





GENERAL CATALOG FOR 2023-24

School of Humanities

[SUSQU.EDU/MASTER-EDUCATION](https://www.susqu.edu/master-education)

The 166th Academic Year

514 University Ave. | Selinsgrove, PA 17870-1164

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MISSION

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

ACCREDITATION

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

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

NONDISCRIMINATION STATEMENT

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

CATALOG INFORMATION

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

KEY TO ABBREVIATIONS

GPA = Grade Point Average

SH = Semester Hours

GUIDE TO COURSE NUMBERING

- 000-199 Introductory-level courses typically open to all students without prerequisites; primarily, though not exclusively, intended for first-year students with limited background in the subject area.
- 200-299 Courses that assume some level of previous study with prerequisites as applicable; primarily, though not exclusively, intended for sophomores or higher.
- 300-399 Courses intended for students with some knowledge of the subject and an intermediate level of college experience.
- 400-699 Courses intended with an advanced level of college experience.
- 700 and up Graduate level courses

Susquehanna University does not offer developmental or remedial courses.

Fall 2023 Academic Calendar

AUG. 24, THURSDAY

Orientation begins. Opening Convocation.

AUG. 26, SATURDAY

Residence Halls open for all students. 8 a.m.

AUG. 28, MONDAY

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

AUG. 28-29, MONDAY-TUESDAY

Check-in and registration confirmation

SEPT. 1, FRIDAY

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

SEPT. 5, TUESDAY

Last day to declare S/U# option in a first 7-week course.

Last day to declare a course audit.

SEPT. 6, WEDNESDAY

Regular withdrawal deadline for first 7-week courses; last day to cancel

S/U option for a first 7-week course.

SEPT. 8, FRIDAY

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

SEPT. 15, FRIDAY

Regular withdrawal deadline for 14-week courses; last day to cancel S/U option

for a 14-week course; extended withdrawal deadline for first 7-week courses

(new first-year students only**).

SEPT. 29, FRIDAY

Late withdrawal deadline for first 7-week courses*

OCT. 6, FRIDAY

Extended withdrawal deadline for 14-week courses

(new first-year students only**).

OCT. 13, FRIDAY

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

OCT. 18, WEDNESDAY

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

OCT. 24, TUESDAY

Drop/Add deadline for second 7-week courses. Mid-term grades due.

OCT. 26, THURSDAY

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

course audit for second 7-week course.

OCT. 27, FRIDAY

Regular withdrawal deadline for second 7-week courses; last day to cancel

S/U# option for a second 7-week course.

OCT. 30-NOV. 9, MONDAY-THURSDAY (tentative)

2024 Spring semester registration

NOV. 3, FRIDAY

Late withdrawal deadline for 14-week courses*

NOV. 8, WEDNESDAY

Extended withdrawal deadline for second 7-week courses

(new first-year students only**).

NOV. 21, TUESDAY

Late withdrawal deadline for second 7-week courses.*

Thanksgiving recess begins, 10 p.m.

NOV. 27, MONDAY

Classes resume, 8 a.m.

DEC. 8, FRIDAY

Classes end, 10 p.m.

Celebration of Mid-Year Graduates, 4:30 p.m.

DEC. 9-10, SATURDAY-SUNDAY

Reading Days

DEC. 11-14, MONDAY-THURSDAY

Final examinations

DEC. 15, FRIDAY

Residence halls close, 3 p.m.

DEC. 19, TUESDAY

Final grades due, 10 a.m.

#Satisfactory/Unsatisfactory option.

*Late withdrawal policy: students are allowed to take a late withdrawal from a total of 12 semester hours of coursework during their Susquehanna career. To take advantage of this late withdrawal option, students must submit a Late Withdrawal Approval form which is available in myNest.

**Extended withdrawal for new first-semester first-year students only. Students must submit a form which is available in myNest.

Spring 2024 Academic Calendar

JAN. 21, SUNDAY

Residence halls open, 8 a.m.

JAN. 23, TUESDAY

Classes begin, 8 a.m.

JAN. 23–24, TUESDAY–WEDNESDAY

Check-in and registration confirmation

JAN. 26, FRIDAY

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

JAN. 30, TUESDAY

Last day to declare S/U# option in first 7-week courses.

Last day to declare a course audit.

JAN. 31, WEDNESDAY

Regular withdrawal deadline for first 7-week courses; last day to cancel

S/U option for first 7-week courses.

FEB. 2, FRIDAY

Last day to declare S/U option for 14-week courses.

FEB. 9, FRIDAY

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

FEB. 23, FRIDAY

Late withdrawal deadline for first 7-week courses*

MARCH 1, FRIDAY

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

MARCH 8, FRIDAY

Mid-term break begins, 10 p.m.

MARCH 18, MONDAY

Mid-term break ends, 8 a.m.

MARCH 19, TUESDAY

Mid-term grades due.

MARCH 22, FRIDAY

Drop/Add deadline for second 7-week courses

MARCH 26, TUESDAY

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

MARCH 27, WEDNESDAY

Regular withdrawal deadline for second u-week courses; last day to cancel

S/U option for second 7-week courses.

APRIL 1, MONDAY (tentative)

2024 Fall registration begins.

APRIL 5, FRIDAY

Late withdrawal deadline for 14-week courses.*

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

APRIL 19, FRIDAY

Late withdrawal deadline for second 7-week courses*

MAY 6, MONDAY

Classes end, 10 p.m.

MAY 7, TUESDAY

Reading Day

MAY 8–10 & 13, WEDNESDAY–FRIDAY & MONDAY

Final examinations

MAY 14, TUESDAY

Residence halls close for non-graduating students and those not supporting Commencement, 3 p.m.

MAY 15 OR 16, WEDNESDAY OR THURSDAY (TBD)

Final grades due for students participating in Commencement.

MAY 18, SATURDAY

Commencement

MAY 19, SUNDAY

Residence halls close for graduating students and those supporting Commencement, 3 p.m.

MAY 21, TUESDAY

Final grades due for non-graduating students.

#Satisfactory/Unsatisfactory option.

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

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

GRADUATE PROGRAMS AT SUSQUEHANNA UNIVERSITY

School of Humanities

Master of Education (M.Ed.)
Curriculum & Instruction

EDUCATION

Faculty

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

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

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

Sarah Edwards Moore, Ph.D., Assistant Professor of Education Susan Welteroth, D.Ed., Lecturer Education

Annemieke N. Stassel, M.Ed., Interim Director of Teacher Interns and Auxiliary Program

Susan Welteroth, D.Ed., Lecturer Education

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

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

Program Goals

Theoretical/Foundational

- a. Demonstrate knowledge of prevalent cognitive, linguistic, motivational and sociocultural theories of educational development.
- b. Demonstrate an understanding of the historical development of the teaching profession and track changes of perception and interpretation over time.

Content Knowledge and Pedagogical Knowledge

- a. Demonstrate content knowledge and pedagogical knowledge keeping in alignment with the standards articulated by InTASC (Interstate teacher Assessment and Support Consortium).

Professional Disposition and Ethical Behavior

- a. Demonstrate an understanding of the professional code of ethics in education and specific content areas and the consequences of violating those principles.
- b. Demonstrate an understanding of the values of differences in our society and how to develop and implement strategies to advocate for equity } and justice.

Reflective Practice

- a. Demonstrate an understanding of the value of personal reflection in evaluating the effects of pedagogical actions on other stakeholders within a learning community.

Requirements for Admission to the Master of Education Degree Program in Curriculum & Instruction

- A completed application;
- Hold a bachelor's degree from a nationally accredited institute of higher education;
- Minimum 3.0 GPA on highest earned degree;
- Three letters of recommendation;
- Official transcripts from all previously attended postsecondary institutions;
- Written statement of purpose for enrollment;
- Current TB test results and Act 24, Act 34, Act 114, Act 126 and Act 151 clearances;
- Test of English as a Foreign Language (TOEFL) scores for applicants who have not earned a degree at an institution of higher education where English is the language of instruction.

Teacher Certification

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

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

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

Candidates interested in initial teacher certifications should apply to Susquehanna's Teacher Intern Program. Some coursework can overlap with the Master of Education.

Professional Conduct

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

Capstone Course

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

PROGRAM REQUIREMENTS

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

6 Required Courses

- 4 EDUC-712 Research Methods
- 2 EDUC-799 Master's Paper

12 Choose a minimum of 3 courses from the following core courses

- 4 EDUC-710 Social Foundations of Education
- 4 EDUC-711 Curriculum Design
- 4 EDUC-750 Critical Media Literacy in the K-12 Classroom
- 4 EDUC-755 Inclusive Classroom Strategies
- 4 EDUC-760 Critical Literature and Trends in Education

16 Select a minimum of 4 courses from the following electives (choose any combination of courses from these categories):*

Courses leading to K-12 ESL Program Specialist Certification**

- 4 EDUC-740 ELL Reading and Writing Development
- 4 EDUC-741 Diversity, Politics and Social Factors for ELLs and in Education
- 4 EDUC-742 ESL Curriculum Design and Teaching Methods
- 4 EDUC-743 Understanding Second Language Acquisition for Educators

Special Education Courses

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

Other Electives

- 4 EDUC-780 Topics in Education

*Students may also select additional courses from the core requirements listed above.

**Students who complete all 4 courses listed in this category are eligible for add-on ESL Specialist Certification.

ESL PROGRAM SPECIALIST DUAL CERTIFICATION (GRADES PK-12)

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

UNDERGRADUATE/GRADUATE ENROLLMENT

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

EDUCATION COURSES

EDUC-710 Social Foundations of Education

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

EDUC-711 Curriculum Development

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

EDUC-712 Research Methods

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

EDUC-715 Assessment in Special and Inclusive Education

This graduate-level course analyzes the methods and materials necessary to accurately assess students within inclusive classroom settings and students who may be eligible for special education. Through experiential learning activities, students will apply the language and terminology required to assess and evaluate students to the creation of assessment tools. This course includes technical prerequisites of understanding standardized assessment and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based and teacher-made assessment for instructional and placement decisions. Students will also be required to track the performance of a child with special needs and explain the rationale for the application of particular student performance goals based on interpretation of collected data sets. 4 SH.

EDUC-720 Teaching Students with Moderate and Severe Disabilities

Educators will learn the knowledge and skills needed to plan Individualized Education Programs (IEPs) for students with moderate and severe disabilities in this graduate-level course. Moderate and severe disabilities include those with physical and cognitive impairments as well as autism. Emphasis will be on teaching and supporting students within both special education classrooms and typical school settings, based on a vision of adult participation in typical community activities. Associated topics of discussion include the history/treatment of individuals with moderate and severe disabilities in our society, learning characteristics of students with moderate and severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills and facilitating peer relationships, and transition planning. 4 SH.

EDUC-725 Teaching Students with Mild Disabilities

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

EDUC-740 ELL Reading and Writing Development

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

EDUC-741 Diversity, Politics and Social Factors for ELLs and in Education

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

EDUC-742 ESL Curriculum Design and Teaching Methods

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

EDUC-743 Understanding Second Language Acquisition for Educators

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

EDUC-745 Behavior Interventions

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

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

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

EDUC-755 Inclusive Classroom Strategies

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

EDUC-760 Critical Literature and Trends in Education

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

EDUC-780 Topics in Education

Topics in Education EDUC 7xx covers a variety of current issues and special interests in the field of education. The course will respond to trends and issues affecting students and teachers in Pennsylvania and around the globe.

EDUC-790 Independent Study

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

EDUC-799 Master's Paper

The Master's Paper is the capstone requirement of the program. The Master's Paper will be question-oriented and analytically investigate an aspect relevant to the student's interests and/or career goals. The composition must reflect proficiency of program learning goals. Successful completion and evaluation of the Master's Paper by department faculty is required prior to graduation. Prerequisites: Completion of three (3) core courses required for the Master of Education degree. 2 SH.

ACADEMIC POLICIES & REGULATIONS

Academic standards exist at every college and university. Many are common throughout higher education and others are specific to a particular campus. Standards are both an indicator of general educational quality and a means by which an individual student's achievement and progress can be measured. Susquehanna's academic year is composed of 30 weeks of instructional time, and in each semester a full-time student must be enrolled in at least 8 semester hours of credit. To receive the full benefit of a Susquehanna education, each student has these basic responsibilities:

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

Advising and Course Selection

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

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

In April and November, students register for the upcoming semester after selecting their courses with the guidance of their advisers.

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

Adding and Dropping Courses

Students may change their course schedules during the drop/add period.

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

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

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

4+1 Undergraduate/Graduate Enrollment.

Eligible undergraduate Susquehanna University students can choose to participate in the 4+1 pathway to a Master of Education. Undergraduate students are eligible to take their first Master of Education course one semester before taking the methods requirements (2 semesters before student teaching) if they have a minimum of 88 completed undergraduate credits (a minimum of 100 credits the semester of the methods requirements) and a cumulative undergraduate GPA of 3.5 or higher. Students must also take a minimum of 12 undergraduate credits per semester to maintain full-time status. Graduate coursework does not count toward full time status.

Undergraduate students may take a maximum of 8 hours of graduate credit prior to completion of their undergraduate degree. Graduate courses may be used as substitutions to fulfill undergraduate curriculum requirements. Master's electives in Special Ed and ESL (see ESL Program Specialist in the Graduate Catalog, page 6) may also satisfy undergraduate requirements counting toward Pennsylvania teacher certification, when approved by the Education Department Head. However graduate credits earned do not count towards the 124 credits required for graduation and are not included in the undergraduate GPA calculation. Instead, these credits will appear on the graduate transcript.

Eligible students will meet with the Director of Teacher Interns and Auxiliary Programs to register for 4+1 coursework. Following graduation, undergraduate students who have completed graduate coursework must still apply for and meet the regular graduate program admission requirements to be considered for admission into a graduate program. Course Loads. The course load for a full-time graduate student is 8 semester hours (typically two courses) per semester. Students may take 8 to 12 semester hours each semester without losing their full-time status.

Semester Hour

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

Independent Study

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

Attendance Policy

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

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

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

Grades and Grading

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

Grading System and the GPA

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

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

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

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

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

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

Extended Course (EC) Grades

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

Incomplete (I) Grades

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

Auditing

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

Repeating a Course

To improve their knowledge or to earn a higher grade, students are permitted to repeat courses. If a course is repeated, only the highest grade is included in the calculation of the cumulative GPA. Students will not earn additional credit toward graduation by repeating a course in which they previously received a passing grade. All instances of repeated courses, including the original attempt, are displayed on the student's academic transcript.

The repeated course must have the same subject code and course number as the original unless listed as equated in the course catalog or is an approved independent study. Variable topic courses that share the same course code and number may be repeated under a different topic and do not fall under this repeat policy. This policy also does not apply to courses marked as repeatable for credit. A grade that was originally received in a course may not be changed by repeating the course under the satisfactory/unsatisfactory option. A grade of W (withdrawal) also does not replace the previous grade.

A course may be repeated at another institution and transferred to Susquehanna. If a grade of C- or higher is earned at the transfer institution, a grade of TR will be recorded on the transcript. TR grades do not calculate into the GPA. The original grade would then be removed from the GPA calculation. If the number of credits earned for the repeated transfer course is less than that earned for the original Susquehanna University course, the student will retain the credits already earned but no additional credits will be earned for the transfer. If the number of credits earned for the repeated transfer course is greater than that earned for the Susquehanna University course, the transfer credits will replace the previously earned credits. If a student repeats a transferred course, the student may request to remove the transfer course from their transcript.

A student may repeat a course more than once, but must receive permission from the academic advisor, dean, and Student Financial Services (if the student is a federal student aid recipient) for the third and subsequent attempts. Students are responsible for determining any academic or financial implications for repeating courses.

This policy was put in place at the start of the Fall 2021 semester and does not apply to students who previously completed the first instance of a course which is later repeated.

Coursework at Other Institutions

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

Susquehanna Summer Session

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

Services for Students with Disabilities

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

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

Academic Standing and Satisfactory Progress Toward Degree

To be in good academic standing, a student must maintain a 3.0 or better cumulative GPA.

Probation: Less than a 3.00 GPA overall

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

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

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

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

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

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

Graduation Requirements

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

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

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

Normally candidates must declare their anticipated graduation date at least two semesters before they intend to graduate.

Residence Requirement

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

Transcripts

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

Leave of Absence

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

Withdrawal from the University

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

Nondegree Students

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

Enrollment will be on a space-available basis only.

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

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

A transcript will be required to evaluate transfer coursework from other institutions. The Susquehanna University registrar, in consultation with the program director, must approve the nature and amount of coursework submitted for transfer credit evaluation. Transfer credit will not be granted for the Master's Paper course (EDUC-799).

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

Veterans

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

Students who are eligible for Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post 9/11 GI Bill®) benefits, and who have provided a Certificate of Eligibility or Statement of Benefits to the VA Certifying Official, will not be penalized for any delayed disbursement of funds from the VA. Students will not be assessed late fees, denied access to institutional facilities, or be required to borrow additional funds.

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

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

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

NOTIFICATION OF RIGHTS UNDER FERPA FOR SUSQUEHANNA UNIVERSITY

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day the Susquehanna University receives a request for access. A student should submit to the Registrar, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask Susquehanna University to amend a record should contact the Registrar’s Office, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Susquehanna University decides not to amend the record as requested, the student will be notified in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Susquehanna University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

Susquehanna University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by Susquehanna University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, including but not limited to disciplinary or grievance committees, curriculum or advisory committees, etc. A school official also may include a volunteer or contractor outside of the university who performs an institutional service for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information (PII) from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Susquehanna University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

In addition, FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Susquehanna University whom the school has determined to have legitimate educational interests. This includes, but is not limited to: contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
 - Susquehanna University has designated the following as “directory information:” name, program, class, campus email address, home address, campus address, student activities, photographs, home telephone number, dates of attendance and graduation, degrees awarded, honors received, and other educational institutions attended.
 - The University maintains an online directory listing each student’s name, program, class, and campus email address, as well as weight and height for varsity athletes.
 - The university may also release photographs of students for use in the news media and in university publications in printed, video and electronic formats.
 - Students may request that any or all of this information not be released by writing to the Registrar.
- To a victim of an alleged perpetrator of a crime of violence or a non–forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non–forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

DIRECTORY

Please refer to the 2023–24 Course Catalog for complete trustee, administration and faculty information.

Susquehanna

UNIVERSITY

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