

Graduate Degree Programs

Franklin P. Perdue School of Business

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Graduate Faculty

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George C. Rubenson, Ph.D.; *human resources, management, strategic management*
Robert B. Settle, Ph.D.; *marketing research, consumer behavior*
Frank M. Shipper, Ph.D.; *strategic management, organizational behavior*
Kenneth J. Smith, D.B.A.; *accounting, managerial cost control*

Master of Business Administration

The Franklin P. Perdue School of Business was created with a multimillion dollar enhancement fund and has grown into the region's largest center for business education and development at the University level. It is the only business school in the region accredited by the AACSB-International Association of Management Education. The Perdue School has developed a highly effective business education system committed to an emphasis on the entrepreneurial spirit, integration of theoretical and applied study, and community-based experience.

The M.B.A. curriculum prepares aspiring and practicing managers with the skills to succeed as business executives and leaders in this new millennium. Courses are designed to encourage students to think clearly, show sound judgment, communicate orally and in writing, develop interpersonal skills and make rational decisions under conditions of uncertainty.

The M.B.A. curriculum is highly coordinated and exceptionally well balanced. It demands proficiency at the graduate level with the concepts and applications of accounting, economics, finance, management, marketing and information systems as well as the ability to apply these concepts in the solution of problems, specifically the definition and identification of viable alternatives and the selection of an appropriate solution.

Admission

Applicants are responsible for presenting the following information for consideration for admission:

A. Admission to graduate studies:

1. Formal application submitted to the Admissions Office with the appropriate application fees.
2. An official copy of transcripts from all institutions attended, submitted to the Admissions Office.

B. Admission to M.B.A. program:

1. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in business.
2. Resume.
3. Letter of Intent (statement of reason for pursuing a master's degree and how the student feels he/she will contribute to the graduate program).
4. Graduate Management Admissions Test (GMAT) score.

The minimum standard for admission is the attainment of a total score of at least 950 points based on the following formula: $200 \times (\text{overall GPA [on a 4.0 scale]} + \text{GMAT score})$; or at least 1,000 points based on the following formula: $200 \times (\text{upper-division GPA} + \text{GMAT score})$. Applicants with a minimum 3.0 overall GPA or at least a 3.25 upper-division GPA may enroll prior to taking the GMAT, provided space is available. No student may register for a second term unless the GMAT score has been received by the Office of Admissions.

Provisional Admission

Provisional admission may be granted to applicants who have not yet completed the required core of undergraduate courses listed below or their equivalents but who meet one of the required totals shown in section B, number 4 above. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying core requirements may be developed in consultation with the di-

rector of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with the approval of the director, take a maximum of six semester hours of M.B.A. courses (600-level) and must maintain a cumulative grade point average of 3.0 in undergraduate M.B.A. core courses and 500-level courses (combined) with no grade less than C.

Basic Skills Expected of Incoming M.B.A. Students

In addition to meeting the standards for admission listed above, M.B.A. students should bring to their graduate business studies the following skills to ensure success in the program:

1. *Quantitative skills:* A knowledge of algebra and basic calculus.
2. *Verbal skills:* The ability to collect relevant information, organize thoughts and communicate them clearly.
3. *Computer skills:* Competence in word processing and spread sheets. These skills may be obtained or enhanced by study and preparation before admission, or early in the program of study by utilizing the many programs, courses and training sessions offered at the University.
4. *Information systems literacy:* A student should be able to describe information technologies and discuss information systems applications with their peers.

These skills will be evaluated and assessed by the M.B.A. program director and appropriate department chair. Recommendations for review courses will be made based on a review of undergraduate coursework, professional experience and the analytical writing assessment score from the GMAT exam.

Preparatory Core

In order to begin work on the master's degree requirements, the following preparatory core courses must be completed no later than the semester in which the first 600-level course is taken:

	Credits
ACCT 201 Principles of Accounting I	3
ECON 211 Microeconomics	3
or	
ECON 150 Principles of Economics	3
MATH 155 Modern Statistics with Computer Analysis	3
BUAD 281 Intermediate Business Statistics	3
or	
MATH 201 Calculus I	3
BUAD 311 Financial Management	3
BUAD 320 Management and Organizational Behavior	3
BUAD 326 Production and Operations Management	3
BUAD 330 Principles of Marketing Management	3

Any of the eight core courses can be waived if the student has completed an undergraduate or graduate survey course with similar coverage with a grade of C or better. A waiver exam may be taken to validate an undergraduate course that does not meet the grade requirement, or when the student has acquired the knowledge covered in a core course without having earned academic credit. Students may take a waiver exam with permission of the graduate program director.

Course Requirements

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level

courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete either the general M.B.A. (30 hours) or the accounting track (33 hours) with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. All requirements for the M.B.A. must be completed within seven years of the end of the semester in which M.B.A. coursework began.

The Perdue School offers two M.B.A. degree options: the general M.B.A. and the M.B.A. with an accounting track.

General M.B.A.

The general M.B.A. requires the following:

1. Students must complete the following 27 credit hours:

	Credits
ACCT 640 Managerial Accounting	3
BUAD 620 Organizational Theory	3
or	
BUAD 625 Organizational Behavior Seminar	3
BUAD 635 External Environment of the Organization	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
BUAD 685 International Business Seminar	3
or	
BUAD 686 Global Business	3
ECON 630 Economic Environment of the Organization	3
or	
ECON 631 Managerial Economics	3

2. Plus three elective hours of 600-level M.B.A. courses.

M.B.A. - Accounting Track

The M.B.A. with an accounting track requires the following:

1. Students must complete the following 27 credit hours:

	Credits
ACCT 630 International Accounting	3
ACCT 650 Advanced Managerial Accounting	3
BUAD 620 Organizational Theory	3
or	
BUAD 625 Organizational Behavior Seminar	3
BUAD 635 External Environment of the Organization	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
ECON 630 Economic Environment of the Organization	3
or	
ECON 631 Managerial Economics	3

2. Plus six elective hours of 600-level accounting courses.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for M.B.A. students. Generally, these are awarded only to students fully admitted into the program (i.e., not provisionally admitted). Applications are available from the director of business graduate programs in the Franklin P. Perdue School of Business.

Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

Dean: Beth E. Barnett, Ph.D.
M.Ed. Program Director: Nancy L. Michelson, Ph.D.

M.A.T. Program Director: Patricia O. Richards, Ed.D.
Phone: 410-543-6281

Graduate Faculty

Eva K. Anderson, Ph.D.; *special education, education psychology*

John R. Bing, Ph.D.; *educational psychology/research*

Carolyn M. Bowden, Ph.D.; *elementary/early childhood education*

Keith J. Conners, Ph.D.; *foundations, higher education*

Roland G. Frank, Ed.D.; *social science education*

Joel T. Jenne, Ph.D.; *social studies/curriculum*

Amy S. Meekins, Ed.D.; *curriculum instruction, elementary methods*

Nancy L. Michelson, Ph.D.; *reading, writing, English*

Patricia O. Richards, Ed.D.; *reading/language arts*

Geraldine N. Rossi, Ed.D.; *mathematics education*

Debra H. Thatcher, Ph.D.; *early childhood education/curriculum/instruction*

John T. Wolinski, Ph.D.; *reading/language arts*

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is a professional degree program designed to prepare students for initial teacher certification. Candidates in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program offers the professional education coursework to prepare specialists in the above areas for teaching at the secondary school level.

The M.A.T. is a collaborative degree program offered by Salisbury State University and the University of Maryland Eastern Shore. Candidates are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions.

Candidates apply for admission to either SSU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. Salisbury State offers approved programs in the areas of biology, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies and Spanish. UMES offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, home economics, mathematics, music (vocal and instrumental), physical education and technology education.

The primary objectives for the M.A.T. program are as follows:

1. Allow candidates to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.

4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage candidates to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

M.A.T. candidates are expected to complete the program as follows: beginning with a full summer program, students continue coursework during a full academic year (not including the winter session) and one additional summer session. Candidates whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

Candidates in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who complete the coursework required for the internship, pass the PRAXIS Series (Professional Assessments for Beginning Teachers) and pass the comprehensive examination are advanced to candidacy. Candidates must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the University criteria for transfer of credit as specified in the "General Information" section of the *Graduate Catalogue*.

Admission

Admission to the M.A.T. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, candidates must apply for admission to the M.A.T. program. Acceptance to graduate study does not constitute acceptance to the M.A.T. program.

Candidates who indicate on their initial application that they wish to pursue the M.A.T. will be assigned an advisor in the Education Department and receive M.A.T. application materials. To be eligible for admission as a degree-seeking student to the M.A.T., prospective candidates must meet the following criteria:

1. Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area.

2. Meet all requirements for full admission to the graduate program.
3. Submit scores for the Core Battery of the PRAXIS Series, the Professional Assessments for Beginning Teachers. (NOTE: Students must meet Maryland state standards on the Core Battery of the PRAXIS before beginning their internship.)
4. Undergo a structured interview by the joint M.A.T. Admissions Committee.
5. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.
6. Submit an essay that is written on campus, in a supervised setting, focusing on some current educational issues as determined by the M.A.T. Admissions Committee.
7. Submit official transcripts from all institutions attended.
8. Submit three letters of recommendation from individuals who can speak to the following criteria:
 - a. ability to write at an appropriate skill level for graduate level work
 - b. a level of motivation appropriate to carry the candidate through a rigorous graduate program
9. Complete the joint M.A.T. Application Form.

The transcripts and academic credentials of all applicants are reviewed by the SSU/UMES joint M.A.T. Admissions Committee. Appropriate sub-committees determine whether students possess adequate and current content area coursework in the intended certification area. Those candidates who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Candidates in the M.A.T. must also obtain a passing grade on a joint comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Program of Study

Candidates who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner's physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.
9. Use of technology including computers and media for classroom and professional needs.

10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

The following courses are required for the M.A.T.:

		Credits
EMAT 500	Research and Technology I	3
EMAT 501	Development and Learning Applied to Teaching	3
EMAT 502	Social and Philosophical Foundations of Contemporary Education	3
EMAT 503	Principles of Curriculum and Instruction	3
EMAT 504	Teaching Reading in the Content Areas I	3
EMAT 505	Methods of Teaching and Assessment	3
EMAT 52X	* Methods of Teaching	3
EMAT 506	Inclusive Teaching for Diverse Populations	3
EMAT 507	Internship I	3
EMAT 508	Teaching Reading in the Content Areas II	3
EMAT 509	Internship II	3
EMAT 511	Seminar	3
EMAT 510	Applied Research and Technology II	3

* which methods course is taken depends upon the specified content area: EMAT 521 (Teaching English in the Secondary School), 522 (Secondary School Science Methods), 523 (Secondary School Social Studies Methods), 524 (Secondary School Foreign Language Methods) or 525 (Secondary School Mathematics Methods)

Each candidate is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

Registration for Courses

Candidates in the M.A.T. program take courses on the campuses of both Salisbury State University and the University of Maryland Eastern Shore. The schedule of course offerings for the M.A.T. is listed in the registration bulletins of both universities. SSU students register for all courses through SSU's Office of the Registrar. When courses are offered at UMES, students register using the inter-institutional registration form.

Procedures and forms for using inter-institutional registration will be available from the Office of the Registrar.

Master of Education

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide candidates an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists an opportunity to develop and improve competencies in their specific disciplines.

3. Provide educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission

Admission to the M.Ed. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, candidates must apply for admission to the M.Ed. program. Acceptance to graduate study does not constitute acceptance to the M.Ed. program.

Candidates who indicate on their initial application that they wish to pursue the M.Ed. are assigned an advisor in the Education Department and receive M.Ed. application materials. To be eligible for admission as a degree-seeking candidate to the M.Ed., prospective candidates must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.
2. Obtain two recommendation forms supporting ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Credentials for initial admission to graduate study should be sent to the Office of Admissions. Credentials for admission to the M.Ed. program should be sent to the Seidel School. Following the review of these materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for some courses after initial acceptance for graduate study, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits in the program. A maximum of nine hours of credit earned at Salisbury State University prior to full admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at Salisbury State University with no grade below B.

Upon successful completion of nine credit hours, candidates may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies candidates of admission or denial to the program.

Candidates who do not meet the provisional admission requirement of achieving nine credit hours with

grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisor to clarify program requirements and to assure that courses for which they register will be appropriate for the degree program.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is candidates' responsibility to become familiar with program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks candidates will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

Course Requirements

Candidates seeking the M.Ed. at Salisbury State University complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

The M.Ed. program consists of nine hours of core courses, 12 hours of study in a specific track, six to nine hours of electives and three to six hours in a capstone experience.

Specific electives may be recommended for each track. Accordingly, candidates consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Each track allows choices for the capstone experience and advisors provide this information. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in EDUC 530: Directed Research, and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project.

Core Courses

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable candidates to design and interpret research.
2. Assist candidates in developing a theoretical background to learning and instruction.
3. Provide candidates with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

	Credits
EDUC 502 Introduction to Research	3

EDUC 545	Learning and Instruction	3
EDUC 514	Seminar in Curriculum	3

Students are required to complete EDUC 502: Introduction to Research within the first nine credit hours of study in the M.Ed. program.

Tracks

In addition to completing the core courses, M.Ed. students select areas of study from among the following: reading, early childhood education, elementary education, middle/secondary education (with an emphasis in English, mathematics, music, science or social science education) and post-secondary education. Available courses and additional information concerning each track follows:

Reading Track

1. Complete the following 12 credits:

	Credits	
EDUC 572	Processes and Acquisition of Reading	3
EDUC 520	Diagnosis of Reading Disabilities	3
EDUC 521	Remediation of Reading Disabilities	3
EDUC 532	Classroom Assessment	3

2. Choose three elective courses from the following:

	Credits	
EDUC 508	Seminar: Research in Human Development	3
PSYC 407	Psychology of Personality	3
EDUC 577	Oral and Written Language	3
or		
EDUC 523	Advanced Seminar in Reading Education	3
or		
EDUC 576	Literature for Children and Adolescents	3

3. Fulfill the following capstone experience:

	Credits	
EDUC 522	Clinical Practicum in Reading and Language Arts	3

Early Childhood Education Track

1. Complete the following 12 credits:

	Credits	
EDUC 533	Foundations of Early Childhood Education	3
EDUC 534	Early Childhood Curriculum and Assessment	3
EDUC 538	Language Development in Early Childhood	3
EDUC 536	Creativity in Early Childhood Education	3

2. Choose two or three electives from the following:

	Credits	
EDUC 503	Classroom Management	3
or		
EDUC 586	Conflict Resolution	3
or		
EDUC 587	Cooperative Learning	3
EDUC 504	Multicultural Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 570	Seminar: Current Issues in Educational Technology	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3
or		
PSYC 423	Psychology of the Exceptional Child	3

3. Choose one of the following capstone experience:

	Credits	
EDUC 595	Research Seminar	3
or		
EDUC 530	Directed Research	3
or		
EDUC 537	Seminar: Early Childhood Education	3

Elementary Education Track

1. Complete the following course:

	Credits	
EDUC 532	Classroom Assessment	3

2. Choose one of the following:

	Credits	
EDUC 570	Current Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3

3. Choose two of the following:

	Credits	
EDUC 579	Trends in Elementary Literacy Education	3
EDUC 580	Trends in Mathematics and Science Education in the Elementary School	3
EDUC 581	Trends in Social Studies Education in the Elementary School	3
EDUC 587	Cooperative Learning	3

4. Choose two or three elective courses from the following:

	Credits	
EDUC 503	* Classroom Management	3
EDUC 504	* Multicultural Education	3
EDUC 500	Historical and Social Foundation of Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 519	School Law and Public Education	3
EDUC 570	Current Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 572	Processes and Acquisition of Reading	3
EDUC 573	Assessment for Reading Instruction	3
EDUC 574	Materials for Teaching Reading	3
EDUC 575	Instruction of Reading	3
EDUC 576	Literature for Children and Adolescents	3
EDUC 577	Oral and Written Language	3
EDUC 584	Group Dynamics in a Classroom Setting	3
EDUC 586	Conflict Resolution	3
EDUC 588	Education Individuals with Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 591	Independent Study	3

* recommended

5. Choose one or two of the following capstone experiences:

	Credits	
EDUC 595	Research Seminar	3
EDUC 530	Directed Research (Thesis)	3

Middle/Secondary Education Track

1. Choose content area courses (maximum of 12 credits; no more than six at the 400 level) of content course offerings listed in the *Graduate Catalogue*.

2. Choose one of the following:

	Credits	
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 578	Seminar in Teaching Secondary English	3

3. Choose at least one of the following:

	Credits	
EDUC 532	Classroom Assessment	3
EDUC 570	Current Issues in Educational Technology	3
EDUC 582	Teaching Reading in Content Areas: Part I	3

Post-Secondary Education Track

1. Complete one of the following courses:

	Credits	
EDUC 472	Teaching Adults	3
EDUC 560	College Teaching	3

2. Complete the following courses:

	Credits	
EDUC 5XX	The Adult Learner	3
EDUC 561	Issues and Trends in Post-Secondary Education	3

3. Choose one of the following:

	Credits	
EDUC 519	School Law and Public Education	3
EDUC 570	Current Issues in Educational Technology	3
EDUC 587	Cooperative Learning	3

EDUC 532	Classroom Assessment	3
XXXX XXX	Graduate Content Area Course	3

4. Complete two or three of the following approved electives:

Credits		
EDUC 500	Historical and Social Foundations	3
EDUC 504	Multicultural Education	3
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 519	School Law and Public Education	3
EDUC 532	Classroom Assessment	3
EDUC 570	Current Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 586	Conflict Resolution and Peer Mediation	3
EDUC 587	Cooperative Learning	3
EDUC 578	Seminar in Teaching Secondary English	3
EDUC 588	Seminar: Educating the Individual With Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 591	Independent Study	3
XXXX XXX	A graduate course in education or another discipline central to the program of study	3

5. Choose one of the following capstone experiences:

Credits		
EDUC 595	Research Seminar	3
EDUC 530	Directed Research (Thesis)	3
EDUC 565	Internship in Post-Secondary Education	3

Master of Education in School Administration

The Master of Education (M.Ed.) in public school administration is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury State University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most important, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Candidates pursuing the M.Ed. in public school administration have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as candidates are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for candidates to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Candidates must first make application for admission to Salisbury State University graduate study. Following acceptance to graduate study, candidates must make application for admission to the M.Ed in school administration program. To be eligible for admission as a degree-seeking candidate to the M.Ed. in school administration, the candidate must fulfill the following requirements:

1. Submit an application for admission, including two recommendations from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
2. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
3. Possess an undergraduate grade point average of 2.75.
4. Complete a writing sample at Salisbury State University in a setting supervised by a faculty member in the M.Ed. in school administration program. The writing sample will be scored holistically and candidates will be informed of their level of achievement. Details regarding the administration and scoring of the writing sample are available through the Education Department.

The final step of the admission process is an interview. Applicants must meet with a faculty member in the M.Ed. in school administration program to discuss professional goals and career objectives.

Provisional Admission

Selected candidates who do not meet the minimum requirements may be admitted on a provisional basis as space is available. They may register for a maximum of six credits per semester. During the first 12 credit hours, provisionally admitted candidates must achieve and maintain a grade point average of 3.0.

Candidates whose provisional status is linked to their achievement on the writing sample will be encouraged to seek help to improve their writing skills. A re-assessment of writing skills will be given at the end of the first 12 credit hours and a decision regarding the student's full admission will be made at that time.

Course of Study

Following admission to the M.Ed. in school administration program, and prior to registration for

classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. Because the program is designed to offer instruction to candidates who are members of a cohort, it is essential that this initial conference occur.

Candidates with non-degree-seeking graduate status will be considered for enrollment in cohort classes based upon availability of openings.

Course Requirements

Candidates seeking the M.Ed. in school administration complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in school administration is a NCATE and Maryland State Department of Education-approved program leading to the Administrator I certificate. Candidates who complete the M.Ed. in school administration and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Candidates in the M.Ed. in school administration cohort will take courses in the following sequence:

	Credits
EDAD 516 Public School Administration	3
EDUC 502 Introduction to Research	3
EDAD 550 Leadership and Change	3
EDUC 514 Curriculum Construction	3
EDAD 551 Evaluation Research Applications in School Administration	3
EDAD 517 Public School Supervision	3
EDAD 552 Group Dynamics in School Administration	3
EDUC 519 The Law and Public Education	3
EDAD 553 Financial Management in School Administration	3
EDAD 554 Personnel Administration in Education	3
EDAD 555 Internship in School Administration/Supervision	3

Master of Science in Applied Health Physiology

Program Director: Susan M. Muller
Phone: 410-548-5555

Graduate Faculty

Herbert G. Chew Jr., Ph.D.; Assistant Professor of Biological Sciences
Robert L. Joyner Jr., Ph.D., RRT; Assistant Professor Respiratory Therapy
Patricia Mann, Ph.D.; Associate Professor of Physical Education
Susan M. Muller, Ph.D.; Associate Professor of Physical Education
Jeanne Ruff, M.S.; Director, Cardiac / Pulmonary Rehabilitation; Peninsula Regional Medical Center
Sidney R. Schneider, Ph.D., RRT, RPFT; Associate Professor of Respiratory Therapy
Michael P. Vienna, Ph. D.; Assistant Professor of Physical Education
Kurt Wolfe Jr., Ph.D.; Associate Professor of Physical Education; Frostburg State University
Carol A. Wood, Ph.D.; Associate Professor of Physical Education

The Master of Science (M.S.) in applied health physiology is a professional degree program designed to prepare health care professionals. Graduates of this program should possess the vision, knowledge and skills necessary to promote health and wellness in a variety of clinical settings (e.g., cardiac/pulmonary rehabilitation, geriatric centers, youth centers, state and local health departments, and corporate wellness programs). The curriculum emphasizes both theory and practice in the preparation of administrators, technicians and supervisors. The program has been designed to include the knowledge, skills and opportunities for practice that are essential for the development of health care professionals.

Students in the program will have the opportunity to read, study and discuss a wide range of theories and ideas related to health and physiology. Students will have actual and simulated experiences in practicing the technical, administrative and supervisory skills of a health care provider.

Admission

Admission to the Applied Health Physiology (AHPH) Program is a two step process. Students must first apply for admission to Salisbury State University graduate study. On the initial application the applicant must indicate a desire to pursue the AHPH degree. Second, to be eligible for admission as a degree seeking student in AHPH, prospective students must meet the following criteria:

1. Possess a baccalaureate degree in an appropriate content area, including course work in human anatomy and physiology
2. Meet all requirements for full admission to the graduate program
3. Possess an undergraduate grade point average of 2.75, or possess a prior graduate degree
4. Submit two letters of recommendation from an academic source addressing ability to complete graduate level work

Registration for Courses

Students in the AHPH program register for all courses using the Salisbury State University schedule of course offerings. Courses delivered by faculty from Frostburg State University and Peninsula Regional Medical Center are delivered on the Salisbury State campus.

Course of Study

The following courses (36 hours) are required to complete the Applied Health Physiology Program:

	Credits
AHPH 502 Introduction to Research	3
AHPH 534 Human Psychophysiology	3
AHPH 535 Management of Sports / Fitness Programs	3
AHPH 537 Health Appraisal and Testing with Emergency Procedures	3
AHPH 542 Exercise Programming, Nutrition and Weight Management	3
AHPH 544 Pharmacological Aspects of Clinical Physiology	3
AHPH 545 Cardiopulmonary Aspects of Physiology	3
AHPH 546 Human Development and Aging in Populations with Chronic Disease	3
AHPH 553 Clinical Physiology	3
AHPH 562 Trends and Issues in Physiology	3
AHPH 690 Field Experience in Clinical Physiology	3
BIOL 552 Advanced Human Physiology	3

Charles R. and Martha N. Fulton School of Liberal Arts

Dean: Ronald Dotterer, Ph.D.
Phone: 410-543-6450

Master of Arts in English

Graduate Program Director: William C. Horne, Ph.D.
Phone: 410-543-6447

Graduate Faculty

Elizabeth H. Curtin, D.A.; *rhetoric, composition, Writing Across the Curriculum*
Thomas L. Erskine, Ph.D.; *Renaissance/commonwealth literature, Milton, film*
Wavie Gibson Jr., Ph.D.; *rhetoric, composition, African-American literature*
Darrell G. Hagar, Ph.D.; *British literature, satire*
Gary M. Harrington, Ph.D.; *drama, American literature*
William C. Horne, Ph.D.; *British/Restoration/18th century and wilderness literature, satire*
John D. Kalb, Ph.D.; *American/Ethnic-American literature*
Judith E. Pike, Ph.D.; *women's/world literature, feminist theory, contemporary critical theory*
Connie L. Richards, Ph.D.; *American/Native American/Western literature, literature by American women of color*
Polly Stewart, Ph.D.; *folklore, folkways, mythology, Chaucer*
Michael Waters, Ph.D.; *creative writing, American literature*
James M. Welsh, Ph.D.; *British literature, Shakespeare, drama, film studies*
John P. Wenke, Ph.D.; *19th century American literature, creative writing*
Raymond A. Whall Jr., Ph.D.; *Victorian literature, poetry, modern novel*
William F. Zak, Ph.D.; *romantic literature, poetry, Shakespeare, Greek drama*

Admission

In addition to meeting general requirements for admission to Salisbury State University graduate study, applicants for admission to the Master of Arts (M.A.) in English program must have the following:

1. The undergraduate English major, its equivalent (30 semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.
2. A standardized entrance examination is required of all applicants: either the Graduate Record Examination General Test (GRE), the Miller Analogy Test (MAT), or first two parts of the core battery of the Professional Assessments for Beginning Teachers (Praxis). If a student has already received a graduate degree, entrance examination requirements may be waived. For the three options in the M.A. in English, examination requirements are as follows:

	Composition/ Literature Options	TESOL Option
Non-teaching assistant applicants:	GRE or MAT	GRE, MAT or Praxis
Teaching assistant applicants:	GRE	GRE

It is strongly recommended that students applying for the literature option also take the GRE subject

test in literature. For the TESOL option, before students enroll in SCED 447, they must have received passing scores in the first two parts of the core battery of the Praxis. Entrance examination scores are considered in relationship to other admissions criteria.

3. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in English.
4. A written description of the applicant's reason for pursuing English graduate study and academic goals within the discipline.

All application materials should be submitted to the English Department's graduate program director 30 days prior to the beginning of the semester. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English.

Course Requirements

The M.A. in English requires completion of 33 semester hours, with a minimum of nine semester hours of English at the 500 level (does not apply to Plan D). Graduate students must maintain a cumulative average of 3.0 or higher in all courses.

Students may choose one of four ways to meet degree requirements (all course selections must be approved by the graduate director in English):

1. Plan A: Literature (Non-thesis)
 - a. At least 24 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include English 500, 501, 502, 503, 504, 508 and 510.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art.
2. Plan B: Literature (Thesis)
 - a. At least 21 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include the courses listed under Plan A above.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline listed under Plan A above.
 - d. Three semester hours of thesis credit (ENGL 531).

Students in plans A or B may elect to concentrate in an area compatible with their needs and with the availability of course offerings outlined in the department's course scheduling sequence. This area may be a period of British, American or comparative literature; a genre of literature; or the study of composition, language and rhetoric. Within the departmental course offerings, students also may elect a subordinate emphasis upon folklore or film.

To help maintain a measure of commonality and a liberal scope to the degree program, all candidates for the M.A. in English in plans A and B must take a written comprehensive examination. Students admitted to the program are provided a list of primary texts in preparation for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they

currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third reading of the examination should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

3. Plan C: Composition, Language and Rhetoric
 a. The following 18 required semester hours in composition and language:

	Credits
ENGL 465 Research in Composition	3
ENGL 466 Current Problems in Composition	3
ENGL 514 Writing Program Issues	3
ENGL 431 Survey of Modern Grammars	3
ENGL 435 Varieties in Language	3
ENGL 530 Directed Research Capstone Project in Rhetoric, Composition and Linguistics	3

- b. The required course ENGL 463: Literary Analysis and up to 12 semester hours of 400-500 level course electives in English; six of these hours are to be in seminars in literature, including the courses listed in Plan A above. Subject to the graduate director's approval, three of these 12 semester hours may be elected from 400-500 level courses outside the English Department.

4. Plan D: TESOL

- a. The following 18 required semester hours of coursework:

	Credits
ENGL 430 Principles of Linguistics	3
ENGL 431 Survey of Modern English Grammar	3
ENGL 433 Language and Culture	3
ENGL 439 Second Language Acquisition	3
ENGL 528 ESOL Tests and Measurements	3
or	
EDUC 528 ESOL Tests and Measurements	3
SCED 447 * ESOL Methods	3

* before students enroll in SCED 447, they must have taken the above five pre- (or co-) requisite classes and have passed the Core Battery of the Praxis Series, the Professional Assessment for Beginning Teachers

- b. The remaining 15 hours selected from the following courses:

	Credits
ENGL 432 Literacy and ESOL Reading	3
or	
EDUC 432 Literacy and ESOL Reading	3
ENGL 438 Bilingualism	3
ENGL 492 Practicum	3
ENGL 434 Literacy and ESOL Writing	3
or	
EDUC 443 Literacy and ESOL Writing	3
ENGL 491 Topics in Linguistics and Language Learning	3
ENGL 533 ESOL Program Development	3
EDUC 471 Computers in Education	3
EDUC 500 Historical, Philosophical and Social Foundations ...	3
EDUC 502 Introduction to Research	3
EDUC 504 Multicultural Education	3
EDUC 545 Learning and Instruction in the Schools	3

A student may earn the M.A. in English (TESOL concentration) and ESOL state certification most economically by completing the following requirements (54 hours):

Requirement	Semester Hours Required	Fulfilled By
Foreign Language	6	
American English and Linguistics	6	ENGL 430 ENGL 431
Cross Cultural Studies	3	ENGL 433

ESOL Tests and Measurements	3	ENGL/EDUC 528
Methods of Teaching ESOL	3	SCED 447
Language Learning	6	ENGL 491 ENGL 438 ENGL 439
Methods of Teaching Reading to LEP Students (Literacy and ESOL Reading)	3	ENGL/EDUC 432
Methods of Teaching Writing to LEP Students (Literary and ESOL Writing)	3	ENGL 434/EDUC 443
Foundations of Education, must include a Psychological Foundations of Education	6	EDUC 500, 545 or 305 EDUC 300
Student Teaching in ESOL, divided between elementary and secondary levels plus seminar. (Two years of successful teaching experience may be substituted for the student teaching experience.)	9	TBA
Graduate Credit		TBA
Special Education (introductory/survey course)	3	EDUC 467

Master of Arts in History

Graduate Program Director: Robert A. Berry, Ph.D.
 Phone: 410-543-6245

Graduate Faculty

- Robert A. Berry, Ph.D.; *Russia, Eastern Europe, Middle East, World War One*
 Richard Bowler, Ph.D.; *history of science and technology, German/European history*
 Sylvia D. Bradley, M.A.; *Colonial America, British history, Maryland history, Irish history*
 Gregory C. Ference, Ph.D.; *East Asia, Eastern Europe*
 K.-Peter Lade, Ph.D.; *geospatial archaeology, general anthropology*
 James McCallops, Ph.D.; *women's history, gender studies, U.S. history*
 Timothy Miller, Ph.D.; *Byzantine history, Medieval history, social welfare*
 Maarten Pereboom, Ph.D.; *U.S. foreign relations, 20th century Europe*
 Clara L. Small, Ph.D.; *American Colonial history, African-American history, Civil Rights*
 Bart R. Talbert, Ph.D.; *Civil War, military history, 19th century America*
 G. Ray Thompson, Ph.D.; *Greek and Roman history, classical archaeology, Colonial America, local history*
 Jeanne Whitney, Ph.D.; *material culture, U.S. social and cultural history, local history*

Educational Objectives

The History Department offers a Master of Arts (M.A.) in history program, which aims to empower students to enrich their own lives and the life of their community through a fuller understanding of the past. The faculty believes that by giving students the tools necessary to write and teach history, we can build a community that embraces diversity. The rich resources of the local community and the Edward H. Nabb Research Center for Delmarva History and Culture provide tools for solid training in the particular problems of writing local history. The "community-as-laboratory" concept that underlies the design of this program is its energy source; within this dynamic environment students receive rigorous training in conducting research, con-

structuring strong and persuasive arguments, and writing clearly and compellingly.

Admission

In addition to the general requirements for admission to Salisbury State University graduate study, applicants for admission to the M.A. in history program must fulfill the following requirements:

1. Completion of the equivalent of an undergraduate major in history with at least 15 semester hours in history at the junior-senior level or above, including a course in research and writing, with a grade point average of 3.0 or better in all history courses. This preparation is designed to serve as a foundation for graduate study in history and such courses are therefore ineligible for inclusion in the 30 semester hours normally required for the degree.
2. Acceptable results on the Graduate Record Examination (GREs). It is expected that students will submit the GRE scores at the time they apply to enter the graduate program. Students may be admitted without having taken the GREs, but must complete the GREs within the first six semester hours.
3. Submission of three letters of recommendation from individuals qualified to judge the applicant's ability to pursue graduate studies in history, an example of the applicant's scholarly writing, along with the departmental application for admission to the graduate program in history, to the History Department, Salisbury State University, 1101 Camden Ave., Salisbury, MD 21801.

After completing at least 12 semester hours but no more than 18 hours of graduate credit, an application for admission to candidacy should be submitted to the History Department. To apply for candidacy a student must have a cumulative average of 3.0 or higher and no grade below C in approved courses taken within the master's program.

All application materials, either those specified for the Admissions Office or those specified for the History Department, should be submitted by no later than March 1 for fall admission or July 1 for spring admission. After being formally admitted, but before beginning coursework, the graduate student is expected to meet with representatives of the History Department to receive a copy of the department's guidelines and to begin developing a course of study.

Provisional Admission

Students who do not meet the minimum requirements for admission to the M.A. in history may only be admitted on a provisional basis, and must make up the deficiency prior to becoming eligible for admission to candidacy. Provisionally admitted students may take a maximum of nine semester hours and must maintain a cumulative grade point average of at least 3.0 with no grade less than C. Upon satisfactory completion of the nine semester hours, students may reapply to the History Department for full admission status.

Program of Study

The M.A. in history requires 30 semester hours of graduate coursework and satisfactory performance on oral and written examinations. Students meet with their advisors early in the program to discuss their specific interests and to determine appropriate areas of con-

centration and a course of study, which may include writing a thesis. Each student must complete:

1. At least two research seminars (six semester hours) at the 500-level, the aim of which is to develop skills in historical research, analysis and writing.
2. At least three reading seminars (nine semester hours) at the 500 level, the aim of which is to master the historical scholarship extant in the student's chosen areas of concentration.

The remainder of the credit hours may be earned in the following ways:

1. Complete a thesis (six semester hours).
2. Complete additional graduate seminars (three semester hours each).
3. Complete 400-level courses at the graduate level (three semester hours each; students must discuss additional requirements with the instructor at the beginning of the course).
4. Up to six semester hours of graduate work in history may be transferred from other institutions.

Students must maintain a cumulative grade point average of 3.0; earning two grades of "C" or one grade below "C" is grounds for dismissal from the program.

Upon completion of 21 semester hours of graduate work, students meet with their advisors to determine the specific fields in which they are to be examined. Students complete the written examination first; these responses become the starting point for discussion in the oral examination. Students who fail the written or oral examinations may retake the examination once, but must do so within one year of the date of the original examination.

Master of Arts in Psychology

Program Director: Charisse D. Chappell, Ph.D.
Phone: 410-543-6246

Graduate Faculty

Charisse Chappell, Ph.D.; *psychological assessment, multicultural issues*

J. Craig Clarke, Ph.D.; *perception and cognition, experimental aesthetics*

Edmund Delaney, Ph.D.; *abnormal psychology, general psychology, criminal justice*

Kathleen V. Fox, Ph.D.; *educational/development psychology*

Robert W. Graff, Ed.D.; *death, dying and bereavement, applied psychology, clinical intervention skills*

Natalie W. Hopson, Ph.D.; *pediatric psychology, behavioral medicine, family therapy, women's studies*

Natalia Hoenigmann-Stovall, Ph.D.; *cognitive-behavioral methods, parent-child relations*

Ronald R. Ulm, Ph.D.; *learning and motivation, substance abuse*

I. Eugene White, Ph.D.; *human sexuality, personality and psychotherapy*

George I. Whitehead, Ph.D.; *self-presentation theory, attribution theory, social comparison theory*

The Psychology Department no longer offers a Master of Arts (M.A.) in psychology. The program is being escrowed and no new students are being admitted. The department will meet its degree obligation to students currently enrolled in the program.

Richard A. Henson School of Science and Technology

Dean: Thomas W. Jones, Ph.D.

Program Director: Ruth M. Carroll, Ph.D.

Phone: 410-543-6420

Graduate Faculty

Karen K. Badros, Ed.D.; *nursing research, family nurse practitioner; critical thinking*

Ruth M. Carroll, Ph.D., CS-P; *psychiatric nursing, nursing research, research methods, family theory, grief and loss*

Karin E. Johnson, Dr.P.H.; *public health nursing, pediatric-adolescent nursing, epidemiology, research*

Barbara A. Kellam, Ph.D., CPNP; *maternal-newborn and pediatric nursing, newborn separation and loss*

Dorothea E. McDowell, Ph.D.; *nursing informatics, adult health, nursing education*

Elizabeth A. Rankin, Ph.D., NBCCH; *psychiatric nursing, women's health, nontraditional health care practices, Ericksonian hypnotherapy, holistic health*

Elizabeth A. Seldomridge, Ph.D.; *adult health, critical thinking, confidence in clinical judgment*

Catherine M. Walsh, Ph.D.; *health promotion, critical thinking*

Master of Science in Nursing

Graduate education in nursing builds upon generalized preparation at the undergraduate level and previous experience in nursing. Graduate nursing education provides advanced preparation and knowledge in specialized areas of nursing. Salisbury State University offers a master's program with a major in family nursing in rural areas, with preparation as clinical nurse specialists, nursing service administrators or family nurse practitioners. Each student's application is considered on an individual basis.

Students seeking the Master of Science (M.S.) in nursing must complete an approved program of study, including 40-43 semester hours of graduate credit with a cumulative average of 3.0 or higher and no grade lower than C. Students can enter the graduate nursing program through the traditional or the accelerated second degree track. The traditional program is designed for students who have a B.S. in nursing; the accelerated second degree track is designed for students who have a degree in another field of study and who desire a B.S. and an M.S. in nursing.

Within the master's curriculum, there is an emphasis on research with a requirement of completion of a thesis or a capstone project for the degree. Research courses include MATH 502: Applied Statistics, NURS 544: Nursing Research Designs and NURS 590: Thesis or NURS 591: Capstone Project. At the completion of NURS 544 students select a thesis or capstone project chair from among the graduate nursing faculty. The faculty chair provides direction to the student during the thesis or capstone project courses.

Traditional Program

Admission

Upon application to the University for graduate study, students may simultaneously apply to the Department of Nursing for admission. In addition to meeting the general requirements for admission to Salisbury State University graduate study, applicants for admission to the graduate program in nursing must meet the

following requirements:

1. Be accepted for graduate study at SSU by the Admissions Office.
2. Provide an official transcript as evidence of completion of a National League for Nursing accredited baccalaureate degree program in nursing.
3. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale on all college/university courses prior to admission. Applicants with a cumulative GPA between 2.75 and 3.0 may be considered for provisional admission.
4. Submit a one-to-two page narrative stating educational and professional goals.
5. Submit a current curriculum vitae/resume.
6. Submit two academic and/or professional recommendations addressing potential for nursing and graduate study.
7. Have a personal interview with a member of the Graduate Program Committee.
8. International students must demonstrate proficiency in the English language. Additional SSU requirements for admission of international students must be met, including a minimum of 550 on the TOEFL.

Enrollment Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

1. A recent (within six months prior to enrollment) health examination with evidence of a tuberculin skin test. The departmental health exam form must be used.
2. Evidence of up-to-date immunizations (see health form). Immunization against hepatitis B is highly recommended.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
4. Evidence of current RN licensure in the state of Maryland (for the master's level program).

Progression Requirements

To remain in good academic standing and progress in these program tracks, students must meet all University and department requirements including the following:

1. Achieve a minimum grade of C in all required undergraduate courses for the accelerated program.
2. Maintain a cumulative grade point average of at least 2.75 in all undergraduate courses; maintain a cumulative grade point average of at least 3.0 in all master's level courses.
3. Have a valid license as a registered nurse in the state of Maryland to progress in the master's level of the program.

Program of Study

A minimum of 40 to 43 semester hours is required in the prescribed sequence according to the track selected for the master's degree. Preparation for advanced practice roles is offered in the following tracks: nursing service administration (ADM), clinical nurse specialization (CLSP) and family nurse practitioner (FNP). Students completing the FNP track are eligible

to apply for a national certification examination. Clinical specialists students may pursue certification in various clinical specialties such as psychiatric/mental health nursing through individualization of their program. Such preparation may require additional courses other than those indicated in the program which may be completed through inter-institutional enrollment.

The master's level program may be completed in two academic years of full-time study. Part-time study leading to the degree is also available. The master's curriculum is comprised of core courses, taken by students in all tracks, and specialty courses, depending on the selected track.

Requirements are as follows:

1. All M.A. nursing students must complete the following core courses:

	Credits
NURS 514 Issues in Advanced Practice Nursing	3
NURS 515 Epidemiology	3
NURS 516 Family Nursing I	5
NURS 538 Nursing Theories	3
NURS 544 Nursing Research Designs	3
MATH 502 Applied Statistics	3
NURS 590 Thesis	3
or	
NURS 591 Capstone Project	3

2. On the admission application, students select a functional role track, with required courses as follows:

Clinical Specialist Track		Credits
NURS 517 Family Nursing II		5
NURS 556 Clinical Nurse Specialization		6
BIOL 552 Advanced Human Physiology		3
or		
EDUC 472 Theory/Practice of Teaching Adults		3
XXXX XXX Graduate-level Elective		3

Nursing Service Administrator Track		Credits
NURS 517 Family Nursing II		5
NURS 554 * Administration in Nursing Service		6
BUAD 535 * Health Care Finance		3
XXXX XXX Graduate-level Elective		3

* it may be necessary to enroll in these two courses through inter-institutional study

* Family Nurse Practitioner Track		Credits
NURS 512 Advanced Health Assessment		4
NURS 522 Clinical Therapeutics		3
NURS 558 Management of Family Health I		5
NURS 559 Management of Family Health II		5
BIOL 552 Advanced Human Physiology		3

* within the core and specialty courses, a minimum of 600 precepted clinical hours is required for the FNP student

Accelerated B.S.-M.S. Second Degree Program

The Department of Nursing offers an accelerated program track leading to a Bachelor of Science and a Master of Science in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice. The accelerated curriculum track, acknowledging the educational, career and life experiences of the individual, requires fewer prerequisites for the nursing courses than the basic baccalaureate program of study. In addition, the curriculum is streamlined so that the bachelor's degree may be earned in three semesters of full-time study.

Students must have completed at least a bachelor's degree from an accredited college or university to be eligible for admission to the accelerated track. Students from all majors (including diploma or associate's degree-prepared registered nurses with baccalaureate degrees in other majors) are eligible to

enroll. Applicants must demonstrate mastery in the following subjects prior to their fall enrollment in the program: basic statistics, microbiology, anatomy and physiology (including all body systems), chemistry or physics, and pathophysiology. Mastery may be established by earning academic credit for coursework, by successfully challenging a departmental exam given for the course, or by successfully passing a standardized test in the specific area of study.

The program is designed as a three-year program of study leading to both degrees. Upon entry, students are admitted to the accelerated program as graduate students. During the first three semesters of study, there is a special clinical course pair uniquely designed for the accelerated students. These courses include NURS 322/323 (Wellness Nursing), NURS 422/423 (Maternal-Child Nursing) and NURS 442/443 (Leadership-Management). These courses capitalize on the advanced academic skills of the second degree students and provide uniqueness in the program. The remainder of the courses in the program are courses included in the basic undergraduate curriculum.

At the end of the three semesters, students receive a bachelors' degree and are eligible to sit for the National Licensing Examination for Registered Nurses (NCLEX-RN). It should be noted that the completion of a Bachelor of Science in nursing does not necessarily lead to the obtaining of a RN license to practice nursing. To obtain a license, the individual must meet additional criteria of the State Board of Nursing, including (but not limited to) a transcript showing conferral of the B.S., application to take the exam, possible background checks and payment of a fee.

Although students may leave the program at this time, they are encouraged to continue on to the masters' portion of the program. During the masters' portion of the program, part-time study is available and most classes are scheduled in the evening for the convenience of those working during the day.

Admission

Applicants for admission to the accelerated second degree track must meet all University requirements and be admitted for graduate study by the Admissions Office. Applicants may simultaneously apply to the graduate nursing program. Admission is competitive and will be based on evaluation of the applicant's overall academic qualifications. See the other admission requirements listed above, as well as enrollment and progression requirements.

Program of Study

1. Students in the accelerated program must complete the following 44 undergraduate credits (see undergraduate catalogue for course descriptions):

	Credits
NURS 310 Adult I	3
NURS 311 Adult I Clinical	3
NURS 319 Health Assessment	3
NURS 322 Wellness Nursing	3
NURS 323 Wellness Clinical	1
NURS 329 Research	3
NURS 350 Adult II	3
NURS 351 Adult II Clinical	3
NURS 380 Psychiatric Nursing	3
NURS 381 Psychiatric Clinical	3
NURS 422 Maternal/Child	3
NURS 423 Maternal/Child Clinical	3
NURS 430 Community Health	3

NURS 431	Community Health Clinical	3
NURS 442	Leadership/Management	2
NURS 443	Leadership Clinical	2

2. In the fourth semester, accelerated students may continue into the masters' level courses if they have a cumulative grade point average of 2.75 or better. At the masters' level, the accelerated program students join the traditional program students in the graduate level courses. Course requirements are listed above under "Traditional Program."

Advanced Placement of Registered Nurses in the Accelerated Track

A minimum of 30 semester credit hours is required by the University for the second baccalaureate degree. Registered nurse students with bachelor's degrees in

another major may participate in the accelerated program and earn their bachelor's degree and a masters' degree in nursing. Registered nurse students in this track are required to register for NURS 319: Health Assessment, NURS 322: Wellness Nursing, NURS 323: Wellness Clinical, NURS 329: Research, NURS 430: Community Health Nursing, NURS 431: Community Health Clinical, NURS 442: Leadership/Management, and NURS 443: Leadership/Management Clinical. In addition, one of the following clinical course pairs must be taken by registration or challenge: NURS 350/351 (Care of Adults II), NURS 380/381 (Psychiatric/Mental Health), NURS 422/423 (Care of Childbearing and Childrearing Families). RN applicants to this track should contact the director of graduate nursing for further information.