendar day in a typical semester and the add period will extend to the 7th calendar day. Drop/add adjustments will not be made after the deadline date. Enrollment adjustments may affect academic progress toward degree completion and/or financial aid status. It is the student’s responsibility to investigate the impact of registration adjustments on his or her continued academic progress and available funding.

Failure to not attend and to not follow these procedures for withdraw from a course will result in a failing grade of “F” for the course.
Administrative Drop/Add
After the close of the regularly scheduled drop/add period (see above for time frame), a student can drop/add a course with their advisor’s and the professor of records permission. This drop/add is completed using the registration management system. The administrative drop/add period will extend to the end of the third week of classes. It is the student’s responsibility to investigate the impact of registration adjustments on his or her continued academic progress and available funding.

Administrative Withdraw
Once enrolled in a course, those students who never attended the course will be administratively withdrawn from the course. Administrative withdraw occurs after the close of the regularly schedule drop/add period and will extend to the end of the third week of classes. An administrative withdrawal will result in an “AW” appearing on the student’s transcript. It is the student’s responsibility to investigate the impact of registration adjustments on his or her continued academic progress and available funding.

Withdrawal from a Course (WC)
The WC period starts the day after the drop/add period ends and before the end of the tenth class week (or equivalent for non-traditional semesters). See the Academic Calendar for the specific date that the WC period ends. The student may WC from a class after the specified date only with permission from the Provost’s Office.

In order to WC form a class, the student must pay $5.00 per class, obtain the appropriate signatures and submit the form to the Office of the Registrar for processing. Students are personally responsible to initiate and complete the WC process. The student receives a grade of “WC” for these courses. The “WC” grade carries no weight and does not affect the student’s GPA. Students who fail to WC from a course can expect a grade of “F” and are financially responsible for the fee of the course.

Withdrawal from the University
In order to withdraw from the University, the student must 1) resolve all financial indebtedness to the University, and 2) obtain and submit the completed “Withdraw from the University Form” from the Office of the Provost. The Provost notifies the Office of the Registrar of the decision in writing. The student who withdraws receives a grade of “W”. The “W” grade carries no weight and does not affect the student’s GPA.

Re-admission
All former students returning to the University after an absence of more than two (2) consecutive semesters must submit an application for re-admission to the Master’s degree program. All graduate level courses taken by the student prior to the leave will have to be reassessed when designing a new planned program of study. Previous course work may or may not be accepted automatically for credit in the new planned program of graduate study.

Policy on Repeating Courses
Graduate students are allowed a total of two (2) repeated courses across their graduate program and a single course can only be repeated one time. The most recent grade for the course repeated
(regardless of whether it is higher or lower compared to the original grade) will be the grade used for the GPA calculation.

**Grading Policy**

Grades represent student achievement as evaluated by the class instructor. All students are expected to maintain a grade point average (GPA) of a 3.0 to remain in good academic standing.

**Cheyney University Graduate Studies Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
<th>Quality Equivalent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90-100</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>79-70</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>69-60</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59 and below</td>
<td>0</td>
</tr>
<tr>
<td>I*</td>
<td>Incomplete</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>IP**</td>
<td>Department Designated Self Pace – No Credit</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Accepted Transfer Credits</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>WC</td>
<td>Official Withdrawal</td>
<td>WC hours count as hours attempted</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from the University</td>
<td>W grade carries no weight in the GPA calculation.</td>
<td>0</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>Does not carry credit nor GPA quality.</td>
<td>0</td>
</tr>
</tbody>
</table>

*I* - indicates that the student has not satisfied all requirements of a given course. All deficiencies must be removed by the end of the tenth week of the next regular semester. Failure to meet this requirement automatically changes to an F.

*IP* - has no point value. Credits may be earned by completion of the required assignments through consecutive enrollment. Interruption will result in the IP converting to an F.

**Academic Standing and Retention**

**Good Academic Standing**

Graduate students must meet the following minimum academic requirements for continuing enrollment in the graduate programs each semester;

- Earn no final class grades lower than a “C”
- Earn no more than two final class grades of a “C”
- Maintain a minimum cumulative GPA of a 3.0 or higher

A third grade of a C or lower earned in any course must be repeated the next time the course is offered. Any courses in which a grade below a B is earned may be repeated only one time and a total of two class repeats across the program will be allowed. When a course is repeated, both grades will appear on the transcript, but only the most recent grade will be used in calculating the student's GPA.
**Academic Warning**
If at the completion of any semester of study the student does not remain in Good Academic Standing, the student will receive an Academic Warning for the following semester. A student is only allowed one semester of Academic Warning. Upon being made aware of being on Academic Warning the student must meet with their faculty advisor to develop an academic plan to remediate the problem. Failure to develop such a plan will jeopardize continuance in the program. If the student successfully returns to Good Academic Standing after the semester of Academic Warning and the student again does not meet the Good Academic Standing standards the student is not given another semester of Academic Warning. In this case the student is placed on Academic Probation.

**Academic Probation**
If after a semester of Academic Warning the student still is not in good academic standing or if the student again does not meet Good Academic Standing standards the student will be considered to be on Academic Probation. Upon being made aware of being on Academic probation the student must meet with their faculty advisor to develop an academic plan to remediate the problem. Students will only be allowed one semester of Academic Probation.

**Academic Dismissal**
Should the student be unable to return to good academic standing at the completion of their semester of Academic Probation the student will be dismissed from the University. A student dismissed from the University following a semester of Academic Probation may seek readmission only under unusual circumstances. In special situations the student may file an appeal to the Appeals Committee. Students considering filing an appeal should first meet with their faculty advisor to determine whether the filing of an appeal would be appropriate. If so, the students’ faculty advisor will guide the student through the appeal process.

**Academic Disputes/Grade Challenges**
The University’s Grade Appeal Policy provides a process for redress of grievance between a student and a faculty member concerning a final grade in a course taken at Cheyney University. Two important points must be kept in mind concerning the application of this policy; 1) all uses of the word “grade” in this policy refer to the final grade in a course, and 2) the Grade Appeal Board (GAB) may consider approving changes only to P (pass) and W (withdraw). Any requests for changes to specific letter grades (i.e. from a “D” to a “C”) would not be considered by the GAB.

Consistent with the position of the AAUP (American Association of University Professors), students should have protection through orderly procedures again unsubstantiated academic evaluation. Should a student believe that their final course grade reflects unsubstantiated academic evaluation, they may initiate and pursue a grade change appeal using the following process. All grade change appeals shall be initiated in a timely fashion. This procedure is in abbreviated form in this catalogue. For the full policy see the Cheyney University Student Handbook which can be found on the University web page at www.cheyney.edu.
Preliminary Steps
1. The student shall first discuss the matter directly with the faculty member in an attempt to resolve the matter.
2. If there is no resolution, the student shall discuss the matter with the chairperson of the faculty members’ department, or, if the department chairperson is the person who gave the grade, with the dean of the respective college, who shall attempt to resolve the matter.
3. If there is no resolution through the department chairperson, the student shall discuss the matter with the dean of the respective college, who shall attempt to resolve the matter.

Grade Appeal Board Process
1. The student has the right to complete a Grade Appeal Petition to the GAB if there is no resolution reached with the faculty member through the mediation of the department chairperson or the college dean and the student wishes to pursue the matter further. This petition must be filed no later than the end of the ninth week of the next regular semester. Failure to file the petition on time forfeits the student’s right of appeal. This appeal shall be secured from and submitted to the Office of the Vice President of Academic Affairs. The petition shall contain:
   a. The names of the student and the faculty member involved in the appeal.
   b. A list of the names of those contacted in the student’s attempts to resolve the issue.
   c. A statement from the appropriate college dean that the conflict remains unresolved.
   d. A clear, concise statement describing the grounds for the appeal.
   e. A statement of the resolution requested.
2. After considering the appeal, the chairperson of the GAB will forward the GABs decision to the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify all parties involved of the GAB’s decision to reject the appeal or to schedule a hearing.

Hearing Process
1. If a hearing is deemed necessary, the GAB chairperson shall notify the student and the faculty member of its time and location. In the event of a hearing, the GAB chairperson shall:
   a. Provide the student and the faculty member with a copy of the GAB’s rules and procedures for the hearing process.
   b. Notify the faculty member, department chairperson, and the dean that each may submit a written statement outlining issues of the case from his/her perspective. All statements and materials must be submitted by all parties involved to the committee chairperson no later than six (6) class days prior to the hearing.
   c. Provide GAB members with copies of submitted statements and materials no later than three (3) class days prior to the hearing.
2. Following the hearing the GAB will meet in closed session to decide on the merits of the petition. All decisions of the GAB committee are final.
Degree Requirements
The responsibility for meeting the requirements for the degree rests with the student. The basic requirements for graduation are:

1. The completion of all course and other requirements specified in the particular program
2. A cumulative GPA of 3.0 or better and no more than two final course grades with a grade of “C” and no final grades lower than a “C”
3. Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
4. Filing of the formal Anticipation of Graduation for Graduate Students form in the Office of the Registrar no later than ninety (90) days prior to graduation. Degrees are awarded three times per year; May, August and December. Review the Cheyney University Calendar for the exact graduation dates. The Anticipation of Graduation for Graduate Students form may be obtained from the Office of the Registrar and through the main page for the University Registrar.

Graduate students are expected to submit the Anticipation of Graduation for Graduate Students form on time. Forms received after deadline dates will not be considered for the filing graduation date. In order the have the Anticipation of Graduation for Graduate Students form submitted to the Office of the Registrar on time students must submit the form to their faculty advisor no later than the end of the second week of instruction in the semester in which they expect to complete all degree requirements. Therefore candidates planning to graduate in May must file their application for graduation in January.

Graduation ceremonies are held annually in May. All graduate students are eligible to participate in the commencement ceremonies only if all degree requirements including culminating experiences (thesis, project, or comprehensive examination) have been completed prior to the date of commencement. Completion of the Anticipation of Graduation for Graduate Students form formally registers the student for the graduation ceremony in May.

Enrollment and Fulfillment of Degree Requirements
Graduate students must complete the program of study within six calendar years from the date of acceptance into a program of graduate studies. Students admitted to a degree program are expected to enroll continuously until the program is complete. Continuous enrollment is defined as completing a minimum of six credits per academic year, including Summer Sessions, at Cheyney University. Failure to maintain continuous enrollment may affect progress toward degree completion because of course availability. The timeline of six years for degree completion will not be extended for students who fail to maintain continuous enrollment in courses as defined by the University.

Students who fail to enroll in courses for a period of two consecutive semesters or longer will be required to apply for readmission to graduate studies. Students readmitted in this way will be bound by program requirements in effect at the time of readmission. Not all coursework previously completed in a given program may be applicable to degree completion under new/revised program requirements in effect at the time of readmission.
Final Grades and Transcripts
Final grades are available online to all students without stops. The Office of the Registrar issues transcripts. Students may request transcripts in person, by mail (Cheyney University, Attn: Office of the Registrar, 1837 University Circle, P.O. Box 200, Cheyney, PA 19319), by fax (610-399-2385) or by email at registrar@cheyney.edu. Telephone requests will not be honored. The request must be in writing. There is a fee for each copy of a transcript and the payment in cash, money order, or credit card should be made by calling the business office at (610) 399-2224/2232 or by using the online payment option on the Cheyney University website. Cheyney University does not accept personal checks.

<table>
<thead>
<tr>
<th>Fees</th>
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<tbody>
<tr>
<td>Official Transcript</td>
<td>$10.00 each</td>
</tr>
<tr>
<td>Unofficial Transcript</td>
<td>$5.00 each</td>
</tr>
<tr>
<td>Overnight Delivery</td>
<td>$17.50 plus the cost of the transcript</td>
</tr>
<tr>
<td>Two (2) Day Delivery</td>
<td>$4.95 plus the cost of the transcript</td>
</tr>
<tr>
<td>Same Day Pickup</td>
<td>$10.00 plus the cost of the transcript</td>
</tr>
</tbody>
</table>

Please be aware that these prices are subject to change without notification.

The requestor must be the student/former student unless written authorization has been given by student/former student. The following information is required to process a transcript:
1. Name student attended under
2. Current name if it has changed
3. Current telephone number or email address
4. Social Security Number
5. The year of graduation or last semester attended
6. Complete destination address

Transcripts from other colleges or Universities that are submitted to the office of the Registrar become the property of Cheyney University and are included in the student’s official file. These transcripts are not released to students or to other institutions and may not be copied.

Other University Policies and Procedures
ID Cards
All graduate students must obtain an ID card. A valid ID card is required for use of all University facilities including computer facilities and building access. Students are expected to have their IDs with them at all times.

Financial Expectations
Students are expected to meet all financial responsibilities.

Smoking Policy
Cheyney University maintains a smoke-free environment. Smoking is prohibited in all University buildings.
Code of Ethical/Professional Standards and Conduct

Graduate programs at Cheyney University prepare students to take positions of responsibility and leadership within their communities and professions. Some departments and programs require supervised off-campus clinical experience in which students are expected to conduct themselves as professionals-in-training. Students are expected to abide by the standards and codes that govern their professions, as well as to demonstrate the meaning and value of ethical conduct, personal honesty, and professional integrity. Behavior in violation of ethical or professional standards of the field and/or Cheyney University constitutes grounds for disciplinary action including and up to dismissal from the University. Students should consult relevant program handbooks for further information.

Academic Honesty

Cheyney University expects from its students the highest standards of honor and integrity in meeting their academic responsibilities. Academic honesty is essential for effective evaluation of student scholarship and growth. Anything less than complete integrity undermines the basic educational process. Any acts of academic dishonesty by students, such as plagiarism on written papers or cheating on exams, threaten to undermine the educational and ethical goals of the University for its students. Such violations are of the utmost seriousness. Academic dishonesty in any form is regarded as a breach of honor and integrity, an evasion of personal responsibility, and an attempt to misrepresent progress. Violations of standards will not be tolerated at Cheyney University. The goal of the University’s Academic Honesty policy and procedures is to promote a climate of academic honesty for all individuals at the University.

It is the responsibility of students to be aware of the Academic Honesty policy and abide by it at all times. Ignorance of the policy will not be an acceptable defense if charges are lodged. Students accused of academic dishonesty who fail to meet the time deadlines contained in the procedures set forth in the policy will forfeit their rights to a formal hearing and to appeal a sanction. Students are encouraged to bring cases of academic dishonesty that they observe or know about to the attention of their instructors or to officials of the University. **This procedure is in abbreviated form in this catalogue. For the full policy see the Cheyney University Student Handbook which can be found on the University web page at [www.cheyney.edu](http://www.cheyney.edu). This policy in its entirety can also be found in the Cheyney University Policy Register at [www.cheyney.wsy/policy-register/index.cfm](http://www.cheyney.wsy/policy-register/index.cfm).**

Violations of Academic Honesty

Academic dishonesty involves any attempt to obtain academic credit or influence the grading process by means unauthorized by the course instructor. Academic dishonesty includes, but is not limited to the following situations and examples.

1. Providing or receiving unauthorized assistance in course work and lab work, or unauthorized assistance during examinations or quizzes.
2. Using unauthorized notes, materials, and devices during examinations or quizzes.
3. Plagiarizing the work of others and presenting it as one’s own without properly acknowledging the source or sources. At its worst extreme, plagiarism is exact copying, but it is also the inclusion of a paraphrased version of the opinions and work of others without giving credit. It is not limited to written materials. It includes the wrongful
appropriation in whole or in part of someone else’s literary, artistic, musical, mechanical, or computer-based work.
4. Presenting material to fulfill course requirements that was researched or prepared by others (such as commercial services) without the knowledge of the instructor.
5. Falsifying or inventing data to be presented as part of an academic endeavor.
6. Gaining unauthorized access to another person’s or the University’s computer system. Violations include tampering with or copying programs or data or access codes associated with coursework.
7. Possessing or arranging for someone else to possess course examination or quiz materials at any time without the consent of the instructor.
8. Altering or adding answers on exercises, exams, or quizzes after the work has been graded.
9. Making fraudulent statements, excuses, or claims to gain academic credit or influence testing or grading.
10. Making examinations or quizzes for someone else or arranging to have someone take examinations or quizzes in place of the person registered for the course.

Sanctions
One or more of the following sanctions may be imposed upon a student who commits a single act or multiple acts of academic dishonesty. The determination of the sanctions to be imposed depends on the severity of the offense or offenses. The following are the possible sanctions;
1. The student may be given a grade-reduction penalty within the course in which the act occurred and/or be required to fulfill additional academic requirements within the course at the discretion of the instructor. The grade reduction may encompass one portion of a course (such as a particular assignment or exam) or apply to the entire course (such as dropping the student one letter grade).
2. The student may be given a failing grade of “F” for the course. Instructors have the right to assign such a grade for any instance of academic dishonesty, and the student may not withdraw from the course in order to avoid this penalty.
3. The student may be temporarily suspended from enrollment at the University.
4. The student may be permanently dismissed from enrollment at the University.

Anyone who willfully assists another in the breach of integrity is held equally responsible and is subject to the same penalties.

Procedures
No sanction for academic dishonesty may be imposed upon a student without following the procedures established in the policy. Students accused of academic dishonesty in the context of a course in progress who intend to request a formal hearing in order to contest the allegations may continue to attend the class in question until the case is resolved. If the course in question ends before the case is resolved, the instructor shall submit a grade of “NGR” (no grade), that will be replaced with the appropriate grade upon resolution of the case.

There are two options for the student and faculty member in this process; The Informal Resolution Process and the Formal Resolution Process. The informal resolution process applies to situations when the instructor believes that an alleged act of academic dishonesty can be
resolved within the course by enforcing either the first or second sanction, that is, where the maximum penalty sought by the instructor is no greater than failure in the course with a grade of “F.”

The Formal Resolution Process may be initiated by instructors, accused students, or the Vice President for Student Services when the instructor seeks a greater sanction than failure in the course with a grade of “F” or the student wishes to dispute the accusation(s) made by the instructor or made by the Vice President for Student Services if a student’s most recent violation of the Academic Dishonesty Policy is a repeated offense that was settled by the Informal Resolution Process. The procedures, forms and processes for both the Informal and Formal Resolution Processes and Appeals can be found in the Cheyney University Student Handbook which can be found on the University web page at www.cheyney.edu. This information in its entirety can also be found in the Cheyney University Policy Register at www.cheyney.wsy/policy-register/index.cfm.

**Student Code of Conduct**
Cheyney University expects conduct of each student in full accord with the University’s interests, standards, and ideals. Cheyney University strives to maintain an intellectual atmosphere that is designed to foster and support students’ educational objectives and which protects the health, safety, and welfare of all members of the University community. To hold members of the Cheyney University family accountable for these standards Cheyney University has adopted the **Student Code of Conduct**. *This procedure is in abbreviated form in this catalogue. For a full description of Cheyney University’s Student Code of Conduct please visit the Student Handbook which can be found on Cheyney University’s web page at www.cheyney.edu.*

The **Student Code of Conduct** is Cheyney University’s formal policy pertaining to the adjudication of violations of the standards of behavior and conduct expected of students enrolled at the University. Every student is expected to uphold high standards of conduct in their days to day contact with all members so the University community. Additionally, students must observe all established policies, procedure, rules, and regulations which govern the institution, as well as all local, state and federal laws.

**Standards of Behavior and Conduct**
The following represent those standards of behavior and conduct, which are considered violations of the **Student Code of Conduct**. These acts, and in some cases, the failure to act, necessitates disciplinary attention and will subject student to disciplinary action through the student judicial process.

The policies and rules outlined herein are not exclusive; students are advised that they are subject to additional policies and rules by Cheyney University. Students who participate in the Residence Life program are reminded that, in addition to the policies and rules identified in the Student Code of Conduct, they must also adhere to the provisions of the Housing Contract, as well as other procedures and regulations as directed by the Office of Residence Life and Housing.
Violations
Violations of the Student Code of Conduct include and are not limited to;

- Non-compliance (i.e. failure to comply with established procedures and regulations, willful disregard of an official and proper order from a duly designated University official acting within the scope of his/her employee responsibilities, failure to provide a valid Cheyney University student identification card or other acceptable form of photo identification upon request to a duly designated University official.)
- Campus demonstration (i.e. blocking the entrance of exit of any building, corridor, or room therein, and/or occupying any building or office and causing interference with the normal use of, or closing of the said building or office)
- Dishonesty
- Disorderly conduct
- Hazing
- Acts of intolerance
- Alcohol use (Cheyney University of Pennsylvania is a dry campus; accordingly, the possession, consumption, or distribution of alcohol on campus is prohibited, regardless of an individual’s age).
- Civil or Criminal Statutes
- Environmental Health and Safety, including Fire Safety
- Gambling
- Harassment, Intimidation, or Threats
- Sexual Harassment
- Infliction of Harm
- Illegal Drugs (including Obnoxious Odors)
- Theft
- Trespassing
- Vandalism
- Weapons

For a full description of Cheyney University’s Student Code of Conduct and further definition and clarification of these offenses please visit the Student Handbook which can be found on Cheyney University’s web page at www.cheyney.edu.

Potential Sanctions
Infractins of the Student Code of Conduct will result in a sanction being imposed. Sanctions are levied relative to the nature and scope of the violation. Repeat offenders will be subject to greater penalties than a first-time offender. Cheyney University has the right to levy sanctions against any student and/or any other student organization found responsible for violating the standards of behavior and conduct established by the University. Students who aid, abet, encourage, request, initiate, assist, or have knowledge of any other student, non-student, or student organization involvement in acts which violate this document or participates in a violation of this document will be subject to disciplinary action, as if the student or student organization has actually committed the violation.
Serious violations that threaten the health, safety, and welfare of individuals may result in immediate suspension or expulsion from Cheyney University. The following are possible disciplinary sanctions, which may be imposed for an infraction. This list shall not be taken to be exhaustive and may be enlarged or modified to meet particular circumstances in any given case:

1. **Disciplinary Expulsion:** The student is expelled from the University. The relationship between the student and the University is permanently terminated. A student is not permitted on University property. There will be no refunding of tuition or fees. The assignment of grades will be in accordance with the policy established for suspensions/expulsions.

2. **Disciplinary Suspension:** The student is being involuntarily separated from the University for a designated period of time. A student may not attend classes, take exams, receive grades, or be on authorized University property except for authorized University business during the suspension period. Authorized University business must be approved in advance by the Office of Public Safety or the Chairperson of the Disciplinary Committee. There will be no refunding of tuition or fees. The assignment of grades will be in accordance with the policy established for suspensions/expulsions.

3. **Residence Hall Suspension:** The student is separated from the Residence Life Program and may not reside in or visit the residence halls for a specified period of time.

4. **Deferred Suspension:** The student is informed that although the behavior may warrant a suspension; a suspension is being deferred at this time. The student is also advised that any subsequent violation of the Student Code of Conduct may result in the student’s involuntary separation from the University for a designated period of time.

5. **Disciplinary Probation:** The student receives notice placing them on disciplinary probation for a specific period of time. Probation is a period of review and observation during which the student must demonstrate the ability to comply with University rules, regulations, and other requirements as stipulated by the sanction. Disciplinary probation will last a specified time period as determined by the Disciplinary Committee.

6. **Disciplinary Reprimand:** The student receives notice explaining that their behavior has been in violation of University regulations and warns the student against similar behavior in the future.

7. **Restrictions:** Student/student organization receives written notice barring them from specific activities for a specified period of time.

8. **Restitution:** Reimbursement for damage to or misappropriation of property; this may take the form of appropriate service or other compensation.

9. **Interim Suspension:** The student receives notice of suspension from the University, including the privilege to enter a university facility or property, pending final disposition of the student’s case if it is determined that the student’s continued presence constitutes an immediate threat of harm to the student, other students, university personnel or university property. If a student is suspended under these conditions, a hearing shall be convened within ten (10) business days, unless extenuating circumstances warrant an extension, in which case a hearing shall be provided at the earliest possible date.

10. **Educational/Developmental Assignments:** The student is given the responsibility of attending, hosting or presenting an educational or developmental workshop or program.
11. **Community Service:** The student is given a specific number of hours to perform service for the Cheyney University Community. Department supervisor must submit written approval for service as well as a confirmation upon completion.

**Disciplinary Procedures**
When a student is charged with a violation of conduct regulations, disposition of the student's case shall be according to due process as outlined in the Student Code of Conduct found in the Student Handbook which can be found on Cheyney University’s web page at www.cheyney.edu.

**Family Education Rights and Privacy Act (FERPA)**
FERPA is the acronym for the federal statute titled the Family Education Rights and Privacy Act. Cheyney University accords all rights under the law to students who are in attendance at the University, and in certain instances to the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1954. A dependent student is a student whose parent(s) provide/s more than half of his/her support. Generally, the University does not provide information to parents because of this act. However, exceptions are made if:

1. The student gives his or her parents written consent if the student is independent; or
2. The parents provide a certified copy of their most recent Federal Income Tax Form reflecting dependency status of the son/daughter which must be on file in the Office of the Registrar.

No one outside the institution shall have access to, nor will the institution disclose, any information from students' education records without the students' written consent except to

- Personnel within the institution who have an educational need,
- Officials of other institutions in which students seek to enroll,
- Persons or organizations providing students financial aid,
- Accrediting agencies carrying out their accreditation function,
- Persons in compliance with a judicial order,
- Valid subpoena, and
- Persons in an emergency in order to protect the health or safety of students or other persons.

All these exceptions are permitted under the act. Within the Cheyney University community, only those members, individually or collectively, acting on the student's educational interest is allowed access to student education records. These members include, without limitation, personnel in the offices of the Registrar, Bursar, Financial Aid, Admissions, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide the following directory information in accordance with the provisions of the act to: name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and award received, most recent previous educational agency or institution attended by the student, e-mail address, and other information as defined by university policy that is not contradictory to the statute. Although a university may release this information, it is not required to do so.
Students may withhold directory information by submitting a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on their account it will remain in effect until otherwise notified.

The law provides students with the right to inspect and review information contained in their education records. The University Registrar at Cheyney University has been designated by the institution to coordinate the inspection and review procedures for student education records. Students wishing to review their education records must make written requests to the Office of the Registrar and only records covered by the act will be made available within 45 days of the request. Education records do not include the following; records of instructional, administrative, and educational personnel, records of the law enforcement unit, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Additional information and resources related to FERPA can be found on the Office of the Registrar – Cheyney University and PASSHE websites.

**Equal Opportunity/Non-discrimination Policy**

Cheyney University is committed to providing all qualified applicants and employees equal employment opportunities, not only because it is the law, but because of our belief that adherence is ethically correct. Cheyney University does not discriminate on the basis of sex, race, religion, color, age (as defined in the relevant statutes), Veteran status, national origin, or disability in terms of employment opportunities and other terms and conditions of employment. Any breach of the University’s Equal Employment Opportunity Policy regarding non-discrimination shall be grounds for disciplinary action up to and including employment termination.

If you have any questions about the University’s equal employment opportunity practices, contact the Director of Human Resources.
Academic Programs and Course Descriptions

Education (M.Ed.)

 Philosophy and Purpose
The Cheyney University graduate education faculty believes that a philosophy of education should be dynamic and that Graduate Educational programs must keep pace with the change and growth of an increasingly complex society. The welfare of the country depends on a diversified system of education which, while responding to changing needs, must preserve fundamental values. A major purpose of Cheyney’s Graduate Education programs is to help make this concept meaningful to men and women in their various professions.

Another major purpose of Graduate Education is to develop students who possess intelligence, vigor, and determination into men and women who will render effective service in improving community living. Students are provided with programs of study that enhance professional skills, promote broad education in the liberal traditions, and emphasize the development of advance research capabilities.

The Conceptual Framework
The conceptual framework for the Graduate Education programs is “Reflective Decision Makers Who Are Collaborative and Effective Practitioners”. This framework focuses on developing educators who can make wise decisions and make effective interventions in educational settings. The framework is rooted in the basic tenets underlying the School of Education’s mission, goals and purpose. Graduate teacher education programs at Cheyney University views graduates as reflective educators who are able to make wise decisions when planning, implementing and evaluating instruction to promote learner growth and development.

Program Goals
Faculty members in the Graduate Education programs believe that educators who are prepared to make well-informed appropriate decisions when working with children and youth are more likely to promote their students learning, growth and development. As such, the department has established the following as its goals:

1. To equip candidates with the skills, knowledge, and attitudes needed to think critically about pedagogy, subject matter, and the needs and backgrounds of all learners;
2. To prepare candidates who are able to choose appropriate content, adapt teaching approaches as needed, remain current to guide instructional decisions, and assess their effectiveness;
3. To prepare candidates who are empowered to make significant and creative decisions that impact the lives of children and youth;
4. To prepare teacher candidates who understand the theories underlying the education process;
5. To prepare candidates who understand the importance of attitudes in the education process;
6. To expose candidates to numerous opportunities to practice effective strategies; and
7. To develop in candidates the ability to make judgments about the performance of learners and about their own performance.

**Graduate Education Programs**

Cheyney University’s Graduate Education programs provide individuals with an opportunity for advanced study and increased competence in an area of specialization. The School of Education offers Master of Education degree programs in:

- Educational Leadership
- Elementary Education (non-certificate)
- Special Education (non-certificate)
- Urban Education with emphasis in Special Education (non-certificate)

In addition the School of Education offers the following certification programs on the graduate level:

- PA K-12 Principal

Graduate courses for these programs of study involve the following four categories;

1. Professional core courses,
2. Concentrations of study courses,
3. Supportive and elective courses,
4. Research courses

**Professional Core**

The professional core courses focus on giving students integrated experiences in the humanities and social sciences. These experiences convey the impact of vast cultural, social, technological, and philosophical changes that characterize life today.

**Concentration of Study**

The concentration of study courses include advanced theories and experiences within each degree program with such emphasis in development, effective use of community, resources, individual difference, innovative teaching methods and materials, and approaches to motivation, direction, and evaluation of learning. Students are actively engaged in their respective professional roles whereby much of the theoretical becomes practical through immediate application.

**Supportive and Elective Courses**

Supportive cognate studies and electives provide scholarly depth and enrichment in a major field of interest. Electives have also been established to meet the individual needs of students as they plan their programs of study with the assistance of a faculty advisor. The electives give students the opportunities needed in planning course work to reach their established goals.

**Research Courses**

Research courses provide an opportunity for intensive research of an independent nature. Scholarship and research are hallmarks of a graduate education degree.
Specific Program Admission Information and Requirements
Students must formally apply for admission and must be formally admitted into a master’s degree program prior to beginning a plan of study to complete the requirements for the master’s degree. All applicants to the program must have completed a bachelor degree from a regionally accredited institution of higher education with a cumulative grade point average of a 3.0 on a four point scale or have completed additional undergraduate or graduate work indicating the ability to be successful in graduate studies or can document the potential to be successful in graduate work.

Students must submit the following materials for consideration for admission to the graduate education:

1. A completed graduate application
2. Complete a personal statement of a maximum of 500 words. This personal statement should include the applicant’s career goals, educational objectives, interests, reasons for requesting admission, and must include the applicant’s basic tenants on educational topics. (The personal statement should contain information pertinent to the specific program the applicant is interested in being admitted into).
3. Official transcripts from any and all previous institutions of higher education the applicant was enrolled in.
4. Three letters of recommendation attesting to the applicant’s academic and professional work. One letter may be a personal letter of recommendation; the other two must be from academic/professional associates who are knowledgeable of the applicant’s ability, aptitude and academic performance. For Educational Leadership applicants; one of these three letters must be from your principal, vice principal or educational supervisor who can attest you your abilities in the K-12 educational setting.
5. The application fee.

In addition, those applicants seeking certification in Educational Leadership should have completed 3 years certification teaching experience, and must submit the following in addition to the above:

1. Copy of teaching certificate
2. Criminal background clearances;
   a. Act 34 Criminal Record Check,
   b. Act 151 Child Abuse Check, and
   c. Act 114 Federal Criminal History Record

The Office of Admissions ensures that all applications are reviewed and evaluated fairly and equitably in accordance with University criteria for admission. The first responsibility of the Cheyney University of Pennsylvania, as a State System of Higher Education institution, is to serve citizens of the Commonwealth of Pennsylvania. However, the University recognizes that exposure to other customs and cultures are essential components of a broad-based education. Therefore, Cheyney actively recruits and welcomes students from other states and the international community.
Degree Candidacy
Admission to graduate education is not admission to degree candidacy which is the final recognition of a student’s participation in a program of study leading to a degree. Degree candidacy indicates the confidence of the School of Education in the student’s ability to complete degree requirements successfully. Advancement to degree candidacy is based upon formal review of a student’s academic record by his/her assigned advisor and forwarded to the Department Chair and Teacher Education Committee. Advancement to candidacy is required prior to enrollment in practicum courses, student teaching or other culminating experiences required for graduation. Students must be accepted into degree candidacy in order to graduate. All students pursuing a master’s degree must apply for candidacy within their first 12 credit hours of successful graduate level course work. Applicants for Degree Candidacy are required to have completed at least one of the common core courses for their major and at least one course from their professional major of concentration to apply for admission to candidacy. The University reserves the right to deny candidacy to any applicant.

Requirements for Admission to Candidacy
Applicants for Candidacy must submit the following documents to the College of Education:
1. A Declaration of Intent to become a candidate for the Master Degree
2. A scholarly paper of high quality demonstrating writing ability. A graded paper (must be at least ten typed written pages) from one of the core studies courses is acceptable.
3. A planned curriculum, approved by their academic advisor, which the applicant will follow to complete degree requirements.

Thesis
Some of the Master programs in education require a thesis for graduation. Please review specific program requirements to determine whether this requirement applies to the program you are attending. A thesis should demonstrate the ability to write logically and creatively and to select, organize, and develop a rationale within a hypothesis from which defensible conclusions can be deduced.

The process for thesis is as follows;
1. A student prepares a preliminary thesis proposal that needs to be endorsed by the thesis committee, consisting of the thesis advisor as chairperson and two other graduate faculty members.
2. After endorsement, he/she may proceed with its preparation.
3. A student must then defend the thesis before the thesis committee.
4. When it has been approved, two copies of the thesis, each signed by the thesis committee, must be submitted to the Dean of the School of Education no later than three weeks prior to graduation. Failure to meet this three weeks’ time limit will result in postponement of graduation.

Act 48
In an effort to continue to meet your professional education certification needs, the Registrar’s Office serves as a reporting agency for credit course work completed here at Cheyney. The submission of credit course work is easy, fast, and required by law. Here are a few things that you should know.
All professional educators must obtain six credits of college study; six credits of continuing professional education courses; 180 hours (6/6/180) of continuing professional education programs, activities or professional experiences; or any combination of credits or hours equivalent to 180 hours every five years to maintain active status. One credit equals 30 hours of professional experience.

Each professional educator has five years to complete and submit the required course work to the Pennsylvania Department of Education (PDE). Course work completed for a master’s degree program or Level II certification can be submitted to PDE for Act 48 requirements as well. Act 48 does not eliminate Level II certification. Cheyney serves as a reporting agency for credit courses completed at our university. Only courses that a professional requests are submitted to PDE for Act 48 use.

**Degree and Certificate Programs**

**Master of Education in Educational Leadership (with or without Principal K-12 Certification)**

This program is designed to prepare educational leaders who are particularly sensitive to the needs of urban schools. The program will further delineate the conceptual, technical and human skills deemed necessary in the preparation of competent educational administrators. This program can lead to certification as a Principal in the State of Pennsylvania.

**Program Requirements**

- XEF 500 Elements or Research (3 credits)
- XEL 506 Introduction to Educational Leadership: Theory and Practice (3 credits)
- XEL 508 Problems in Urban Educational Leadership (3 credits)
- XEL 600 Seminar Thesis/Portfolio/Action Research (3 credits)
- XEL 601 School Resource Management (3 credits)
- XEL 606 Principalship I (3 credits)
- XEL 607 Principalship II (3 credits)
- XEL 611 Internship I (3 credits)
- XEL 612 Internship II (3 credits)
- XEL 613 Internship III (3 credits)
- XEL 625 Supervision of Instruction (3 credits)
- XEL 626 Principal and Practice of Curriculum Development (3 credits)
- XEL 642 School Law (3 credits)
- XEL 643 Basic Concepts in Special Education (3 credits)

**Total credit hours required for degree: 42**

**PA K-12 Principal Certification Program**

Cheyney University offers a PA K-12 Principal Certificate program as part of its Educational Leadership master degree. The PA K-12 Principal Certificate is also offered through a collaborative venture between Cheyney University and West Chester University.
Applicants interested in this certification program including those seeking the certification as part of their educational leadership degree **in addition to** the other application requirements must meet the following criteria and submit the following as part of their application:

- Prior to receiving certification must have had 3 years certification experience,
- One of their letters of recommendation must be from a principal, vice principal or educational supervisor who can attest your abilities in the K-12 educational setting.
- Must provide a copy of their current certificate
- Must provide proof of liability insurance

**Program Requirements (33 credits)**

XEL 506 Introduction to Educational Leadership: Theory and Practice (3 credits)
XEL 601 School Resource Management (3 credits)
XEL 606 Principalship I (3 credits)
XEL 607 Principalship II (3 credits)
XEL 611 Internship I (3 credits)
XEL 612 Internship II (3 credits)
XEL 613 Internship III (3 credits)
XEL 625 Supervision of Instruction (3 credits)
XEL 626 Principal and Practice of Curriculum Development (3 credits)
XEL 642 School Law (3 credits)
XEL 643 Basic Concepts in Special Education (3 credits)

**Total credit hours required for certificate: 33**

**Master of Education in Elementary Education (Non-Certification)**

The graduate studies Elementary Education program serves a variety of educational needs; those of the potential teacher, the teacher seeking a broader depth of competence in this field and those interested in continued professional growth or preparation for graduate study beyond the master’s degree level.

**Program Requirements**

**Professional Core Requirements (9 credits)**

XEF 500 Elements of Research (3 credits)
XPS 500 Problems in Human Growth and Development (3 credits) **OR**
XSE 507 Introductory Considerations for Teaching Psychosocial, Developmental and Cognitive Skills (3 credits)
XSH 520 Seminar in Humanities (3 credits)

**Concentration Requirements (18 credits)**

XEE 509 Social Science in the Elementary School (3 credits)
XEE 511 Advanced Educational Measurements and Assessment (3 credits)
XEE 516 Methods and Techniques in Elementary/Middle School Mathematics (3 credits)
XEE 517 Methods and Techniques in Elementary/Middle School Science (3 credits)
XEE 521 Methods of Teaching Reading in the Elementary School (3 credits)
XEE 524 Elementary/Middle School Curriculum (3 credits)
Support Courses and Electives (6 credits)
XEE 504 Seminar in Education Media (3 credits)
XEE 507 Seminar in Innovative Teaching (3 credits)
XEE 508 Children’s Literature (3 credits)
XEE 523 Diagnostics Remedial Reading (3 credits)
XEE 541 Contemporary Issues in Education (3 credits)
XEL 506 Introduction to Educational Leadership: Theory and Practice (3 credits)
XEL 642 School Law (3 credits)

Research (3 credits)
XEF 601 Seminar Thesis (3 credits)
*Prerequisites: Elements of Research and Candidacy

Total credit hours required for degree: 36

Master of Education in Special Education (Non-Certification)
This degree program in Special Education is primarily, though not exclusively, designed for students who have earned a Bachelor’s degree and have had partial or no special education training prior to admission. A full complement of courses will help students acquire the requisite competencies for teaching five exceptionalities; mentally and/or physically handicapped, socially-emotionally disturbed, learning disabled and brain injured.

In keeping with the philosophy on which the undergraduate special education program was founded, the content of the graduate program will comprise three areas of teaching competencies: (1) teaching psychosocial skills to help children successfully adapt to interpersonal relations and organized situations; (2) teaching developmental skills needed for semi and fully independent living, and (3) generalists training intended to prepare students for teaching in self-contained classes and resource rooms.

The program is designed to encompass three major areas of competency development for teaching exceptional children—teaching psychosocial skills, developmental skills, and cognitive skills. These three areas cover knowledge and performance skills required for teaching children from infancy and pre-school years through the twelfth grade. Students are prepared to teach five categories of exceptional children—the mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain injured.

Program Requirements
Professional Core Requirements (9 credits)
XE 500 Elements of Research (3 credits)
XPS 500 Problems in Human Growth and Development (3 credits)
XSH 520 Seminar in Humanities (3 credits)

Concentration Requirements (18 credits – Choose six from the following courses)
XSE 507 Introductory Considerations for Teaching Psychosocial, Developmental and Cognitive Skills (3 credits)
XSE 514 Behavioral Modification (3 credits)
XSE 515 Cognitive Skills (3 credits)
XSE 516 Principles and Practices of Diagnostic Teaching (3 credits)
XSE 517 Curriculum Design and Development (3 credits)
XSE 518 Intervention Approaches (3 credits)

Support Courses and Electives (9 credits)
XEE 504 Seminar in Education Media (3 credits)
XEE 506 Current Practices in Reading (3 credits)
XEE 507 Seminar in Innovative Teaching (3 credits)
XEE 508 Children’s Literature (3 credits)
XEE 509 Strategies/Techniques in Elementary/Middle School Social Studies (3 credits)
XEE 511 Advanced Educational Measurement and Assessment (3 credits)
XEE 523 Diagnostic and Remedial Reading (3 credits)
XEE 524 Elementary/Middle School Curriculum (3 credits)
XEE 525 Supervision in Elementary/Middle Schools (3 credits)
XEE 541 Contemporary Issues in Education (3 credits)
XEF 518 Intergroup Education (3 credits)
XEL 506 Introduction to Educational Leadership: Theory and Practice (3 credits)
XEL 642 School Law (3 credits)

Research (3 credits)
XEF 601 Seminar Thesis (3 credits)
*Prerequisites: Elements of Research and Candidacy

Master of Education in Urban Education (Non-Certification) The Master of Education in Urban Education will enhance and support educators who are currently certified practitioners engaged in providing instruction in an urban environment. The program is comprised of specialized courses that spotlight the following: child development with a focus on special need students; pedagogical skills for educational practitioners in diverse and urban schools; techniques, interventions and motivational strategies designed to best accommodate the needs of special and regular education students in an inclusive setting, as well as the needs of English language learners; current research trends and issues pertaining to urban and special education, and 21st century technology in urban education.

Program Requirements (36 credits)
XSE 612 Administration of Special Education (3 credits)
XUE 500 Human Growth and the Special Child (3 credits)
XUE 507 21st Century Technology (3 credits)
XUE 509 Teaching Special Education in an Urban Environment (3 credits)
XUE 510 Research Trends and Issues in Special Education (3 credits)
XUE 511 Regular and Special Education Assessment Measures (3 credits)
XUE 515 Special Education Curriculum Adaptations in an Urban Environment (3 credits)
XUE 516 Urban Setting Diagnostic Teaching: Principles and Practices (3 credits)
XUE 523 Diagnostic and Remedial Reading in an Urban Environment (3 credits)
XUE 601 Thesis/Portfolio/Action Research in Special Education (3 credits)
XUE 614 Behavioral Modification in Urban Schools (3 credits)
XUE 618 Intervention Approaches to Disturbing Behavior (3 credits)

**Total credit hours required for degree: 36**

**Course Descriptions**

**XEA 500 Personnel Education Administration** 3.0 credits. Concepts, practices, and skills related to the principal’s involvement in personnel affairs. Personnel policies, recruitment, selection, orientation, evaluation, development, security, compensation, motivation, professional negotiations, and grievance procedures as they relate to achieving organizational purposes are included. *Prerequisite: None.*

**XEA 501 School Finance** 3.0 credits. The School administrator’s tasks relating to funds and facilities. Concepts and practices of budget development and administration, local school funding, and state and federal aid. Plant utilization operation and maintenance, enrollment projections, site and architect selection, financing and the development of educational specifications. *Prerequisite: None.*

**XEA 506 Administrative Theory** 3.0 credits. Major conceptual frameworks advanced by organization theorists with emphasis upon roles, tasks, and processes of Educational Leadership. Hypothesis, concepts, and practices dealing with organization, motivation, and leadership theories. *Prerequisite: None.*

**XEA 507 Computer Concepts and Techniques** 3.0 credits. An introduction to computing concepts and basic information processing; management skills for educators through practice; common data/information processing; management tools skills covered include text editors, word processing, HTML for text and Web pages; database management systems for factual data, and spreadsheet software. Other issues related to information technology are also discussed. *Prerequisite: None.*

**XEA 508 Problems in Urban Education Administration** 3.0 credits. Problems in educational administration and supervision in an urban setting; contemporary issues involving public school staff, parent and student groups, and the more promising approaches to school administration in urban areas; values, attitudes, and aspirations of economically and educationally disadvantaged populations in metropolitan environments. *Prerequisite: None.*

**XEA 509 Dynamics of Educational Change** 3.0 credits. Each participant identifies a real problem in his/her educational setting, the solution to which requires some sort of change taking place. Participants evaluate various change models, select one model, relate it to the problem at hand, and design a plan for implementing change in the classroom, school, or district. *Prerequisite: None.*

**XEA 510 Administration of Special and Early Childhood Education** 3.0 credits. Recent revisions in educational policies and theories, as well as research and legislation, in early childhood education and special education require that principals have additional competencies since the principal will assume responsibility for the education of the total school-age population within the schools, geographic boundaries and possibly for some of the population in the contiguous
areas. For these reasons, it is necessary that the principal develop skills, knowledge, and attitudes which will help him/her perform the duties required in the operation of programs for all. 
**Prerequisite:** None.

**XEA 514 Organization and Administration of Public Schools** 3.0 credits. The origin, development, and organizational patterns of the public school; the role of the principal – its evolution, current administrative and supervisory practices, and functional relationship to the total educational structure. **Prerequisite:** None.

**XEA 515 School and Community Relations** 3.0 credits. Issues and problems in school-community relations that have significant administrative implications. Public relations principles and practices, community analysis, public participation in educational affairs, and professional accountability. **Prerequisite:** None.

**XEA 520 Techniques for Successful Women Administrators** 3.0 credits. Designed for men and women, an examination of issues and problems which have implications for the selection of women administrators and for their success in administrative positions. **Prerequisite:** None.

**XEA 524 Secondary School Supervisor/Curriculum** 3.0 credits. Secondary school curriculum development and principles and techniques for the improvement of the teaching-learning process. Curriculum construction and strategies and the enhancement of teaching skills. **Prerequisite:** None.

**XEA 525 Supervision Instruction** 3.0 credits. A role model and field experience-oriented course for developing an understanding of the process, patterns, and products of competent supervision of instruction in schools. **Prerequisite:** None.

**XEA 603 Internship** 3.0 credits. Quasi-administrative tasks under the supervision of both college staff and public school administrators in selected educational settings. Performance criteria developed from the role model are the bases of evaluation. A seminar provides unified sharing of experience and the further building of relevant technical skills. **Prerequisite:** None.

**XEA 605 Administrative Field Work Experience** 3.0 – 6.0 credits. Credit granted toward a master degree in educational administration to those who qualify under the procedures prescribed by the Department of Education and Leadership Studies. The amount of credit is determined by an assessment of competencies required of the applicant by the department and a select panel of judges. **Prerequisite:** Administrative experience.

**XEA 609 Dynamics of Educational Change: Field Application** 3.0 credits. A continuation of XEA 509 with participants implementing plans for change developed in that course. Field supervision is provided on an individual basis. **Prerequisite:** XEA 509.

**XED 522 Seminar in Education Field I** 6.0 credits. Student teaching provides a full semester of field-based experiences to further develop teaching competencies to plan, implement, and evaluate effective instructional strategies based on Pennsylvania Academic Standards. Support is provided by a university supervisor, a cooperating teacher, and public school/university faculty.
Regularly scheduled practicum sessions enable candidates to discuss important educational issues, employ problem-solving skills, reflect upon and analyze teaching and learning experiences, and explore career opportunities. *Prerequisite: None.*

**XED 523 Seminar in Education Field II** 3.0 credits. Student Teaching. *Prerequisite: None.*

**XED 542 School Law** 3.0 credits. The fundamental legal principles within which public education functions: constitutional law, statutory law, and case law. The case study approach is the dominant method of inquiry. Students develop the ability to study legal problems through reference to the school code, appropriate legal summaries, and research of court decisions. *Prerequisite: None.*

**XEE 501 Basic Concepts in Math** 3.0 credits. An overview of the basic concepts and functions in upper elementary and middle school classrooms (e.g., set theory, rational numbers, prime numbers, decimals, percent, geometry, algebraic expressions, etc.) *Prerequisite: None.*

**XEE 504 Seminar Education Media** 3.0 credits. Research in educational media with limited experiments in production. Preparation of an intensive study of selected media is required. *Prerequisite: None.*

**XEE 506 Current Practices in Reading** 3.0 credits. Significant research, leading theories, and methods of teaching reading in the elementary school. To help in-service teachers recognize and deal appropriately with the wide range of individual differences in reading which are exhibited by elementary pupils. Techniques and materials essential to the teaching of elementary grade reading skills in content subjects. *Prerequisite: A course in the teaching of reading at the elementary/middle school level.*

**XEE 507 Seminar in Innovative Teaching** 3.0 credits. Recent trends in methods, techniques, and organizational patterns likely to characterize the elementary/middle school of tomorrow. Factors that have influenced the growth of these trends, along with a detailed study and evaluation of their extent nationally. *Prerequisite: None.*

**XEE 508 Children’s Literature** 3.0 credits. Sources and types of literary materials for children. Principles for material selection. Methods of developing literary standards. Students participate in storytelling and dramatization. *Prerequisite: None.*

**XEE 509 Strategies/Techniques in Elementary/Middle School Social Studies** 3.0 credits. A study of the pertinent and timely issues relating to the social studies, such as the interdependence of man, his culture, and political structures; similarities and differences in temperate cultures; how the study of one group’s inferences can be made from another. *Prerequisite: None.*

**XEE 511 Advanced Educational Measurement and Assessment** 3.0 credits. This course focuses on the measurement, assessment and evaluation techniques. Students will discuss various measures of assessing students and programs, and will be required to evaluate test scores, students and programs. *Prerequisite: None.*
XEE 516 Methods and Techniques Elementary/Middle School Mathematics 3.0 credits. For students not majoring in mathematics. The nature of the number system, the application of the fundamental processes, extension of the number system, approximate nature of measurements, graphs, tables and equations; the language of algebra; formulas; the meaning of mathematical proof and geometric reasons; elementary concepts of statistics; metric system and other topics of current interest. Stress is placed on variety in methodology. In-depth study of the metric system is included. Prerequisite: None.

XEE 517 Methods and Techniques in Elementary/Middle School Science 3.0 credits. Interdisciplinary units and problems for each grade level. Emphasis on developing resourcefulness, gathering data, and using the scientific method to solve the problems. Strengthens student competence in teaching science. Prerequisite: None.

XEE 520 Clinical Experience in Education 3.0 credits. An apprenticeship in an appropriate educational setting that begins in an observatory mode briefly ascends into a more complex assignment with more responsibilities. The classroom supervisor along with the college supervisor monitors, coaches, sets expectations, and assesses outcomes. Prerequisite: None.

XEE 521 Methods of Teaching Reading in Elementary and Middle School 3.0 credits. Research-based instruction that effectively prepares students to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts. A balanced approach to reading/language arts instruction includes explicit instruction in basic reading skills and comprehension strategies for all students’ w/varied reading levels and language backgrounds. Prerequisite: None.

XEE 523 Diagnostics and Remedial Reading 3.0 credits Children’s reading problems, remedial exercises, case reports, research on latest trends and developments. Prerequisite: None.

XEE 524 Elementary/Middle School Curriculum 3.0 credits. Elementary education curricula, including those of cities and suburbs mandated by various states, including Pennsylvania. Emphasis on current research and standards of the learned/professional societies. Prerequisite: None.

XEE 525 Supervisor in Elementary/Middle Schools 3.0 credits. By examining all aspects and degrees of supervision, students develop an understanding of the complexities and responsibilities involved in their leadership role. Prerequisite: None.

XEE 541 Contemporary Issues in Education 3.0 credits. A study of timely best practices that continually have an impact on teacher education. Also, the agencies that control teacher education will be explored. Prerequisite: None.

XEF 500 Elements in Research 3.0 credits. Meaning and objectives of research and research methodology. Trends and issues in educational research. Applications for educational practice. Prerequisite: None.
**XEF 501 Philosophy of Education** 3.0 credits. An analysis of educational concepts and the contributions to the foundations of educational policy and practice. *Prerequisite: None.*

**XEF 502 Urban Education** 3.0 credits. Problems associated with education in metropolitan areas. Course designed to prepare more teachers for concerns of inner-city lifestyles by building better understanding and promoting appropriated and innovative teaching techniques. *Prerequisite: None.*

**XEF 503 Psych Statistics** 3.0 credits. Fundamental principles and techniques of measurement. Descriptive statistics, correlation, probability theory, tests of significance and their interpretation, chi-square, z and t. *Prerequisite: XEF 500.*

**XEF 511 Advance Measurements** 3.0 credits. Advanced evaluative techniques to support instruction, research, and record keeping and assessment of students. *Prerequisite: XEA 511 and consent of instructor.*

**XEF 518 Intergroup Education** 3.0 credits. An introductory course designed to make the curriculum more effective in urban society. The nature of prejudice, attitude change, skills and techniques for fostering school and community action projects. Current literature and selected readings considered as a basis for expanding knowledge and approaches to practical problems. *Prerequisite: None.*

**XEF 519 Soc-psych Tchg-Img** 3.0 credits. The education and psychology of disadvantaged children- the economically poor, the academically unmotivated, the socially or vocationally depressed; students’ personal characteristics and social foundations in conjunction with the emotive values in literature and the socio-psychological values in the curriculum and the teaching-learning process. *Prerequisite: None.*

**XEF 526 Intmtnt Ed Stds** 3.0 credits. World political and social institutions including education; structure and functions of ideologies; similarities and differences of educational systems and how these have influenced the development of our own institution. Knowledge of global educational experiments, issues, and experiences expand the capacity for critical analysis of one’s own system. *Prerequisites: None.*

**XEF 599 Independent Study** 3.0 credits. Directed study pertaining to a special field of interest approved by the student’s faculty advisor. In addition, this course may address the refinement of the student’s research project of thesis. *Prerequisite: Approval of Instructor.*

**XEF 600 Seminar: Research Project** 3.0 credits. With the approval and guidance of the instructor/advisor, the student will engage in a research project which has applications for educational practice. Number of credits to be pre-approved by the advisor. *Prerequisite: XEF 500.*

**XEF 601 Seminar Thesis** 3.0 credits. Students develop a study involving research on a significant problem. The study involves an approved research procedure and culminates in a
thesis. The subject of the student’s thesis must have the prior approval of an advisor and/or a special graduate committee. Students must continue to enroll for thesis until the research requirement has been satisfied. Prerequisite: XEF 500.

XEL 506/XCU 506/ XCW 506 Introduction to Educational Leadership: Theory & Practice 3 Credits
This course, an introduction to school administration, is designed to acquaint the aspiring administrator with issues and trends that are likely to shape tomorrow’s schools and exhibit how those issues and trends affect the practice of school administration. The course is designed to encompass the PA Inspired Leaders standards that will provide a foundation for academic study in school administration and enhance the student’s ability to make informed decisions to improve student achievement. Students are required to do a minimum of 15 hours of fieldwork.

XEL 508 – Problems in Urban Educational Leadership 3 credits
Problems in educational administration and supervision in an urban setting; contemporary issues involving public school staff, parent and student groups, and the more promising approaches to school administration in urban areas; values, attitudes, and aspirations of economically and educationally disadvantaged populations in metropolitan environments.

XEL 600 - Seminar Thesis/Portfolio/Action Research 3 credits
This course of study is embedded in the Framework and Guidelines for Principal Preparation Programs, i.e., PILS- Pennsylvania Instructional Leadership Standards. The PDE PILS core standards and corollary standards, along with a focus on special needs students and issues of diversity serve as the underpinnings. As a result of candidates’ extensive course internship experiences, along with the one year Fieldwork participation, this course provides candidates with the opportunity to select from three distinct learning tracks in order to produce a capstone research-based final project that is an extension of the Internship and Field Experiences (as well as all prior coursework) in instructional leadership that demonstrate an impact on classroom-based students’ academic achievement. The three learning tracks those courses participants will select from are: (1) Thesis, (2) Portfolio, and (3) Action Research Project.

XEL 601 School Resource Management 3 Credits
This course is designed to meet the new PDE Standards for the K – 12 Principal Certification Program in the area of resource management skills. School finance and human resource management will be major areas of focus, however, there will be other areas explored such as, but not limited to: using data to make informed decisions, long term and strategic planning requirements; the importance of collaboration and communications with all stakeholders; and how to promote student success within the economic arena of school finance.

XEL 606/ ECU 606/XCW 606 Principalship I 3 Credits
This course will focus the 21st century role of the principal as an instructional leader. Principalship I builds on the perspectives and focus related to the School Vision, to incorporate a major emphasis on data-driven decision-making as an essential best practice to facilitate effective school operations that impact students’ academic achievement. Course participants will be required to do a minimum of 30 hours in a school-based Field Experience. This course of study is embedded in the Framework and Guidelines for Principal Preparation Programs, i.e.,
PILS- Pennsylvania Instructional Leadership Standards. The PDE PILS core standards and corollary standards, along with a focus on special needs students and issues of diversity serve as the underpinnings of the course.

**XEL 607/XCU 607/XCW 607 Principalship II** 3 Credits
This course will focus the 21st century role of the principal as instructional leader; and builds on the foundations laid in the prerequisite courses. An understanding of instructional leadership as an evolving developmental process that requires life-long learning as the basis for continual growth for self and others is explored, within the context of the consistent demonstration of professionalism that is embodied by equal respect for all stakeholders in the educational process are the critical perspectives presented. The role of the instructional leader in the development of a professional learning community in order to produce a positive impact on student achievement is the central theme. Course participants will be required to do a minimum of 30 hours in a school-based Field Experience that will provide opportunities for reflection on practice juxtaposed with theoretical constructs. This course of study is embedded in the Framework and Guidelines for Principal Preparation Programs, i.e., PILS- Pennsylvania Instructional Leadership Standards. The PDE PILS core standards and corollary standards, along with a focus on special needs students and issues of diversity serve as the underpinnings of the course.

**XEL 611 Internship I** 3 Credits
In order to meet PDE’s requirement for certification eligibility in attaining a K – 12 Principal’s Certificate, this course provides for 120 hours of the department’s 360 hours of its internship standard which must be spread-out over a 12 month period. Under the guidance of a certificated, veteran principal or assistant principal, the student will gain on the job experience and perform the duties and responsibilities of a school principal. Thereby, the intern will be implementing the theories, techniques, and strategies learned in the classroom.

**XEL 612 Internship II** 3 Credits
In order to meet PDE’s requirement for certification eligibility in attaining a K – 12 Principal’s Certificate, this course provides for 120 hours of the department’s 360 hours of its internship standard which must be spread-out over a 12 month period. Under the guidance of a certificated, veteran principal or assistant principal, the student will gain on the job experience and perform the duties and responsibilities of a school principal. Thereby, the intern will be implementing the theories, techniques, and strategies learned in the classroom.

**XEL 613 Internship III** 3 Credits
In order to meet PDE’s requirement for certification eligibility in attaining a K – 12 Principal’s Certificate, this course provides for 120 hours of the department’s 360 hours of its internship standard which must be spread-out over a 12 month period. Under the guidance of a certificated, veteran principal or assistant principal, the student will gain on the job experience and perform the duties and responsibilities of a school principal. Thereby, the intern will be implementing the theories, techniques, and strategies learned in the classroom.

**XEL 625 Supervision of Instruction** 3 Credits
This course is designed to meet the new PDE Standards for the K – 12 Principal Certification Program in the area of providing supervision of a 21st century school’s instructional program.
The various techniques and strategies employed by today’s instructional leader, the Principal, will be explored in real life experiences from the vantage point of an administrator, as well as, in cooperative group settings addressing case study situations. Additionally, the behavior and demeanor exhibited in delivering appropriate supervision will be emphasized.

**XEL 626/XCU 626/XCW 626 Principles and Practices of Curriculum Development** 3 Credits
This course is designed for educators, and specifically persons who aspire to be school administrators and supervisors, i.e., educational leaders / instructional leaders. A major emphasis of this course, inclusive of the internship research-based projects, case studies, and a problem-based learning outcomes final project, is writing and verbal presentations based on class participants’ responses to school based data to demonstrate knowledge acquisition and understanding of the Pennsylvania Instructional Leadership Standards (PILS) within the context of curriculum development tied to effective classroom instruction. Course participants will be required to do a minimum of 30 Field Experience hours, that will entail a variety of action research-based projects addressing students (at the internship school sites) academic achievement.

**XEL 642 School Law** 3 Credits
This course is specifically designed to meet the new PDE Standards for the K – 12 Principal Certification Program. It provides essential information and knowledge of the role the law plays in education for not only educational leaders but for all individuals in regards to the field of education. The candidate will become schooled in previously decided situations pertaining to the delivery and implementation of an educational program, in particular as to how it pertains to the individual and society. The rights of all individuals and groups of individuals; students, staff, and all other constituencies; as well as the laws themselves, are addressed throughout the course. Students, as a result of having attained successful course completion, will be able to deliver education within the parameters and dictates of the law.

**XEL 643 Basic Concepts in Special Education** 3 Credits
Basic Concepts in Special Education for School Leaders is designed to inform and sensitize pre-service and in-service administrators to the needs, nature and function of the management of Special Education, with emphasis on the coordination of the education of exceptional children with that of all other children. Focus will be on the special education competencies for school leaders.

**XMA 520 Curriculum and Instruction Elem/Special Education** 3.0 credits. This course will center around public schools curriculum frameworks, with emphasis on the fundamental principles of curriculum development. It will attempt to clarify the meaning and concepts curriculum theory, with a specific focus on constructivism. Contemporary curricular problems will be analyzed from the perspective of existing societal forces, educational change agents and school administrators. The course will also analyze the various forces and beliefs that tend to oppose change therefore, making schools and their educational programs more conservative. Emphasis will be placed on individual differences, types of learning styles and various strategies,
which are used to individualize instruction. Students will work on projects which can be applied to their own teaching assignment. **Prerequisite: None.**

**XMA 525 Educ and Cult Diverse Student** 3.0 credits. This course focuses on how children, adolescents and adults grow, develop and learn. Emphasis will be on the growth and development of humans and the psychology of learning. In addition, it will focus on ways to identify their own values, prejudices, and goals; to examine their thoughts and/or misconceptions about culturally diverse communities. It is designed to help teachers create school climates that celebrate diversity and meet the needs of students of different races, ethnicities, gender, and ability levels. **Prerequisite: None.**

**XMA 530 Literacy Dev (Inst Stra for Diverse Lm)** 3.0 credits. This course focuses on teaching reading in the elementary/middle schools. It examines how literacy develops through the influence of the home, school and larger society. It presents a historical overview of the changing views of literacy and its impact on instruction, to more current and significant research theories and practices in Reading Education. Participants will examine such topics as technology in reading instruction and learning; teaching students from various cultural and linguistic backgrounds; and students with special challenges will be discussed. The course offers multiple methods of instruction, along with principles to help teachers choose among options for specific students and situations. Class participants will engage in discussion and assignments geared towards the use of authentic literature, integration of instruction in the language arts and across curriculum, holistic instruction, active involvement of students in learning activities, and use of alternative assessment measures. **Prerequisite: None.**

**XMA 535 Language Arts/Social Studies: Content Lvl I** 3.0 credits. This course reflects a cross-discipline emphasis in teaching children’s literature and the language arts via an integrated, thematic curriculum approach. Additional, it combines a detailed examination of the content and methodology for teaching social studies K-8. Throughout this course students will be responsible for designing lessons, units and project plans as well as a variety of methods for evaluating and assessing student performance using both formal and informal interviews and assessment procedures. **Prerequisite: None.**

**XMA 540 Educational Technology and Instructional Design.** 3.0 credits. This course focuses on how to use technology to enhance teaching, learning and assessment. It also includes how to design lessons and units using technology. The course emphasizes the combination of human and non-human resources employed in a systematic way in the design, implementation, and evaluation of the total process of learning and teaching. Several areas included in the course are visual literacy, multi-media application, outdoor laboratories, computers, simulation, and games. All are presented within the broad context of instructional technology as a practical and effective means of improving teaching and learning. **Prerequisite: None.**

**XMA 545 Science & Mathematics Cont Lvl II** 3.0 credits. This course covers the content and methodology of elementary school science. Emphasis is on the development of a classroom science program that will further the child's ability to solve problems logically, objectively, independently, and creatively. Students in this class will develop the knowledge, skills and attitudes necessary for teaching science using activity-based methods. Additionally, this course will focus on recent
developments in the teaching and learning of elementary school mathematics. Emphasis will be placed on evaluation of mathematical learning, instruction and programs. The use of technology and how to integrate its use appropriately in an elementary science and mathematics program will also be emphasized. **Prerequisite: None.**

**XMA 550 Development Learning Community** 3.0 credits. This course focuses on how to best teach music, art, drama and physical education at the early childhood, elementary and middle levels. The students will design curriculum units and lesson plans to demonstrate how to teach. Analyzes a wide spectrum of human relations within the broad area of urban public schools. Common professional problems are discussed. **Prerequisite: None.**

**XMA 555 Education Assessment and Evaluation** 3.0 credits. This is an introductory course designed to provide students with an understanding of the role of assessment and evaluation as utilized in educational settings. Emphasis will be placed on assessment of students, teachers, instructional practices, and schools. Opportunities for reviewing and interpreting evaluation tools and data will be provided. The social, political and cultural perspectives of assessment and changing paradigms will be among the topics investigated. A critical aspect of this course is that students will be given opportunities in teams, and individually, to critique and develop educational assessment measures/instruments. **Prerequisite: None.**

**XMA 560 Final Portfolio** 3.0 credits. Under the auspices of a university professor, students will conduct an action-research based inquiry and reflective analysis of an identified topic that will be framed as a qualitative research question, written presentation of research project that has been formally approved and accepted by the student’s research advisor and/or committee. The project involving a significant problem should demonstrate a student’s proficiency. Continuous enrollment is required until the research requirement is satisfied. **Prerequisite: None.**

**XMA 565 Independent Study** 3.0 credits. Directed study pertaining to a special field of interest approved by the student’s program advisor. In addition, this course may address the refinement of the student’s research project or thesis. **Prerequisite: None.**

**XPS 500 Problems in Human Growth and Development** 3.0 credits. Developmental process from pre-natal through senescence. Emphasis on behavioral changes taking place at various stages of development as functions of heredity and environment. **Prerequisite: None.**

**XSE 507 Introductory Considerations for Teaching Psychosocial, Developmental and Cognitive Skills** 3.0 credits. A comprehensive survey of psychosocial, cognitive, and developmental characteristics for education and training will be presented. Definitions and classifications of psychosocial patterns of behavior, learning and cognitive relationships, and growth and developmental trends will be discussed. **Prerequisite: None.**

**XSE 510 Current Trends and Research** 3.0 credits. Designed to bring into focus certain problems and issues in the psychology and education of exceptional children. These issues and problems represent the reality of the very areas of conflict confronting special educators. Attempts will be made to alert students to the divergences, the arguments, and the data surrounding them. **Prerequisite: None.**
XSE 512 **Administration of Special Education** 3.0 credits. This course is designed to inform and sensitize pre-service and in-service administrators to the needs, nature and function of the management of Special Education, with emphasis on the coordination of the education of exceptional children with that of all other children. Focus will be on the scope of events and developments affecting the provision of programs for exceptional children. **Prerequisite: None.**

XSE 514 **Behavioral Modification** 3.0 credits. The basic concepts, principles, and procedures of behavior modification will be covered. The procedures of behavior modification will be covered. The procedures of both operant conditioning and respondent conditioning will be applied to hanging commonly occurring behaviors in special classes (high incidence) and to relatively unusual behaviors (low incidence). Special emphasis will be placed on developing competence for planning and implementing behavior programs for individual students and for the class as a whole. The course will be applied to the disturbing behavior of various exceptionalities. **Prerequisite: None.**

XSE 515 **Cognitive Skills** 3.0 credits. Designed to provide a curriculum focus for meeting the needs of regular and mainstreamed exceptional youngsters on a day to day basis in the regular classroom. Content emphasizes specific techniques and strategies effective in adapting the curriculum to the handicapped student in the mainstream. Educational implications associated with characteristics of handicapped students will be analyzed. **Prerequisite: None.**

XSE 516 **Principles and Practices of Diagnostic Teaching** 3.0 credits. The rationale and theoretical foundations of diagnostic teaching will be examined. Stress will be placed on competencies for diagnosing the educational needs of children with learning and behavioral difficulties and for developing and validating individualized prescriptions derived from diagnostic results. Standardized and informal assessment instruments will be studied; the conditions and procedures of assessment will be explored. Students will be expected to administer assessment instruments to school children with learning and behavior problems, to analyze and interpret the findings, and to develop conclusions and prescriptions for instruction. **Prerequisite: None.**

XSE 517 **Curriculum Design and Development** 3.0 credits. An in-depth analysis of the normal sequences of social, emotional, language and communication, motor and perceptual motor development relating those developmental processes and patterns to curriculum planning. Curriculum design will be reviewed with emphasis on the sequence of goals, objectives, and competencies, as well as methods, materials, techniques, activities for implementation and evaluation. **Prerequisite: None.**

XSE 518 **Intervention Approaches** 3.0 credits. The theoretical foundations and applications of psych-educational approaches to the improvement of classroom behavior will be explored. Students will investigate an ecology of influences affecting the behavior of children and youth. Major stress will be placed on intervention theories and approaches with special application to classroom cases and incidents. **Prerequisite: None.**
XSE 519 Educational Models and Management Systems for Teaching Developmental Skills
3.0 credits. Current and experimental models for teaching developmental skills will be reviewed. Methodologies and technologies utilized in scheduling procedures, organization of educational environments, and the selection of materials and equipment will be discussed. The interdisciplinary team role and function, as well as its organization and management will be reviewed. Prerequisite: None.

XSE 521 Internship in Special Education I
3.0 credits. A field-based course, designed to allow students to develop competency in understanding, administering, and interpreting educational assessment materials that evaluate abilities crucial to learning. Included will be opportunities for the application of assessment data to the development of individual educational programs with major attention to assist other staff in assessing and programming for exceptional children. Prerequisite: None.

XSE 524 Internship in Special Education IV
3.0 credits. This course is a practicum experience in which a student assumes responsibility for providing an educational program to serve the varied needs of the diverse population of exceptional children. Particular emphasis will focus on student competencies to manage a classroom of exceptional children, conduct effective assessment, and promote skills needed by exceptional children for effective living. Prerequisite: None.

XSE 612 Administration of Special Education
3.0 credits. This course is designed to make administrators and teachers aware of the demands and mandates required in order to properly administer programs established to meet the needs of special education and its students. Additionally it will provide the educator with the knowledge and understanding of the skills and expertise necessary to successfully administer the operation of a special education program, as well as how to appropriately interact and meet with families and the entire school community. It will address the Special Education Competencies for School Leaders: Knowledge, skills, and demonstration in supervising and evaluating: Over-Representation of Diverse Students in Special Education, Prevention and Early Intervening, Effective Instructional Strategies for Students with Disabilities in Inclusive Settings. Prerequisite: None.

XSH 520 Seminar in Humanities
3.0 credits. An integrated course in the humanities to offer the student the opportunity to approach the area of humanities by and through the “image of man” that a particular area of humanistic studies presents. Through the use of this critical category of the “image of man” the student will be encouraged to investigate through research and discovery the significant motifs which arise from his encounter with the world of experience presented through the humanities. An extensive and intensive study of works of literature, philosophy, religious thought, art and music from ancient times to the present will form the course content. As an interdisciplinary course, the seminar will not only emphasize the particular student’s encounter with a particular aspect of humanistic studies, but will also attempt to point out the significance of meeting within the area of humanistic studies themselves. Prerequisite: None.

XUE 500 Human Growth and the Special Child
3.0 credits. The course covers the scope of modern research into human growth and development and seeks to acquaint course participants with the major theories and facts of child, adolescent and adult development. Much of the course will focus on specific topics such as cognitive, social, emotional, personality and biological
development during the various periods of childhood adolescent and adulthood. The course will give students a topical and chronological understanding of early human development. Throughout the course special emphasis will be given to applying the materials being acquired to educational settings with specific focus on all students as well as a particularly acute focus on CLDE (culturally and linguistically diverse) learners. Prerequisite: None.

XUE 507 Computer Concepts and Technology Using 21st Century Technology 3.0 credits. In this course through the use of technology educators will learn how to implement techniques and strategies designed to engage students based on their learning styles and multiple intelligences. Educators will learn to provide new dimension in the delivery of instruction in the following areas; language arts, social studies, science, math and other subjects. Laboratory experiences are provided in the operation of instructional hardware. Students will by necessity become proficient with the computer as a teacher’s tool as they use the computer for word processing, database management, spreadsheet development and communications. At the completion of the course students will have familiarity with the tools and equipment found in the instructional technology field and be able to integrate those technologies into their lesson plans. Prerequisite: None.

XUE 509 Teaching Special Education in an Urban Environment 3.0 credits. This course provides educators with an understanding of educational programming and services for individuals with disabilities. It addresses Special Education in the context of a free appropriate education provided to individuals with disabilities in the least restrictive environment as mandated by Federal laws, Individuals with Disabilities Education Act IDEA. Additionally students will gain insight into the process and the efforts behind this legislation along with its educational implications. Inclusionary practices, family issues, socioeconomic issues over representation of minorities in special education classes and problem specific to urban schools will be addressed. Prerequisite: None.

XUE 510 Research Trends and Issues in Special Education 3.0 credits. This course offers dual foci that entails both the development and understanding of educational research; as it simultaneously generates critical insights into current trends/issues of special education in an urban environment from a research based perspective. Course participants are provided both a comprehensive and field based understanding of the meaning and objectives of education research and research methodology. Additionally topics related to diverse learners with exceptionalities are the basis for course participants’ inquiries into understanding the research process while being active participants in generating a research based proposal that addresses special needs student, i.e. diverse learners with exceptionalities. Prerequisite: None.

XUE 511 Regular and Special Education Assessment Measures 3.0 credits. This course focuses on the role and the use of various measurement, assessment and evaluation techniques and forms used in both regular and special education. Students will discuss and demonstrate the use and application of the various measures employed in assessing students and programs, as well as how to communicate with parents. Additionally students will be required to make, through the analysis of test results, educational recommendations pertaining to interventions for students to attain maximum academic success. Prerequisite: None.
XUE 515 Special Education Curriculum Adaptations in an Urban Environment 3.0 credits. This course is designed to provide teachers with the essential knowledge and understanding of how to meet the educational goals and objectives of the curriculum for all students and in addition how to adjust the delivery of the curriculum as required for exceptional learners including ELL students in inclusive classrooms. Also the educational implication in adapting the curriculum associated with the characteristics found in an urban environment will be addressed. **Prerequisite:** None.

XUE 516 Urban Setting Diagnostic Teaching: Principles and Practices 3.0 credits. This course through lectures and varied learning experiences will present students with researched-based information/techniques that will assist them in making specific instructional decisions for individual children. In a broader context the course explores current strategies in testing, program evaluation, task analysis and prescriptive teaching. New systems for managing assessments and classroom instruction will be introduced and evaluated. In exploring problems often associate with learning environments in urban schools the course addresses issues specific to students who present exceptional needs of various kinds. Specifically students will gain insight into a broad set of detailed and practical procedures by which the learning needs of individual children can be asses and basic skills adapted. Diagnosis and teaching are made integral in a way that teachers can understand and appreciate in their desire to help students. **Prerequisite:** None.

XUE 523 Diagnostic and Remedial Reading in an Urban Environment 3.0 credits. This course is designed to explore traditional and current practices in diagnostic and remedial reading techniques. Reading skill performance has been identified as one of the most common areas in which students with disabilities demonstrate weaknesses. Many students in urban school environments who are not categorized or placed in special education classrooms require remediation in reading as well. Teachers in this course will become familiar with the many factors that contribute to overall poor reading/comprehension skill performance. Research based techniques in diagnosing and developing individual prescriptive plans for K-12 students in all educational environments will be presented. Students will have the opportunity to review current diagnostic instruments and create their own personal diagnostic instrument inventories for professional use. **Prerequisite:** None.

XUE 601 Thesis/Portfolio/Action Research in Special Education 3.0 credits. This course allows candidates to select form three distinct learning tracks in order to produce a capstone research based final project focused on the urban learner in special education. Course participants will be required to utilize their prior knowledge and experiences in the filed as interns/practice teachers (as well as extend the learning acquired in the pre-requisite course: XUE510). The three learning tracks that course participants will select from are; Thesis; Action Research Project or Portfolio. **Prerequisite:** XUE 510 Research Trends and Issues in Special Education.

XUE 614 Behavioral Modification in Urban Schools 3.0 credits. This course is designed to provide teachers with the knowledge, skills, and ability necessary to identify underachievers including gifted and those eventually identified for special education. This will be accomplished by the following; becoming familiar with the concepts and principles of behavior modification
for dealing with children and youth exhibiting behavioral challenges; youth behavior problems; utilizing the methods and procedures for strengthening desirable behaviors; teaching new behaviors; maintaining learned behaviors; weakening undesirable behaviors; becoming acquainted with issues and controversies arising from the application of behavior modification procedures to the solution of behavior problems.

**XUE 618 Intervention Approaches to Disturbing Behavior** 3.0 credits. This course is designed to provide educational practitioners with an understanding of the characteristics of the negative psychosocial behavior of students. Additionally, the following will be addressed pertaining to this behavior: classification of students; dynamics associated with team intervention; challenges of educational facilities; influences of differing milieus; theorists of intervention strategies; as well as how to implement them; and compare and critiquing published systems of intervention for challenged students.
Public Administration (MPA)

Cheyney University of Pennsylvania, the nation’s oldest African-American higher education institution, is offering a 39 credit-hour Master of Public Administration (MPA) degree program. The program resides in Cheyney University’s School of Arts and Sciences, and is administered by the Department of Social & Behavioral Sciences in cooperation with the Dean of Graduate Studies. The program addresses the national need to increase the number of senior-level minorities in public administration. Classes are held evenings and weekends and are taught at the PASSHE Multi-University site at 7th and Market Streets in Philadelphia.

MPA Program Mission
The Cheyney University’s MPA degree program seeks to enhance the quality of the public service in Pennsylvania state and local government, the federal civil service and in non-profit organizations work-wide by providing professional education for individuals preparing for, or already in, public service careers.

MPA Program Objectives
The Master of Public Administration program provides current and future administrators with the necessary problem-solving and critical thinking skills that will allow them to create and maintain public and private institutions that can best serve the Philadelphia region, the Commonwealth of Pennsylvania and the nation. Graduates will become competent professionals who are prepared for the challenges of the 21st Century, sensitized to the needs of diverse international communities and the international workforce and able to communicate among diverse peoples in a global society. Program course work and activities become engaged as lifelong learners in an ever-changing society.

Students who graduate from the Cheyney University MPA program will be able to meet the following general learning objectives.
1. Apply good management practices to the introduction of change and development within an organization;
2. Comprehend the fiscal and other relevant relationships among governmental entities;
3. Articulate and utilize ethical decision-making management procedures;
4. Understand public management within an international perspective;
5. Apply public administration principles to organizations;
6. Comprehend and utilize basic personnel management principles in a diverse workforce environment;
7. Utilize practical applications of theories of organizational behavior to public administration;
8. Write effective managerial documents;
9. Apply the analytical tools used in macro policy making to micro situations;
10. Present written and oral information in a professional manner; and
11. Demonstrate an understanding and utilization of the principles in public administration.
Specific Program Admission Information and Requirements

The MPA program at Cheyney is intended to offer maximum flexibility for a diverse body of students – some of whom may have just completed the Bachelor’s degree, others of whom may be experienced professionals seeking to enhance their skills. All applicants to the program must have completed a bachelor degree from a regionally accredited institution of higher education with a cumulative grade point average of a 3.0 on a four point scale. The following admission materials are required for all applicants to the program.

1. A completed graduate application
2. Complete a personal statement of a maximum of 500 words. This personal statement should include the applicant’s career goals, educational objectives, interests and reason for requesting admission. (The personal statement should contain information pertinent to the specific program the applicant is interested in being admitted into).
3. Official transcripts from any and all previous institutions of higher education the applicant was enrolled in.
4. Two letters of recommendation attesting to the applicant’s academic and professional work.
5. Successful completion of a personal interview (only for applicants with a cumulative grade point average slightly below a 3.0 on a four point scale).
6. The application fee.

Students with a cumulative GPA slightly below 3.0 may be granted conditional admission upon the recommendation of the MPA faculty committee. Such applicants must successfully complete a personal interview. In addition, such accepted students must register for XPA 500 as 3 of the six credits conditionally students can take (see Admission Policies and Procedures). All conditionally admitted students must earn a B in each course they take their first semester. Failure to do so dismisses the student from the University.

Admission applications are reviewed by a committee of graduate faculty, who then make recommendation to Graduate Admissions.

Academic Performance

Students in the MPA program are required to maintain a cumulative GPA of 3.0 or above to remain in good academic standing. Students whose cumulative GPA falls below a 3.0 will be reviewed by the MPA faculty committee and may be dismissed from the program.

Degree Concentrations

There are two degree concentrations in the MPA program; a Pre-Professional Master of Public Administration and an Executive Master of Public Administration. Both concentrations exceed the National Association of Schools of Public Administration and Public Policy (NASSPA) curriculum standards. According to the NASPPA standards, public administration programs should offer courses that build skills in several areas, core curriculum components in public service and organizational management, the application of qualitative and quantitative techniques of analysis, and public policy. Depending on previous administrative work experience, students may be admitted to either the Executive or the Pre-Professional track. Students with little or no management experience will pursue a pre-professional program and students with at least five years of management experience may be eligible for the Executive
MPA degree program track. Applicants who believe they meet the criteria for Executive Track admission must submit a portfolio of evidence for review by MPA faculty. This should be done at the time of admission. All students, pre-professional and executive, will be required to spend at least one academic year completing the core requirements as outlined by NASSPA.

**General Program Requirements:**
During the first year in the Cheyney University MPA program, introductory intergovernmental and public policy courses introduce students to the theories and building blocks of public administration. These courses establish the governmental context in which public managers’ work. Required first year courses also focus on the technical aspects of public management, such as GIS and quantitative decision-making skills. The remaining semesters emphasize practical applications of administrative theories and approaches through the internship and specialized concentration courses. In lieu of an internship, Executive MPA students will complete a special project through the Independent Study/Project course that demonstrates their ability to perform at a management level. This course will be completed in lieu of an internship paper. Below is a description of the program course requirements;

- 24 hours of core coursework (8 courses);
- 9 credit hours of elective courses (depending on experience);
- 6 credit hours for an internship (pre-professional students) or work experience (EMPA students) upon approval of the faculty;
- Successful completion of the comprehensive exam.

**Comprehensive Exam**
The MPA comprehensive exam affords students the opportunity to display their knowledge of public administration principles from both the program’s core and elective coursework. The comprehensive exam also allows the program to assess its success in meeting its student learning outcomes. The comprehensive exam is required of all students, and will generally be taken in the student’s final semester.

**Program Sequence**
Courses are offered in the traditional fifteen week semester format during fall/spring and two shorter summer semesters. The program is currently working on offering accelerated and online courses. Most students complete the program in one and a half to two years although it is possible to acquire the MPA within 1 year. A full course load for graduate studies at Cheyney University is 9 credit hours per semester.

**Course Descriptions**

**XPA 500 Effective Profession Communication Skills** 3.0 credits. The ability to communicate effectively is one of the most important skills for professional success. This course is designed to improve a student’s ability to use written, graphic, oral and other communication techniques. Students will build and develop communication skills needed to express and conceptualize ideas in their respective professions. The course will emphasize written and oral communication skills. Topics will include instruction in report writing, grant writing, and other specialized professional communication skills necessary. **Prerequisite: None.**
XPA 501 Introduction to Public Management – 3.0 credits. This introductory course covers the historical development of public administration theories and principles. Emphasis is placed on writing and analysis for public management. Prerequisite: None.

XPA 502 Organizational Theory 3.0 credits. This course explores organizational development as it applies to the public sector. There is a special emphasis on the application of organizational theories in the public sector and public management organizational issues. The course includes extensive analysis and interpretation of these theories. Prerequisite: None.

XPA 503 Intergovernmental Relations 3.0 credits. This course examines issues involved in the management of fiscal and policy relations at all levels of government. Special emphasis is placed on state, local and border relations and the implementation of public policy. Prerequisite: None.

XPA 504 Public Policy 3.0 credits. This course explores various public policy issues, including implementation and analysis. Specific public policies such as education, transportation, diversity, etc. will be examined. Prerequisite: None.

XPA 505 Public Budgeting 3.0 credits. This course introduces students to practical applications of the theories of budgeting within public organizations. Various types of budgeting practices will also be examined. Prerequisite: None.

XPA 506 Public Personnel Management 3.0 credits. This course is an introduction to the principles of managing human resources in the public sector. Special emphasis is placed on affirmative action, and the role of administrative law in personnel management. Prerequisite: None.

XPA 507 Geographical Information Science (GIS) for Managers 3.0 credits. This course introduces students to the theoretical and practical use of GIS in the public sector with special emphasis on the organizational and public policy applications. Prerequisite: None.

XPA 508 Quantitative Decision making for Managers 3.0 credits. Application of statistics and research methodology used by managers within the public sector, special emphasis on methods used in program evaluation and human resources management. Prerequisite: None.

XPA 511 Criminal Justice Process 3.0 credits. This course is an in-depth survey of the various aspects of the Criminal Justice/Law Enforcement enterprise as it exists in America today. The course will include an analysis of the evolution of the modern criminal justice and court institutions in the United States and will make comparison with other modern systems. Consideration will be given to how individuals move through the system with particular attention to the procedural details necessary to administration. The course will also focus on contemporary controversies in crime and justice such as race, ethnicity, and national security policies. Prerequisite: None.
XPA 511 Criminal Justice Process 3.0 credits. This course is an in-depth survey of the various aspects of the Criminal Justice/Law Enforcement enterprise as it exists in America today. The course will include an analysis of the evolution of the modern criminal justice and court institutions in the United States and will make comparison with other modern systems. Consideration will be given to how individuals move through the system with particular attention to the procedural details necessary to administration. The course will also focus on contemporary controversies in crime and justice such as race, ethnicity, and national security policies. Prerequisite: None.

XPA 512 Law Enforcement Management 3.0 credits. This course builds on the Criminal Justice Process course by focusing on management issues in law enforcement. It will begin with a survey of management styles and best practices in administering police agencies. Consideration will be given to basic management techniques and how they apply to law enforcement administration, as well as to those elements that are unique to law enforcement. The course will deal in part with issues such as police ethics and maintaining morale, along with other issues common in the field. Prerequisite: XPA 511.

XPA 513 Administrative Law 3.0 credits. This course is an examination of the case decisions, regulations, constitutional impacts and related actions of national, state, local and intergovernmental government agencies. The course also examines the process of producing law, and its application. Special emphasis is placed on the comparative nature of administrative law in order to provide a global perspective. Prerequisite: None.

XPA 520 Community Development Seminar 3.0 credits. This course is an overview of local and international community development issues, and the role of community based organizations. Special emphasis is placed on the politics of managing these types of organizations. Prerequisites: None.

XPA 521 Seminar in Group Organizational Dynamics 3.0 credits. This course is the study of the structure of small and large groups. Emphasis is placed on individual behavior and group processes, current theoretical views, significant research and the application of these to non-profit organizations, community interactions, and social change. The course will highlight the structure of non-profit organizations. Prerequisite: None.

XPA 523 Minority/Women Administrators 3.0 credits. Public Administrators operate in an increasingly diverse world both nationally and internationally. Therefore, it is important that they have an understanding of the important contributions that minorities and women can bring to their organizations. In addition, if organizations are to flourish and be healthy, administrators must address the issues and concerns of these groups. This course examines the issues, problems, and opportunities that influence the selection, evaluation, and promotion of minorities and women in public and non-profit organizations. It also examines their opportunities for successful management. Prerequisite: None.

XPA 524 Managing Non-profit Human Resources 3.0 credits. This course will introduce students to the issues particular to managing personnel (paid and volunteer) and boards of directors in the non-profit sector. The course addresses issues concerning managing
diversity, managing supervisors, and the technical issues of human resource management. *Prerequisite: None.*

**XPA 525 Non-Profit Finances and Budgeting** 3.0 credits. This course shall focus on budgeting and basic non-profit accounting skills, finance, investment decision-making, analysis and planning, cost effectiveness, present value analysis, cash flow analysis, generating earned income, managing endowments, figts and grants, and tax planning. *Prerequisite: None.*

**XPA 526 Fundraising and Marketing for Non-profit** 3.0 credits. Non-profit organizations are typically dependent upon the generosity of foundations, the government, and/or individual citizens in order to provide services. Special attention will be given to: the history, theory and practice of philanthropy. Unrelated business income, charitable trusts, related tax law, grant writing, direct mail, one-on-one solicitation, use of the Internet, as well as tapping the talents (and resources) of the board of directors of the organization. *Prerequisite: None.*

**XPA 530 Politics of State and Local Government** 3.0 credits. This course is an examination of state and local governmental structures, functions, administration and policy. The place and role of state and local governments within the federal system is explored; as well as the limitations of governments in the procurement, development and allocation of resources to meet the public and private demands placed on state governments. *Prerequisite: None.*

**XPA 531 Ethnic Groups and Diversity** 3.0 credits. In this course students study how various ethnic groups have shaped and influenced the political and social structures within the United States and selected international communities. Special attention is given to ethnic diversity among elected and administrative officials. *Prerequisite: None.*

**XPA 533 Government Project Management** 3.0 credits. This course serves as a first course in project management and introduces students to the basic principles of project management, as they apply to public projects. Students are also introduced to the international standards of the field. *Prerequisite: None.*

**XPA 534 Emergency Management** 3.0 credits. This course introduces issues involved in governmental management of natural and manmade disasters. Topics include the planning, and prevention of disasters, organizing community, county, state, national and international responses, fiscal issues, and post disaster activities. Special emphasis will be placed on public policy involving disaster response. *Prerequisite: None.*

**XPA 541 U.S. Health Policy** 3.0 credits. This course presents public administration and health policy as two divergent, but related professional fields. Thus, although public administration and health policy are separate fields of research, the overlap in health policymaking and all public policymaking is clear. No official is totally isolated from local, state or federal health policies or processes of health policymaking. *Prerequisite: None.*
**XPA 600 Public Administration Internship I** 3.0 credits. The MPA program internship class is a two semester course designed to provide pre-professional students with practical work experience within the field of public management. These advanced courses consist of completing a work assignment in a public or non-profit agency and the completion of an internship paper that demonstrates the student’s ability in practical application of public administration theories. An internship is required for all pre-professional track students. The purpose of the internship is to: 1) provide students with the opportunity to obtain practical applications of public administration theories and 2) demonstrate understanding and utilization of the principles in public administration. The final project for students completing an internship is a defense of an internship paper that analyzes public administration theories as they relate to the internship. *Prerequisite: None.*

**XPA 610 Public Administration Internship II** 3.0 credits. The MPA program internship class is a two semester course designed to provide pre-professional students with practical work experience within the field of public management. These advanced courses consist of completing a work assignment in a public or non-profit agency and the completion of an internship paper that demonstrates the students’ ability in practical application of public administration theories. An internship is required for all pre-professional track students. The purpose of the internship is to: 1) provide students with the opportunity to obtain practical applications of public administration theories, and 2) demonstrate understanding and utilization of the principles in public administration. The final project for students completing an internship is a defense of an internship paper that analyzes public administration theories as they relate to the internship. *Prerequisite: None.*

**XPA 620 Independent Study** 3.0 credits. Study in an area of special interest not treated in course currently offered. Work performed under the direction of an instructor chosen by the student on a topic approved by the MPA coordinator and MPA faculty before the beginning of the semester that the student registers for the course. *Prerequisite: None.*
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