

Clarion University of Pennsylvania

GRADUATE CATALOG 2013-2015



Graduate Catalog

2013-2015

Clarion University of Pennsylvania

Clarion, Pennsylvania 16214-1232

814-393-2000

www.clarion.edu

Clarion University
Academic Calendar 2013-14

(Revised June 2013; Subject to change without notice)

Fall Semester 2013

Classes begin – 8 a.m.	Monday, August 26
Labor Day Holiday	Monday, September 2
Mid-semester break begins – 10 p.m.	Thursday, September 26
Mid-semester break ends – 8 a.m.	Monday, September 30
<i>Friday classes meet in place of Tuesday classes</i>	Tuesday, November 26
Thanksgiving holiday begins – 10 p.m.	Tuesday, November 26
Thanksgiving holiday ends – 8 a.m.	Monday, December 2
Classes end – 10 p.m.	Friday, December 6
Final examination period begins	Monday, December 9
Final examination period ends – 10 p.m.	Friday, December 13
Semester ends – 10 p.m.	Friday, December 13
Winter Commencement	Saturday, December 14
Semester grades due from faculty – Noon	Wednesday, December 18

Winter Intersession

Registration	Monday, December 16
Classes begin	Monday, December 16
Final Exams	Wednesday, January 15
Semester grades due from faculty – Noon	Friday, January 17

Spring Semester 2014

Classes begin – 8 a.m.	Tuesday, January 21
Winter holiday begins – 10 p.m.	Friday, March 14
Winter holiday ends – 8 a.m.	Monday, March 24
Classes end – 10 p.m.	Monday, May 5
Final examination period begins – 8 a.m.	Tuesday, May 6
Final examination period ends – 10 p.m.	Friday, May 9
Semester ends – 10 p.m.	Friday, May 9
Spring Commencement	Saturday, May 10
Semester grades due from faculty – Noon	Wednesday, May 14

Summer Sessions – 2014

Session 1	May 12–May 30
Session 2	June 2–July 3
Session 3	July 7–August 7

Academic Calendar 2014-15

See Office of the Registrar website: www.clarion.edu/registrar

Accreditations, Approvals, Certifications, Affiliations and Registrations

- AACSB International—The Association to Advance Collegiate Schools of Business
College of Business Administration/Baccalaureate and Master’s degree programs
- Accreditation Association for Ambulatory Health Care
Division of Student and University Affairs/Keeling Student Health Center
- Accreditation Commission for Education in Nursing, Inc. (ACEN)
School of Nursing/Associate Degree Program
School of Nursing/Baccalaureate Degree Program
School of Nursing/Master Degree Program
- American Bar Association (ABA)
College of Business Administration/Department of Finance/Paralegal Studies
- American Chemical Society
College of Arts & Sciences/BS Chemistry (approved)
- American Library Association (ALA)
College of Education and Human Services/Dept. of Library Science/Master of Science in Library Science
- Association for Childhood Education International (ACEI)
College of Education and Human Services/Elementary Education
- Association of Small Business Development Centers (ASBDC)
Small Business Development Center
- Certified Financial Planner Board of Standards, Inc.
College of Business Administration/BS Business Administration
- College Reading and Learning Association (CRLA)
College of Arts and Sciences/Department of English/Writing Center Tutoring Program (certified)
Division of Enrollment Management/Center for Academic Enrichment Tutoring Program (certified)
Venango College/Learning Support Centers (certified)
- Council for Exceptional Children (CEC)
College of Education and Human Services/Special Education
- Council for Standards in Human Service Education
College of Education/Rehabilitative Sciences and Human Services
- Council on Academic Accreditation Audiology and Speech Language Pathology (CAA)
of the American Speech Language Hearing Association
Department of Communication Sciences and Disorders/Master’s Degree in Speech Language Pathology
- Council on Academic Accreditation of the American Speech Language Hearing Association (ASHA)
Department of Speech Pathology and Audiology/Master’s Degree in Speech Language Pathology
- International Association of Counseling Services Inc. (IACS)
Division of Student and University Affairs/Department of Counseling Services
- International Reading Association (IRA)
College of Education and Human Services/Reading
- Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
- National Association for the Education of Young Children (NAEYC)
College of Education and Human Services/Department of Education/Early Childhood Program
- National Association of Schools of Art and Design (NASAD)
College of Arts and Sciences/Dept. of Art/BA in Art; BFA in Art

National Association of Schools of Music (NASM)

College of Arts and Sciences/Department of Music/Bachelor of Science in Music Education;
Bachelor of Music with Elective Studies in Business

National Council for Accreditation of Coaching Education (NCACE)

Division of Student and University Affairs/Department of Athletic Training, Sports, and Wellness/
Coaching Education Program

National Council for Accreditation of Teacher Education (NCATE)

College of Education and Human Services

National Council for the Social Studies (NCSS)

College of Education and Human Services/Social Studies

National Council of Teachers of English (NCTE)

College of Education and Human Services/English

National Council of Teachers of Mathematics (NCTM)

College of Education and Human Services/Mathematics

National Science Teachers Association (NSTA)

College of Education and Human Services/Secondary Education

Pennsylvania Department of Education/College of Education & Human Services/

Teacher Certification Programs (approved)

U.S. Department of Education (approved)

U.S. Department of Veterans Affairs (approved)

Table of Contents

Academic Calendar	ii
Accreditations	iii
General Information	1
Graduate Study	4
Admissions Procedures	5
Clarion University Online Programs	11
Financial Information	11
Graduate Studies Scholarships	14
Student Support Services	15
Master of Business Administration	18
Master of Education Degree in Education	21
Master of Science Degree in Library Science	25
Master of Science Degree in Mass Media Arts and Journalism	30
Master of Science in Nursing Degree	33
Graduate Studies in Special Education, Rehabilitative Sciences	
Master of Science Degree in Speech Language Pathology	41
Graduate Course Descriptions	44
Directories	77
Graduate Faculty	82
Index	86
Campus Maps and Facilities	90-93

DIVISION OF Graduate Programs

Website: www.clarion.edu/gradprograms

Graduate Degree Programs

Clarion University of Pennsylvania offers graduate-level programs leading to the Master of Business Administration, Master of Education, Master of Science, Master of Science in Library Science, or Master of Science in Nursing degrees. The Master of Science in Library Science program is accredited by the American Library Association; the Master of Science program in Speech Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association; the Master of Business Administration program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business; and the Master of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

- **Master of Business Administration**—Campus and Online
- **Master of Education in Education**
 - Curriculum and Instruction Concentration—Online
 - Early Childhood Concentration—Online
 - Mathematics Education Concentration
 - Reading Concentration—Blended/Hybrid
 - Special Education Concentration—Blended/Hybrid
 - Technology Concentration—Online
- **Master of Science in Library Science**
 - PA Library Science K-12 Certification—Campus and Online
- **Master of Science in Mass Media Arts and Journalism**—Online
- **Master of Science in Rehabilitative Sciences**
 - Transitions Concentration
- **Master of Science in Speech Language Pathology**—Campus
- **Master of Science in Nursing**
 - Family Nurse Practitioner Concentration—Online except labs and clinical
- **Certifications**
 - Early Childhood—Online
 - Forensic Nursing Certificate
 - Instructional Technology Specialist—Online
 - PA Library Science K-12—Online
 - Post Masters Family Nurse Practitioner—Online except labs and clinical
 - Reading Specialist Certification—Blended/Hybrid
- **Certificates**
 - Advanced Studies in Library Science—Online
 - Public Relations—Online

For more detailed information on graduate curricula and courses, refer to the *Graduate Catalog* or online at www.clarion.edu/gradprograms or www.clarion.edu/catalog.



General Information

Mission

Clarion University of Pennsylvania provides transformative, life-long learning opportunities through innovative, nationally-recognized programs delivered in inclusive, student-centered environments.

Vision

Clarion University will be a leader in high-impact educational practices that benefit students, employers, and community partners.

Core Values

Students, faculty, staff and alumni of Clarion University value learning, accomplishment, encouragement, diversity, civility, civic engagement and public higher education.

Graduate Studies Mission

Clarion University recognizes the role that a high quality graduate program plays in maintaining excellence in the institution. The opportunity to work with graduate students, the challenge to remain at the forefront in the discipline, and the stimulus resulting from research all contribute to the recruitment, development, and retention of a concerned, productive faculty. Clarion University

shall maintain a graduate program that supports the goals of the university.

Non-Discrimination Statement

It is the policy of Clarion University of Pennsylvania that there shall be equal opportunity in all of its educational programs, services, and benefits, and there shall be no discrimination with regard to a student's or prospective student's race, color, religion, sex, national origin, disability, age, sexual orientation/affection, gender identity, veteran status, or other classifications that are protected under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other pertinent state and federal laws and regulations. Direct equal opportunity inquiries to: Assistant to the President for Social Equity, 207 Carrier Administration Building, 840 Wood St., Clarion, PA 16214-1232, 814-393-2109; and direct inquiries regarding services or facility accessibility to the compliance specialist, 207 Carrier Administration Building, 840 Wood Street, Clarion, PA 16214-1232, 814-393-2000; (or to the Director of the Office for Civil Rights, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201).

Correspondence

The address for all administrative correspondence may be sent to the following:

Clarion University of Pennsylvania
840 Wood Street
Clarion, PA 16214-1232
Telephone: 814-393-2000

Clarion Campus

Now well into its second century of service to the people of Pennsylvania, Clarion University has successively been Carrier Seminary, a state normal school, a state teachers' college, a state college, and beginning July 1, 1983, a university in the Pennsylvania State System of Higher Education. Each phase of this development has marked a stage in the continuing effort of the institution to respond to the educational needs and aspirations of increasing numbers of students.

Today, Clarion University is a multi-purpose institution with an enrollment of more than 6,200 students offering associate's degrees in five areas; more than 90 baccalaureate programs leading to degrees in the arts, fine arts, nursing, and sciences; and 80 graduate programs leading to master's degrees in the business administration, education, library science, nursing, and sciences. Clarion University is recognized by 25 accrediting agencies.

The Clarion Campus of the university contains 128 acres and 43 buildings. Beyond the Clarion Campus, situated at the west end of the town of Clarion, is a 27-acre athletic complex with football, baseball, and practice fields and Memorial Stadium, seating 5,000 spectators. The university is within the Borough of Clarion approximately two miles north of Interstate 80 at Exits 62 and 64 and is approximately 2 1/2 hours' driving time from the urban centers of Pittsburgh, Erie, and Youngstown. High on the Allegheny Plateau overlooking the Clarion River, the rural setting is in the midst of one of Pennsylvania's most scenic resort areas.

Among facilities supporting programs and students at Clarion University are the Carlson and Suhr libraries, the George R. Lewis Center for Computing Services, more than two dozen computer laboratories, a planetarium, modern science laboratories having excellent instrumentation; a modern business administration building; technologically equipped classrooms for library science; radio and television studios and experimental audio-visual facilities in the Department of Communication; a writing center, tutorial services, and a counseling center to assist students who can benefit from these services; a state-of-the-art recreation center; residence halls that are completely wired for high speed Internet access; a modern student center; and excellent food services across the campus.





Venango College of Clarion University

Venango College of Clarion University, established in 1961, was the first branch campus in the Pennsylvania State System of Higher Education. Located in Oil City, Venango College is scenically situated on 62 acres surrounded by heavily-wooded foothills overlooking the Allegheny River.

Venango College offers a personal and challenging academic experience with small classes that maximize student-faculty interaction and student success. The college's programs and services are designed to meet a wide range of needs and are offered with the flexibility that is required for a diverse community of learners. Many academic programs utilize partnerships with medical, business, industrial, and educational organizations that bring real-world, technical expertise and resources into its curriculum. Students and faculty utilize the latest in electronically enhanced learning and teaching tools and the fully wireless campus provides students the flexibility of accessing university resources anywhere on campus. A wide range of cultural events and activities, including

a comprehensive intramurals and outdoor recreation program and nationally competing club sports teams, offer students and community members opportunities for engagement and personal enrichment.

To earn a Clarion University associate degree, a minimum of 30 credit hours must be completed at Clarion University. Venango College offers programs for both part-time and full-time students. Students may study toward associate degrees in administration technology, allied health, arts and sciences, business administration, criminal justice, industrial technology, paralegal studies, nursing, rehabilitative services, and respiratory care. An Honors Program for students with high academic potential offers an enhanced college experience.

Students may also complete the first two years of study toward any of Clarion University's bachelor's degree programs. Complete baccalaureate degrees offered at Venango College of Clarion University include allied health, applied technology, medical imaging sciences with multiple concentrations, nursing, rehabilitative sciences court and community concentration and liberal studies. Additional offerings include a Master of Science in Nursing or Post-Master's Certificate as a Family Nurse Practitioner and a Post Baccalaureate Forensic Nursing.

Other programs offered at Venango College include 13 certificates that can be completed in one year or less and a variety of continuing education courses and seminars.

Clarion University–Online Programs

Clarion University, combines its academic tradition of excellence with online educational technology to provide programs that are—*accredited and accessible anywhere*. Clarion has been offering classes off the Clarion Campus using a variety of technologies since 1996. There are currently several undergraduate degree and certificate programs available fully online. The courses required to support these degrees meet the same curricular and instructional standards and are taught by the same faculty as classes delivered on the Clarion Campus. As a result, the degree you earn online through the Online Programs offers the same quality and accreditation as a degree you would earn through the university's traditional on-campus program. All classes are delivered over the Internet and are designed to allow students flexibility to complete their course work at times convenient to them. Students also have access to extensive online resources including online library materials and databases.

Information on the availability of specific degrees online is indicated under each of the degree program areas. A list of current course offering and online undergraduate programs is available on the Web at www.clarion.edu/virtualcampus.



Graduate Study at Clarion University

Eligibility for Admission

Individuals seeking regular full admission to a graduate program must meet the minimum admission requirements for the Graduate Programs and any additional requirements of the program. To meet the minimum requirements for admission to the Graduate Programs an applicant must provide evidence of:

- A bachelor's degree or its equivalent from an acceptably accredited college or university. Individuals who have not yet completed the baccalaureate degree may submit transcripts for course work completed, along with application materials. Final transcripts noting the completion of the degree will be required.

- A minimum quality-point average (QPA) of 2.75/4.00 at the undergraduate level. Some programs require a higher undergraduate QPA. Please review the program

admission requirements listed elsewhere in this catalog.

Individuals not meeting the QPA requirement of a graduate program may be eligible for regular admission when the lower QPA is evaluated in terms of supplementary factors, including recommendations/references, examination scores on such instruments as the Graduate Record Examination, Graduate Management Admission Test, and/or the Miller Analogies Test, or achievement in graduate-level course work.

Information regarding the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), and the Graduate Management Admission Test (GMAT) may be obtained from the Graduate Programs office.

Applicants should refer to the admission requirements of specific programs as listed in this bulletin.

Categories of Admission

Admitted applicants will be classified in one of the following categories of admission.

Regular Full Admission

Individuals meeting all of the admission requirements for a graduate program shall be granted regular full-admission status. Only individuals with regular full-admission status are eligible for graduate assistantships. Individuals must achieve regular full-admission status before they graduate. A student may apply and be admitted to a graduate program during his/her last year of undergraduate study. This admission, however, is contingent upon the student providing the Graduate Programs office an official final undergraduate transcript that indicates the baccalaureate degree has been awarded.

Provisional Admission

Individuals not meeting all of the admission requirements for a graduate program may be admitted on a provisional basis. In such cases, admission will be based upon specific conditions that the student must meet in order to be reclassified as regular full admission. Individuals admitted on a provisional basis are not eligible for graduate assistantships. Individuals admitted on a provisional basis are not guaranteed regular full-admission status.

Conditional Admission

A conditional admission is provided to students, particularly international students, to enable them to apply for scholarships. It does not permit the student to enroll in classes or obtain a visa. It requires specific additional information providing proof of meeting all admissions requirements to be converted to a provisional or regular admission. Conditionally admitted students may be rejected upon review of their completed application.

Courtesy/Transient Admission

A graduate student from another institution may enroll for graduate courses at Clarion University on a courtesy basis if he or she intends to transfer the credit for the course to another institution. Information about courtesy admission may be obtained from the Graduate Programs.

Non-Degree Status Admission

Occasionally individuals will want to engage in graduate study without formally entering a graduate program. Such individuals should apply for a non-degree admission status at the time of application. All admission requirements must be met. Individuals remaining in this status may not receive a graduate degree. Courses taken while a person is in this status will be identified as non-

degree on the student's transcript. The non-degree student who, after taking courses in non-degree status determines to seek a graduate degree, must be formally admitted to a graduate degree program under regular admission procedures. Graduate programs may or may not accept courses taken while a student is in non-degree status. No program may accept more than nine credits taken in non-degree status. Applicants admitted on a non-degree basis are not guaranteed regular full-admission status. Certain course restrictions may apply for non-degree students.

Admission Procedures

Application forms and information about graduate programs may be obtained by writing to:

Graduate Programs
Clarion University of PA
840 Wood Street, Clarion, PA 16214-1232

Routine admission policy requires that all graduate applicants submit:

1. a completed application form;
2. an official transcript from each college or university attended as an undergraduate or graduate student (regardless of whether or not a degree was earned). Official transcripts are issued from colleges/universities in sealed envelopes with the seal of the university and the signature of the registrar on the outside of the envelopes. The transcripts must be sealed by the registrar and remain sealed until their arrival in the Graduate Programs office. Partial transcripts are acceptable, but evidence of a degree must be submitted before a student may enroll in classes;
3. at least three current faculty and/or professional recommendations on the Clarion University recommendation forms;*
4. a \$50 non-refundable application fee (hard copy); \$40 non-refundable application fee (online); and
5. a resume.

Some graduate programs require additional information or procedures.

*May not be required of non-degree students.

All documents become the property of Clarion University and will not be returned or duplicated for any purpose outside the university. Each application must be for one program only. An additional complete application packet including the \$30 fee must be submitted if you are applying to more than one program. Following one semester of enrollment, if you want to change to another graduate program you must resubmit all application materials (including \$30 fee) as previously outlined. Applications will be reviewed only after all materials have been received.

Admission Application Deadlines for Regular, Provisional, Transient, and Non-Degree Admissions

The following deadlines apply to graduate applicants.*

Nursing applicants:

Fall Admission Deadline—Oct. 1
(for the following fall)

Spring Admission Deadline—March 1
(as space is available for the following fall or for the succeeding year)

Speech Language Pathology applicants: Jan. 31—last date to complete an application file for upcoming academic year.

Other programs

Fall: Aug. 1—last date to complete an application file

Spring: Dec. 1—last date to complete an application file

Summer: April 15—last date to complete an application file for Summer

*International students must complete an application file by July 1 for the fall term or by November 1 for the spring term. See section below on “Admission of International Students.”

Admission of International Students

Clarion University is authorized under federal law to enroll nonimmigrant students. The university welcomes international students to its campus and has an Office of International Programs to assist students from other countries in achieving a successful educational experience at Clarion. International students may write to:

Office of International Programs
Clarion University of Pennsylvania
840 Wood Street, Clarion, PA 16214-1232 U.S.A.

International students seeking admission to graduate study at Clarion University should follow directions specified for all students under each program’s “Admission Requirements” and “Degree Requirements.” In addition, the international student applicant must satisfy the following requirements:

1. Submit his or her application for admission **by the specified deadline** in which he or she wishes to begin study at Clarion.
2. International applicants must provide evidence of a bachelor’s degree or its equivalent from an acceptably accredited college or university. International applicants must have their complete academic records (transcripts, mark sheets, certificates) evaluated by one of the following professional credential evaluating services:
World Education Services (WES) (www.wes.org)
or Educational Credential Evaluators, Inc. (ECE) (www.ece.org)

Applicants should request WES or ECE to forward evaluation results directly to the Clarion University Graduate Programs Office.

3. A minimum quality-point average (QPA) of 2.75/4.00 scale at the undergraduate level. Some programs require a higher undergraduate QPA. Please review the program admission requirements listed on the “Checklist for Completion of Graduate Application.” Individuals not meeting the QPA requirement of a graduate program may be eligible for regular admission when the lower QPA is evaluated in terms of supplementary factors, including recommendations, examination scores on such instruments as the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), and/or the Miller Analogies Test (MAT), or achievement in graduate-level course work. Information regarding the GRE, GMAT, or MAT may be obtained from Graduate Programs.
4. Demonstrate English language proficiency. Acceptable evidence of proficiency is successful completion of Test of English as a Foreign Language (TOEFL) with a score of 550 (paper-based test), 213 (computer-based test), or 80 (Internet-based). Also a minimum International English Language Testing System (IELTS) score of 7.0 is acceptable. Speech language pathology applicants are required to submit minimum TOEFL scores of 573 (paper-based), 230 (computer-based), or 89 (Internet-based) with a breakdown of minimum scores of 18 in reading, 26 in speaking, 21 in listening and 24 in writing. Biology and mass media arts and journalism (communication) applicants are required to submit minimum TOEFL scores of 600 (paper-based test), 250 (computer-based test), or 100 (Internet-based). A minimum IELTS score of 7.5 is acceptable for biology, mass media arts and journalism (communication), and speech language pathology applicants. Clarion offers an Intensive English Program (IEP) and satisfactory completion of the program meets the university’s English language proficiency requirement. As an ESL coop university, the 112-level intensive also meets the university’s English language proficiency. Satisfactory completion of a bachelor’s degree from an accredited U.S. university or college is also acceptable evidence of English language proficiency. Other evidence may be approved by the Graduate Programs office, such as affirmation of proficiency by a Clarion faculty member, other individual, or organization known to Clarion University.

5. Furnish evidence of adequate financial support on the Financial Support Statement form. The applicant must provide an official statement from an authorized bank certifying that sufficient funds are available to the student to cover costs of university fees and general living expenses for one academic year of study in the United States. Immigration form I-20 will not be issued until the international applicant has submitted the required evidence of financial support.
6. Carry a full program of studies (at least nine semester hours) upon admission and matriculation. The Bureau of Citizenship and Immigration Services regulations require students holding an “F” or “J” visa to carry a full program of study. According to U. S. immigration regulations, no more than the equivalent of one on-line/distance education class or three credits per session may count toward the “full course of study” requirement.
7. Be covered by adequate health insurance. Due to the high cost of health care in the United States, all international students are required to carry comprehensive medical insurance. For further information on insurance, see section entitled “Health Insurance” on page 13.

Academic Policies and Procedures

Academic Honesty Policy

Students at Clarion University shall maintain a high standard of honesty in scholastic work. As members of the university community, students have a responsibility to be familiar with the conduct regulations found in the university catalogs, *Residence Hall Handbook*; *Student Rights, Regulations, and Procedures Online Handbook*, and other university documents. Among the conduct regulations addressed are acts of academic dishonesty, including plagiarism or cheating on assignments, examinations, or other academic work, or without prior approval of the instructor, submitting work already done for another course.

Students shall avoid all forms of academic dishonesty, including but not limited to:

1. **Plagiarism**-the use of another’s words without attribution and without enclosing the words in quotation marks. Plagiarism may also be defined as the act of taking the ideas or expression of ideas of another person and representing them as one’s own-even if the original paper has been paraphrased or otherwise modified. A close or extended paraphrase may also be considered plagiarism even if the source is named.

2. **Collusion**-collaborating with another person in the preparation of notes, themes, reports, or other written work offered for credit, unless specifically permitted by the instructor.
3. **Cheating on an examination or quiz**-giving or receiving information or using prepared material on an examination or quiz.
4. **Falsification of data**-manufacturing data, falsification of information, including providing false or misleading information, or selective use of data to support a particular conclusion or to avoid conducting actual research.

Any member of the academic community may bring complaints of academic dishonesty against a student. Sanctions for academic dishonesty can range from a failing grade on a particular assignment or examination to dismissal from the university based on the seriousness of the action and whether it is part of a pattern of academic dishonesty. Instructors imposing a lowered or failing grade on an assignment or course because of a charge of academic dishonesty must inform the student. Students have the right to appeal instructor decisions (*Student Rights, Regulations, and Procedures Online Handbook*) either through the grade-appeal process (see section on “Student Rights in the Classroom”) or directly to the Conduct Board (see section on “Adjudication Appeals”) depending on the nature of the dispute. Sanctions extending beyond a particular course, such as suspension or dismissal from an academic program or from the university, can only be imposed as the result of complaints filed under the Disciplinary Procedures Code and after Formal Hearings under this code.

Academic Standing

All graduate students are expected to remain in good academic standing by maintaining a cumulative QPA of 3.0 on a 4.0 scale and earning no more than six semester hours of “C” or lower grades in graduate courses. Individual graduate programs may set higher standards for “good” academic standings.

Probation:

Students who earn more than six semester hours of grades of “C” or below or do not maintain a cumulative QPA of 3.0 are placed on probation. A student placed on probation automatically loses his or her graduate assistantship. A reapplication for an assistantship will be required once she or he has returned to “good” academic standing.

A student placed on probation must return to “good” academic standing through grades earned in course work during the next semester or summer session in which he or she enrolls. Failure to earn grades sufficient to be removed from probation will result in the student being dismissed from the graduate program in which she or he is enrolled.

Removal from probation due to more than 6 hours of grades of “C” or below:

The student could repeat coursework in which the original grade is “C” or below, a repeat course grade will replace the original grade for quality-point calculations. A maximum of six semester hours of credit may be repeated. Please note the following program specific policies:

- Library Science students receiving a grade of “C” or below in two courses are dismissed as a candidate.
- CSD students who are on probation must come up with a remediation plan to remove themselves from probation. This plan will come to the department through the student’s faculty advisor and must be approved.
- MBA Program excludes grades earned in foundation courses for the purpose of this policy.

Removal from probation due to QPA below 3.0:

The student should take additional graduate level courses in his/her program and earn grades sufficient to raise the cumulative QPA to 3.0 or above.

Dismissal:

Students who do not meet the conditions for removal of probation will be dismissed from their graduate program. After one semester of non-enrollment, the student may reapply to the program. If reaccepted, all conditions of probation apply and must be addressed in their first semester back.

Students on probation status or who have been dismissed in one program may apply to another graduate study program for consideration for regular full or provisional admission.

Approved Graduate Council May 2013

Transfer of Credit

Some graduate programs allow students to transfer credit for graduate courses taken at other regionally-accredited institutions for coursework of higher academic caliber in accepted fields of study. It is university policy that no more than 30 percent of the total credits for a degree may be transfer credits. The course(s) taken must be recognized in content and quality as similar to Clarion University’s approved academic credit. The credits must be capable of counting toward a graduate degree at the sponsoring institution. Course credit will not be transferred until the course has been evaluated and approved. A student enrolled in a degree program at Clarion who wishes to take a course at another institution for transfer to Clarion should obtain prior approval from his/her academic advisor, department chair, and the college and graduate deans (see transfer credit form for approval process). The student is required to furnish a complete description of the intended transfer course(s) usually through a catalog description and the syllabus of the course(s) for which he/she is requesting transfer credit.

Courses transferred must be certified as graduate level on the official transcript and must have a grade of “B” or better. Transfer credit course grades are not computed in the Clarion QPA and all transfer credits will be calculated in semester hours. The proposed transfer credit must not be more than six years old at the time of completion of the degree program at Clarion University. Courses already credited toward an earned degree may not be used for a second degree.

The following types of courses are not accepted for transfer credit: correspondence course credit, pass/fail grades, and workshop courses. Graduate Transfer Credit Request forms are available in the Graduate Studies office.

Residency

Seventy percent of all credits required for completion of a graduate degree must be earned in course work offered by Clarion University. All graduate-degree programs require a minimum of 30 semester hours of credit. Individual programs may require more than 30 semester hours.

Timeliness of Enrollment and Completion of Degree

It is expected that an applicant admitted to graduate study will enroll for course work at once. Students who do not enroll at Clarion for graduate courses in programs to which they are admitted within 12 months following admission will be required to reapply before they can enroll. Information about eligibility to enroll in classes may be obtained from the Graduate Programs office.

A degree must be completed within six years from the date of initial enrollment. Extensions may be allowed only by approval of the department chair, dean of the college in which the student’s program resides, and the dean of Graduate Programs.

Full-Time Status

A graduate student enrolled in nine semester hours of course work in a term is considered a full-time student.

Graduate Credit Load

The policy regarding credit load for graduate students is to limit students to a maximum of 12 graduate credit hours per semester. Students who wish to enroll for more than 12 graduate credit hours must have the approval of the graduate program coordinator, the college dean, and dean of graduate programs.

400-Level Courses

Not all 400-level courses can be taken for graduate credit. Students should consult with graduate program coordinators or the Graduate Programs office to determine 400-level courses that have been approved for graduate credit. These approved 400-level courses are listed each semester in the graduate section of the published Schedule of Classes. *Note: courses taken at the 400-level for*

undergraduate credit cannot be repeated for graduate credit. The maximum number of 400-level courses accepted toward degree requirements varies among the graduate programs. See specific program descriptions and requirements.

Withdrawals

All class withdrawals must be made through the Office of the Registrar, 122 Carrier Administration Building. Classes from which a student withdraws during the period of drop/add will not appear on the student's record. Withdrawals between the end of the second and ninth weeks may be made without penalty. After the beginning of the 10th week of a semester or the second half of a summer session, a course from which a student withdraws shall be finally reported with a grade of "E." Exceptions may be made for withdrawals due to extenuating circumstances such as illness or some other unavoidable occurrence.

If a student is on probation at the time of withdrawal from all classes and the withdrawal is after the 12th week of the semester, the student will not be permitted to return for the following semester unless the withdrawal is based on extenuating circumstances.

If a withdrawal is not made through the Office of the Registrar, a failing grade will be recorded for the affected course(s).

Any student who withdraws from the university either during or at the end of a semester must notify the Office of the Registrar of his or her intention to withdraw and the reason for withdrawal. This is necessary for completion of the student's permanent record. Failure to comply with this regulation will constitute an unofficial withdrawal and may affect the student's chances of future readmission or his or her obtaining an honorable dismissal.

Please refer to the Clarion University Student Accounts webpage at <http://www.clarion.edu/finaid/> for financial implications of withdrawal.

Grading System

A	excellent
B	good
C	satisfactory
D	poor
E	failure
IP	in progress
I	incomplete work
P	passing
W	withdrawal from a course
WX	withdrawal from the university
Z	grade not submitted (Temporary)
AU	audit

Auditing Courses

With the permission of the instructor, interested students may audit courses if there is space available in the course from the first day of class and up until the end of the drop/add period. Students must declare their intentions in writing to the Office of the Registrar before the end of the drop/add period. Laboratory courses may not be taken as an audit. Students who enroll in a course for credit may change to an audit grade only during the drop/add period. Likewise, students who enroll in a course to audit may only change to credit during this same period.

Courses taken as an audit will be recorded on the official transcript with a grade of "AU;" no credit or letter grade will be received. Graduate-level courses taken as an "audit" cannot be counted as credits in a degree program and cannot be repeated later for credit or a letter grade.

Incomplete Grades

The "I" grade may be used when a student has completed the major portion of the requirements for a given course, but for reasons beyond expected control, such as illness or family emergency, cannot complete all requirements. Normally, incomplete grades must be removed by the end of the first semester subsequent to the awarding of the incomplete. Extensions may be granted if the instructor awarding the incomplete deems that more time is necessary to fulfill course requirements. Research and thesis incomplete grades normally continue beyond one semester.

An incomplete that is not converted to a final grade by the end of the semester following its issuance and is not approved for extension by the instructor becomes a failing grade.

No one may be cleared for graduation with "I" grades on record.

In Progress Grades

The grade "IP" is given for thesis work and/or courses at the graduate level that might take more than a semester for completion. The grade "IP" is given only when the work in a course extends beyond the semester or term originally scheduled. It implies satisfactory performance. The grade "IP" will not alter the QPA of the student since hours attempted, hours earned, and quality points earned will be entered in cumulative totals once the final grade is submitted. The "IP" grade shall remain on the student's transcript until the instructor submits a grade.

Advisement

Upon admission to a graduate program, a student is assigned an advisor. The advisor will assist the student in planning an individual program and in maintaining progress within the program.

Research, Theses, and Comprehensive Examinations

The individual graduate programs within the university establish research, theses, and/or comprehensive examination requirements. The student should refer to the section of this catalog presenting specific programs to determine exact requirements.

Student Responsibility for Academic Requirements

Provisions in the Clarion *Graduate Catalog* cannot be considered an irrevocable contract between the university and the student.

The university makes every effort to keep information in the catalog current. It must reserve the right, however, to amend any academic, administrative, or disciplinary policies or regulations and to update fees or service charges described in this catalog without prior notice to persons affected.

Students are held responsible for reading and understanding the academic, administrative, and disciplinary policies or regulations and for understanding the general education requirements as published in the catalog when they matriculate. They are held responsible for the requirements of a major in effect at the time they officially declare a major. If students change majors, they are responsible for the requirements of the major in effect when they officially change majors.

Requirements for graduation as well as those for various curricula and degree programs may change after students matriculate at Clarion. Such changes will not be retroactive, although students will have the option to elect to meet the new program requirements, if desired. Exceptions may be necessary when changes in professional certification or licensure standards mandate such changes in requirements or programs.

Nondiscrimination on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 have provided the framework for those individuals with disabilities to not be discriminated against. Clarion University, which is a federally funded institution, must provide for nondiscrimination under its federal grants and programs. Thus, "no otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..." (29 U.S.C. § 794(a), see also 29 U.S.C. § 706(8), see also 42 U.S.C. §§ 12132, 10102, 12114). An "individual with a disability" has been defined, with certain exceptions, as "any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (ii) has a record

of such an impairment, or (iii) is regarded as having such an impairment. (See 42 U.S.C. § 12101 et. seq. and 29 U.S.C. § 701 et. seq.)

The applications of these laws at Clarion University ensures that:

1. no qualified individual with a disability may be excluded solely by such disability from any course, or courses of study;*
2. classes will be rescheduled for those students with mobility impairments if they are scheduled for inaccessible classrooms;*
3. academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;*
4. alternate methods of testing and evaluation are available in all courses offered by the university for students with documented requirements for such methods;*
5. auxiliary aids are made available by the university for students with impaired sensory, manual, or speaking skills;*
6. certain campus rules and regulations may be waived if they limit the participation of students with disabilities;* and
7. housing opportunities, employment opportunities, and other opportunities for students with disabilities are equal to those of students without disabilities.*

**Note: The university is only legally obligated to provide academic adjustments to a qualified individual with a disability who has made his or her need known and when it has received the appropriate documentation of such disability to support the adjustment. Thus, students must provide the university with the necessary medical and diagnostic information to support their requests, including specifying what academic adjustments are needed.*

The Office of Disability Support Services (DSS) functions as the university's primary vehicle for assisting students with physical and/or learning disabilities. Students must initiate the process of receiving accommodations by contacting the coordinator of Disability Support Services, located in 102 Ralston Hall. Also, as part of the university's registration process, students are provided with a confidential questionnaire that enables them to notify the university of possible accommodations and services that are related to a disabling condition. Students should return these forms to the office of the Registrar. In addition, students must contact the DSS office to submit proper documentation and discuss requested accommodations. Students should contact the DSS office far enough in advance to allow sufficient time to coordinate accommodations.

Information on services for students with disabilities may be obtained by contacting the Coordinator of Disability Support Services, 102 Ralston Hall, 814-393-2095. Inquiries regarding services and facilities accessibility may also be obtained by contacting the Assistant to the President for Social Equity, 207 Carrier Hall, 814-393-2109.

Center for Academic Achievement

The Center for Academic Achievement is available to students with disabilities who desire additional help in the form of academic advising, informational workshops, and assistance with study skills. Students interested in obtaining information about the program should contact the CAA program, 104 Ralston Hall, 814-393-2347.

Clarion University–Online Programs

Lynne M. Lander Fleisher, Director
131 Harvey Hall
Telephone: 814-393-2778
E-mail address: lfleisher@clarion.edu
Website: www.clarion.edu/virtualcampus

Clarion University, combines its academic tradition of excellence with online educational technology to provide classes and programs that are—*accredited and accessible anywhere*. Information on the availability of specific degrees online is indicated under each of the degree program areas. A list of current course offerings and online undergraduate programs is available on the Web at www.clarion.edu/virtualcampus.

Off-Campus Courses and Programs

A variety of face-to-face classes and classes, delivered by way of Interactive Video Conferencing (ITV) in specialized programs, are offered around the state at various locations.



Financial Information

B-16 Carrier Hall
Telephone: 1-800-672-7171, opt#2
Email Address: stfinservice@clarion.edu
Website: www.clarion.edu/finaid

Current Costs of Enrollment

Students should refer to the Clarion University Student Financial Services (SFS) website at: www.clarion.edu/finaid for current costs of enrollment and detailed billing/payment information.

Student Invoices

Student Invoices (bills) are not mailed to students. Students are billed each term (i.e. summer, fall and spring) and **payment is expected by the first day of class each semester.** Students can view and print their electronic invoices (bills) via the Student Service Center (<https://myclarion.clarion.edu>) approximately 30 days prior to the start of the semester. Winter and summer session invoices are available approximately 10 days prior to the start of these sessions.

Monthly Payment Plan

Clarion University offers an alternative to paying your bill in full via our interest free monthly payment plan. There are 12-month and 10-month payment plan options available to choose from at <https://clarion.afford.com>. A small enrollment fee is the only cost and no credit approval is required. Interested students may obtain additional information about the payment plan on the SFS website: www.clarion.edu/finaid.

Financial aid Refunds

Refunds from excess financial aid are not available to students until after drop/add is over each semester. The quickest way to gain access to any financial aid refunds you may receive from excess financial aid disbursements is to sign up for direct deposit online on the MyClarion portal. You can get step-by-step directions on how to do this at: www.clarion.edu/267166.pdf.

Financial Aid Application

Financial assistance is available to students in the form of scholarships, loans and student employment. Detailed information and application forms may be secured from the SFS Office. Clarion urges all students to complete an annual Free Application for Federal Student Aid (FAFSA) prior to May 1 each year via the federal website: www.fafsa.ed.gov. Please indicate Clarion's Title IV code (003318) on the FAFSA form.

Academic Year

At Clarion University, an academic year is comprised of a Fall and Spring semester, during which time a full-time graduate student is expected to complete at least 18 credits. The period of time school is in session consists of 30 weeks of instruction.

Financial Aid Programs

In addition to graduate assistantships, the following financial aid may be available to graduate students:

Federal TEACH Grant

Teacher Education Assistance for College and Higher Education (TEACH) grants are based on program of study and cumulative grade point average (3.25 is required) rather than financial need. In order to qualify for this grant at Clarion, students must be enrolled in a bilingual education, foreign language, mathematics, reading specialist, science or special education degree program.

Interested students should complete a TEACH Grant Preliminary Application (available in the SFS Office). Once approved for the grant, students must complete an annual Agreement To Serve document in which they agree to teach for at least four academic years within the first eight calendar years of completing their TEACH eligible degree. NOTE: TEACH recipients who fail to complete this service obligation will have their TEACH grants convert to 6.8 percent Federal Direct Unsubsidized Stafford Loans. Interest will be assessed retroactive to the date the first TEACH grant disbursed to their account.

Federal Perkins Loan Program—

Perkins is a need-based, campus-based loan program for students enrolled at least half-time who demonstrate considerable unmet need. Students must have the current year FAFSA form on file and must also complete a Perkins Loan Application, available in the SFS Office each year after April 15. Perkins loan amounts may vary, but \$1000 per semester is the maximum award for most Clarion students.

The 5 percent interest loan is non-interest bearing while the student is enrolled at least half-time at the university. Borrowers have a one-time-only 9-month “grace” period, during which no payment is required, after they leave Clarion. The standard repayment period of 10 years requires borrowers to make quarterly (four times per year) payments with interest accruing at five percent.

Federal Direct Stafford Loan Program

Stafford Loans provide a maximum of \$20,500 per academic year for eligible students. Graduate students cannot exceed an aggregate loan limit of \$138,500 for both undergraduate and graduate loans.

Students must have a current year FAFSA on file, as well as a Master Promissory Note (MPN) and Entrance Loan Counseling. The one-time-only MPN and entrance counseling are completed online at: www.studentloans.gov.

Stafford loan interest rates vary by year and type of loan. However, there is an 8.25 percent maximum interest rate cap on all Direct Stafford Loan programs. Please check the SFS website at www.clarion.edu/finaid to determine the current interest rate for these loans.

Repayment for Direct Stafford Loans begins six months after the student ceases at least half-time enrollment at the university. During this six month “grace” period, no payment is required. However, monthly repayments start at the end of the one-time-only grace period and extend over a 10-year repayment period. Loan deferments are available to eligible students--students should contact their federal loan servicer to obtain additional information if they experience financial hardships during their 10 year repayment period.

Federal Direct GradPLUS

Grad PLUS loans are available to graduate students and are not based on financial need. Students may choose to borrow up to their cost of education minus any other financial aid awarded for the year. There are no aggregate loan limits for this program.

Students must have a current year FAFSA on file and complete both a GradPLUS loan application and a GradPLUS loan Master Promissory Note (MPN) on the www.studentloans.gov website. Eligible students must be enrolled at least half time to qualify for this loan and demonstrate no adverse credit history in order to qualify for the loan.

GradPLUS loan interest rates may vary but there is a 9 percent maximum cap. Please check the SFS website at www.clarion.edu/finaid to determine the current interest rate for the GradPLUS loan.

Students may request an in-school deferment during the GradPLUS application process. This permits them to waive the requirement to begin repayment no later than 60 days after the loan is fully disbursed to their account. Students have 10 years in which to repay the loan once their deferment expires and/or the loan is fully disbursed to the student.

Clarion University Revolving Loan—

This loan fund may only be utilized for educational purposes (books, etc.) and is available to Clarion students who are enrolled on campus at least half time (six credits) and do not currently have a financial hold on their account. On-line students are not eligible to participate in this loan program.

Students who wish to borrow money from this fund to purchase books at the University Book Store must

complete a Promissory Note at the Book store within the first two weeks of the semester. Students who need funds for other educational related costs should contact the Director of Student Financial Services in B-16 Carrier Hall to request funds and/or complete a Promissory Note. Loan amounts may vary, but are typically restricted to no more than \$350.

The loan is interest-free but must be repaid in its entirety no later than 30 days from the date of issue. Financial aid funds can be utilized to cover this outstanding balance. However, if a borrower does not repay the loan within this time period, the outstanding balance of any unpaid portion will be posted to the student's university account, along with a \$25 late fee. Also, a registration hold will be placed on the student's account until such time as the loan balance is paid in full.

Employment:

Employment on a part-time basis is available to the extent that funds are provided by the federal government and the institution. The assignment of students to on or off-campus positions is generally based on financial need. Students interested in student employment should review the university's Career Services website at www.clarion.edu/career to identify employment opportunities.

All student employment programs require eligible students to maintain a least half-time enrollment (six credits) during the academic year. Participating students must be paid at least the current federal minimum wage rate and receive their pay on a bi-weekly basis.

Federal Work-Study Program

The university participates in the Federal Work-Study Program which permits students with unmet financial need to work while classes are in session. Eligible students must have a current year FAFSA on file. Participating students typically work no more than 10-15 hours per week (as determined by the employer) during the academic year.

State (Institutional) Employment Program

Students participating in this program do not need to demonstrate unmet financial need nor is a current year FAFSA required. Hours are typically limited to no more than 10-15 hours per week during the academic year (as determined by the employer).

Veterans' Benefits

Clarion University is approved to offer training under the various GI Bills. Students who are entitled under one of these bills should contact the Veterans' Counselor, in the SFS Office, immediately after being accepted for admission to the university in order to secure additional instruction. This procedure is necessary to ensure students receive their monthly benefits. Please contact the SFS Office, B-16 Carrier Hall, at 1-800-672-7171, opt#2 for additional information.

Conditions Which Accompany Financial Aid

In order to continue receiving financial aid following initial enrollment at Clarion University of Pennsylvania, students must meet certain conditions each year. One such condition requires students to enroll at least part-time (six credits) for the federal aid programs. Also, all federal aid applicants must reapply for aid using the FAFSA form each year. Full time graduate students may receive assistance from the federal Title IV programs for up to 150 percent of the published length of their educational program.

Federal aid regulations require students to maintain "satisfactory academic progress". In order to demonstrate satisfactory academic progress, part-time and full-time students must successfully complete at least 67 percent of all cumulative attempted credits to date as measured on an annual basis. This percentage is calculated and reviewed each academic year at the end of the spring term, prior to the student's receipt of any additional federal financial aid monies for the future academic year.

Students, regardless of enrollment status, who fail to achieve a cumulative QPA of at least a 3.00 are not eligible to receive additional federal aid, even if they meet the 67 percent cumulative completion requirement.

Appeal Procedure

Students denied financial aid for any reason may appeal the denial as follows:

1. Write to the Student Financial Services Office (SFS), Clarion University, 840 Wood Street, Clarion, PA 16214, noting the denial and stating the reasons why financial aid should not be denied. NOTE: If the student is appealing a lack of satisfactory academic progress (SAP) determination, specific directions on the appeal process are available at: www.clarion.edu/104683.pdf
2. FS Office staff will review the denial in terms of information provided by the student.
3. Following the review, the SFS Office staff will inform the student of the status of the appeal (granted/declined).

Refund Policy

Students receiving financial assistance from Clarion University are subject to the same refund policies as those who are not aid recipients.

Federal Title IV Regulations dictate the return of federal aid monies. If a recipient of Title IV funds (TEACH Grant, Direct Stafford Loan, Direct GradPlus Loan) withdraws from school after beginning attendance, a portion of the Title IV funds may have to be returned to the US Department of Education (USDE). Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the

full amount of the Title IV funds that the student was originally scheduled to receive.

If a student withdraws before completing 60 percent of the semester, the percentage of Title IV funds earned is equal to the percentage of the semester completed. The university is required to return the unearned portion to USDE.

The percentage of payment period or term completed up to the withdrawal date is determined by dividing the total number of days enrolled up to the date of withdrawal, by the total days in the "standard" payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period of the term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Please note, when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of the Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Direct PLUS Loans
- Federal Pell Grants
- Federal SEOG Grants

If a student withdraws after completing 60 percent of the semester, the percentage of Title IV funds earned is 100 percent.

NOTE: Students who request a 100 percent withdrawal after the term is completed, will be required to repay all refund amounts they received from excess financial aid during the term in question. This repayment must happen before the withdrawal request is finalized.

Students who withdraw after the semester begins or reduce their credit hour load should contact the Student Financial Services Office to determine the impact on their financial aid awards.

NOTE: The university refund policy for tuition and fees is different from the Federal Title IV regulations.

Scholarships for Graduate Students

GENERAL

Clarion University Alumni Association Ross Rankin & Family Graduate Scholarships: Graduate students must be currently enrolled in one of Clarion University's graduate programs and must have completed nine graduate credit hours by the time of the application. Students must be in good academic standing, with at least a 3.5 QPA in their program. Part-time students must be enrolled for at least six credits during the semester the funds will be used. Applications are available in the Alumni Relations office and the Graduate Studies office at the beginning of each fall semester.

COLLEGE OF BUSINESS ADMINISTRATION

S&T Bank Endowed Scholarship: Established by S&T Bank for graduate students enrolled in the MBA Program offered by the College of Business Administration. Candidates must have attained a minimum college or university QPA of 3.5 and/or attained a score of 550 on the Graduate Management Admission Test (GMAT). First preference is given to Pennsylvania residents. For information, contact the MBA Program office at 814-393-2605.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Communication Sciences and Disorders (CSD) Department

Marian Renn Marshall Graduate Fellowship (Graduate Students): Established through the Clarion University Foundation, Inc. in memory of Marian Renn Marshall. The award offers assistance to graduate students admitted to the speech language pathology graduate program. Selection is made by the CSD Department on the basis of academic record. For information, contact the CSD Department at 814-393-2581.

Education Department

Earl R. Siler Memorial Scholarship: Established in memory of Dr. Earl Siler to recognize graduate or undergraduate students in the area of early childhood in their professional development activities. Contact the chair of the Education Department at 814-393-2404.

Library Science Department

Information on Library Science scholarships can be obtained by contacting the department office at 814-393-2271.

Ahmad F.M. Gamaluddin Scholarship in Library Science: Established in memory of Dr. Ahmad Gamaluddin, a noted educator, librarian, scholar, and kind mentor who served on Clarion University's library science faculty for 30 years. The award is available to all qualified graduate students, both full- and part-time, who have demonstrable serious interest in international/multicultural librarianship. Selection criteria includes enrollment in the MSLS program for full- or part-time study; completion of at least nine graduate credit hours with a cumulative QPA of 3.5, and a written essay explaining applicant's understanding and commitment to international and/or multicultural librarianship and how the award will help achieve a career that will focus on either. Selection is made by the department scholarship committee and payment is administered by the university's student accounts office.

Charles R. Flack Scholarship in Library Science: Established in memory of Charles R. Flack, former head of the Department of Library Science at Clarion. Offered to a sophomore or junior enrolled in the Bachelor of Science in

Education degree at Clarion or in the Master of Science in Library Science degree program for full-time continuous study. Further criteria include evidence of professional potential in librarianship based upon earned grades and a written statement of personal and professional goals as well as significant contributions to the purposes and activities of the Department of Library Science. Preference shall be given to a physically challenged student who meets the above criteria.

Elizabeth A. Rupert Graduate Scholarship in Library Science: Established in honor of Dr. Elizabeth A. Rupert, an alumna of Clarion ('59) who also served as dean of the College of Library Science from 1971 until her retirement. The purpose of the scholarship is to give personal encouragement and financial support to a promising graduate student seeking a career in librarianship by completing the Master of Science in Library Science degree at Clarion.

H.W. Wilson Scholarship (Graduate Students): Awards are made every five years to graduate students majoring in library science. Recipients are chosen on the basis of academic excellence and financial need. Selection is made by the departmental scholarship committee, and payment is made by the H.W. Wilson Foundation through the Clarion University Foundation, Inc..

School of Nursing

Elizabeth M. McCord Scholarship: Established by the McCord family in honor of Mrs. McCord and her service to the university's Health Center. First preference is given to full-time graduate students in the M.S.N. program. Second preference is to students with six or more graduate credits each semester. The basis for selection is the student's academic record; financial need is considered secondarily. For further information, contact the School of Nursing at 814-393-1252.

Graduate Student Support Services

Graduate Assistantships

Each year a limited number of graduate assistantships are awarded to individuals with regular full-admission status to a graduate program. Graduate assistants work 10 or 20 hours a week in assignments related to academic programs or university-wide service. They are paid an hourly stipend and receive a tuition waiver for up to nine credits a semester based on a Pennsylvania resident rate. There are no summer assistantships.

There also are a limited number of Frederick Douglass Assistantships, offered to graduates of Historically Black Colleges and Universities (HBCU). All candidates for these assistantships must meet full admission requirements to a Clarion University graduate program and be a graduate of an HBCU. All general assistantship policies apply to the HBCU positions.

Recipients of a graduate assistantship must take at least six graduate credits a semester, perform assigned duties in a satisfactory manner, and remain in good academic standing. There is an approved evaluation process and instrument for each graduate assistantship position that is utilized annually. Graduate assistants are evaluated on their performance in a specific position.

Students wishing to apply for a graduate assistantship should do so at the time of application to graduate study at Clarion University. Graduate assistant application forms are included in the application for admission to graduate study packet and are available in the Graduate Studies office and academic departments.

University Libraries

Terry S. Latour, Ph.D., Dean of University Libraries

125 Carlson Library Building

Telephone: 814-393-2343

E-mail address: tlatour@clarion.edu

Website: www.clarion.edu/library

Department Faculty: M. Buchanan, S. Chen, L. Cheresnowski, N. Clemente, C. Glotfelty, S. Johnson, B. Martin

Carlson Library on the Clarion Campus and Suhr Library on the Venango Campus have combined collections of more than 1.7 million items in various formats, including books, e-books, microforms, journals, e-journals, media, streaming video, and electronic databases. Materials not held by the two libraries may be accessed through interlibrary loan services offered at both libraries or directly online through the libraries' Webpage. The libraries are committed to providing excellent service to users. Qualified library faculty and staff are available in the libraries' public service areas and via phone, chat, and e-mail to assist users in locating information, satisfying research needs, and effectively using instructional technologies. Library faculty also provide instruction on general library use and on research resources and strategies which are discipline specific. The libraries' webpage (www.clarion.edu/library/) provides a gateway to scholarly resources including services which provide full text access to thousands of academic journals and services for distance learners.

The mission of the Clarion University libraries is to:

- assist university undergraduate and graduate students, faculty, staff, and administration in conveniently locating and accessing the university's information resources and those of other sources;
- develop and provide timely and responsive services, programs, and tools that facilitate translation of information into knowledge and support research, scholarship, teaching, and learning;
- build, select, and preserve, in cooperation with university faculty, a collection of information resources commensurate with the current and anticipated discipline needs of the university's instructional programs and supportive of teaching and learning processes;
- contribute to progress of the university and the profession; and
- participate in addressing the information resource needs of local and rural communities in Pennsylvania.

Carlson Library on the Clarion Campus is a state-of-the-art facility. Extensive connectivity to the campus network and the Internet is provided through building-wide wireless and standard data networks. There are four computer laboratories with PCs, Macs, and printers available for student use. Laptop computers are available for use in the library. The Carlson Library building is home to the university's Center for Academic Excellence as well as the University Art Gallery. The Department of Library Science, a department in the university's College of Education and Human Services, has its offices, classrooms, and computer laboratory in the facility.

Suhr Library on the Venango Campus provides an inviting research and study environment. It is a wireless zone containing a computer lab and providing laptop computers for both library and off-site use. Suhr Library houses the Barbara Morgan Harvey Center for the Study of Oil Heritage, which sponsors a range of activities and contains primary source information on the region.

Health Service

Keeling Health Center, accredited by the Accreditation Association for Ambulatory Health Centers (AAAHC), provides health services and wellness promotion to the student community of Clarion University. The health center is located at the northwest corner of the campus near Givan Hall. A highly credentialed staff, including contracted physicians, certified registered nurse practitioners and registered nurses certified in college health, provide specialized student health services. Operating hours are 8:30 a.m. to 4:45 p.m., Monday through Friday. After-hours and emergency services are available from a variety of community providers.

The services of the health center are similar to those provided in a physician's office. Specific services include: physical examinations, immunizations, allergy injections, medication and prescriptions, pregnancy testing, treatment of acute and chronic illnesses and injuries and referral to appropriate community resources. Proper immunization is highly recommended prior to university entrance.

Pennsylvania Senate Bill 955, which was passed into law on June 28, 2002, mandates that all university students living in residence halls be immunized against meningitis or sign an informed declination statement. The American College Health Association also supports the meningitis vaccine.

A small co-payment is assessed for each visit. In addition, there may be charges for medications or procedures associated with the visit. Students are strongly encouraged to contact their primary insurance carrier to determine the conditions and limitations, if any, on medical treatment away from home.

Health Insurance

The health services fee includes basic provider services within the Keeling Health Center. A small co-payment is assessed for each visit. Charges for laboratory, X-ray, outpatient or inpatient services at other facilities, and medications are not covered and are the responsibility of the individual student. Health insurance coverage is strongly encouraged prior to enrollment at Clarion University. In an attempt to offer students an affordable health insurance option, Clarion University has collaborated with 12 other universities in the Pennsylvania State System of Higher Education to offer an economical and comprehensive insurance policy to students not covered by their parents' policy. Consolidated Health Plans (www.consolidatedhealthplan.com) has been selected as the insurance provider and students may choose from a variety of options.

Parents who plan to keep a son or daughter on family insurance plans should contact their insurance provider to determine the effects of university entrance on dependent coverage, particularly under managed care plans.

University policy requires students have medical insurance coverage to be eligible for participation in university-sanctioned, sponsored and/or approved activities, including intercollegiate sports. The assumption is students participating in such activities are covered by medical insurance and proof of coverage can be produced upon the university's request. Students interested in obtaining insurance from Consolidated Health Plans should contact the health center, 814-393-2121.

International Students—Medical Insurance Coverage

Medical insurance is required of all international students enrolled at Clarion University. Students who do not show proof of health insurance coverage comparable to Clarion University's group plan will be required to enroll in the university's plan and be responsible for payment. Students will not be allowed to complete course registration until all medical insurance requirements are met. Group insurance plan is approximately \$1,900 per year payable in full or on a semester basis at the beginning of each semester. Please understand that the medical insurance premium is not included in the statement of account issued by the university for tuition, fees, and room and board. A separate payment of cash or money order is required. Details of payment will be explained at the time of application for insurance.

If an international student has coverage through his or her sponsor or through another agency in his or her home country that provides adequate coverage during the student's stay in the United States as a student, the international student may request to be exempt from subscribing to the group plan offered through Clarion University. Coverage *must* include:

- *minimum medical expense benefit of \$500,000
- *minimum repatriation expense benefit of \$7,500
- *minimum medical evacuation benefit of \$10,000
- *Coverage of treatment for preexisting medical conditions

Students requesting exemption from the group plan are required to submit details of insurance coverage to the Office of International Programs upon arrival at Clarion University. Details must be written in English and include the following information: company name and address, phone and fax numbers; complete name of policy holder and identification number, if assigned; effective date of coverage and expiration date of coverage; and policy benefits (as described above).

Housing

Limited housing for graduate students may be available in any of our University Housing, which includes traditional halls, residence hall suites and Reinhard Villages-apartments. For information, students should contact the Center for Residence Life Services, 236 Egbert Hall, by telephone 814-393-2352 or e-mail reslife@clarion.edu or www.clarion.edu/placestolive.

Any arrangement for housing in the community is a business relationship between a student and the householder. The Office of Residence Life maintains a limited listing of available housing in the community, but the university does not approve or make recommendations related to private off-campus housing accommodations.

Off-campus housing list can be found at www.clarion.edu/placestolive.

Parking and Automobile Regulations

All provisions of the Vehicle Code of the Commonwealth of Pennsylvania as supplemented by parking regulations issued by the chancellor, State System of Higher Education, and Clarion University, will be strictly enforced on the Clarion University Campus. Authority for such enforcement rests with the director of public safety. Vehicles may be immobilized for unpaid tickets.

Students who park a vehicle on university property in an area requiring a permit must register with the Department of Public Safety. A valid university parking permit must be hung down from the inside rear-view mirror and clearly be visible from the front and rear of the vehicle when the vehicle is parked in a lot requiring a permit. The enforcement of parking permit regulations for employee lots, commuter lots, and metered parking shall be from 8 a.m. until 4:30 p.m., prevailing time, Monday through Friday, unless otherwise designated. For more information on parking, visit the parking Website at www.clarion.edu/parking.

Career Development Center

Clarion University offers a number of services to assist students with their career plans. The Career Development Center works with students individually and through programs and classroom presentations to assist them in developing life-long career planning and job search skills. Students can obtain career and job search information in person or online.

The Career Development Center provides students with information regarding experiential education opportunities related to their personal interests, course requirements, or career exploration needs. The center serves as a clearinghouse for opportunities related to part-time jobs and internships.

The Career Development Center offers a number of resources for students as they prepare to enter the workforce. Students can develop job search skills by participating in programs and utilizing services. The center also works to help students make connections with employers by arranging on-campus interviews, offering an online career services registration and resume posting service, providing a resume search service for employers, coordinating a database of employment opportunities, and sponsoring a number of career events through the academic year.

Judicial and Mediation Services

The Office of Judicial and Mediation Services promotes responsible citizenship by protecting student rights and maintaining the principles outlined in the Student Rights, Regulations, and Procedures Online Handbook. The office administers campus disciplinary procedures, seeks to maintain a positive living and learning environment and encourages the building of a respectful and inclusive community.

The office also serves as a resource to the university community regarding conflict management and resolution by providing services that promote the development of critical life skills. A mediation service is available to assist students in resolving interpersonal conflict.

Effective July 1, 2012, Clarion University applies a notification of student disciplinary expulsions and suspensions on Academic Transcripts. This notification will be viewed on official, unofficial, and electronic transcripts.



Master of Business Administration Degree

College of Business Administration

Graduate Faculty: R. Balough, G. Barboza, J. Eicher,
A. Greci, T. Johns, M. Olivas-Luján, T. Oliver,
R. Raehsler, K. Roth, S. Trejos, P. Woodburne

COBA Mission

The College of Business Administration at Clarion University of Pennsylvania is committed to preparing its students for success as ethical business leaders and professionals in a dynamic, complex global environment through high quality, challenging academic and related programs, while serving the academic and business communities through effective teaching, scholarly contributions, and appropriate service to the university and the region. (Revised April 27, 2010)

Master of Business Administration

302 Still Hall

Telephone: 814-393-2605

E-mail: mba@clarion.edu

www.clarion.edu/mba

Program Objectives

The major objective is to provide a basic core of knowledge about various theories, techniques, and practices relating to business administration and problem solving. Specific objectives are to prepare candidates for:

- positions in middle management with private and public organizations;
- teaching positions in community colleges;
- enrollment in doctoral programs in business administration.

The program is designed for candidates with undergraduate degrees not only in business administration but also in other disciplines. Graduate courses are offered in the evening for the convenience of employed or part-time students.

The College of Business Administration at Clarion University is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

Admission Requirements

Division of Graduate Studies admission requirements apply with the following additions:

- Students must submit official scores on the Graduate Management Admissions Test (GMAT) or GRE.
- Applicants currently employed should include references from both professors and employers, if possible. Applicants should submit three recommendations on the Clarion University recommendation forms.
- Resume

In general, admissions are on a “rolling” basis.

Program Options

The College of Business Administration offers a full-time traditional M.B.A., an accelerated M.B.A., and a part-time online M.B.A. program option. Please visit www.clarion.edu/mba for more information regarding any of these program options, including admissions criteria and program features.

Requirements for Graduates

Requirements for the M.B.A. degree are in two components: course requirements and a portfolio completion requirement. Course requirements for the M.B.A. degree are composed of foundation courses, M.B.A. core courses, and an elective course. A total of 33 graduate credits is required for the completion of the degree:

- one 3-credit M.B.A. elective course and
- ten 3-credit M.B.A. core courses (excluding foundation courses).

A maximum of nine graduate credit hours toward the 33 credits required for the M.B.A. degree may be transferred from accredited graduate programs with the pre-approval of the M.B.A. program director and the department chairperson of the course from which transfer credit is sought.

Course Requirements for the M.B.A. Degree

A. Foundation Courses

M.B.A. Foundation course requirements are designed to meet all of the “Undergraduate Knowledge and Skill Areas” required for the degree and a portion of the “Undergraduate and Master’s Level Knowledge and Skill Areas” requirements. M.B.A. Foundation courses are not subject to residency requirements and are considered to be prerequisite or corequisite to the

M.B.A. Core. M.B.A. Foundation coursework may be completed at Clarion or other approved institutions at either the undergraduate or the graduate level and is not subject to the nine-credit transfer limit for the core/elective courses but requires pre-approval. At Clarion, courses that meet the foundation requirements are offered at the undergraduate level. Some of these foundation courses may have prerequisite courses. The following are the foundation areas and courses at Clarion (with the graduate course equivalents) that meet foundation requirements for the M.B.A. degree:

Knowledge and Skill Area	Clarion Course (or equivalent)
Micro/Macro Economics	ECON 211 & 212 (501 and 502) or 215 (ECON 500)
Financial Accounting	ACTG 251 (ACTG 500)
Economic and Business Statistics	ECON 221 & 222 (504 and 505) or 230
Management Theory and Practice	MGMT 320 (MGMT 500)
Principles of Marketing	MKTG 360 (MKTG 500)
Financial Management	FIN 370 (FIN 500)

B. M.B.A. Core Courses

M.B.A. Core Courses are designed to complete the “Undergraduate and Master’s Level Knowledge and Skill Areas” requirements for each student. The M.B.A. Core courses are:

Knowledge and Skill Area	Course ID	SCH
1. Leadership, Organization and Assessment ¹	MGMT 521	3.0
2. Quantitative Methods and Statistics	BSAD 503	3.0
3. Managerial Accounting	ACTG 552	3.0
4. Legal/Ethical Environment of Business	BSAD 540	3.0
5. Managerial Economic Analysis	ECON 510	3.0
6. Managerial Finance	FIN 570	3.0
7. Marketing Concepts and Strategy	MKTG 560	3.0
8. Operations and Information Management	MGMT 626	3.0
9. Global Environment of Business	BSAD 661	3.0
10. Strategic Management/Integration ²	BSAD 690	3.0

¹ The introduction to the required student portfolio at the beginning of the program is included in this course.

² To be taken during the final semester of study.

C. M.B.A. Elective Courses

In addition to the core courses, all students will complete the balance of 33 credits of graduate course work from the following courses, subject to the offering of those courses. Graduate-level courses, other than those listed, may be used as elective credit toward the M.B.A. degree only with prior approval of the M.B.A. program director and the dean of the college.

*ACTG 451, 452, 453, 454, 455, 461, 463, 490,
499, 554, 650, 652, 653*

CIS 402, 403, 462

BSAD 637, 699

ECON 461, 470, 490, 570, 600, 611, 612, 699

FIN 463, 471, 476, 480, 671, 676

*MGMT 420, 423, 427, 428, 483, 485, 486, 621,
622, 625, 650*

MKTG 461, 462, 465, 468, 469, 491, 562, 604, 661

A maximum of three hours of approved 400-level courses, taken for graduate credit, may be used as elective credits. Please note that a 400-level course previously taken for undergraduate credit may not be repeated for graduate credit.

Additional Requirements for the M.B.A. Degree

A. Assessment Portfolio Requirement

In addition to the required coursework, each student must successfully complete the assessment portfolio requirement. Students must submit to the M.B.A. director, at the beginning of the final semester of study, a portfolio of work completed for the various courses taken as M.B.A. Core and M.B.A. Elective courses. Expectations regarding the contents of the portfolio to be submitted will be given to students in MGMT 521 early in the program. No student will be cleared for graduation without completing the portfolio requirement. The M.B.A. program director will coordinate the evaluation of the portfolios.

B. Performance Requirements

Students who earn more than six hours of graduate credit at Clarion with a grade of “C” or earn any credits with grades below “C” and/or fall below a 3.00/4.00 graduate overall quality-point average (QPA) are automatically placed on probation. Students whose QPA in the foundation courses falls below a 3.00/4.00 are also placed on probation. Students placed on probation must achieve satisfactory academic standing within one semester of registration or be removed from the program. Any credits earned with grades below “C” cannot be used to meet M.B.A. degree or foundation requirements. All prerequisite courses for a given course must be met before taking that course. BSAD 690 must be taken during the last semester of graduate course work. The maximum time for completion of the degree program is six calendar years from the date of the first graduate enrollment.

Professional Accountancy Preparation

Students who desire to become Certified Public Accountants (CPAs), may fulfill Pennsylvania’s 150-credit-hour requirement for CPA licensure through an undergraduate degree in accounting (120 credits), along

with the Clarion M.B.A. degree (33 credits). An integrated BS-Accounting/MBA program of study can be completed in five years and provides a total of 153 semester hours of coursework. Along with 36 hours in accounting subjects (i.e., accounting, auditing, business law, finance, and tax), the student may fulfill the educational requirement for CPA licensure under the Pennsylvania CPA law.

Bachelor’s to M.B.A. Option

The College of Business Administration offers a Bachelor’s to M.B.A. Option. Undergraduate foundation course requirements in business administration may be taken concurrently with any major, giving students many of the courses prerequisite to the M.B.A. Program before graduation. Undergraduates interested in this program should contact their liberal arts advisor for details and requirements.

Students wishing to pursue the Professional Accountancy or the Bachelor’s to M.B.A. options must follow the normal M.B.A. admission procedures. Admission to one of these options does not guarantee admission to, or completion of, the M.B.A. degree.

Placement

Graduate students are encouraged to use the services of the University Career Services Center. Graduates often obtain positions with banks, manufacturing concerns, accounting firms, other business and industrial organizations, hospitals, and government agencies.

Graduate Assistantships

Graduate assistantships are available to qualified M.B.A. students. Awarded competitively, they cover some or all basic tuition expenses and provide a stipend. They also may furnish additional opportunity for close work with graduate faculty on a variety of research projects. Applications for assistantships are available online at www.clarion.edu/coba-gradapp.

Advisement

All graduate students are assigned an advisor upon admission. Before registering for classes, students should meet with their advisor. Students must obtain the signature of their advisor on any special requests for course substitution, individualized instruction, internship, or special problems courses.

Facilities

The College of Business Administration is located in Still Hall, the newest classroom building on campus. In addition to classrooms and a 225-seat auditorium, the facility includes an up-to-date microcomputer lab and trading room.



Master of Education Degrees

College of Education and Human Services

Department of Education

Graduate Faculty: P. Apple, L. Bonnett, J. Brown, S. Courson, D. Ellermeyer, G. Goodman, J. Haight, M. Howe, K. Murphy, B. Smith, J. Smrekar, K. Sprenger

M.Ed. in Education

Bruce Smith, Ph.D., Graduate Program Coordinator
287 Science and Technology Center
Telephone: 814-393-2646
E-mail: bsmith@clarion.edu
www.clarion.edu/education

Program Objectives

The master's degree program in education is accredited by the National Council for Accreditation of Teacher Education. This program encourages students to view themselves as researchers of teaching and learning and as professionals whose continued growth can best be met through inquiry, reflection, and sustained dialogues with

peers. It affords practitioners the opportunity to share effective classroom practices while reading, interpreting, and analyzing current research and professional literature. *Students must choose and complete course requirements within a specified concentration area.*

Admission Requirements

Clarion University's general admission requirements apply, with the following additions:

- A baccalaureate degree from an acceptably accredited college or university.
- Undergraduate minimum QPA is 3.0 or above (on a 4.0 scale).
- Three faculty/professional recommendations; recommendation forms should document applicant's potential and/or effectiveness in the areas of teaching ability and/or professional performance.
- Teacher certification. Submit two copies of evidence of certification. If the applicant does not meet this requirement, the graduate faculty of the department shall determine existing deficiencies and how they may be met.

- Admission to provisional status may be granted at the discretion of the graduate faculty if the applicant’s QPA is less than 3.0/4.0 scale. Regular status may be granted upon completion of six semester hours of graduate study with a minimum of 3.0/4.0 average.

Early Childhood Education (M.Ed.), Education Technology (M.Ed.), Reading (M.Ed.) and Science Education (M.Ed.) outcomes

1. Demonstrate discipline specific content, child development, and pedagogical content knowledge.
2. Demonstrate professional responsibility and ethical conduct while exhibiting respect for the cultural diversity of learners, families, colleagues, and communities.
3. Develop standards aligned goals, objectives, and learning experience plans.
4. Differentiate instruction by implementing instructional strategies informed by assessment data.
5. Design appropriate assessments to measure learner knowledge, skills and dispositions.
6. Communicate professionally and engage learners, families, and community members.
7. Analyze and reflect on instructional strategies, behavioral strategies, and learner progress.

Degree Requirements

TOTAL 30-33 s.h.

Core Competencies	12 s.h.
Research—ED 520: INTRODUCTION TO RESEARCH	3 s.h.
Pedagogy—ED 522: ANALYSIS OF TEACHING OR ED 563: READING PEDAGOGY OR ECH 501	3 s.h.
Curriculum—ED 523: CURRICULUM DEVELOPMENT AND EVALUATION OR ECH 502	3 s.h.
Professional Seminar—ED 578: PROFESSIONAL SEMINAR	3 s.h.

Electives **6 s.h.**

Electives can be from any of the concentration areas. To be selected from appropriate 400- or 500-level courses as approved by the advisor. A maximum of three credits of 400-level courses approved for graduate credit may be counted toward the degree. Please note that 400-level courses taken for undergraduate credit cannot be repeated for graduate credit. A maximum of 3–6 thesis credits may be substituted as electives.

Concentration Areas

Course selection is to be made from the following:

CURRICULUM AND INSTRUCTION CONCENTRATION **12 s.h.**

ED 403: FIELD EXPERIENCE AND METHODS IN ENVIRONMENTAL EDUCATION	3 s.h.
ED 501: SEMINAR IN CRITICAL EDUCATIONAL ISSUES	3 s.h.
ED 502: CREATIVE RESPONSE TO CONFLICT	3 s.h.
ED 506: GENDER ISSUES IN EDUCATION	3 s.h.
ED 509: OBSERVATIONS AND ANALYSIS OF THE URBAN CLASSROOM	3 s.h.
ED 517: EDUCATIONAL COMPUTER APPLICATIONS	3 s.h.
ED 521: INSTRUCTIONAL LEADERSHIP SKILLS	3 s.h.

ED 526: SOCIOLOGY OF EDUCATION	3 s.h.
ED 533: RECENT DEVELOPMENTS IN ELEMENTARY SOCIAL STUDIES	3 s.h.
ED 534: WORKSHOP IN EDUCATION—WITH PERMISSION OF ACADEMIC ADVISOR	3 s.h.
ED 537: STRATEGIES AND PROBLEMS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS	3 s.h.
ED 544: CLASSROOM ASSESSMENT FOR LEARNING	3 s.h.
ED 568: LANGUAGE AND LITERACY	3 s.h.
ED 599: SPECIAL TOPICS IN EDUCATION—WITH PERMISSION OF ACADEMIC ADVISOR	3 s.h.
ECH 501: EARLY CHILDHOOD CURRICULUM AND INSTRUCTION.....	3 s.h.
ECH 502: EARLY CHILDHOOD CURRICULUM AND ASSESSMENT	3 s.h.
ECH 510: LEADERSHIP IN EARLY CHILDHOOD EDUCATION AND CARE	3 s.h.
SCED 502: INVESTIGATIVE TECHNIQUES AND PROCESS APPROACH TO MODERN SCIENCE CURRICULA	3 s.h.
SPED 500: CONTEMPORARY ISSUES IN SPECIAL EDUCATION	3 s.h.
SPED 536: ADVANCED METHODS FOR INDIVIDUALS WITH MILD/MODERATE HANDICAPS	3 s.h.
SPED 596: CONTEMPORARY EDUCATION PRACTICES AND DIRECTIONS	3 s.h.
SPED 597: COLLABORATION AND COOPERATION: IMPROVED TEACHING AND LEARNING OUTCOMES	3 s.h.

Additional courses as approved by advisor

EARLY CHILDHOOD CONCENTRATION **12 s.h.**

ECH 501: EARLY CHILDHOOD CURRICULUM AND INSTRUCTION.....	3 s.h.
ECH 502: EARLY CHILDHOOD CURRICULUM AND ASSESSMENT	3 s.h.
ECH 505: THE HEALTHY INFANT, TODDLER, AND YOUNG CHILD.....	3 s.h.
ECH 510: LEADERSHIP IN EARLY CHILDHOOD EDUCATION AND CARE	3 s.h.
ECH 512: LEADERSHIP IN EARLY CHILDHOOD EDUCATION AND CARE	3 s.h.
ED 534: WORKSHOP IN EDUCATION—WITH PERMISSION OF ACADEMIC ADVISOR	3 s.h.
ED 565: READING AND LANGUAGE ARTS IN EARLY CHILDHOOD	3 s.h.
ED 599: SPECIAL TOPICS IN EDUCATION—WITH PERMISSION OF ACADEMIC ADVISOR	3 s.h.

Additional courses as approved by advisor

MATHEMATICS EDUCATION CONCENTRATION **21 s.h.**

Specialization Courses	15 s.h.
* MAED 501: TEACHING SECONDARY MATHEMATICS	3 s.h.
* MAED 551: ALGEBRA/NUMBER THEORY FOR TEACHERS	3 s.h.
* MAED 556: RESEARCH IN MATHEMATICS TEACHING & LEARNING	3 s.h.
+ MAED 537: GEOMETRY/TRIGONOMETRY FOR SECONDARY TEACHERS	3 s.h.
+ MAED 540: DISCRETE MATHEMATICS FOR GRADES 7-12	3 s.h.
+ MAED 550: PRE-ALGEBRA FOR TEACHERS	3 s.h.
+ MAED 571: ANALYSIS FOR TEACHERS	3 s.h.
*REQUIRED MATH CORE	
+CHOOSE TWO OF THESE	
Elective Courses.....	6 s.h.

- # MAED 511: TECHNOLOGY FOR TEACHING
SECONDARY MATHEMATICS3 s.h.
 - # MAED 532: TEACHING STATISTICAL REASONING3 s.h.
 - # MAED 581: PROBLEM SOLVING3 s.h.
 - # MAED 585: APPLICATIONS AND MATHEMATICAL
MODELING FOR TEACHERS3 s.h.
 - # MAED 590: HISTORICAL DEVELOPMENT OF
MATHEMATICS 3 s.h.
- # electives = 6 s.h. Choose two as approved by advisor

READING CONCENTRATION 18 s.h.

*With or without Reading Specialist Certification.
See CLPS doc for description and list of courses.*

- ED 564: EVIDENCE-BASED LITERACY
INSTRUCTION3 s.h.
- ED 567: SECONDARY, COLLEGE, AND CONTENT
AREA READING INSTRUCTION3 s.h.
- ED 569: ASSESSMENT OF LITERACY3 s.h.
- ED 570: PRACTICUM I: ANALYSIS3 s.h.
- ED 571: PRACTICUM II: INSTRUCTION3 s.h.
- ED 574: READING PROGRAM ORGANIZATION,
ADMINISTRATION, AND SUPERVISION3 s.h.

READING SPECIALIST CERTIFICATION 27 s.h.

Satisfactory completion of the M.Ed. with reading concentration meets the requirements for reading specialist certification. Students desiring reading specialist certification without the degree must complete the following sequence of courses:

- ED 520: INTRODUCTION TO RESEARCH.....3 s.h.
- ED 563: READING PEDAGOGY3 s.h.
- ED 564: EVIDENCE-BASED LITERACY INSTRUCTION .3 s.h.
- ED 567: SECONDARY, COLLEGE, AND
CONTENT AREA READING INSTRUCTION3 s.h.
- ED 569: ASSESSMENT OF LITERACY3 s.h.
- ED 570: PRACTICUM I: ANALYSIS3 s.h.
- ED 571: PRACTICUM II: INSTRUCTION3 s.h.
- ED 574: READING PROGRAM ORGANIZATION,
ADMINISTRATION, AND SUPERVISION3 s.h.
- ED 578: PROFESSIONAL SEMINAR3 s.h.

Successful completion of Reading Specialist Exam required for certification.

SCIENCE EDUCATION CONCENTRATION 18 s.h.

Core Competencies 12 s.h.

- RESEARCH–SCED 538 OR ED 5203 s.h.
- PEDAGOGY–SCED 5023 s.h.
- CURRICULUM–SCED 538 OR ED 5233 s.h.
- PROFESSIONAL SEMINAR–SCED 541 OR ED 5783 s.h.

Science Education concentration area 12 s.h.

- SCED 501: SEMINAR IN SCIENCE MISCONCEPTIONS .3 s.h.
- SCED 505: INVESTIGATION IN THE SCIENCES3 s.h.
- SCED 555: HISTORY OF SCIENCE.....3 s.h.
- SCED 5XX: SCIENCE EDUCATION ELECTIVE3 s.h.

Electives: A total of six credits from education, science education, special education, science, mathematics, or other graduate areas with approval of advisor. A minimum of 18 science education credits are required for the degree. A maximum of 3-6 thesis credits (ED 701) may be substituted for electives.

TECHNOLOGY CONCENTRATION 12 s.h.

- ED 517: EDUCATIONAL COMPUTER APPLICATIONS3 s.h.
- ED 534: WORKSHOP IN EDUCATION—WITH
PERMISSION OF ACADEMIC ADVISOR3 s.h.



- ED 599: SPECIAL TOPICS IN EDUCATION—WITH
PERMISSION OF ACADEMIC ADVISOR
 - ED 617: ADVANCED EDUCATIONAL TECHNOLOGY3 s.h.
 - ED 620: INTERNET APPLICATIONS FOR K–12
EDUCATORS3 s.h.
 - MMAJ 558: SOCIETY, LAW, AND MEDIA
TECHNOLOGY3 s.h.
 - ED/CIS 649: EDUCATIONAL TECHNOLOGY
LEADERSHIP3 s.h.
 - MMAJ/CIS 650: ADVANCED TECHNOLOGY
APPLICATIONS.....3 s.h.
 - MMAJ/CIS 651: DEVELOPING IT INFRASTRUCTURE.....3 s.h.
 - LS 540: MULTICULTURAL SOURCES AND SERVICES
FOR EDUCATORS AND LIBRARIANS3 s.h.
- Additional courses as approved by advisor

Graduation Requirements

Students must complete 30 credit hours (33 credits for mathematics concentration) of required and advisor approved elective courses with a cumulative quality-point average of 3.00/4.00. Additionally, students are required to complete an online professional portfolio presentation or thesis defense.

Job Search Assistance

Typically, graduate program candidates are already involved in professional careers that are being enhanced by the graduate studies. For students who are seeking employment, the faculty and the university Career Services Center provides job search assistance.

Graduate Assistantships

A limited number of graduate assistantships are granted for 10 and/or 20 hours of departmental service per week in exchange for a waiver of tuition and a stipend. Applications are available in the Graduate Studies office and should be submitted with the application for admission to graduate study.

Advisement

Upon acceptance into the graduate program, students will be assigned a department advisor who is qualified to assist the student in his or her specific career goals. The responsibility for meeting all stated requirements for the master's degree, however, is with the student.

Graduate Early Childhood Certification Program

Clarion University's Graduate Childhood Certification Program offers web-based graduate courses to those who currently hold Pennsylvania Elementary certification that will allow them to earn Pennsylvania Early Childhood Certification. The courses are designed to facilitate participants' knowledge, skills and dispositions that will enable them to effectively interact with and guide the learning of young children and their families and has been approved by the Pennsylvania Department of Education.

The program currently consists of five online graduate courses and the Praxis II exam in Early Childhood.

The graduate courses that will make up the Graduate Early Childhood Certification program are part of the Master of Education with a concentration in Early Childhood Education program. The courses are designed to address the five standards of the National Association for the Education of Young Children and the Pennsylvania Early Learning Standards. Those who complete this program may choose to continue on for the Master of Education degree.

Program Requirements

- ECH 501: Early Childhood Curriculum and Instruction
- ECH 502: Early Childhood Curriculum and Assessment
- ECH 505: The Healthy Infant, Toddler, and Young Child
- ED 565: Reading and Language Arts in Early Childhood
- ECH 510: Leadership in Early Childhood Education



Admission Requirements and Application

The program will enroll only those who currently possess Pennsylvania Elementary Certification. These teachers will have met the Pennsylvania teaching competencies and will have completed student teaching. They are not required to student teach again to earn teaching certification in Early Childhood through this program. They will be required to pass the Praxis II exam in Early Childhood before Clarion University will recommend them to PDE for certification.

To apply, the candidate must apply for admission to the online at the Clarion University Graduate School, and provide a copy of their Pennsylvania Elementary Certificate and bachelor's degree transcript with their graduate admission package. Also required is documentation of current (within one year) Pennsylvania Act 33 and Act 34 clearances and FBI clearance along with verification of a valid health examination and negative Tuberculin test and proof of \$1,000,000 liability insurance.

NOTE: Candidates may be subject to program adjustments to meet any new PDE regulations.



Master of Science Degree in Library Science

***College of Education
and Human Services***

Department of Library Science

William E. Buchanan, Ed.D., Chair
209 Carlson Library
Telephone: 866-272-5612
E-mail: buchanan@clarion.edu
www.clarion.edu/libsci

Graduate Faculty: S. Aristeguieta-Trillos, W. Buchanan,
R. Clark, Y. Ha, M. Harhai, J. Krueger, L. Lillard,
J. Maccaferri

Mission

The department's mission is to prepare each student to enter, grow within, and contribute to librarianship or a related field within a global and digital information environment.

Vision

Information for life.

Goals

To educate students in accessing, evaluating, managing, communicating, creating and adapting the information environment for changing user groups.

Library Science (MSLS) Outcomes

1. Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession.
2. Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.
3. Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers.
4. Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers
5. Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.
6. Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field.
7. Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.

8. Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e., schools.

M.S.L.S. Admission Requirements

ELIGIBILITY

Applicants for admission to the Master of Science in Library Science degree program must meet Division of Graduate Studies admission requirements with the following additions:

M.S.L.S.

1. an overall QPA for the baccalaureate degree of at least 3.00 on a 4.00 scale; or
2. a 3.00 QPA for the last 60 credits of the baccalaureate degree with an overall quality-point average of at least 2.75; or
3. a 2.75 to 2.99 overall QPA for the baccalaureate degree with a score of at least 412 on the Miller Analogies Test or a combined score of at least 1,000 on the quantitative and verbal sections of the Graduate Record Examination or new test equivalent; or
4. a graduate degree in another discipline with an overall QPA of at least 3.00.

International students are required to achieve a minimum score of 550 on the TOEFL.



M.S.L.S. with Pennsylvania Library Science Certification

In addition to the above, students earning their initial M.S.L.S. certification with Pennsylvania Library Science Certification program *must* meet the following additional requirements:

1. completion of at least six credits of college-level mathematics and
2. completion of at least six credits of college-level English composition and literature.

Applicants without valid teacher certification must also pass the Praxis I pre-professional skills tests. State law limits the number of applicants with an overall QPA for the baccalaureate degree of less than 3.00 on a 4.00 scale who can be admitted to the School Library Media Certification program.

PROCEDURE

Students may begin their studies any semester or term. All students must enroll in LS 504, as close as possible to the start of their program as the department's course schedule permits. For most students this will be in their first term of study.

Transfer of Credits/Waiver of Courses

A maximum of six graduate semester hours may be transferred and/or waived in any of the following ways:

- Acceptable graduate credits in library science completed at Clarion University as a non-degree student or at another institution with an ALA-accredited program may be transferred and applied toward the master's degree. The student is responsible for filing an official graduate transcript of any work presented for transfer credit with the chair of the Department of Library Science.
- Graduate credit in related disciplines may be transferred upon prior approval by advisor and chair.

Degree Requirements

The degree of Master of Science in Library Science is conferred upon the candidate who has met the following requirements:

- The completion of 36 hours of approved graduate study, including five required core courses (LS 500, 502, 504, and 573), one management course (LS 532 or 534), the capstone course (LS570 or LS600) and six elective courses.
- The maintenance of a cumulative average of 3.00 or higher. A student who receives a grade of "C" or lower in two or more courses is disqualified as a candidate in the degree program unless special permission to continue is obtained from the dean of the College of Education and Human Services and the coordinator of Graduate Studies.

- The completion of all degree requirements within a six-year period. Course work over six years old may not be applied toward the degree.

Master of Science in Library Science with Pennsylvania Library Science K-12 Certification

A student wishing to obtain Pennsylvania Library Science Certification, K-12, must hold a valid teaching certificate (or meet the requirements for preliminary certification by taking required undergraduate courses); complete 36 semester hours of an approved curriculum in library science. Students without prior certification will take 12 semester hours of student teaching; students with emergency Pennsylvania Library Science Certification may petition the department to substitute a portfolio for the internship requirement.

Required courses for the Master of Science in Library Science degree with Pennsylvania Library Science Certification, K-12, include: LS 500, 501, 502, 504, 529, 532, 550, 577, 583, 589, and one elective course.

Master of Science in Library Science/ Juris Doctor Program

The department offers a joint M.S.L.S./J.D. program in cooperation with Widener University School of Law's Harrisburg, Pa., campus. Students must be admitted to both programs separately. Any six credits of coursework taken as part of a student's J.D. program may be applied to that student's M.S.L.S. program, and vice versa. These courses will be chosen in consultation with the student's faculty advisors.

Master of Science in Library Science/ Master of Arts in Applied History

The department also offers a joint MSLS/MA in Applied History program in cooperation with Shippensburg University. Students must be accepted by each instruction through a separate applications process at teach university. Students enrolled in the joint program will receive a six-hour (two-course) reduction in total hours required for the two degrees.

Continuing Education

Certificate of Advanced Studies

The Certificate of Advanced Studies program is designed to provide the post-master's student an opportunity to expand and update professional skills and competencies through a structured pattern of continuing education. Study may be either full- or part-time. On a full-time basis, the certificate may be completed in two semesters. Requirements include a written statement of personal/professional goals, completion of a program of 24 graduate credits within a four-year period, and maintenance of a 3.00 QPA.

Documentation required for admission includes a goals statement, an official transcript from the school that granted the ALA-accredited master's degree in library science, completed university application for admission form and recommendation forms, and the application fee. Further information is available from the Graduate Studies office.

Non-Degree Status

Individuals not interested in a formal degree or certificate program may enroll in courses as a non-degree student; however, no more than six credits of work completed as a non-degree student may later be transferred to a degree or certificate program. Students must have a baccalaureate degree from a regionally accredited institution, submit a completed application form and official transcripts, and pay the application fee. Further information is available from the Graduate Studies office.

Distance Education

As part of its commitment to meeting the needs of all residents of the commonwealth of Pennsylvania, the Department of Library Science offers its M.S.L.S. program fully online utilizing various Web-based delivery techniques. Students plan a cohesive course of study with their faculty advisor. See www.clarion.edu/libsci for current program offerings. These courses may be taken part of the M.S.L.S., the Certificate of Advanced Studies program, or individually for continuing education progress.

Graduate Assistantships and Scholarships

The Department of Library Science has available a number of assistantships for both entering and continuing students. Continuing students may compete for several department scholarships. For more information concerning assistantships, refer to the general information section of this catalog. Graduate students are eligible for the following department scholarships:

- The Ahmad F.M. Gamaluddin Scholarship in Library Science
- The Charles R. Flack Scholarship in Library Science
- The Elizabeth A. Rupert Graduate Scholarship in Library Science
- The H. W. Wilson Scholarship
- The Helen Ferry Shields Scholarship

Scholarship application deadlines are announced through the department's list serv. Applications for graduate assistantships are included in the packet of information sent to all prospective students.

Additional information on financial aid may be obtained from the booklet, *Financial Assistance for Library and Information Studies*, published by the American Library Association Committee on Education.

Advisement

Students are assigned a faculty advisor upon admission to the program. Students must discuss course scheduling with their advisor to register for classes each semester. At any time, a student may ask for a different advisor having greater expertise and experience in the student's area of interest. In addition to assisting students in developing a program of study, faculty advisors work with students to develop career objectives, prepare resumes, and plan a job search.

Capstone

Each student selects one of two options as a capstone course which is taken in the last semester or term of the M.S.L.S. program:

LS570: INTERNSHIP IN LIBRARIANSHIP: Provides an advanced preprofessional experience through work in a cooperating library or information center. Students are expected to apply and evaluate the theory and practice learned in the classroom; prepare an evaluative paper, and be observed and evaluated by the site supervisor. Accreditation assessments administered. Prerequisites: successful completion of at least 30 credit hours, including all other required courses; permission of advisor, internship coordinator, and the department chair. For students not seeking initial teacher certification.

LS600: RESEARCH IN LIBRARIANSHIP: Intended as capstone experience for students in the Master of Science in Library Science program. Provides the opportunity to pursue a research project related to the student's area of specialization or interest and which is based on a research strategies developed in LS 550. Accreditation assessments administered. Prerequisites: LS 550 and successful completion of at least 30 credit hours, including all other required courses; project approval by advisor, instructor, and the department chair. For students not seeking initial teacher certification.

Resources and Facilities

The Department of Library Science is located on the second floor of Carlson Library. The department offices, classrooms, and laboratories accommodate a variety of activities for students and faculty within a compact area. The library science classroom is a smart classroom with additional ITV equipment. Students have ready access to a variety of Web-based resources through the department's computer laboratory.

Current Studies in Librarianship

Current Studies in Librarianship is a forum for research by library science students on subjects of general interest to librarians. It is published jointly by the Department of Library Science and the Office of Graduate Programs under the co-editorship of Dr. Janice Krueger and Dr. Simon Aristeguieta-Trillos. *Current Studies in Librarianship* is indexed by *Library and Information Science Abstracts (LISA)* and *Library Literature and Information Science*.

Beta Phi Mu International Library Science Honor Society

Beta Phi Mu was founded in August 1948 at the University of Illinois by a group of leading librarians and library educators. The motto of the society is “Aliis Inserviando Consumor,” which reflects the dedication librarians must possess toward service to others if books are to become instruments of liberal education.

Beta Phi Mu approved a chapter at Clarion in August 1978. The chapter, Beta Sigma, was installed and the first members were initiated in Spring 1980. Membership in this international society is granted to a graduate of a library school program accredited by the American Library Association who has earned a 3.75 scholastic average on a 4.00 scale and has been recommended by the library school faculty. The faculty recommendation attests to the candidate’s professional competence and promise. At present, the local chapter is permitted to grant membership to only 25 percent of the graduating class each year.

Opportunities for Service

AMERICAN LIBRARY ASSOCIATION STUDENT CHAPTER

The American Library Association Student Chapter was established in 1992 and formally recognized by the Student Senate in 1993. It provides both undergraduate and graduate students with opportunities for professional education and service beyond those provided by course work. Chapter activities include round table discussions, field trips, participation in community projects, and sponsorship of colloquium speakers.

SPECIAL LIBRARIES ASSOCIATION STUDENT CHAPTER

The Special Libraries Association Student Chapter was established in 1996 and officially recognized by the association in the same year. Special libraries and information centers are found in businesses, government agencies, museums, hospitals, and professional associations. The student chapter offers students opportunities to learn more about special librarianship by visiting special libraries, by sponsoring speakers, and by participating in service projects in local libraries.

DEPARTMENT GOVERNANCE

Students are encouraged to participate in developing and evaluating department policies and procedures through membership on department and university committees.

Career Outlook

Prospects for the future are extremely positive for well-prepared new graduates guided by creative faculty advisors. Employment opportunities vary according to the type of library, educational qualifications, and the areas of specialization of the individual preparing to enter the profession. The librarian who is flexible with respect to geographic area and willing to meet the challenge of serving special groups will have especially good opportunities for employment.

Placement Service

Clarion University of Pennsylvania and the Department of Library Science assist both students and alumni in obtaining positions in libraries and related agencies by acting as a clearinghouse for current job information and by posting vacancy announcements. The student must request official academic transcripts from the university registrar. The Department of Library Science publishes a comprehensive position listing on the department webpage.

The Office of Career Services provides assistance to all graduates by maintaining a file of vacancy notices received from public schools, government agencies, business, and industry. It also provides assistance in preparing resumes and in developing interview and communication skills.



Online Master of Science Degree in Mass Media Arts and Journalism

College of Arts and Sciences

Department of Communication

Myrna Kuehn, Ph.D., Chair

130 Becker Hall

Telephone: 814-393-2286

E-mail: kuehn@clarion.edu

www.clarion.edu

Graduate Faculty: M. Crespo, M. Kuehn, S. Kuehn,
A. Lingwall, L. Miller, N. O'Neil, M. Torres, H.J. Yang

Program Objectives

In the 21st century, an advanced degree is a prerequisite for the best jobs in the communications marketplace. The Online Master of Science in Mass Media Arts and Journalism at Clarion University will enhance your intellectual and practical skills, and boost your marketability in this fast-growing career field.

Offered through Clarion University's Online Programs, this 36-credit program is designed for individuals pursuing careers in public relations, corporate communication, media management, journalism, and other mass media-related fields. It also provides a solid foundation for graduates seeking to enter doctoral programs.

Through the Online Master of Science in Mass Media Arts and Journalism program, you can earn your graduate degree in approximately two years. The program is intended for busy adults who cannot travel to campus due to distance, job commitments, or family responsibilities.

Admission Requirements

Graduate Studies admission requirements apply with the following additions:

- Applicants for full admission must have earned an overall QPA for the baccalaureate degree of at least 3.0 on a 4.0 scale.
- Admission on a provisional basis may be granted if the applicant's QPA is at least 2.75 on a 4.0 scale

and a scaled score of 400 or above is achieved on the Miller Analogies Test or a combined GRE (Graduate Record Examination) score of 1,000, or as of August 1, 2011, 300 on the quantitative and verbal sections. Degree status may be obtained upon completion of 12 semester hours with a minimum of 3.0 average.

- All applicants must submit a statement of purpose.
- All applicants must have access to a computer with reliable Internet capability.
- *For non-native applicants:* submit TOEFL scores of 600 or above.
- Individuals with disabilities are encouraged to meet with the department chair before admission to the program.

Degree Requirements

To fulfill the degree requirements for graduation, students must complete 36 semester hours, including required courses, with a QPA of 3.0 or better on a 4.0 scale. Passing grade is “C” or above. There is also a media writing competency for which MMAJ 140: Writing for Media may be required if sufficient background is not obtained through previous course work or experiences as demonstrated through portfolio or testing. This decision will be made in consultation with your advisor.

Transfer Credits

A maximum of nine semester hours of graduate course work may be transferred toward the degree. These hours must come from an accredited institution and must have a grade of “B” or better.

Requirements for Graduation

The following courses are required of all students graduating with a Master of Science in Mass Media Arts and Journalism degree.

MMAJ 525: MASS COMMUNICATION THEORY	3 s.h.
MMAJ 551: PUBLIC RELATIONS FOUNDATIONS	3 s.h.
MMAJ 552: JOURNALISM FOUNDATION	2 s.h.
MMAJ 558: SOCIETY, LAW, AND MEDIA TECHNOLOGY ...	3 s.h.
MMAJ 559: MANAGEMENT OF THE COMMUNICATION PROCESS	3 s.h.
MMAJ 621: MASS COMMUNICATION RESEARCH	3 s.h.
MMAJ 641: PROFESSIONAL COMMUNICATION WRITING ...	3 s.h.
or	
MMAJ 642: ADVANCED PUBLIC RELATIONS WRITING.....	3 s.h.
<i>Choose one:</i>	
MMAJ OR CMST 500/600 LEVEL COURSE IN FOCUSED AREA OF INTEREST	3 s.h.
<i>Choose one:</i>	
MMAJ 700: THESIS (by permission of graduate faculty)	6 s.h.
No comprehensive exam required.	
MMAJ 701: COMMUNICATION INTERNSHIP.....	6 s.h.
No comprehensive exam required.	
MMAJ 702: COMMUNICATION PORTFOLIO	6 s.h.
No comprehensive exam is required.	
ELECTIVES	6 s.h.
TOTAL	36 s.h.

Students must file for candidacy at the end of their second semester, specifying a three-member committee and an elective course schedule. At least two of the three members of the committee should be faculty from the Department of Communication. Committee members must have graduate faculty status.

Electives

Select from among 400/600 level MMAJ or CMST graduate courses; only one 400-level course may be taken. Please note that 400-level courses taken for undergraduate credit cannot be repeated for graduate credit.

Placement

Placement of past graduates has been excellent in business, industry, public relations, broadcasting, corporate communication, education, training and development, and doctoral and specialist programs.

Advisement

Students are assigned an advisor upon entering the program and may change advisors as they develop their area of interest if so inclined. It is the student’s responsibility to make arrangements to meet with their advisor. *In all cases, the responsibility of meeting the stated requirements of the master’s degree lies with the student.*

Graduate Assistantships

Graduate assistants are employed in the Department of Communication in such areas as broadcasting, multimedia production, journalism, and departmental program management.

These assistantships usually require 10 or 20 hours of work per week, for which partial or full tuition is waived and a small bi-weekly stipend is paid. Assistantships run from September to May; no student may be employed in more than one assistantship. *Awards are made as vacancies exist, and are based on the applicant’s professional qualifications as shown in transcripts, resume, and portfolio of work samples. A personal interview is desirable.*

Applicants for graduate assistantships must complete the regular admission procedure, then file a letter of application with the chair of the Department of Communication. Applications for graduate assistant positions should be received no later than May 1.

Physical Facilities

The Department of Communication is housed in Marwick-Boyd Fine Arts Building and Becker Hall and offers outstanding physical facilities. In addition to modern classrooms, students have access to: digital video post-production lab, publication design studio, multimedia studio, music production studio, non-linear video editing suite, modern television studio, 1000-watt FM radio broadcasting station and digital audio production suite.

The Online Graduate Certificate in Public Relations

The graduate certificate in public relations is a 15-credit, online graduate-level program designed primarily for public relations professionals, business owners, nonprofit managers, and others who have earned bachelor's degrees. It is intended for those who need to update their skills or gain formal training in this fast-growing profession. Students who complete this program will be qualified to work as public relations assistants, managers, and executives. Coursework covers public relations theory, media relations, writing, cases and campaigns, professional ethics and law, leadership, and related principles of advertising and marketing.

Admission Requirements

Individuals seeking admission to the online certificate in public relations program must meet Graduate Studies admission requirements and:

- have earned an overall undergraduate QPA of 3.0 on a 4.0 scale.
- Admission on a provisional basis may be granted if the applicant's QPA is at least 2.75 on a 4.0 scale and a scaled score of 400 or above is achieved on the Miller Analogies Test or a combined GRE (Graduate Record Examination) score of 1,000, or as of August 1, 2011, 300 on the quantitative and verbal sections. Degree status may be obtained upon completion of 12 semester hours with a minimum of 3.0 average.
- submit a statement of purpose.
- have access to a computer with reliable Internet capability.
- *For non-native applicants:* submit TOEFL scores of 600 or above.
- Individuals with disabilities are encouraged to meet with the department chair before admission to the program.

Requirements for Graduation

To fulfill the degree requirements for graduation, students must complete the following required courses with a QPA of 3.0 or better on a 4.0 scale. Passing grade is "C" or above.

MMAJ 551: PUBLIC RELATIONS FOUNDATIONS 3 s.h.
 MMAJ 573: PUBLIC RELATIONS ETHICS
 AND PROFESSIONAL RESPONSIBILITY 3 s.h.
 MMAJ 574: PUBLIC RELATIONS CASES AND CAMPAIGNS . 3 s.h.
 MMAJ 575: PRINCIPLES OF INTEGRATED COMMUNICATION 3 s.h.
 MMAJ 642: ADVANCED PUBLIC RELATIONS WRITING . . . 3 s.h.

Students may apply all 15 certificate credits toward the Master of Science in Mass Media Arts and Journalism degree.



MMAJ (MS) Outcomes

- 1 Students will demonstrate oral and nonverbal communication skills in forms and styles that are clear, accurate, thorough, cogent, fair and appropriate for communication professions, audiences and purposes they serve.
2. Students will demonstrate the ability to write in forms and styles that are clear, accurate, thorough, cogent and fair, and appropriate for scholarly research as well as for communication professions, audiences and purposes they serve.
3. Students will demonstrate the ability to think critically, creatively, and independently as they consider the persuasive nature of communication and the role of strategic planning for communication events.
4. Students will demonstrate an awareness and appreciation of the diversity of groups in a global society in relationship to communication.
5. Students will demonstrate the ability to gather and critically evaluate information from diverse and varied sources.
6. Students will demonstrate an understanding of the history and development of communication and the ways in which this history has affected individuals and society.
7. Students will demonstrate the ability to edit or produce communication material that is clear, accurate, thorough, cogent and fair.
8. Students will demonstrate an understanding of current media technologies and their capabilities, limitations and implications from multiple perspectives, including that of producer, artist and audience.
9. Students will demonstrate appreciation for the pervasive nature of communication by acknowledging the interdependence and intertwining of all disciplines with communication.
10. Students will demonstrate an awareness and appreciation of the foundations of the First Amendment and ethical issues in the media in order to realize their democratic potential, exhibit robust citizenship, and conduct their endeavors with civility and integrity.



Clarion and Edinboro Universities Master of Science in Nursing Degree

Debbie Ciesielka, D.Ed., M.S.N., ANP-BC
M.S.N. Program Coordinator

Clarion University–Pittsburgh Site
4900 Friendship Ave.
Pittsburgh, PA 15224
Telephone: 412-578-7277
E-mail: dciesielka@clarion.edu
www.clarion.edu/msn

Graduate Faculty: C. Barrett, D. Carlson, D. Ciesielka,
D. Kubinski, A. McClune, K. Morahan, L. Morrison,
L. Reiser, S. Sitter, C. Stiller, T. White

Program Description

The jointly-sponsored Clarion and Edinboro Universities Master of Science in Nursing (MSN) program prepares graduates for entry into practice as family nurse practitioners. Options include the MSN degree, Post-Master's Certificate, and Second Master's degree. The FNP-MSN degree is 45 semester hours in length and includes 600 hours of clinical practice. FNP graduates are prepared to provide primary care in medically underserved areas and are eligible to apply for legal certification as family nurse practitioners after passing professional certification exams through either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP).

Courses are delivered online with the exception of a limited number of on campus skill labs and workshops. To facilitate site visits, clinical practica also must be completed within a 2 hours' drive of faculty located in Pittsburgh, Clarion, Oil City, or the Edinboro/Erie area. Graduates of the program receive a joint degree granted by both universities. Students are assigned one university site for advisement and may utilize facilities and services of both universities.

The MSN program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). Students should check the program Website for the most up-to-date program information: www.clarion.edu/msn. Information about program requirements and administrative matters is also available at both universities.

Program Objectives

The Master of Science in Nursing program affords advanced practice nurses the opportunity to develop as expert clinicians, participate in shaping health policy, and contribute to research that improves patient care. The nursing program provides the foundation for a life-long process of personal and professional growth as well as for doctoral education. Specifically designed for the working professional, all didactic courses are taught online. Most students study on a part-time basis.

Program Outcomes

Graduates are prepared to:

- Synthesize established and evolving knowledge from nursing, the sciences and humanities into advanced practice nursing.
- Incorporate professional/legal standards and moral/ethical values into a culturally sensitive practice.
- Provide advanced nursing practice that reflects critical thinking and effective interpersonal and communication skills.
- Appraise and assimilate theory and scientific evidence to investigate and evaluate practice based issues.
- Demonstrate awareness and responsiveness to systems-based practice through advocacy, collaboration and effective use of resources.

Admission Requirements

The admission requirements are as follows:

- Payment of the application fee.
- Evidence of an earned baccalaureate degree in nursing from an accredited program.
- Licensure as a registered nurse in the state where they plan to complete clinical practicum.
- An undergraduate QPA of 2.75 on a 4.0 scale or a graduate QPA of 3.0 on a 4.0 scale (if seeking second M.S.N. degree)

- One year of recent full-time clinical practice or two years of part-time clinical practice (2,000 hours)
- Evidence of completion in the past five years of a college-level statistics course with a grade of "C" or better.

Application Deadlines

Early admission deadline— All completed applications received by October 1 will be reviewed and considered for early admission into the MSN program for the upcoming fall term. Interviews will be completed by November 1. Applicants meeting the criteria for early admission will be notified by December 15.

Regular admission deadline— All completed applications received by March 1 will be reviewed and considered for regular admission into the MSN program for the upcoming fall term. Interviews will be completed by April 1. Applicants meeting the criteria for admission will be notified by May 15.

Applicants meeting admission criteria are accepted on a "space available" basis. An applicant may be placed on a waiting list for the upcoming fall admission or for the following fall admission. **Note: Admission is highly competitive. If seats for the upcoming fall term are filled at the early admission deadline, there will be no review of applications in April. Therefore, applicants are strongly advised to apply early.** For an application and detailed instructions visit: www.clarion.edu/msn

Curriculum

Core courses:

- * NURS 601: Advanced Concepts in Pathophysiology 3 s.h.
- NURS 602: Pharmacologic Applications 3 s.h.
- ** NURS 605: Evolution of Nursing Theory 3 s.h.
- NURS 610: Advanced Concepts in Nursing Research 3 s.h.
- NURS 614: Health Promotion: Family and Community Perspectives 3 s.h.
- NURS 645: Nursing and Public Policy 3 s.h.
- NURS 800: Scholarly Project/Thesis 3 s.h.
- * NURS 601 is a prerequisite to NURS 602 and is a prerequisite or co-requisite to NURS 615 and NURS 616.
- ** NURS 605 is a prerequisite to NURS 610.

Courses with a clinical component:

- NURS 615: Advanced Health Assessment 2 s.h.
- NURS 616: Advanced Health Assessment Practicum 2 s.h.
- NURS 620: Clinical Decision Making I 1 s.h.
- NURS 621: Clinical Decision Making I Practicum 2 s.h.
- NURS 622: Family Nurse Practitioner Role Development 1 s.h.
- NURS 630: Clinical Decision Making II 3 s.h.
- NURS 632: Clinical Decision Making II Practicum .. 2 s.h.
- NURS 640: Clinical Decision Making III 3 s.h.
- NURS 642: Clinical Decision Making III Practicum .. 2 s.h.
- NURS 750: Family Nurse Practitioner Internship 6 s.h.

Degree Requirements

To fulfill degree requirements for graduation, the student must complete 45 semester hours of required course work. The student must maintain a QPA of 3.0 or better on a 4.0 scale. Completion of a scholarly project/thesis is required before registering for the final internship. Successful completion of a comprehensive assessment in the form of a professional portfolio is required for graduation. All degree requirements must be completed within six years of the first date of enrollment.

Advisement

Upon admission to the MSN Program, students are assigned a faculty advisor at the university closest to their home. Before beginning the first course, successful applicants should meet with the graduate advisor for orientation and assistance in planning their program of studies. This can be accomplished face-to-face, by phone, e-mail, or desktop conferencing.

Second Master's and Post-Master's Certificate Policy

Second Master's Degree Curriculum (Family Nurse Practitioner)

Individuals holding a graduate degree in nursing may earn a second master's in nursing degree with a concentration as a Family Nurse Practitioner. In order to qualify for a second master's degree, regardless of where the first degree was earned, graduate students must successfully complete a minimum of 30 hours of credit in the Clarion and Edinboro Universities program beyond the first master's degree and meet program requirements with respect to the required semester hours of credit and courses for the major. Second master's degree students would typically have transfer credits in nursing theory and research that could apply to the requirements of NURS 605: Evolution of Nursing Theory, NURS 610: Advanced Concepts in Research, and NURS 800: Scholarly Project/Thesis. Students may petition for life experience credits



for NURS 614: Health Promotion: Family and Community Perspectives and NURS 645: Nursing and Public Policy. Clinical courses and the internship are required of all degree students regardless of prior advanced education.

Post-Master's Family Nurse Practitioner Certificate

A Post-Master's Family Nurse Practitioner Certificate is available to individuals who hold a master's degree in nursing from an accredited program. A program of study that meets all requirements for the graduate to sit for national certifying exams will be tailored to the needs of the individual. A minimum of 24 credits is required to earn a certificate



Graduate Studies in Special Education, Rehabilitation and Human Services

College of Education and Human Services

Department of Special Education, Rehabilitation and Human Services

Master of Science in Rehabilitative Sciences

Mark Kilwein, Coordinator
110A Special Education Center
Telephone: 814-393-2486
E-mail: mkilwein@clarion.edu
www.clarion.edu/departments/sped

Graduate Studies in Special Education

Amy Conner-Love, Coordinator
107 Special Education Center
Telephone: 814-393-2536
E-mail: alove@clarion.edu
www.clarion.edu/departments/sped

Graduate Faculty: G. Clary, R. Feroz, P. Gent, M. Kilwein,
Y. Kim, M. Lepore, S. Sentner, R. Sabousky, W. Swanger,
L. Taylor, L. Turner, S. Wynkoop

Program Objectives

The mission of the Master of Science programs within the Department of Special Education, Rehabilitation and Human Services is to provide opportunities:

- to update, broaden, and refine the skills and knowledge base of the veteran professional in designing, implementing, and evaluating instruction and services for individuals with disabilities;

- to extend knowledge and skills in research, administration, leadership, and the organization of service delivery;
- to analyze technically complex and current issues within the field; and
- to prepare for more advanced studies and careers in special education and rehabilitative sciences.

The graduate program in special education is accredited by the National Council for the Accreditation of Teacher Education, the Council for Exceptional Children and the Pennsylvania Department of Education.

Master of Science in Rehabilitative Sciences

The master's degree program in Rehabilitative Sciences is designed for students who presently hold a bachelor's degree and aspire to leadership and management positions in community-based social, clinical, vocational, recreational, case management, residential, and forensic treatment programs. Incoming students declare their intention to be designated in either the traditional (face to face) track or the online program (Web track). Regardless of their designation, students are always encouraged to cross over and sample course offerings from either of the two tracks. Students who are admitted to this 33-credit program typically have experience working with people who have one or more of the following issues: intellectual disabilities, chemical dependency, aging, mental health, delinquency, criminal adjudication, health issues, poverty, and other at-risk environmental or behavioral problems. Graduates will acquire greater knowledge and skills to position them for increased levels of professional responsibility. Within this degree, students will take a core of 15 required graduate credits and an additional 18 graduate credits from elective courses selected by the student in consultation with their advisor. Unless the applicant submits documentation of prior experience in the field through employment or practicum experience, six credits of REHB 495 must be taken in addition to the 33 required credits for the master's degree to fulfill the field experience component.

Admission Requirements

Clarion University's general admission requirements apply, with the following additions:

- A baccalaureate degree from an acceptably accredited college or university
- Undergraduate minimum QPA is 3.0 or above (on a 4.0 scale) for full admission
- Scores for the Graduate Record Exam General Test **or** the Miller Analogies Test
- Three faculty and/or professional recommendations; recommendation forms should document applicant's potential and/or effectiveness in the areas of academic ability and/or professional performance.

Rehabilitative Science (M.Ed.) Outcomes

1. Students will be competent human services professionals
2. Students will analyze the needs of clients/consumers, develop goals and design as well as implement a plan of action
3. Students will be familiar with the range of human service delivery models.

Degree Requirements

In addition to the general requirements of the Division of Graduate Studies at Clarion University, students shall meet the following requirements:

- Students must complete a planned program of study approved by their advisors including a minimum of 33 credits.
- Students contemplating more advanced studies after completing the master's degree or contemplating careers that involve research may elect, with the approval of their advisor, a thesis project (REHB 600).

The purpose of electives is to provide flexibility within the program so students can further develop their knowledge, skills, and expertise in individual areas of career interest and to enhance their career options. The choice of electives is, therefore, not limited to the REHB or SPED courses listed. With the prior approval of the student's advisor, the student may choose elective courses from other departments or institutions of higher education. Note: In accordance with Clarion University residency requirements, no more than a maximum of 30 percent of the total graduate credits may be transferred from other institutions.

M.S. IN REHABILITATIVE SCIENCES

Required Core 18 credits

REHB 519: STATISTICAL APPLICATIONS FOR THE BEHAVIORAL SCIENCES	3 s.h.
REHB 520: RESEARCH IN REHABILITATIVE SCIENCES.....	3 s.h.
REHB 545: REHABILITATION: PHILOSOPHY AND PRINCIPLES	3 s.h.
REHB 565: SEMINAR ON REHABILITATIVE SERVICE DELIVERY SYSTEMS	3 s.h.
REHB 575: ADMINISTERING REHABILITATION DELIVERY SYSTEMS	3 s.h.
REHB 580: INTERVENTION STRATEGIES IN REHABILITATIVE SCIENCES	3 s.h.

Electives 15 credits

REHB 405: SUBSTANCE ABUSE.....	3 s.h.
REHB 410: PREVENTION AND TREATMENT OF SUBSTANCE ABUSE	3 s.h.
REHB 510: GROUP PROCESS IN REHABILITATION	3 s.h.
REHB 530: AGING AND THE HUMAN SERVICES	3 s.h.
REHB 531: IMPACT OF DISABLING CONDITIONS.....	3 s.h.
REHB 537: LIFESTYLE AND CAREER DEVELOPMENT.....	3 s.h.
REHB 538: CRISIS INTERVENTION IN REHABILITATION	3 s.h.
REHB 540: PRINCIPLES OF PSYCHIATRIC REHABILITATION AND RECOVERY	3 s.h.
REHB 550: ISSUES IN RURAL HUMAN SERVICES	3 s.h.
REHB 581: REHABILITATION OF PERSONS LIVING WITH HIV/AIDS	3 s.h.

REHB 585: SPECIAL TOPICS IN REHABILITATIVE SCIENCES	1-3 s.h.
REHB 586: DUAL DIAGNOSIS	3 s.h.
REHB 590: SPECIAL PROJECTS	3 s.h.
REHB 595: CLINICAL FIELD EDUCATION IN REHABILITATION AND HUMAN SERVICES	3-12 s.h.
REHB 600: THESIS	3, 6 s.h.
SPED 500: CONTEMPORARY ISSUES IN SPECIAL EDUCATION	3 s.h.
SPED 505: CONCEPTS OF INTELLIGENCE	3 s.h.
SPED 530: LEARNING DISABILITIES	3 s.h.
SPED 540: BEHAVIOR DISORDERS	3 s.h.
SPED 567: SEMINAR IN ADVANCED APPLIED BEHAVIOR ANALYSIS	3 s.h.
SPED 620: ROLE DEVELOPMENT WITH PARENTS.....	3 s.h.
SPED 635: ADVANCED METHODS FOR PERSONS WITH AUTISM AND SEVERE DISABILITIES	3 s.h.

A maximum of six credits from the 400-level courses listed above can be taken for graduate credit with special permission. Please note that 400-level courses taken for undergraduate credit cannot be repeated for graduate credit.

Transition from School to Adult Life Concentration

Effective transition planning for youth with disabilities has become an increasingly complex issue. Pennsylvania has specific indicators that school entities as well as rehabilitation providers must meet. These are known as Indicator 13 and Indicator 14. The activities for transition from school to adult life are transdisciplinary in nature. In other words, skills and content knowledge from both special education as well as rehabilitation are required to be successful. Our program is designed to bring adults services and special education together to interface and bring about successful post-secondary outcomes for youth with disabilities.

The following Transition concentration courses will be taken in addition to the required courses for the M.S. in Rehabilitative Sciences.

TRANSITION CONCENTRATION	15 credits
SPED 540: BEHAVIOR DISORDERS	3 s.h.
SPED 567: SEMINAR IN ADVANCED APPLIED BEHAVIOR ANALYSIS	3 s.h.
SPED 571: COMMUNITY ADJUSTMENT- FUTURES PLANNING FOR STUDENTS WITH DISABILITIES	3 s.h.
SPED 597: COLLABORATION AND COOPERATION: IMPROVED TEACHING AND LEARNING OUTCOMES	3 s.h.
SPED 632: POLICY AND PRACTICE IN SPECIAL EDUCATION	3 s.h.

The Department of Special Education, Rehabilitation and Human Services is uniquely structured to provide a transdisciplinary program. Students in this program would be from special education, rehabilitation, human services, and other fields such as the department of health, who are all involved in the transition process.

Master of Education with Special Education Concentration

The master of education with a concentration in special education program is primarily designed for individuals who possess a teaching certificate in some other area and wish to add a special education teaching certificate while also receiving a master's degree. If completed as prescribed, the program will lead to Pennsylvania certification in special education.

Admission Requirements

Clarion University's general admission requirements apply, with the following additions:

- A baccalaureate degree from an acceptably accredited college or university
- Undergraduate minimum QPA of 3.0 on a 4.0 scale
- Three faculty and/or professional recommendations; recommendation forms should document applicant's potential and/or effectiveness in the areas of teaching ability and/or professional performance
- Clarion University students will be provided an expedited application process.

Special Education (M.Ed.) outcomes

1. Students will be competent special educators
2. Students will analyze the needs of students with disabilities or at risk for disabilities and develop goals and design as well as implement an individualized education plan
3. Students will exhibit behaviors consistent with the range of evidence-based model of education.

Degree Requirements

In addition to the general requirements of the Division of Graduate Studies at Clarion University, students shall meet the following requirements:

- Students must complete a planned program of study approved by their advisor ranging from 30-33 credits
- Successful completion of SPED 418 within the last two years or SPED 531 as a three-credit elective. Students who never completed a comparable special education course will take SPED 418:31. Students contemplating more advanced studies after completing the master's degree or contemplating careers that involve research may elect, with advisor approval, a special project (SPED 690).

Note: In accordance with Clarion University residency requirements, no more than a maximum of 30 percent of the total graduate credits may be transferred from other institutions.

MASTER OF EDUCATION WITH SPECIAL EDUCATION CONCENTRATION

Core Competencies	6 credits
ED 520 INTRODUCTION TO RESEARCH	3
ED 578 PROFESSIONAL SEMINAR	3
Specialization Courses	27 credits
SPED 462: EDUCATIONAL ASSESSMENT	3
SPED 482: SPECIAL MATHEMATICS INSTRUCTION	3
SPED 500: CONTEMPORARY ISSUES IN SPECIAL EDUCATION	3
SPED 522: SPECIAL EDUCATION CLASSROOM ADMINISTRATION	3
SPED 526: CLINICAL PRACTICUM FOR HIGH INCIDENCE DISABILITIES	1
SPED 527: CLINICAL PRACTICUM FOR LOW INCIDENCE DISABILITIES	1
SPED 528: ASSISTIVE TECHNOLOGY	1
SPED 544: HIGH INCIDENCE METHODS AND PRACTICUM	3
SPED 546: LOW INCIDENCE METHODS AND PRACTICUM	3
SPED 567: SEMINAR IN APPLIED BEHAVIOR ANALYSIS	3
SPED 580: SPECIAL READING INSTRUCTION	3
Electives	
SPED 418: EXCEPTIONALITIES IN THE REGULAR CLASSROOM or SPED 531: IMPACT OF DISABLING CONDITIONS	
One other special education or rehabilitative sciences elective	3

Fieldwork

Students enrolled in the Master of Education with Special Education Program will complete fieldwork incorporated in SPED 544: High Incidence Methods and Practicum and SPED 546: Low Incidence Methods and Practicum. This fieldwork is embedded in the course and requires students to spend several weeks in an assigned special education classroom.

INTEGRATED MIDDLE LEVEL BACCALAUREATE AND MASTER OF EDUCATION WITH SPECIAL EDUCATION CONCENTRATION (ED 4-8/SPECIAL EDUCATION PRE-K-8)

In order to meet the new standards and offer Clarion University students a unique opportunity to complete a program with both Middle-Level and Special Education certification, an integrated program has been created.

For this circumstance, those students wishing to matriculate to graduate school to receive Special Education certification, the following courses will be substituted in the Middle level program of study:

Required Course	Substitution
SPED 441	SPED 462
SPED 442	SPED 482
EDML 425	SPED 245
EDML 425	SPED 381

The students would be required to student teach in both the Middle level area and the Special Education area. The SPED 462, SPED 482, SPED 245, and SPED 381 would count on the undergraduate record and as competencies completed for the Master’s of Education with Special Education Concentration.

MASTER OF EDUCATION WITH SPECIAL EDUCATION CONCENTRATION AND MIDDLE LEVEL CERTIFICATION

Core Competencies	6 credits
ED 520: INTRODUCTION TO RESEARCH	3
ED 578: PROFESSIONAL SEMINAR	3
Specialization Courses	21 credits
SPED 462: EDUCATIONAL ASSESSMENT*	
SPED 482: SPECIAL MATHEMATICS INSTRUCTION*	
SPED 500: CONTEMPORARY ISSUES IN SPECIAL EDUCATION	3
SPED 522: SPECIAL EDUCATION CLASSROOM ADMINISTRATION	3
SPED 526: CLINICAL PRACTICUM FOR HIGH INCIDENCE DISABILITIES	1
SPED 527: CLINICAL PRACTICUM FOR LOW INCIDENCE DISABILITIES	1
SPED 528: ASSISTIVE TECHNOLOGY	1
SPED 544: METHODS OF PRACTICUM HIGH INCIDENCE	3
SPED 546: METHODS OF PRACTICUM LOW INCIDENCE	3
SPED 567: SEMINAR ON ABA*	
SPED 580: SPECIAL READING INSTRUCTION*	
SPED 554: GRADUATE STUDENT TEACHING IN SPECIAL EDUCATION	6
SPECIAL EDUCATION/ REHABILITATIVE SCIENCE ELECTIVE	3
TOTAL	30 Credits

* Completed in the mid-level undergraduate program
Student Teaching will occur after SPED 544 & 546 (block)

Special Education PreK-8/7-12 Dual Certification with Master of Science in Special Education

The Department of Special Education, Rehabilitation and Human Services has created a program designed to meet the needs of a variety of learners with disabilities, at risk for disabilities, and those with reading disabilities.

The Intervention Specialist Program at Clarion University is designed to prepare a new professional for the commonwealth’s schools. The program combines special education, special reading education, as well as mathematics content knowledge, to ensure that individuals with special learning needs and diverse abilities entitled to a free, appropriate quality education utilizing specialized teaching receive it at all age levels. Upon completion of the program, students will earn a Bachelor of Science in Special Education degree, a Master of Science in Special Education degree, and be prepared to sit for the certification examination for special education as well as Reading Specialist Certification.

Individuals wishing to become enrolled in this program must understand that teaching experience is required before entering the graduate portion of the program, therefore the program requires at the undergraduate level more than 600 hours of supervised practicum experience as well as completing all requirements for special education certification including passing the certification examination. As per PDE requirement, no certifications can be awarded individually; the requirements for both must be completed in the prescribed order.

**Master of Science
in Special Education**

INTERVENTION SPECIALIST CONCENTRATION ..33 credits

SPED 501: FOUNDATIONS FOR LITERACY INSTRUCTION FOR EXCEPTIONAL READERS	3
SPED 502: CURRICULUM DESIGN AND MATERIALS FOR TEACHING EXCEPTIONAL READERS	3
SPED 503: EDUCATIONAL ASSESSMENT FOR EXCEPTIONAL READERS	3
SPED 504: TEACHING EMERGENT AND DEVELOPING EXCEPTIONAL READERS	3
SPED 506: TEACHING EXCEPTIONAL ADOLESCENTS WITH READING PROBLEMS	3
SPED 507: WRITTEN AND VISUAL EXPRESSION FOR EXCEPTIONAL READERS	3
SPED 508: PROFESSIONAL SEMINAR: DELIVERING EVIDENCED-BASED INSTRUCTION.....	3
ED 520: OR REHB 520 RESEARCH COMPONENT.....	3
ED 574: READING PROGRAM ORIENTATION, ADMINISTRATION, AND SUPERVISION	3
SPED 509: INTERVENTION SPECIALIST STUDENT TEACHING .6 UNDERGRADUATE COMPONENT	6

SPECIAL EDUCATION CERTIFICATION CORE .. 33 credits

SPED 128 HIGH INCIDENCE EXCEPTIONALITIES	3
SPED 129 LOW INCIDENCE EXCEPTIONALITIES	3
SPED 245 APPLIED BEHAVIOR ANALYSIS	3
SPED 350 SEMINAR: CONTEMPORARY ISSUES IN SPED	2
SPED 381 SPECIAL READING AND WRITTEN INSTRUCTION	3
SPED 462 EDUCATIONAL ASSESSMENT	3
SPED 472 ASSISTIVE TECHNOLOGY	3
SPED 482 SPECIAL MATHEMATICS INSTRUCTION	3
SPED 422 SPECIAL EDUCATION CLASSROOM ADMIN.....	3
SPED 444 METHODS AND PRACTICUM—HIGH INCIDENCE ..	3
SPED 446 METHODS AND PRACTICUM—LOW INCIDENCE ..	3
SPED 411 EDUCATIONAL ASSESSMENT PRACTICUM	1

Student Teaching 6 credits

SPED 450 STUDENT TEACHING.....	6
--------------------------------	---

**MATHEMATICS REQUIRED RELATED ELECTIVES
(12 CREDITS)**

This area will be designed with the advisor to select courses to enable students to have enhanced mathematics content knowledge. These credits will be beyond the 6 credits of the MATH 111/211 requirement. MATH 110–MATH 480, excluding MATH 010, MATH 050, MATH 290, and MATH 390, are acceptable credits for this requirement.

INTERVENTION SPECIALIST CORE..... 21 credits

SPED 211: INTELLECTUAL DISABILITIES	3
SPED 230: SOCIAL AND EMOTIONAL DISTURBANCES	3
COOP 378: CO-OP/LEARNING DISABILITIES	3
SPED 492: SPECIAL MATHEMATICS INSTRUCTION II.....	3
SPED 442: DIFFERENTIATING INSTRUCTION	3
ENG 459: LANGUAGE ACQUISITION ACROSS CULTURES	3
SPED 432: SPECIFIC LEARNING DISABILITIES	3

Total: 120 credits

Graduate Assistantships

The Department of Special Education, Rehabilitation and Human Services regularly awards a number of graduate assistantships. Assistantships in special education and rehabilitative sciences serve a variety of purposes. Graduate assistants (GAs) assist the professors in developing course materials and resources, carrying out literature searches, and supervising and assisting undergraduates in the computer lab. Graduate assistantships not only provide unique experiences within the field, but also are an opportunity for the student to pursue advanced training with financial support.

Applicants for a graduate assistantship must have completed all program application requirements and have been admitted in full standing to the program. A separate GA application must then be submitted to the Department of Special Education, Rehabilitation and Human Services. All applications for GAs should be submitted as early as possible to ensure consideration for the following academic year.

Note: Graduate students who are completing a student teaching requirement as a part of state certification requirements or other internship or apprenticeship may not hold a graduate assistantship during the semester of their student teaching.

Physical Facilities

The Department of Special Education, Rehabilitation and Human Services is housed in a two-story wing of Stevens Hall on the Clarion Campus. In addition to the modern classrooms, an array of instructional support technology is available.

In addition to the numerous computer labs across the campus, there is a computer lab in Stevens Hall and another in the Department of Special Education and Rehabilitative Sciences. In the lab, students have access to a variety of instructional and management software along with IBM and MAC hardware and adaptive communication devices for computer and stand-alone devices. Students have access to mainframe computer support through the campus systems.

The department maintains ongoing cooperative relations with numerous school districts, Intermediate Units, and rehabilitation programs in the region, all of which are available to assist in providing a wide array of field opportunities.

**Release of Data from M.S.
Thesis-Publication Policy**

In accordance with professional ethics, any information from master’s research should be published or otherwise released only in conjunction with the student’s advisor. Publications resulting from research done at Clarion University shall give appropriate credit to persons involved in the research, to Clarion University, and to any granting agencies which supported the research.



Master of Science Degree in Speech Language Pathology

***College of Education
and Human Services***

**Department of Communication
Sciences and Disorders**

**Janis Jarecki-Liu, Ph.D., Graduate Program
Coordinator**

114 Keeling Health Center
Telephone: 814-393-2581
E-mail: jjareckiliu@clarion.edu
www.clarion.edu/csd

Graduate Faculty: J. Jarecki-Liu, M. Mason-Baughman,
C. McAleer, M. McCarthy (Clinical), K. Staub

The Communication Sciences and Disorders (CSD) Department offers a graduate program leading to a master of science degree in speech language pathology. The graduate program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

Admission Requirements

Division of Graduate Studies admission requirements apply with the following additions:

- A baccalaureate degree from an acceptably accredited college or university.

For full admission consideration:

An overall QPA for the baccalaureate degree of at least 3.0 on a 4.0 scale **or** a 2.75 to 2.99 overall QPA for the baccalaureate degree with a score of 150 for verbal reasoning, 141 for quantitative reasoning and 3.5 for analytical writing on the GRE. A full-admission status is required for graduate assistantship consideration.

For provisional admission consideration for those with less than a 3.0 overall QPA:

An applicant must have a minimum QPA of 2.75 on a 4.0 scale. A provisionally admitted student must complete the first nine graduate credits by earning grades of “B” or higher in each course to continue in the program and receive a full-admission status. Provisions of the admission will be outlined in the admission letter.

International students must have a minimum total score of 89 on the TOEFL iBT with the following minimum section requirements:

- Reading 18
- Speaking 26
- Listening 21
- Writing 24
- or minimum total score of 573 on the paper-based test

In addition to the above requirements, all applicants must meet the following requirements:

- Writing proficiency as demonstrated by a one-page letter of intent.
- Three faculty and/or professional recommendations; recommendation forms should document applicant’s potential and/or effectiveness in specialization area and/or professional performance.
- Twelve semester hours of credit in courses related to normal development and the sciences related to the use of speech, hearing, and language; three credits in speech pathology; three credits in language disorders; six credits in audiology, including three credits in aural rehabilitation; three credits in augmentative and alternative communication; 25 clinical observation hours; three credits in statistics; three credits in behavioral/social sciences; three credits in biological sciences and three credits in physical sciences. Students may make up undergraduate deficiencies.

Degree Requirements

GENERAL REGULATIONS AND PROCEDURES

Advisement. Upon acceptance into the program, students will be assigned to a departmental advisor. The student and his or her advisor will plan a program of study. This plan will be filed and maintained in the student’s academic file. Students must meet with their academic advisor every semester to pre-register for courses.

Grades. An average grade of “B” (3.0/4.0) is required.

Graduate Courses. Graduate courses are numbered in the 500s. Some courses open to undergraduates (400 numbers) may be taken for graduate credit by permission of the student’s advisor. A maximum of six credits at the

400-level may be taken for graduate credit and applied toward a graduate degree. Please note that 400-level courses taken for undergraduate credit cannot be repeated for graduate credit.

SPECIFIC REQUIREMENTS

- The student must fulfill all general requirements for the degree and complete a minimum of 50 semester hours of credit for the degree.
- The graduate student majoring in speech language pathology will complete a minimum of 38 credits in communication sciences and disorders courses, including CSD 500, 505, 510, 512, 513, 520, 525, 530, 535, 540, 550, 554, 589, and 592. Students also must complete 12 credits of CSD 522 externship.

Options. Thesis, research, and academic programs are available. The decision as to whether a given student shall follow one program or the other rests with the department, as it considers the recommendations of the advisor and the request of the student. The student will complete an approved program under one of the following options:

Thesis Option: Fifty-three semester hours, including six credits in CSD 590. After the completion of a satisfactory thesis, the candidate will be asked to make an oral defense of this thesis before a faculty committee.

Research Option: Fifty semester hours, including three credits in CSD 590. This option does not require a thesis, but does require a research paper or project.

Academic: Fifty semester hours. To complete the degree:

- Clinical proficiency must be demonstrated.
- Two externships in a clinic and/or public school are necessary to satisfactorily complete the clinic clock hours required for the degree. Students must have a cumulative QPA of 3.00, must be in good academic standing, and must be making satisfactory progress toward the degree to be permitted to enroll in the externship program.
- Academic and clinical practicum requirements for the Certificate of Clinical Competency in Speech-Language Pathology of the American Speech-Language-Hearing Association must be fulfilled.
- Students who wish to obtain a Pennsylvania Teaching Certificate for Speech and Language Impaired must obtain a master’s degree in speech language pathology, must complete an externship in the public schools, and must complete CSD 554: Professional Practicum or have had a commensurate course. In addition, the student must pass all Praxis Series Tests required by the Pennsylvania Department of Education. Applications for these tests can be obtained at www.ets.org/praxis.



Speech Language Pathology (MS) Outcomes

1. Students will demonstrate adequate knowledge of principles of basic science and normal development in relation to speech, language and hearing for entry level into the profession.
2. Students will demonstrate knowledge of characteristics, etiologies, diagnostic and treatment methods for each disorder area within the scope of practice for Speech Language Pathology.
3. Students will be able to apply and integrate discipline-specific knowledge to develop and implement appropriate diagnostic and clinical management plans, providing services resulting in evidence-based practice in speech language pathology.
4. Students will demonstrate knowledge of professional and ethical standards of conduct.

Degree Requirements

Students enrolled in the Speech Language Pathology Graduate Program are required to undergo a physical examination at the university Health Center before completing any clinical assignment at an off-campus site. The physical examination must include a record of immunity to tetanus, rubeola (red measles), mumps, rubella (German or three-day measles) and varicella (chicken pox). It also must include proof of freedom from active tuberculosis. Additionally, students should show proof of immunity to Hepatitis B. Students who do not show proof of current immunizations will not be permitted to enroll in CSD 522 Externship.

Placement

The faculty and the university's Career Services Center assist graduates of the program in finding professional positions in public and private schools, colleges and universities, hospitals, research centers, health departments, clinical service centers, industry, or private practice. Graduates of the program have historically enjoyed excellent professional placement.

Graduate Assistantships

A limited number of graduate assistantships and other forms of financial aid are available. Individuals who want to be considered for financial assistance should so indicate at the time of application.

Externship

Six-credit externships are available in a wide variety of environments to augment the classroom experiences and broaden clinical experiences. Students must complete two six-credit externships.

Physical Facilities

The academic component of the department is housed in the first floor of the Keeling Health Center. Facilities include classrooms, a speech science/anatomy and physiology lab, a microcomputer lab, a library which includes a large variety of videotape resources, a student study area, and departmental and faculty offices.

An independent Speech and Hearing Clinic is located on the ground floor of the Keeling Health Center and includes individual and group clinic rooms, a conference and seminar room, an audiological suite, a clinical instrumentation laboratory, a student study area, a reception area, videotaping facilities, and a 10-station closed circuit television system.



Graduate Course Descriptions

Accounting Courses

ACTG 451 ACCOUNTING PROBLEMS

3.00

A problem-oriented study of topics most often tested on the CPA exam. Includes inventory methods, long-term contracts, partnership, leases, consignments, installment sales, receivership, fiduciary accounting, and governmental accounting. Preparations for the practice portion of the CPA exam are emphasized. Prerequisite: ACTG 350. Spring Semester.

ACTG 452 ADVANCED COST ACCOUNTING

3.00

A study of advanced concepts of cost accounting to provide useful quantitative information for decision-making. Includes inventory valuation, cost allocations, joint-product costs, process costing, accounting systems, profit center costs, and segment performance measuring. Prerequisite: ACTG 352.

ACTG 453 PROBLEMS IN FEDERAL TAXATION ACCOUNTING

3.00

Examines federal income tax concepts and compliance problems of partnerships, corporations, estates, and trusts. Briefly considers Social Security, estate, and gift taxation. Prerequisite: ACTG 353.

ACTG 454 COMPARATIVE ACCOUNTING SYSTEMS

3.00

Helps students develop a holistic approach to the concepts and practices for the examination and exploration of accounting systems. Discusses specialized accounting systems in detail, depending on the interest and desires of students. Prerequisites: ACTG 251, 252, 350, 351, 354, CIS 223, and 301.

ACTG 455 NOT-FOR-PROFIT ENTITIES

3.00

A study of the principles and practices of budgeting and accounting for activities of entities that are operated for purposes other than making profits. Prerequisite: ACTG 351.

ACTG 456 ADVANCED ACCOUNTING

3.00

Considers modern development in accounting, including recent studies and pronouncements by accounting authorities such as the American Institute of Certified Public Accountants and the Securities and Exchange Commission. Analyzes the problems of accounting for consolidation and partnership equity. Emphasizes developing the student's technical and problem-solving abilities. Prerequisite: ACTG 351. On demand.

ACTG 461 INTERNATIONAL ACCOUNTING

3.00

Studies the influence of cultural values on the practice and theory of accounting and developing sensitivity to the differences and similarities of different accounting systems. Includes consolidation, translation of foreign currency statements, inflation, replacement cost accounting of global-oriented corporations and harmonization of accounting standards. Prerequisite: ACTG 252.

- ACTG 463 TAX PLANNING 3.00**
Acquaints students with tax planning techniques that can be used to accomplish an individual's financial goals. Enables students to suggest actions that fit the individual's financial priorities based on an understanding of financial position, cash flow and income, gift and estate tax matters. Prerequisite: ACTG 353.
- ACTG 490 CURRENT ACCOUNTING PRONOUNCEMENTS AND PRACTICE 3.00**
A research study of current Financial Accounting Standards Board statements of standards, interpretations, concepts, exposure drafts, and discussion memorandums. The internship experience and related research topics will be presented, discussed, and integrated with the pronouncements. Prerequisite: COOP 420, Accounting Internship.
- ACTG 499 SPECIAL TOPICS IN ACCOUNTING 3.00**
Presents various current topics affecting accounting practice and theory. Covers different topics from year to year as subjects of importance are identified. Prerequisite: ACTG 351 or consent of instructor.
- ACTG 500 FINANCIAL ACCOUNTING 2.00**
A study of the principles and procedures for collecting, recording, summarizing, and reporting financial information. Each semester.
- ACTG 552 MANAGEMENT ACCOUNTING 3.00**
A graduate course for non-accounting majors which deals with the application of concepts and tools of accounting analysis necessary for planning, control, and decision-making functions of national and multinational organizations. Topics include financial statement analysis and interpretation, budgeting, standards, and forecasting. Prerequisites: ACTG 251 and ACTG 252.
- ACTG 554 ADVANCED AUDITING 3.00**
An advanced study of current topics in auditing. The course is intended to develop more complex issues than those encountered in an introductory auditing course. Topics include current audit influences, special problems with audit reports, SEC practice, computer auditing, and related topics. Prerequisite: ACTG 354 (or its equivalent).
- ACTG 650 THEORY OF ACCOUNTS 3.00**
A study of past and contemporary accounting theories. The course is concerned with the historical development of accounting and its evolution to present times. Present-day accounting concepts are critically examined from the standpoint of how well they serve the needs of those who use the products of accounting. Prerequisite: ACTG 351 (or its equivalent) or permission of the instructor.
- ACTG 652 ADVANCED COST AND MANAGERIAL ACCOUNTING 3.00**
A study of complex problems in cost accounting. Use of cost accounting as a tool for managerial control is emphasized. Prerequisite: ACTG 352 (or its equivalent) or permission of the instructor.
- ACTG 653 RESEARCH FEDERAL TAXATION 3.00**
A study of federal tax law emphasizing the underlying philosophy of the law. Research procedures and techniques in the handling of complicated problems in tax practice and tax planning will be set forth. Prerequisite: ACTG 453 (or its equivalent) or permission of the instructor.

Business Administration Courses

- BSAD 503 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS 3.00**
Quantitative techniques and models which can be used for solving many of the problems that arise in business. Techniques include simple and multiple regression analysis, experimental design and analysis of variance, nonparametric tests, time series analysis, decision theory. Opportunity is provided for students to become familiar with the use of several computer statistical software packages. Applications include domestic and international situations. Prerequisites: MBA Foundations courses in Economics and Business Statistics and Business Mathematics. Basic computer competency is required.
- BSAD 540 LEGAL ENVIRONMENT AND ETHICAL CONDUCT IN BUSINESS 3.00**
This course is design to provide the MBA student with an understanding of the concepts and issues related to the management of legal, ethical and social responsibilities of business organizations. Students learn the basic tools needed to manage a business in the legal environment in which it operates, to recognize and respond to ethical problems and social responsibilities of business, and to understand their personal responsibilities as business managers. Prerequisite: Graduate standing.
- BSAD 637: MULTINATIONAL BUSINESS SEMINAR 6.00**
This course incorporates an established program involving a consortium of American universities called the International Business Seminar. The program involves a variety of trips to different nations for meetings with top-level executives of various organizations. The program is supplemented with a series of meetings with the instructors both before and after returning from the trips. Individual assignments are made, and a text which includes topical materials is provided. The assignments are of a graduate-level caliber, and are expected to produce presentable and/or publishable papers. Participation in seminars is expected to be at the graduate level. Should the student take this course for six credits, additional research will be required.
- BSAD 661 GLOBAL ENVIRONMENT OF BUSINESS 3.00**
This course is designed to provide the MBA student with an understanding of the concepts, tools, and issues related to the strategic management of a modern business organization in the global environment. Students will be exposed to characteristics of the international business environment in relation to core theories of international business. The skills needed by managers to make informed ethical business decisions in a diverse and complex global environment will be stressed. Prerequisites: MBA foundation course in Macroeconomics.

- BSAD 690** **STRATEGIC MANAGEMENT AND BUSINESS POLICY** **3.00**
Examines the set of managerial decisions and actions that determine the long-run performance of an organization. Emphasizes the integrative concerns of business policy, environmental and strategic analyses, and creating competitive advantage. Taken last MBA semester and after all foundation courses.
- BSAD 699** **SPECIAL PROBLEMS** **6.00**
A thorough study of a business topic selected by the student from his or her area of major interest. It may take the form of research, readings, practical on-site applications, or a combination of these. Findings must be presented in a written paper which the student may be required to defend orally before a committee of graduate faculty and/or graduate students. Prerequisites: One or more graduate courses in the area from which the special project is selected, and consent of the student's advisor.

Communication Studies Courses

- CMST 602** **SEMINAR CONFLICT RESOLUTION** **3.00**
Designed to help students develop strong communication skills for reacting, interacting, and intervening in conflict situations. It offers a summary and synthesis of research and theory on conflict that guides communication choices for effectively responding to conflict in any environment across personal relationships, small group interactions, management and labor, public administration, and education.
- CMST 603** **ORGANIZATIONAL COMMUNICATION** **3.00**
This course is designed to help students develop communication skills that enable them to become change masters in the organizations and work groups they are part of. Students will learn an analytical framework to identify key decision variables, and ways of behaving and communicating that allow people in organizations to make and implement good decisions fast. The course introduces students to issues such as the function of communication in organizational planning, strategy, and marketing; the role of communication in organizational transformation and change; the politics of communication in organizations; communication issues in collaboration and negotiation; communication leadership; managing email and written communication; risk communication; cross-cultural communication; and communication ethics. The course also introduces students to a range of qualitative and quantitative research methods for analyzing and assessing communication in organizations.
- CMST 604** **COMMUNICATION IN INSTRUCTIONAL ENVIRONMENTS** **3.00**
Communication in a variety of instructional contexts, with focuses on communication skills for instructors in business, professions, and education. Emphasis is placed on the literature, philosophies, and theories concerning instructional communication.

Communication Sciences and Disorders Courses

- CSD 472** **SEMINAR IN SPEECH SCIENCE** **3.00**
Begins with a review of the speech mechanism as a servosystem and transducer, and basic knowledge of the physics of sound. Focuses on the concept that the speech mechanism is a chain of events physiologically, acoustically, and perceptually. Examines each link in this chain of events in terms of basic knowledge, pertinent research, and each link's contribution to the speech chain as a whole. Prerequisite: CSD 156.
- CSD 500** **APHASIA** **3.00**
A comprehensive study of the neuroanatomical implications related to acquired aphasia (dysphasia) in adulthood, although study of the symptoms and treatment of both sensory states and motor disturbances in aphasia is made. The current literature is reviewed and facilities are investigated. Opportunities are provided for the student to participate in individual and group therapy, and for visits to centers where these types of problems are diagnosed and treated. Guidance and counseling are provided to design an independent study in this area.
- CSD 505** **ARTICULATORY AND PHONOLOGICAL DISORDERS IN CHILDREN** **3.00**
Articulatory and phonological features of the American English sound system are examined in relation to other developing linguistic functions. The assessment of disordered articulatory and phonological behavior is stressed, and differential diagnosis is emphasized. Based upon several traditional and current theoretical models, possibilities for therapeutic interventions are presented.
- CSD 510** **SEMINAR IN NEUROPATHOLOGY** **3.00**
A comprehensive study of pathologies of the central nervous system. Methods for identifying and treating speech, language, and communication problems associated with progressive and non-progressive neurological disorders are explored. Neuropathologies studied include dementia, syndromes associated with right-hemisphere lesions, and deficits subsequent to closed-head injury. A unit on normal swallow and dysphagia is included in the course. Opportunity will be provided for independent investigation and clinical participation.
- CSD 512** **CLINICAL PRACTICE I** **1.00**
Course entails practice, under supervision, in assessment and management of individuals with disorders of speech language or hearing.
- CSD 513** **COMMUNICATION DISORDERS IN MULTICULTURAL POPULATIONS** **1.00**
Emphasizes nature and treatment of communication disorders in culturally and linguistically diverse populations. The scope of practice and role of speech-language pathologists with bilingual/bicultural clients with and without speech and language disorders will be addressed. Prerequisite: Graduate standing. Fall semester, annually.

- CSD 515** **MAXILLOFACIAL ANOMALIES** **3.00**
 A comprehensive study of clinical diagnosis and treatment of patients with communicative disorders related to clefting and/or associated syndromes. Current research regarding anatomy and physiology of the palate and velopharyngeal structures for speech production is detailed. The genetics of clefting and associated syndromes is discussed. Special attention is directed to early growth and development of infants with clefts. Opportunities for observation of a craniofacial team multidisciplinary evaluations and team planning are provided in medical settings.
- CSD 520** **LANGUAGE DISORDERS IN CHILDREN** **3.00**
 Models of the language function with their justifications are identified and critically analyzed. A review of normal language development is included to provide comparison with deviations. Diagnostic procedures utilized with language disorders in children are investigated; therapeutic means to influence them will be presented. Differential diagnostic specifics of certain language disorders such as those associated with deafness, autism, mental retardation, and language learning disabilities are included.
- CSD 522** **CLINICAL EXTERNSHIP** **12.00**
 Supervised observation of and participation in school and/or clinic environments. Prerequisite: CSD 540.
- CSD 525** **STUTTERING** **3.00**
 Emphasizes investigation of the major theories and therapies of stuttering. Theories of etiology and of development of stuttering are included. The development of an understanding of stuttering behavior and similar speech behavior is included. Management strategies and therapies are also investigated.
- CSD 530** **VOICE** **3.00**
 Includes the study of human voice and its manifestations across the life span. Students will be acquainted with new developments, issues, and trends that cover the entire spectrum of voice perception and production, including vocal development and life span changes, and the continuum of voice production from disorders through superior performance. Focus will include pathophysiology of disorders, instrumental and noninstrumental assessment, interdisciplinary team management, and treatment.
- CSD 533** **INSTRUMENTATION AND PSYCHOACOUSTICS** **6.00**
 Deals with instruments used in a speech and hearing program and also covers basic principles of hearing science. Provides some information on psychoacoustics. Spring, annually.
- CSD 534** **OTOLARYNGOLOGY** **1.00**
 An introduction to the profession of otolaryngology. The course is taught by a board-certified physician and offered once a year.
- CSD 535** **AUDIOLOGY SEMINAR I** **6.00**
 Course is divided into two three-credit seminars. The first covers etiologies of hearing loss and disorders of the central auditory system, the effects of hearing loss on communication, diagnosis and clinical methods. The second covers aural rehabilitation procedures.
- CSD 540** **CLINICAL PRACTICE** **6.00**
 This course entails practice, under supervision, in applying theory to the assessment and management of individuals from preschool through adulthood having significant disorders of speech, hearing, or language. The clinical experience is relatively independent in the assessment, organizing, and carrying out of effective plans of therapy. The student should demonstrate an interdisciplinary approach and be able to generalize on the area of the disorder treated, as well as deal appropriately with the specific clients treated.
- CSD 550** **MOTOR SPEECH DISORDERS** **3.00**
 Explores the causes, nature, and dynamics of both developmental and acquired forms of the motor speech disorders of apraxia and dysarthria. The specific nature of speech disturbances associated with lesions of the motor system and current diagnostic protocols and management strategies associated with each identified.
- CSD 554** **PROFESSIONAL PRACTICUM** **3.00**
 Explores current issues and trends in the practice of speech-language pathology. Includes licensure, certification and specialty recognition. Emphasizes ethical/legal restrictions and obligations that influence professional practitioners.
- CSD 560** **COUNSELING IN COMMUNICATION DISORDERS** **3.00**
 Emphasizes the application of counseling strategies in the administration of diagnostic and therapeutic services as they relate to the field of communication disorders. Addresses counseling strategies relative to the nature of the communicative disorder and cultural background of the client. Annually.
- CSD 575** **AUGMENTATIVE AND ALTERNATIVE COMMUNICATION** **3.00**
 This course is designed to introduce the student to various augmentative/alternative communication systems prevalent in the field. Current and comprehensive information relative to type of disorder, diagnosis, and treatment will be discussed. An emphasis will be placed on the application of unique criteria in diagnostics and the administration of competent and flexible management strategies in rehabilitation. Fall, annually.
- CSD 589** **RESEARCH METHODS IN COMMUNICATION DISORDERS** **3.00**
 Research literature and methods in communication disorders with an emphasis on research design and application.
- CSD 590** **RESEARCH** **6.00**
 Students may complete a study in speech or language pathology and audiology or related areas under the supervision of a staff member. Students may select the thesis option in which six credits are required. Students may select the research option in which three or six credits culminate in a written report presented to the faculty advisor. Types of investigations which

might be completed are original studies, comprehensive literature reviews, replication of studies, or completion of a portion of a larger study. Students must fill out independent study forms with their research advisor before registering for CSD 590.

- CSD 592** **DYSPHAGIA** **3.00**
Presents an introduction to swallowing disorders including basic terminology, anatomical and physiological etiologies, and current assessment and management procedures, with special attention to laryngectomized and tracheotomized patients. Discusses the competencies, responsibilities, and roles of the speech pathologist in various clinical settings, as well as risk factors involved in patient care. Provides observations and experiential learning situations.
- CSD 598** **SPECIAL TOPICS** **6.00**
Topics in various areas of speech pathology and audiology. The format used will be selected by the professor as most suitable to the study. The course may be offered on request of students, subject to the availability of staff. Enrollment by consent of the instructor. On demand.
- CSD 599** **INDEPENDENT STUDIES IN COMMUNICATION SCIENCES AND DISORDERS** **3.00**
Designed to provide students with an opportunity to explore an area of special need or interest in speech pathology and audiology in depth under the supervision of a member of the department. Students must develop a proposed study plan and secure the approval of the proposed director and department chair prior to registration. Repeatable for a maximum of 6 semester hours.

Economics Courses

- ECON 461** **INTERNATIONAL FINANCIAL ECONOMICS AND CAPITAL MARKETS** **3.00**
An applied analysis of international economics and the behavior of multinational corporations, with a special emphasis on the economics of technology transfer. Topics include: theory of the firm; foreign direct investment; intellectual property rights; market imperfections; international trade; international finance; economic development; and technology transfer. Prerequisite: ECON 361, or consent of the instructor. Spring, biennially.
- ECON 470** **BUSINESS CYCLES AND FORECASTING** **3.00**
Explores theories of business fluctuations; applications of modern income theory to business cycles; examination of business cycle indicators and forecasting techniques. Prerequisites: ECON 211 and 222, or consent of the instructor. Spring, annually.
- ECON 490** **HISTORY OF ECONOMIC THOUGHT** **3.00**
Examines development of economic ideas from ancient times to the present. Emphasizes the period from Adam Smith onward. Considers the economic and political environment in which ideas emerged as well as the leading economists advancing or defending the ideas. Prerequisites: ECON 211 and 212 and senior standing. Spring, annually.
- ECON 500** **PRINCIPLES OF ECONOMICS (HONORS)** **2.00**
This course is an accelerated combination of Economics 211 and Economics 212. Topics covered are national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, consumer behavior and demand, organization of production, market structures, the pricing of inputs and outputs, and international trade.
- ECON 501** **PRINCIPLES OF MACROECONOMICS** **2.00**
Introduces macroeconomics, national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and international finance.
- ECON 502** **PRINCIPLES OF MICROECONOMICS** **2.00**
Introduces microeconomics, consumer behavior and demand, organization of production, market structures, the pricing of inputs and outputs, and international trade.
- ECON 503** **ECONOMICS AND BUSINESS STATS (HONORS)** **2.00**
This course is an accelerated combination of Economics 221 and Economics 222. Topics covered are descriptive statistics, probability, probability distributions, mathematical expectation, sampling distributions, confidence intervals, hypothesis testing, the analysis of variance and covariance, regression and correlation analysis, nonparametric statistics, and time series analysis. Applications of these techniques in the area of business and economics are emphasized. Statistical computer routines will be used. This course cannot be used to meet general education requirements.
- ECON 504** **ECONOMICS AND BUSINESS S STATS I** **2.00**
Covers descriptive statistics, probability, probability distributions, mathematical expectation, sampling distributions, and confidence intervals. Emphasizes application of these statistical techniques in the areas of business and economics. Prerequisites: College algebra or equivalent.
- ECON 505** **ECONOMICS AND BUSINESS STATS II** **2.00** **COVERS**
HYPOTHESIS TESTING, THE analysis of variance, regression and correlation analysis, non-parametric statistics, and time series and index numbers analysis. Emphasizes applications of these techniques in the area of business and economics. Introduces students to the use of a prewritten computer statistical estimation program. Prerequisite: ECON 221 or ECON 504.
- ECON 510** **ADVANCED MANAGERIAL ECONOMICS** **3.00**
This course will focus on the development and practical application of theoretical and quantitative techniques to business decision-making, including international applications. Optimization techniques draw on the student's knowledge of economics, mathematics, and statistics through modeling and the use of computer statistical packages. Prerequisite: Microeconomics foundation course, ECON 222, MATH 232.

- ECON 570 ECONOMIC AND BUSINESS FORECASTING 3.00**
An advanced study of forecasting techniques and business conditions analysis. Topics include: economic indicator analysis, classical time series components, econometric forecasting techniques, exponential smoothing models, and ARIMA models. Emphasis placed on model development and evaluation using pre-written computer forecasting routines. Prerequisites: ECON 222 and macroeconomics foundation course.
- ECON 600 INDEPENDENT STUDY 3.00**
An opportunity for the graduate student to investigate in depth a facet of economics not covered by course offerings. The topic of study and course requirements must be approved by the Department of Economics chair, and the work must be supervised by a faculty member. Prerequisites: ECON 603, ECON 510 or ECON 611, and other requirements as deemed appropriate by the faculty supervisor.
- ECON 611 ADVANCED MACROECONOMIC ANALYSIS 3.00**
An advanced study of the logical and mathematical development of microeconomic theories and the application of economic models to business problems. Major areas of study include demand theory, market models, welfare economics, and general equilibrium analysis. Prerequisite: Microeconomics foundation course.
- ECON 612 ADVANCED MACROECONOMICS 3.00**
An advanced study and analytical development of macroeconomic theory. Major areas include national income accounts, aggregate income determination models, monetary aggregates, and macro dynamics. Prerequisite: Macroeconomics foundation course.
- ECON 699 SPECIAL TOPICS 3.00**
An opportunity for students to investigate specific topics or current issues on the graduate level. Prerequisites depend on the subject to be covered.

Master of Education Courses

A maximum of three credits from the 400-level courses listed in the sections below can be taken for graduate credit with permission from the graduate program coordinator. Any 400-level courses taken for undergraduate credit cannot be repeated for graduate credit. NOTE: ED 523, ED 544, and SPED 500 meet PDE requirements for Level I to Level II conversion.

Pre-K–4th Grade (Early Childhood) Courses

- ECH 413 LEADERSHIP IN EARLY CHILDHOOD SETTINGS 3.00**
Explores knowledge and skills needed to be a leader in early childhood. Emphasis will be placed on developing and managing a caring learning environment that enhances positive interactions among children, parents, staff, instructional teams, and community members. Focus will be on leadership skills in advocacy for families and educational and social systems, and other issues related to families and young children. Grant-writing, advocacy and ethics of professionalism will also be explored. Field experience will consist of a “Stand for Children” advocacy project. Prerequisites: ECH 231, ECH 235, ECH 323, ECH 245, ECH 260. Taken concurrently with ECH 301, ECH 310, ECH 322, ECH 323, ECH 325. Each semester.
- ECH 420 ISS & ADVOCACY IN EARLY CHILDHOOD EDUCATION 3.00**
Examines incidental learning of children through their interactions with the people and society’s major institutions. In-depth exploration of the family as a diverse and primary institution influencing children and the interface with the educational and social systems. Analyzes current issues and public policies as related to systems theory. Topics vary by semester. Emphasizes advocacy and ethics of professionals to help young children cope with issues that affect them and will contribute to institutional change to meet the needs of young children. Prerequisite: ECH 322 and ECH 413. Annually.
- ECH 501 EARLY CHILDHOOD CURRICULUM AND INSTRUCTION 3.00**
Early Childhood Curriculum and Instruction focuses on developmentally appropriate curriculum design and implementation for infants, toddlers, and young children. Emphasis will be given to teaching to enhance development and learning, constructing appropriate curriculum, creating a caring community of learners, and establishing reciprocal relationships with families. Summer, on demand.
- ECH 502 EARLY CHILDHOOD CURRICULUM AND ASSESSMENT 3.00**
Early Childhood Curriculum and Assessment will focus on the assessment of individual infants, toddlers, and young children’s development and learning as an essential component of planning and implementing appropriate curriculum. The importance of the learning community and family relationships to appropriate assessment will be emphasized. Action research will be conducted utilizing developmentally appropriate assessment practices. Prerequisite: ECH 501. Summer, on demand.
- ECH 505 THE HEALTHY INFANT, TODDLER, AND YOUNG CHILD 3.00**
Exploration of the factors that effect and support the development of a healthy lifestyle in infants, toddlers, and young children. Knowledge and skills will be developed in understanding and appreciating foundations and development of movement, health and safety issues, programmatic development, and building partnerships. Summer, on demand.
- ECH 510 LEADERSHIP IN EARLY CHILDHOOD EDUCATION AND CARE 3.00**
Leadership in Early Childhood Education and Care will explore and develop the key components in the design of a quality early childhood program and in the development of visionary leadership skills. Participants will be guided through the areas of need assessment, licensing and accreditation procedures, financial matters, curriculum, environment, policies, management skills, community support, and staff development and mentoring. Summer, on demand.

ECH 512 **SUPPORTING CHILDREN IN HOMES, SCHOOLS, AND COMMUNITIES** **3.00**
 This course will examine the factors in families and society that influence young children as they grow. Students will review data and current trends and identify successful models of supporting children and families. Various cultures, family forms, learning styles and physical and mental abilities will be studied. Emphasis will be placed on collaboration between schools, homes and communities.

ECH 520 **ISS AND ADVOCACY IN EARLY CHILDHOOD EDUCATION** **3.00**
 Examines incidental learning of children through their interactions with the people and society's major institutions. In-depth exploration of the family as a diverse and primary institution influencing children and the interface with the educational and social systems. Analyzes current issues and public policies as related to systems theory. Topics vary by semester. Emphasizes advocacy and ethics of professional to help young children cope with issues that affect them and will contribute to institutional change to meet the needs of young children. Annually.

Education Courses

ED 403 **FIELD EXPERIENCE AND METHODS IN ENVIRONMENTAL EDUCATION** **3.00**
 Focuses on methods used to teach environmental knowledge, concepts, and concerns, including the history and research in environmental education. Examines the relationship of all curriculum areas to environmental education. May be taken for graduate credit with the approval of the Education Department chair and the instructor. McKeever Center in Sandy Lake, PA, will be a site for this course. Offered for two weeks at a time during Summer Pre-session.

ED 414 **LITERACY TRAINING** **3.00**
 Enables student volunteers to teach in literacy programs aimed at adult and secondary school learners in different settings. Integrates basic methods for instruction in vocabulary, comprehensive study skills, and writing with the aim of fostering an appreciation for reading. Open to all university students regardless of major. Prerequisites: 2.50 QPA minimum, sophomore or above standing, and consent of instructor.

ED 501 **SEMINAR IN CRITICAL EDUCATIONAL ISSUES** **3.00**
 This course examines the current critical educational issues with special emphasis on school funding, legal issues, gender equity, curriculum and cultural issues, and school reform.

ED 502 **CREATIVE RESPONSE TO CONFLICT** **3.00**
 A study of the current research in the development of a classroom environment which fosters cooperation, communication, affirmation, and problem-solving for children as well as for teachers, staff, instructional teams, parents, support personnel, and other adults. Emphasizes human capabilities for resolving conflicts at various life stages and situations. Examines a range of discipline models as their implementation relates to the classroom environment. (Designed to be taken in conjunction with student teaching in the undergraduate program, or as an elective in the master's program.) Elective course in either the undergraduate or graduate program. Prerequisite: ED 121 or 122 for undergraduate credit. Summer session only, on demand.

ED 505 **TEACHING CONTENT TO ENGLISH LANGUAGE LEARNERS** **3.00**
 Introduces participants to background, methods, and strategies needed to effectively teach content to English language learners. Explores importance of native support in achieving academic success and teacher's role in building a safe classroom where diversity of languages and cultures are welcomed and encouraged. Requires active participation through class discussion, evaluation and development of materials and instructional plans. Prerequisite: ED 524 or equivalent.

ED 506 **GENDER ISSUES IN EDUCATION** **3.00**
 Examines the ways in which schools perpetuate gender bias and how educational institutions, as a reflection of the patriarchal society in which they exist, provide different experiences and outcomes for female and male students and teachers. Prerequisite: ED 110 or WS 100 or consent of instructor.

ED 509 **FIELD-BASED MULTICULTURAL EDUCATION: OBSERVATION OF URBAN CLASSROOM** **3.00**
 Provides opportunities for pre-service teachers, both elementary and secondary education majors, and both undergraduate and graduate students, to observe and participate in urban classrooms. Students travel in university vehicles to visit schools in major urban areas and spend a minimum of five consecutive days participating in urban classrooms. Prerequisite: junior-level standing or consent of instructor. Offered each year during Summer Pre-session, on demand.

ED 517 **EDUCATIONAL COMPUTER APPLICATIONS** **3.00**
 This course is designed to provide in-service educators (K-12) who have had little or no computer experience with the knowledge, skills, and attitudes necessary to use microcomputers as instructional tools in their classrooms. While acquiring computer skills, students will explore, use, and demonstrate competence in each of the following areas: word processing, databases, spreadsheets, graphics, multimedia, instructional design, telecommunications, and major issues associated with the use of technology in education. This course will provide in-service teachers with the knowledge base to make appropriate decisions regarding the use of technology in their respective classrooms. Not available to students who have taken ED 217 since summer 1994.

ED 518 **TEACHING SECONDARY LANGUAGE ARTS** **3.00**
 Prepares Language Arts candidates in methods appropriate for secondary school teaching. Emphasizes constructivist approaches to teaching, reading, writing, speaking, listening, viewing, and thinking. Incorporates planning, curriculum development, assessment, and evaluation in specifically language arts environments. Includes observations and teaching experiences in schools. Prerequisite: ED 524.

- ED 520** **INTRODUCTION TO RESEARCH** **3.00**
 This seminar course covers the selection, investigation, and writing of a research topic. Students are introduced to the planning of research projects, major methods of obtaining data, descriptive statistics, statistical inferences, methods of analysis and critical evaluation of published research, and the preparation of written reports. Proposed research problems and procedures are prepared for discussion and critical analysis. Offered each semester and summer.
- ED 521** **INSTRUCTIONAL LEADERSHIP SKILLS** **3.00**
 This course involves a survey of various theories, models, and styles of leadership, followed by the application of leadership skills in teacher-pupil and teacher-colleague relationships.
- ED 522** **ANALYSIS OF TEACHING** **3.00**
 This course presents an analysis of various teaching models and instructional designs. Videotaped lessons and clinical/field experiences applying course competencies will be critiqued by faculty and peers. Offered fall semester only.
- ED 523** **CURRICULUM DEVELOPMENT AND EVALUATION** **3.00**
 Presents philosophic, psychological, and social foundations of the school curriculum as well as principles of curriculum development, curriculum design, curriculum implementation, and curriculum evaluation with an emphasis on K-12 models. A range of views both historical and current is presented along with curriculum issues, trends and future directions. Ideologic biases from traditional to pragmatic and postmodern are considered across major time frames for the 20th century and early 21st century. Offered spring semester only.
- ED 524** **FOUNDATIONS IN EDUCATION** **3.00**
 By exploring the social realities and challenges confronting today's diverse classrooms and the teaching profession, this course introduces pre-service teacher candidates to the foundations of education through an examination of the historical, philosophical, and social context of American education as well as the cognitive, psychological, and social-emotional perspectives of the classroom in a multicultural society. By exploring the actuality of career commitment to the teaching profession, this course prepares pre-service teacher candidates for their role in today's diverse classrooms with the essential knowledge, skills, and disposition necessary to become reflective practitioners.
- ED 526** **SOCIOLOGY OF EDUCATION** **3.00**
 This course is an analysis of the public school as an institution in modern societies and its operation in complex social structures. The course draws upon the science of sociology and other social fields to explain the operation of the school as one of the social systems which operate to influence the development of people in becoming efficient and cooperative members of society.
- ED 529** **FOUNDATIONS OF CURRICULUM** **3.00**
 The course provides a distinct overview of the current and historical curricular evolution with an emphasis on philosophical and sociological foundations, student, school, and community needs, the foundational and present standards movement, and principles of curriculum and curricular issues. Students will explore these areas through an inquiry approach framed with the course's essential questions.
- ED 530** **CONNECTING STANDARDS, INSTRUCTION, AND ASSESSMENTS** **3.00**
 Designed to provide educators with a brief review of the purpose and process of assessment and to introduce them to design options available in designing and implementing authentic assessment. Students acquire, synthesize, interpret and discuss a range of topics dealing with assessment in the educational process. Emphasizes a backward design process for curriculum development that links standards, curriculum, instruction, and embedded assessment. Students construct and evaluate a variety of assessment tools with a particular emphasis on authentic assessment. Every other year and/or as needed.
- ED 531** **TEACHING SECONDARY SOCIAL STUDIES** **3.00**
 Prepares social studies candidates for teaching diverse learners in a secondary setting through field-based experiences; emphasizes critical pedagogical methods, strategies, and researched-based best practices to make social studies content comprehensive to secondary students; expands on models of differentiated instructional design, effective interdisciplinary planning, and technology integration to teach content; builds a repertoire of teaching strategies to enhance students' diverse learning in the secondary classroom; emphasizes NCSS essential skills for social studies and disciplinary standards for history, geography, civics, government, economics, and behavioral sciences. Prerequisite: Completion of the five required courses in Post Baccalaureate Secondary Teacher Certification Program. Fall, Spring as needed.
- ED 532** **TEACHING SECONDARY SCIENCE FOR UNDERSTANDING** **3.00**
 Prepares post-baccalaureate candidates to teach the sciences in secondary schools. Emphasizes teaching science for understanding and application of science knowledge. Includes basic curriculum design-formulating goals and objectives, selecting and organizing content, developing skill in using a variety of teaching strategies, and evaluating pupil progress. Stresses the inquiry approach to teaching science. Includes observations and teaching experiences in schools. Prerequisite: ED 534, SPED 418. Fall/Spring, as needed.
- ED 533** **RECENT DEVELOPMENTS IN EDUCATION SOCIAL STUDIES** **3.00**
 Students explore recent trends in promoting learning in the social studies as well as study current problems involved. Social forces at work today and their effect on curriculum development are considered.
- ED 534** **WORKSHOP** **3.00**
 Provides opportunities for in-service teachers to encounter new ideas, knowledge, and methods in meeting problems in today's schools. Prerequisite: Teaching experience in the elementary or secondary schools.

- ED 537** **STRATEGIES AND PROBLEMS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS** **3.00**
 This course deals with recent trends and methods of teaching mathematical concepts and skills appropriate to the elementary grade level. Particular attention is given to diagnostic procedures and to a “hands-on” laboratory approach. Classes are conducted in a well-equipped elementary mathematics laboratory. Recent research which applies to the teaching and learning of mathematical skills and concepts is considered.
- ED 539** **SECONDARY LANGUAGE ACQUISITION & MTD TCH WORLD LNG** **3.00**
 Examination of the physiological and linguistic foundations of modern language acquisition. Techniques of teaching and evaluating modern languages and cultures. Analysis of recent research in the area of second language acquisition with a focus on the integration of the National Standards for Foreign Language Education.
- ED 540** **PRINCIPLES OF INSTRUCTIONAL DESIGN IN EDUCATIONAL TECHNOLOGY** **3.00**
 This course focuses on systematic procedures for designing, developing, evaluating and revising instruction to meet identified goals and objectives for promoting educational technology. Instructional design theories and applications will be examined. The appropriateness and production of both projected and non-projected multimedia will be explored in the production of instructional solutions for the targeted audience including the K-12 community and other training and development learning environments. Fall, annually.
- ED 544** **CLASSROOM ASSESSMENT FOR LEARNING** **3.00**
 Assessment is an essential part of the learning triangle. Curriculum, instruction, and assessment are core elements in the learning process and are inextricably linked. In this course, students will actively review the basic concepts of data-driven assessment for learning, develop and share assessment strategies that are used to make instructional decisions in support of the standards and student learning in general. The course is designed to support learners as they explore the development of assessment strategies and reporting systems as well as assessment before, during, and after instruction.
- ED 554** **SECONDARY TEACHER CERTIFICATE PROGRAM INTERNSHIP** **6.00**
 A professional practicum that requires the application and integration of instruction, management, and professional knowledge and competencies in a school setting. Secondary certification candidates participate in a twelve-week teacher internship in their certification area under the direction of a classroom Cooperating Mentor Teacher and a University Supervisor. Prerequisite: Completion of the five required courses in Graduate Level Secondary Teacher Certification Program, completion of the required professional course in certification area with a minimum grade of B, a cumulative 3.0 QPA, and satisfactory standing in admission and retention standards in the college.
- ED 558** **INTERNSHIP SEMINAR** **3.00**
 Supports teaching interns in the classroom with discussions of classroom management problems and strategies, and organization as a path to fewer management issues. Includes teacher effectiveness research and its application to instructional strategies and materials, classroom and behavior management as well as inclusion strategies for students with special needs. Web-based asynchronous seminar concurrent with student teaching internship. Corequisite: ED 554. Each semester.
- ED 559** **SPECIAL TOPICS** **3.00**
- ED 563** **READING PEDAGOGY** **3.00**
 Students will define and investigate reading as related to the individual learner. Study is made of the current research into sequential and systematic reading development and the application of multi-dimensional techniques, strategies, and materials in the teaching of reading K-12 for both narrative and expository structures. Prerequisite: teaching certification. Annually.
- ED 564** **EVIDENCED-BASED LITERACY INSTRUCTION** **3.00**
 Students will review the major national studies in literacy since the 1960’s and investigate current research on various literacy topics for the purpose of developing a model of best practice based on inquiry and reflection. Fall, annually.
- ED 565** **READING AND LANGUAGE ARTS IN EARLY CHILDHOOD** **3.00**
 Study and observation of the child’s early reading behavior during early childhood and observation of other aspects of language arts; exercises for listening experiences and developing writing skills; assessment of some of the causes of difficulties in learning to read and to use language effectively.
- ED 567** **SECONDARY, COLLEGE, AND CONTENT AREA READING INSTRUCTION** **3.00**
 Survey of reading programs and principles at secondary and post-secondary levels; examination of materials and strategies for various instructional settings and populations with an emphasis on secondary content area reading. Fall, annually.
- ED 568** **LANGUAGE AND LITERACY** **3.00**
 This course is a study of literacy acquisition which includes consideration of developmental and sociocultural factors. The course examines instructional practices which utilize children’s literature in teaching the language arts. Writing is emphasized. Prerequisite: Teaching Certification. As needed.
- ED 569** **ASSESSMENT OF LITERACY** **3.00**
 Provides an in-depth analysis of assessment strategies and techniques in the field of literacy. Features of this course include evaluating, implementing, and analyzing data gathered from formal and informal assessment approaches for the purpose of planning instruction. Introduction to literacy profile. Prerequisites: Two graduate level literacy courses. Spring, annually.
- ED 570** **PRACTICUM I: ASSESSMENT** **3.00**
 Emphasizes the development of competency in the assessment process of addressing reading difficulties. Includes (1) selection of appropriate diagnostic, formative, and summative assessments, (2) developing facility in using the assessment and standards resources of the Pennsylvania Standards-Aligned System, (3) administering appropriate and purposeful assessments, (4) developing a sensitive interpretation of assessment results, and (5) reporting data, interpretations, and recommendations to stakeholders in a comprehensive, professional manner. Prerequisite: ED 569 and permission of the instructor. Course must be taken concurrently with ED 571. Summer, annually.

- ED 571** **PRACTICUM II: INSTRUCTION** **3.00**
Emphasizes the development of competency in the instructional process of addressing reading difficulties. Includes (1) planning standards-based, assessment-informed instructional opportunities using the Pennsylvania Standards Aligned System resources, (2) employing techniques for effective, evidence-based instruction, (3) implementing effective teaching of individual strategies which will enable learners to develop as readers, (4) developing expertise in using materials related to the immediate needs of individuals, and (5) preparing a literacy profile which suggests to stakeholders procedures and resources to enhance a student's literacy development. Prerequisites: ED 569 and permission of the instructor. Course must be taken concurrently.
- ED 574** **LIT LEAD COLB CCH COLL PRO DEV** **3.00**
The organization, administration, and supervision of reading programs from kindergarten through high school. Particular emphasis is given to the functions of a reading specialist and literacy coaches in the development of a curriculum guide for reading, organizational patterns in reading programs, and procedures for instituting and operating in-service reading education programs. Prerequisites: Two graduate level literacy courses. Spring, annually.
- ED 575** **SEMINAR IN CHILDREN'S LITERATURE** **3.00**
This seminar is an intensive study of various genres of children's literature, with emphasis upon correlating into study units books that appeal to the interests of boys and girls. A study of storytelling techniques and other literature sharing methods are included. Prerequisite: ELED 331 or LS 358.
- ED 576** **ADVANCED SEMINAR IN READING AND LITERACY** **3.00**
The study and evaluation of research and current reports on reading education issues. Prerequisite: ED 560.
- ED 578** **PROFESSIONAL SEMINAR** **3.00**
Intended to be the capstone course for all graduate students in the MED program. Provides students with an opportunity to focus on an educationally relevant action research project as an integrating element for knowledge and experiences acquired during their graduate programs. Recognizes the validity of classroom-based inquiry and research as the basis for enhancing teaching and learning. Develops proficiency in using inquiry and reflection strategies to assist students in making instructional decisions and process changes. Affords students the opportunity to share effective classroom practices and requires study and practice in interpreting and analyzing pertinent research to promote professional growth. Encourages students to view themselves as researchers of teaching and learning as professionals whose continued growth can best be met through inquiry, reflection, and sustained dialogue with peers. Prerequisite: ED 520 or an equivalent course and a prospectus approved by the Graduate Committee.
- ED 599** **SPECIAL TOPICS** **3.00**
Examines current topics and issues in education. Topics, announced in advance, focus on the needs and interests of educators.
- ED 617** **ADVANCED EDUCATIONAL TECHNOLOGY** **3.00**
Advanced course for graduate students who have a background in computers or who have taken ED 217 or ED 517 at Clarion University. Focuses on the development of knowledge and skills in: hardware/software maintenance; instructional design; educational electronic networking; sophisticated applications of integrated software; and educational applications of multimedia, including interactive video CD-ROM, sound, text, and graphics. Prepares teachers to make appropriate decisions regarding the use of technology in their classrooms/schools. Admission by permission of instructor. On demand.
- ED 620** **INTERNET APPLICATIONS K-12 EDUCATION** **3.00**
Introduces K-12 Educators and/or Technology Specialist Certificate candidates to the potentials of the Internet and assist them in using this multi-faceted resource as an effective teaching tool within the classroom. Participants will be introduced to the history, structure, and overall capabilities of the Internet, including Electronic Mail, Telnet, File Transfer Protocol (FTP), World Wide Web, and web-based distance education. Within this framework, participants will create their own web pages, design on-line instructional lessons appropriate to their discipline, and demonstrate the integration of Internet/Technology information throughout the K-12 curriculum. Prerequisite: None. Annually.
- ED 649** **EDUCATIONAL TECHNOLOGY LEADERSHIP** **3.00**
Involves a survey of various theories, models, and styles of leadership, followed by the application of leadership skills in teacher-pupil, teacher-colleague, teacher-administrator relationships and how those relationships are affected by the use of technology in schools and how technology, in turn, impacts these roles. Summer, annually.
- ED 701** **MASTER'S THESIS** **3.00**
Provides graduate students enrolled in M.Ed. Programs with an elective course to focus on writing a professional research report in the student's field of study under the supervision of a graduate faculty member in the department. Upon completion, the thesis is presented to all members of the student's thesis committee. Both qualitative and quantitative investigations may be completed as a thesis. Thesis option may be taken in lieu of the comprehensive examination and, therefore, may be used in partial fulfillment for the Master of Education degree. Students must complete applications for independent study with their advisor before registering for ED 701.
- EDAD 710** **LEADERSHIP AND THE ADMIN PROCESS** **2.00**
This course is designed to provide an introduction to the theory and practice of educational administration. The course is concerned with the competencies for managing and leading effective schools and increasing individual and group productivity. Theories and research findings that guide sound leadership practice will be uncovered. This course has been designed as the first course in the Principal Certification Program taken by the prospective school administrator. (Theme1)

- EDAD 711 FOUND, SCHOOL REFORM & ALIGN CURR** **1.00**
 This course is designed to provide the principal candidate with an examination of the curricular issues facing school administrators. Topics covered include but are not limited to: curriculum theory and practice, school reform/standards movement, curriculum mapping and assessment, and the curriculum adoption process. Prerequisite: Successful completion of Theme I.
- EDAD 712 INSTRUCTIONAL SUPERVISION FOR THE SCHOOL** **1.00**
 This is the second course in Theme II (Curriculum Issues) of the principal certification program. This course is designed to provide the candidate with an examination of the instructional supervision issues facing school administrators. Topics covered may include, but are not limited to: principal as instructional leader, brain theory, multiple intelligences, mastery teaching, teacher expectation theory, and models of supervision. Prerequisite: Successful completion of Theme I.
- EDAD 713 SCHOOL FACILITIES AND PLANT OPERATION** **1.00**
 This is the first course in Theme III (School Management) of the principal certification program. It is designed to provide the principal candidate with an examination of the physical building issues facing school administrators. Topics covered include: transportation, managing renovation and construction, food service operation, and custodial operations. Prerequisite: Successful completion of Theme II.
- EDAD 714 SCHOOL FINANCE** **1.00**
 This is the second course in Theme III (School Management) of the principal certification program. Candidates will obtain theoretical and practical information about the basic principles of school finance, accounting procedures, and school business management. Prerequisite: Successful completion of Theme II.
- EDAD 715 ADMIN ETHIC AND SCHOOL LAW** **1.00**
 This course represents the fourth theme (Administrative Ethics and School Law) in the principal certification program. This course is designed to provide the candidate with an examination of the legal and ethical issues facing school administrators. Prerequisite: Successful completion of Theme III.
- EDAD 717 PRACTICUM IN SCHOOL ADMINISTRATION I** **1.00**
 This course provides the candidate an authentic experience during the first semester of the principal certification program. It will begin on the first day of the semester and continue until the last day of the semester unless extended by the candidate, the university mentor, or the field mentor. Candidate will focus on areas of educational administration via their experience in the administrative assessment center. Prerequisite: Enrollment in Themes I through IV.
- EDAD 720 THE LAW AND SPECIAL EDUCATION** **1.00**
 This is the first course within the fifth theme of the principal certification program. (The first theme in semester 2.) This course is designed to provide the candidate with an examination of the legal issues and challenges of the special education program facing school administrators today. Prerequisite: All first semester requirements. (Themes I thru IV)
- EDAD 721 SPECIAL EDUCATION PROGRAM ADMINISTRATION AND EVALUATION** **1.00**
 This is the second course in Theme V (Special Education) of the principal certification program. It is designed to provide the candidate with an examination of the administration and evaluation of the special education program including an overview of the special education audit process. Prerequisite: All semester one courses and requirements.
- EDAD 722 PERSONNEL SELECTION AND SUPERVISION** **1.00**
 This is the first course in Theme VI (Human Resource Management) in the principal certification program. It is designed to provide the candidates with an introduction to personnel selection, supervision, and evaluation. Prerequisite: Successful completion of Theme V.
- EDAD 723 STAFF DEVELOPMENT** **1.00**
 This is the second course in Theme VI (Human Resource Management) in the principal certification program. It is designed to provide the candidate with concepts and strategies designed to plan and implement programs that will meet the needs of professional educators having a broad range of experience and maturity with regard to their teaching pedagogy. Prerequisite: Successful completion of Theme V.
- EDAD 724 MEDIATING CONFLICT IN ORGANIZA** **1.00**
 This is the third course in Theme VI (Human Resource Management) in the principal certification program. This course will help candidates to develop an understanding of the management of power and conflict in organizations. Attention will be given to group process, consensus building, and group dynamics. Case studies and simulations will be used to foster skills in conflict resolution. Prerequisite: Successful completion of Theme V.
- EDAD 725 ORAL AND WRITTEN COMM FOR SCH ADMIN** **1.00**
 This is the first course in Theme VII (Community Relations) of the principal certification program. It is designed to provide the candidate with an examination of the issues related to working with the general public and various stakeholders within the school community. Prerequisite: Successful completion of Theme VI.
- EDAD 726 DEV POS RELATIONS W/ STAKEHOLD** **1.00**
 This is the second course in Theme VII (Community Relations) in the principal certification program. It is designed to provide the candidate with an examination of issues related to working with the public facing school administrators. Prerequisite: Successful completion of Theme VI.
- EDAD 727 PRACTICUM IN SCH ADMIN II** **1.00**
 This course provides the candidate an authentic experience during the second semester of the principal certification program. It will begin on the first day of the semester and will continue until the last day of the semester unless extended by the candidate, university mentor, or field mentor. Candidates will focus on areas of educational administration via their experience in the administrative assessment center. Prerequisite: Enrollment in Themes V through VII.

- ED 735** **INTERNSHIP IN EDUCATION** **3.00**
 Provides an advanced professional experience in an educational setting where the student can gain hands-on experience working with practitioners under the guidance of certified education specialists in a school, district, or intermediate unit. Students will be able to apply the theories, knowledge, and skills in their coursework to an actual work environment. Students work with their advisor and graduate coordinator to locate an internship placement that best meets their needs. Prerequisite(s): 18 credits of successfully completed coursework including ED 520; permission of the instructor and field supervisor.

Finance Courses

- FIN 463** **TAX PLANNING** **3.00**
 Acquaints students with tax planning techniques that can be used to accomplish an individual's financial goals. Enables students to suggest actions that fit the individual's financial priorities based on an understanding of financial position, cash flow and income, gift and estate tax matters. Prerequisite: ACTG 353.
- FIN 471** **FINANCIAL PROBLEMS** **3.00**
 Capstone course challenges students to integrate and synthesize, through case methods, their knowledge in finance. Emphasizes corporate finance in application of theoretical underpinning, but some cases also will deal with investments, financial institutions, and markets. Prerequisite: FIN 371.
- FIN 476** **PORTFOLIO THEORY AND MANAGEMENT** **3.00**
 Examines modern portfolio theory and its application to investment strategies; study of options and future markets; investigation of market efficiency. Prerequisite: FIN 376. Annually.
- FIN 480** **MULTINATIONAL FINANCE** **3.00**
 Examines the theory and practice of financial management in the multinational firms. Focuses on important differences between domestic and international financial decision-making. Prerequisite: FIN 370.
- FIN 500** **FINANCIAL MANAGEMENT** **2.00**
 Examines the acquisition, management, and analysis of short-term and long-term funds both in the domestic and international environment. Emphasizes financial analysis, time value of money and valuation of securities, working capital management, capital budgeting under certainty and uncertainty, risk and return, cost of capital, and the optimal capital structure.
- FIN 570** **MANAGERIAL FINANCE** **3.00**
 A study of financial management approaches to evaluating complex alternatives for using available resources in both a domestic and a multinational context. Prerequisites: ACTG 252, FIN 370.
- FIN 671** **FINANCIAL THEORY AND PRACTICE** **3.00**
 A case-study approach to the theory and practice of corporate financial issues which must be addressed by a financial manager. Emphasis will be placed on capital budgeting decisions under varying circumstances and theoretical corporate financial concerns. Prerequisite: FIN 570.
- FIN 676** **INVESTMENT MANAGEMENT** **3.00**
 A study of the structure and management of investment portfolios. Various types of investments are examined in terms of their risk elements and the purposes they serve.

Library Science Courses

- LS 500:** **INFORMATION SOURCES AND SERVICES** **3.00**
 Philosophy and techniques of information services in libraries, with the sources, tools, and technology essential to the reference process. Specific reference problems and research studies, the reference interview, bibliographic instruction, and search strategies are considered. Recommended as an elective for nonlibrary science students in other graduate programs.
- LS 501** **DEVELOPING LIBRARY COLLECTIONS** **3.00**
 Acquiring familiarity with basic bibliographical tools, current reviewing media, and acquisitions procedures. Establishment of policies and criteria for the selection and evaluation of book and nonbook materials.
- LS 502** **CATALOGING & CLASSIFICATION** **3.00**
 Introduction to the principles and techniques of organizing information with special reference to contemporary library practice. Students are introduced to descriptive cataloging using currently accepted national rules, alphabetical indexing using Library of Congress Subject Headings and Sears List of Subject Headings, and systematic indexing using the Dewey Decimal Classification and the Library of Congress Classification. The structure and use of manual and automated catalogs and indexes are considered.
- LS 504** **INTRODUCTION TO THE INFORMATION PROFESSIONS** **3.00**
 This course introduces students to the nature of information and its role in society, the philosophical, ethical, and historical foundations of the information professions, major professional organizations, and the legal, political, and social issues confronting today's information professionals. The identification and use of print and electronic information resources pertinent to library and information science are also covered. Accreditation assessment administered.
- LS 529** **INSTRUCTIONAL STRATEGIES FOR LIBRARIANS AND INFORMATION PROFESSIONALS** **3.00**
 Prepares students with various approaches for integrating information literacy and resources into instruction in libraries and information centers; examines information literacy standards and guidelines, such as those from AASL and ACRL, for application in all types of libraries and centers; reviews various instructional strategies, techniques, and resources, such as

Web-based tutorials and thematic web pages, for implementation in programs.

- LS 532** **MANAGEMENT OF SCHOOL LIBRARY MEDIA CENTERS** **3.00**
Introduction to managerial and administrative principles as applied in school library media centers; the role of the library media center in the school's educational mission; current issues in school media librarianship. Pre- or corequisite: LS 504.
- LS 534** **ADMINISTRATION AND MANAGEMENT OF LIBRARIES** **3.00**
A study of managerial principles as they apply to libraries. Topics include, but are not limited to, planning, organizing, influencing and controlling the human, financial, physical and informational resources of libraries. Emphasis is placed on monitoring new trends in library facilities with regard to library functions. Prerequisite: prerequisite or corequisite LS 504. Fall, Spring, Summer II.
- LS 535** **ARCHIVAL MANAGEMENT IN SMALL REPOSITORY** **3.00**
Introduction to the principles of archival theory as practiced in small repositories, including libraries and local historical societies. Appraisal, arrangement and description, and interpretation of materials are covered. Includes a field experience.
- LS 536** **SPECIAL COLLECTION REPRESENTATION AND RECORDS MANAGEMENT** **3.00**
Course introduces students to detailed representation of special and local collections in library settings. Students will examine competing methods for representing such collections, including MARC, EAD, archival software, and local controlled vocabularies. Management and retention of electronic records will be covered. Students will produce a sample finding aid or other representation. Pre-requisite: LS 535.
- LS 537** **SCHOLARLY AND PROFESSIONAL PUBLISHING** **3.00**
This course will center on the topic of scholarly and professional communication and publishing. It involves the study of the traditional nature for communicating research and information and examines the recent trends concerning this practice. Different ways for the dissemination of research and information and open access initiatives by publishers, university presses, and scholarly and professional organizations will be examined. The library's role in fostering this process is emphasized. Summer, biennial.
- LS 540** **MULTICULTURAL SOURCES AND SERVICES FOR EDUCATORS AND LIBRARIANS** **3.00**
This course provides an opportunity for students to explore, understand, and develop library and educational resources and services for multicultural, diverse, and other special populations. Resources and services are examined particularly as they relate to ethnicity, race, gender preference, and disability. Students will develop a sensitivity to the learning and informational needs of various cultural and ethnic groups and will develop techniques for selecting and using materials relevant to a multicultural society.
- LS 541** **DATABASE MANAGEMENT FOR LIBRARY PROFESSIONALS** **3.00**
The course will provide library professionals the basic tools to understand database design and management as used in various integrated library systems and electronic resources. The course is designed to familiarize future and current library professionals with the logic and structure of fields, records and databases.
- LS 542** **INFORMATION SEEKING BEHAVIORS IN USER INTERFACE DESIGN** **3.00**
This course overviews theoretical and practical frameworks for a user centered approach to information service. The course concentrates on user interface design for information retrieval systems based on an understanding of human information seeking behavior. This course will cover (1) theoretical foundations of various information behaviors and (2) practical analysis using user interface design principles, task and user analysis, user interface evaluation, and usability testing.
- LS 543** **ADULT PROGRAM FOR PUBLIC LIBRARIES** **3.00**
An introduction to the literature, history, principles, strategies and competencies of providing library service to adults as individuals and in groups; such as: readers of genre fiction; the independent learner; to populations of diverse cultural and ethnic backgrounds; older adults; educationally disadvantages or less literate; occupational (business, labor, etc.); institutionalized, etc. Examines the research based knowledge of adulthood and adult learning, the assessment of a community, elements of program planning, the diverse advisory roles of librarians and their implications for the organization of informational, educational, and cultural programs and activities. Pre-requisite: LS 500.
- LS 545** **REFERENCE SERVICES FOR GENEALOGY & LOCAL HISTORY** **3.00**
Course introduces students to specialized reference resources for genealogy and local history. Students will assess the value and use of specific published documents and primary sources held in library collections. Major online resources will be examined and compared. Students will create sample policies and procedures to deliver effective local history and genealogy reference services within specific library settings. Prerequisite: LS 500.
- LS 546** **VIRTUAL INFORMATION SERVICES** **3.00**
This course provides an overview of the design and delivery of library services and library instruction to students and patrons at a distance. The course covers the methods and technologies used to deliver distance education and focuses on how the library can be integrated into the delivery of courses offered in a variety of formats: services for remote users of other types of libraries are also considered. Pre-requisite. LS 500.
- LS 547** **LEADERSHIP FOR LIBRARY AND INFORMATION CENTERS** **3.00**
Designed for students preparing to assume the role and duties of a leader, supervisor, and/or director in the field of librarianship; Explores the research and models of leadership relevant to defining and achieving goals in the library and information center setting; Connects the role of management with the skills required for effective leadership; and includes

the examination of theory and practical application of organizational leadership.

- LS 549** **GENRE FICTION AND READER ADVISORY** **3.00**
 Course introduces students to the readers' advisory process as a means of assisting library users in identifying appropriate reading materials to meet recreational reading needs. Major genres of fiction (e.g., romance, mystery, adventure, etc.) are examined. Bibliographic tools to support the reader's advisory process are identified and examined.
- LS 550** **ADVANCED RESEARCH METHODS IN LIBRARY SCIENCE** **3.00**
 In depth study of quantitative and qualitative research methodologies as they apply to library science; emphasis on formulating the research proposal, conducting studies, analyzing data, reporting findings, and interpreting results; includes a critical analysis of the professional research literature. Prerequisite: LS 504. Study of the scientific methods of planning, conducting, and reporting investigation and research in library science, including specific problems in library service. Critical analysis of research in professional literature. Designed to develop skill in interpreting research results.
- LS 552** **ADVANCED CATALOGING AND CLASSIFICATION** **3.00**
 In-depth exploration of the issues involved in organizing collections with special reference to authority control, the cataloging and classification of nonbook materials (including electronic resources), and the use of Library of Congress Subject Headings and the Library of Congress Classification. Prerequisite: LS 502.
- LS 556** **BIBLIOGRAPHY OF THE SCIENCES** **3.00**
 Surveys the information sources and services typically found in science, technology, and health collections, libraries or information centers. Includes in-depth examination of major information sources, print and electronic, and of various ways users access this information. Prerequisite: LS 500.
- LS 557** **BIBLIOGRAPHY OF THE SOCIAL SCIENCES** **3.00**
 Surveys the print and electronic information sources typically found in social science collections, including areas of anthropology, business, economics, education, geography, history, political science, and psychology. Examines the various ways users access this information and the associated services provided by libraries and information centers. Prerequisite: LS 500.
- LS 558** **BIBLIOGRAPHY OF THE HUMANITIES** **3.00**
 Surveys the print and electronic information sources typically found in humanities collections, including areas of art, literature, music, philosophy, and religion. Examines the various ways users access this information and the associated services provided by libraries and information centers. Prerequisite: LS 500.
- LS 562** **GOVERNMENT INFORMATION AND LIBRARIANSHIP** **3.00**
 Study and evaluation of federal, state, municipal, and intergovernmental publications, print and electronic; the nature of government materials, their reference and research value; techniques of organization, access, and control of print and electronic materials; issues concerning various government electronic resources. Prerequisite: LS 500.
- LS 568** **HISTORY OF BOOKS AND PRINTING** **3.00**
 Study of the evolution of the printed book through a survey of the origin of recorded communication; history of writing materials; study of manuscript production, typography, type design, illustration, bookbinding, book production, and copyright from the earliest times to the present.
- LS 569** **MANAGEMENT OF TECHNICAL ACCESS SERVICES** **3.00**
 Introduction to managerial and administrative principles as applied in library technical and access services. Areas covered include acquisitions, cataloging, serials control, circulation, document delivery, interlibrary loan, and preservation. Special attention is paid to automation issues. Prerequisites: LS 502, 504.
- LS 570** **INTERNSHIP IN LIBRARIANSHIP** **3.00**
 Provides an advanced preprofessional experience through work in a cooperating library or information center. Students are expected to apply and evaluate the theory and practice learned in the classroom; prepare an evaluative paper, and be observed and evaluated by the site supervisor. Accreditation assessments administered. Prerequisites: successful completion of at least 30 credit hours, including all other required courses; permission of advisor, internship coordinator, and the department chair. For students not seeking initial certification.
- LS 572** **LAW IN LIBRARIES** **3.00**
 Addresses the legal and ethical concepts and issues related to librarianship. Topics include employment law, intellectual property, civil rights, social responsibility, intellectual freedom and privacy law particularly as they relate to libraries. Ethics, values and foundational principles of the library and information professions are covered.
- LS 573** **INTEGRATED TECHNOLOGIES IN LIBRARIES** **3.00**
 Survey of library automation; the application of computers to library technical and administrative processes. The state of the art case studies of automation projects; systems analysis; design of library automation projects. Annual, fall.
- LS 574** **ONLINE INFORMATION RETRIEVAL** **3.00**
 Web-based information retrieval is explored and discussed. A variety of search engines, strategies, and protocols are examined and compared. Prerequisite: LS 504.
- LS 575** **DIGITAL LIBRARIES** **3.00**
 Provides an overview of topics concerning digital libraries, including, but not limited to, organization and structure, programming, interoperability and metadata standards, project management, intellectual property rights, and various interface applications. Students are expected to examine topics of interest concerning digital libraries, culminating in the preparation of a term project.

- LS 576** **SPECIAL TOPICS** **3.00**
 In-depth discussion, study, and research of a topic related to the role of the library in responding to social issues, service to special groups, or problem areas. The following represent typical offerings: (1) Bibliotherapy; (2) Microcomputers in Libraries; (3) Library Services for the Gifted; (4) Media and Minorities; (5) Oral History; (6) Connectivity: Understanding the Information Infrastructure. A maximum of six credit hours may be applied toward graduation.
- LS 577** **LIBRARIES, LITERATURE, AND THE CHILD** **3.00**
 Opportunity for graduate students to investigate (1) the nature of children's literature; (2) the utilization of children's literature in school, public and special library settings; (3) trends in children's literature as a part of the total body of literature and as an educational force; and (4) current research in the field. Biennially.
- LS 578** **PUBLIC LIBRARIES RURAL AMERICA** **3.00**
 Introduction to the public library in the United States, with special concern for the small rural library. Particular emphasis on the problems and limitations of such libraries and approaches for overcoming them.
- LS 579** **ISSUES IN URBAN LIBRARIANSHIP** **3.00**
 A survey of issues facing all types of libraries located in urban settings. School, public, and academic libraries will be discussed in the context of how the urban environment presents special challenges in designing, implementing, and managing library services. Prerequisite: LS 504.
- LS 580** **LIBRARY MARKETING AND THE COMMUNITY** **3.00**
 Addresses the following aspects of successful community analysis and marketing of library services: the current and potential library users; their specific informational needs; and how the library can provide adequate service.
- LS 582** **ELECTRONIC AND CONTINUING RESOURCES** **3.00**
 Examines the organization and management of electronic resources and print/online continuing publications, such as journals, annuals, etc.; highlights issues surrounding subscriptions, licensing, access, and ownership of materials.
- LS 583** **LIBRARIES, LITERATURE, AND YOUNG ADULTS** **3.00**
 Examination of the role of the librarian in the selection, evaluation, and use of materials for junior and senior high school age persons. Includes a study of young adult literature and trends affecting its development; techniques for providing reader advisory services; methods of reaching and serving multicultural and special needs audiences; characteristics of the young adult in contemporary society; and development of programs and other means of introducing young adults to books and nonbook media, with special attention to emerging electronic products and services.
- LS 587** **INDEXING AND ABSTRACTING** **3.00**
 In-depth survey and hands-on development of documents surrogates, including annotations, abstracts, precis, and other forms of indexing.
- LS 588** **PRESERVATION AND CONSERVATION OF LIBRARY MATERIALS** **3.00**
 Survey of preservation and conservation activities in libraries and information centers, including disaster planning, environmental factors, treatment of brittle books, library binding, special problems of nonbook materials, and basic conservation treatments. Prerequisites: LS 501 or permission of instructor.
- LS 589** **NEW TECHNOLOGY FOR EDUCATORS** **3.00**
 Studies the use of new and emerging technology in educational settings, including developing technology planning documents, developing requests for proposals, selecting and evaluating educational computing hard and software, and utilizing this technology for instructional purposes.
- LS 590** **GLOBAL PERSPECTIVES IN LIBRARIANSHIP** **3.00**
 A study of libraries and librarianship throughout the world with an in depth focus in selected countries; emphasis is placed on library education and issues related to culture, technological advances, economics, and politics; the role and impact of professional organizations on libraries and library education worldwide is examined. Annual, summer.
- LS 591** **BUSINESS REFERENCES SOURCES AND SERVICES** **3.00**
 Surveys the information sources and services typically found in corporate libraries, public library business information centers, and other specialized libraries with a business clientele. Includes in-depth examination of major business reference tools, as well as in-depth examination of the special operations, organization, and management of business libraries and departments of business information. Prerequisite: LS 500.
- LS 600** **RESEARCH IN LIBRARIANSHIP** **3.00**
 Intended as capstone experience for students in the Master of Science in Library Science program. Provides the opportunity to pursue a research project related to the student's area of specialization or interest and which is based on a research strategies developed in LS 550. Accreditation assessments administered. Prerequisites: LS 550 and successful completion of at least 30 credit hours, including all other required courses; project approval by advisor, instructor, and the department chair. For students not seeking initial teacher certification.

Mathematics Education Courses

- MAED 501 TEACHING SECONDARY MATHEMATICS** **3.00**
 Teachers will learn how to integrate a variety of different strategies in teaching secondary mathematics. They will improve their understanding of mathematical concepts and apply these instructional strategies to improving student understanding. Prerequisite: Certification in teaching math. Offered: Summers and occasionally Spring.
- MAED 511 TECHNOLOGY FOR TEACHING SECONDARY MATHEMATICS** **3.00**
 This course is designed to give secondary mathematics teachers an in-depth look at the research on the impact of technology on teaching and learning mathematics. Students will learn how to develop and critique technology experiences and will be exposed to new technologies and programs that aid in teaching mathematics. Prerequisite: Certification in teaching secondary mathematics or permission of instructor.
- MAED 532 TEACHING STATISTICAL REASONING** **3.00**
 Quantitative Literacy (QL) has proven to be an exciting, standards-based approach for teaching statistical techniques in K-12 classrooms. Through stimulating practical activities, the TI-83 graphing calculator and the statistical software FATHOM, teachers in this course will explore real data focusing on classification, graphing, sampling, probability, simulation, and inference. This direct involvement and in-depth training will enable teachers to experience first-hand the value of QL and gain confidence in their abilities to incorporate it into their classrooms. The course will include a fall follow up session where teachers report the use of a quantitative reasoning activity in their own classroom. Prerequisite: certification in teaching secondary-mathematics.
- MAED 537 GEOMETRY/TRIGONOMETRY FOR SECONDARY TEACHERS** **3.00**
 The course will visit axiom systems, review the core theorems of high school geometry, consider advanced topics in Euclidean Geometry, explore Non-Euclidean Geometries, examine Area and Transformations, look at trigonometry and have student presentations of a relatively new geometric topic. Computer software (Geometer's Sketchpad, Kaledomania, maple,...) will be at the center of the student's work. Prerequisite: Admission into the program or permission of the instructor. Offered: Summer.
- MAED 540 DISCRETE MATH FOR TEACHERS GRADES 7-12** **3.00**
 A course to review and develop a sound mathematical foundation for discrete mathematics topics covered in secondary school mathematics.
- MAED 550 PRE-ALGEBRA FOR TEACHERS** **3.00**
 Teachers will learn how to integrate a variety of different strategies in teaching concepts found in pre algebra (grades 6-8). They will improve their understanding of the mathematical concepts from an advanced perspective and apply these instructional strategies to improving student understanding. Prerequisite: certification in teaching-mathematics teachers who are presently teachers of grades 5-9. Offered: Summer.
- MAED 551 ALGEBRA & NUMBER THEORY FOR TEACHERS** **3.00**
 Students will examine pedagogy and use recent technology to reinforce their understanding of algebra and number theory topics covered in high school algebra and how to present them to their students. They will develop a deeper understanding of the principles underlying these topics, allowing them greater ability to adapt their teaching to meet the changing needs of their students. Additionally, they will look at the effects that technology is having on the subject matter taught and the methods of teaching it. Prerequisite: MATH 451 or equivalent.
- MAED 556 RESEARCH IN MATHEMATICS TEACHING AND LEARNING** **3.00**
 Students will investigate the research in mathematics teaching and learning that has been conducted in the last century, and particularly in the last three decades. Through this investigation, students will become more aware of critical issues within the field of mathematics education. Various areas will be considered, including teachers' knowledge and beliefs, students' learning in number theory, rational numbers, algebra, and geometry, technology in mathematics education, and issues of affect and gender. Prerequisite: Certification in Secondary Mathematics or permission of instructor. Offered: Summer
- MAED 571 ANALYSIS FOR TEACHERS** **3.00**
 This course is designed to give secondary mathematics teachers an in-depth look at the analysis covered in the secondary mathematics curriculum. The concept of the function will be covered in great detail. This course will also cover the historical development of calculus to gain greater insight into the fundamental theories of calculus (secondary level). Prerequisite: certification in teaching secondary mathematics or permission of instructor.
- MAED 581 PROBLEM SOLVING** **3.00**
 The course is designed to give students experience solving novel and often open-ended problems in multiple ways. Posing and solving problems drawn from rational numbers, number theory, algebra, measurement and geometry will help students to reinforce and integrate various strands of their high school mathematics curriculum and to reason and communicate more effectively. Prerequisite: Certification in Secondary Mathematics Education or ED 339: Meth of Teach & Eval Math and permission of instructor. Offered: Summer.
- MAED 585 APPLICATIONS AND MATHEMATICAL MODELING FOR TEACHERS** **3.00**
 A course to use mathematics in representing and solving real world problems. Mathematical concepts from middle school and high school mathematics will be applied to problems in social, physical, and biological sciences. Pedagogical and assessment issues will be studied. Prerequisite: Certification in teaching mathematics, or mathematical science teachers in grades 7 through 12. Highly recommended: calculus, linear algebra, differential equations, or statistics. Offered: Summer.

MAED 590 HISTORICAL DEVELOPMENT OF MATHEMATICS 3.00

Students will explore the development of mathematics, from the early development of numeration systems to modern mathematics. They will learn how the technology and culture of different places and times affected the topics developed as well as the methods used. Students will also discuss and develop ways to incorporate this information into their classroom teaching and to encourage cross disciplinary connections. Prerequisite: Degree in mathematical sciences or permission.

Management Courses**MGMT 420 OPERATIONS RESEARCH 3.00**

Examines scientific methods that provide managers with a quantitative basis for making decisions. Emphasizes deterministic and stochastic methods, including the transportation method, linear and dynamic programming, PERT, inventory control, queuing theory, and Markov analysis. Prerequisite: ECON 222.

MGMT 423 BUSINESS, SOCIETY, AND CORPORATE CONDUCT 3.00

A study of concepts of, and theories about, interrelationships between business units and society in general. Employs the concepts and theories in the analysis of complex environmental problems encountered by business managers. Prerequisite: MGMT 320.

MGMT 427 ENTREPRENEURIAL LEADERSHIP SEMINAR 3.00

Hands-on approach to the study of small business as it applies to the various sectors of the economy. Students gain direct exposure to small business through the development of a formal business plan for a new small business. Emphasizes the entrepreneurial activities involved as they relate to this process. Prerequisite: MGMT 320.

MGMT 428 ENTREPRENEURSHIP 3.00

Explores entrepreneurship and the entrepreneurial process associated with new venture formation. Emphasizes creativity and innovation as they relate to the initiation of a new business. Highlights the preparation involved in the formation of a new venture, developing the entrepreneurial plan, and adapting to contemporary challenges facing the entrepreneur. Prerequisite: MGMT 320.

MGMT 450 QUALITY MANAGEMENT 3.00

Examines Total Quality Management (TQM), including the philosophies and principles of Deming, Juran, and Crosby. Focuses on the management and continuous improvement of quality and productivity in manufacturing and service organizations. Includes quality measurement, quality assurance, giving employees responsibility for quality, the team approach to quality, employee recognition, and various TQM tools and techniques. Prerequisite: MGMT 320. Annually.

MGMT 470 PROJECT MANAGEMENT 3.00

Introduces students to basic project management concepts and reinforces those concepts through the use of project management software. Provides students with the knowledge and skills necessary to plan, organize and control information technology projects. Key topics include monitoring and controlling schedules, progress reporting, risk management, quality management, cost management as well as contracting and procurement. Graduate students will analyze a case study; present it to the class; and provide a 10-15 page written report on the case study analysis to the instructor. Prerequisites: CIS 301 and MGMT 320 or permission of instructor.

MGMT 483 COMPENSATION MANAGEMENT 3.00

A study of the processes in analyzing, developing, implementing, administering, and performing on-going evaluation of a total compensation and benefit system for all organizational groups. Prerequisite: MGMT 324.

MGMT 485 LABOR RELATIONS AND PUBLIC POLICY 3.00

Examines the industrial relations functions as they relate to federal, state, and local statutes and industrial policies. Includes OSHA, EEOA, NLRA, LMRA, and LMRDA, workers' compensation, and unemployment compensation. Prerequisite: MGMT 324.

MGMT 486 OCCUPATIONAL SAFETY MANAGEMENT 3.00

Provides students with information concerning management techniques, government regulations and safety, and health program development within organizational settings. Prerequisite: MGMT 320.

MGMT 500 MANAGEMENT THEORY AND PRACTICE 2.00

Focuses on the development of management thought and its application. Includes planning, organizing, controlling, decision-making, motivation, leadership, work groups, and organizational change and development. Considers the domestic and international environments and changing societal values.

MGMT 521 LEADERSHIP AND ORGANIZATION 3.00

Studies the ways in which leaders, groups and individuals interact in organizations and how leadership plays important roles in organizations in today's business environments. Covers various leadership and organization issues including theoretical foundations of leadership and organizations, roles of top management, corporate governance, organizational culture and change, stakeholder analysis, leading and managing groups, motivation and influence, satisfaction, and leadership development. Introduces students' business competency portfolios. Prerequisites: MGMT 320.

MGMT 570 PROJECT MANAGEMENT 3.00

Introduces students to basic project management concepts and reinforces those concepts through the use of project management software. Provides students with the knowledge and skills necessary to plan, organize and control projects. Key topics include monitoring and controlling schedules, progress reporting, risk management, quality management, cost

management as well as contracting and procurement. Graduate students will analyze a case study; present it to the class; and provide a 10-15 page written report on the case study analysis to the instructor. Prerequisite: Permission of instructor or MGMT 500.

- MGMT 621 HUMAN RESOURCES MANAGEMENT 3.00**
A study of human resources management issues and practices in business organizations. Topics covered include the analysis and design of jobs, staffing the organization, training, and development of employees, and the design and administration of compensation systems. Prerequisite: MGMT 320.
- MGMT 622 MULTINATIONAL BUSINESS 3.00**
A study of the nature, organization, and operation of multinational firms. Selected cases of foreign operations of multinational corporations are discussed and analyzed. Prerequisite: MGMT 320.
- MGMT 625 NEGOTIATIONS/ARBITRATION 3.00**
A synthesis of industrial relations theory and practice. The union/employer relationship will be explored from the union organization drive through the continued negotiation of collective bargaining agreements, and attendant grievance arbitration procedures. Prerequisite: MGMT 320.
- MGMT 626 OPERATIONS MANAGEMENT & INFORMATION SYSTEMS 3.00**
Addresses the understanding of how business information systems and business operations, with special emphasis on supply chain management, are integrated and managed in the modern enterprise. Utilizes both live-case and classroom instruction to facilitate student understanding of the material. Prerequisite: BSAD 503.
- MGMT 650 QUALITY MANAGEMENT 3.00**
Examines Total Quality Management (TQM), including the philosophies and principles of Deming, Juran, and Crosby. Focuses on the management and continuous improvement of quality and productivity in manufacturing and service organizations. Includes quality measurement, quality assurance, giving employees responsibility for quality, the team approach to quality, employee recognition, and various TQM tools and techniques. Prerequisite: MGMT 320.

Marketing Courses

- MKTG 461 MARKETING RESEARCH 3.00**
Examines the application of scientific and statistical methods and tools to the solution of marketing and e-marketing problems. Prerequisites: ECON 221, 222, and MKTG 360.
- MKTG 465 MARKETING PROBLEMS 3.00**
Utilizes the case and/or simulation gaming methods to consider the problems faced by the producer and reseller, including traditional marketing and e-marketing issues. Prerequisites: MKTG 360 and senior standing.
- MKTG 468 BUYER BEHAVIOR 3.00**
Examines theories, models, recent research, and research techniques in consumer motivation and decision making, and buyer-seller interaction, including consumer buyers, business and organizational buyers. Includes traditional consumer marketing, business-to-business and e-marketing issues. Prerequisites: MKTG 360 and PSY 211 or permission of the instructor. On demand.
- MKTG 469 INTERNATIONAL MARKETING 3.00**
Analytical approach to study marketing and e-marketing management decisions involving multinational operations. Focuses on the management of the marketing functions within the multinational corporation. Prerequisite: MKTG 360. On demand.
- MKTG 491 E-MARKETING 3.00**
The study of concepts, vocabulary, and contemporary practices in e-marketing management including e-marketing planning, e-marketing mix decision-making, ethical and legal issues affecting the environment of e-marketing.
- MKTG 500 PRINCIPLES OF MARKETING 2.00**
The process in our society by which needs and wants of consumers are anticipated and satisfied. An examination of a systems approach to and analysis of the organizational function and the set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders. Students develop an understanding of the increasing complexity of the modern marketing system, why it is essential, and how it performs in both domestic and international marketing situations. Prerequisites: ECON 175 or 212, and junior standing.
- MKTG 560 MARKETING DECISION MAKING 3.00**
The analysis of marketing concepts and problems from a managerial point of view. Emphasis is placed upon planning, organizing, and controlling of marketing and e-marketing activities and their integration with the objectives and policies of the firm. Both domestic and multinational marketing concepts are addressed in this course. Prerequisite: MKTG 360 and ECON 222.
- MKTG 562 CHANNELS OF DISTRIBUTIONS 3.00**
A study of components of a vertical marketing system and of the methods for making them effective. Also included are means of evaluating alternative marketing systems and the development of international marketing channels as well as e-marketing systems. Prerequisite: MKTG 360.
- MKTG 570 REAL ESTATE MARKET AND INVESTMENT ANALYSIS 3.00**
This course will examine the fundamentals of real estate analysis. It will explore real property law, appraisal, finance, market and investment analysis, and property management.

- MKTG 604** **MARKETING RESEARCH** **3.00**
 Methods of solving marketing research problems, including library, survey, and experimental research methods; project design; data collection, analysis, and interpretation; presentation of marketing research reports for managerial user. Problems in international marketing research, e-marketing research, and research ethics are also included. Selection, design, and completion of a marketing-oriented research project and computer work are required. Prerequisite: ECON 603.
- MKTG 661** **MARKETING STRATEGY** **3.00**
 A study of strategies for attaining a suitable "marketing mix" for various types of entities including e-marketers. Marketing knowledge from previous courses and experiences will be applied to the formation of overall programs for dealing with both international and domestic marketing problems. Prerequisite: MKTG 360.
- MKTG/RE 570: REAL ESTATE MARKET AND INVESTMENT ANALYSIS** **3.00**
 This course will examine the fundamentals of real estate analysis. It will explore real property law, appraisal, finance, market and investment analysis, and property management.

Mass Media Arts and Journalism Courses

- MMAJ 426:** **TELECOMMUNICATIONS POLICY** **3 S.H.**
 Provides a foundation in the U.S. policymaking process in telecommunications (broadcasting, cable, telephone, and the Internet). Examines the impact of technology and social influences on policymaking and the theoretical perspectives that drive policymaking. Prerequisite: MMAJ 100.
- MMAJ 426** **TELECOMMUNICATIONS POLICY** **3.00**
 Provides a foundation in the U.S. policymaking process in telecommunications (broadcasting, cable, telephone, and the Internet). Examines the impact of technology and social influences on policymaking and the theoretical perspectives that drive policymaking. Prerequisite: MMAJ 100 or 101.
- MMAJ 430** **PUBLIC RELATIONS ETHICS** **3.00**
 Addresses ethics and professional responsibility in public relations. Through study of theory, cases and current events, students will learn to identify the ethical and moral dimensions of issues that arise in the practice of public relations. Students will gain the knowledge and skills necessary to reach and justify ethical decisions, and a sense of personal and professional responsibility. Prerequisites: MMAJ 140, MMAJ 312 and MMAJ 443, with a grade of C or above in each course. Annually.
- MMAJ 441** **ADVANCED MEDIA WRITING** **3.00**
 Extensive work in research, writing, and marketing of written products for magazines, newspapers, and other publications. Requires selection and acquisition of appropriate photographs and graphics to complement the articles. Prerequisites: MMAJ 140. Spring, annually.
- MMAJ 443** **PUBLIC RELATIONS WRITING** **3.00**
 Provides students with instruction and experience in writing for the public relations and advertising professions. Projects include news releases, media kits, advertisements, newsletters, brochures, and web pages. Coursework also stresses ethical and legal responsibilities of the public relations writer, research, persuasion, and visual elements of communication. Prerequisites: MMAJ 100 or 101, and 140.
- MMAJ 524** **CRITICAL ANALYSIS OF MASS MEDIA** **3.00**
 Focuses on critical frames of analysis applied to various mass media messages, such as film, recordings, television, and print media. Rhetorical, semiotic, ideological, and dramatic modes of analysis are applied in historical and current media contexts. Focus may be made on a specific medium.
- MMAJ 525** **MASS COMMUNICATION THEORY** **3.00**
 Provides introduction and examination of the major theories relevant in the study of mass communication. Students understand the application and relevance of these theories in the industries, practices and effects of the mass media.
- MMAJ 540** **PRINCIPLES OF INSTRUCTIONAL DESIGN IN EDUCATIONAL TECHNOLOGY** **3.00**
 Focuses on systematic procedures for designing, developing, evaluating and revising instruction to meet identified goals and objectives for promoting educational technology. Instructional design theories and applications will be examined. The appropriateness and production of both projected and non-projected multimedia will be explored in the production of instructional solutions for the targeted audience including the K-12 community and other training and development learning environments. Fall, annually.
- MMAJ 548:** **MEDIA STRATEGIES FOR DISTANCE COMMUNICATION** **3.00**
 Explores the various media strategies used to deliver distance learning and other distance communications. Learners will examine the various modes of delivering information from printed correspondence to the newer media technologies. Media will be analyzed to determine the best delivery system for specific audiences and various communication goals.
- MMAJ 551** **PUBLIC RELATIONS FOUNDATIONS** **3.00**
 Focuses on the roles and responsibilities of public relations professionals, theories and principles of public relations, and public relations programming. Students will work to develop knowledge, expertise and skills that lead to professional competence in the field. As part of their study, students will also consider the legal and ethical dimensions of public relations.

- MMAJ 552** **JOURNALISM FOUNDATIONS** **3.00**
 Provides students with a historical, theoretical and practical overview of the traditional principles and practices of journalism and an analysis of the applicability of those characteristics in today's media environment. This course will focus on a critical examination of the history, principles and practices of American journalism. It will address the functions of the press in a democratic society, and students will examine the structure and nature of the press and media's relationship with government and the public.
- MMAJ 556** **TRAINING PROGRAM PLAN & DESIGN** **3.00**
 Investigates various theories of learning and instructional strategies used in training in corporate organizations and educational environments. The participant will identify a method appropriate to his or her content area, and plan and design an instructional system suited to adult learners in an in-service training environment.
- MMAJ 558** **SOCIETY, LAW, AND MEDIA TECHNOLOGY** **3.00**
 This course will examine the social impact and regulation of media technology in society. The course will explore the relationships between societal uses of media technology, the law that addresses media technology issues and the role of media in larger communication and mass media systems. Every other year.
- MMAJ 559** **MANAGEMENT OF THE COMMUNICATION PROCESS** **3.00**
 This course will define and apply the general principles of management-planning, organizing, staffing, directing and controlling - to the design and administration of communication organizations and communication functions. This course relates behavioral variables to the understanding and motivation of employees.
- MMAJ 560** **AUDIO AND TELEVISION PRODUCTION** **3.00**
 Develops basic skills in audio, ENG, and television production. A variety of projects in both media concentrates on proper equipment operation and recording and editing techniques.
- MMAJ 565** **PHOTOGRAPHY AND GRAPHICS PRODUCTION** **3.00**
 Provides an integrated introduction into graphic and photographic production techniques. Layout, design, and composition techniques will be developed.
- MMAJ 572** **DESIGNING WORLD WIDE WEB MEDIA** **3.00**
 This course will prepare students to design web-based media. Students will learn to structure web sites, layout copy, use color and text effectively, position images, and deploy sound and video on pages as necessary.
- MMAJ 573** **PUBLIC RELATIONS ETHICS AND PROFESSIONAL RESPONSIBILITY** **3.00**
 Addresses the ethical and moral dimensions of the public relations practice, and prepares students to understand the ethical responsibilities of the public relations professional. Through case studies, analysis of current events, and hands-on exercises, this course provides students with the knowledge and skills necessary to reach and justify ethical decisions in a range of situations. Throughout, students work to build a sense of personal and professional responsibility in public relations. Prerequisite: MMAJ 551.
- MMAJ 574** **PUBLIC RELATIONS CASES AND CAMPAIGNS** **3.00**
 Using public relations cases and campaigns as models, this course examines the development of public relations strategies along with the tactical communications and actions that were instituted to achieve organizational goals. Public relations programs directed toward employees, the news media, the community, the consumer, governmental officials and agencies, stockholders and other relevant groups are included in the course. Prerequisite: MMAJ 551.
- MMAJ 575** **PRINCIPLES OF INTEGRATED COMMUNICATIONS** **3.00**
 Examines the theories and techniques of integrated communications, including public relations, advertising, marketing, sales promotions, and personal selling. It explores how all forms of communications work together to achieve organizational objectives and contribute to its overall brand. In this course, students will also learn how to research and evaluate a company's marketing and promotional situation, and use this information to develop effective integrated communications strategies and programs. Prerequisite: MMAJ 551.
- MMAJ 580** **APPLIED DESIGN AND PRODUCTION** **3.00**
 Prepare students to design and produce multimedia programs for communication functions. It will explore the research concerning interactive multimedia as a delivery medium, and examine key elements of program design, pre-production, production, and evaluation.
- MMAJ 591** **INDEPENDENT STUDY** **2.00**
 Allows the imaginative student to structure an independent research project in the area of communication with a minimum of faculty supervision. A proposal specifying objectives, methods, and evaluation techniques must be submitted and approved by the student's advisor prior to enrolling in the course. 1 or 2 credit hours.
- MMAJ 599** **SPECIAL TOPICS** **3.00**
 Focuses on a single, broad contemporary topic of current interest in communication and related fields. Course content varies from semester to semester. Topics to be considered will be announced in advance. May be taken three times for credit. No prerequisite.
- MMAJ 621** **MASS COMMUNICATION RESEARCH** **3.00**
 Examines research in mass communication and develops competencies in research methods. Topics include statistical analysis, experimental and survey research methods in communication, content analysis, and evaluation of mass media technology in communication.

- MMAJ 641** **PROFESSIONAL COMMUNICATION WRITING** **3.00**
 This course provides advanced instruction in communication writing for use in a range of media-related careers. It focuses on the methodology and execution of specific projects professionals are likely to encounter in the workplace including speeches, grants, visual presentations and research reports. Prerequisites: COMM 551, COMM 525.
- MMAJ 642** **ADVANCED PUBLIC RELATIONS WRITING** **3.00**
 Provides advanced instruction in writing for the public relations profession. Focuses on the methodology and execution of specific projects including news releases and media kits, crisis communication plans, backgrounders, annual reports, feature stories, speeches and presentations, and websites. Stresses planning and research, message strategy, and ethical and legal responsibilities. Students will produce written pieces suitable for a professional portfolio. Prerequisite: MMAJ 551
- MMAJ 650** **ADVANCED TECHNOLOGY APPLICATIONS** **3.00**
 Develops advanced skills to support instructional technology programs. Coursework will cover areas such as advanced microcomputer applications, internet concepts as they apply to instructional technology, and PC operating system issues related to instructional technology. The focus will be on computers and related technologies used in educational and training environments. Prerequisite: COMM 545, or permission of instructor. Summers/spring annually.
- MMAJ 651** **DEPLOYING INFORMATION TECHNOLOGY INFRASTRUCTURE** **3.00**
 Focuses on the strategies involved in the provisioning and maintenance of information technology infrastructure. Provides students with the knowledge and skills necessary to plan, organize, implement and control information technology resources. Key topics include identifying information infrastructure; defining the range of information technology leadership roles; and illustrating current best practices for managing information technology assets. Offered annually.
- MMAJ 657** **ADVANCED APPLICATION OF DESIGN AND PRODUCTION SKILLS** **3.00**
 Incorporates advanced design and production skills. Students produce more complex communication materials for multimedia projects. Prerequisites: COMM 580 or permission of instructor.
- MMAJ 692** **SEMINAR IN COMMUNICATION EDUCATION AND MASS MEDIA TECHNOLOGY** **3.00**
 Focuses on critical examination of issues, research, and innovations in the field of communication education and mass media technology.
- MMAJ 700** **THESIS 6.00**
 Requires the student to conduct a research study in communication, using acceptable research methods and under the supervision of a faculty member and committee; permission to enroll in this course is by invitation of the graduate faculty in the Department of Communication. This course is one of three options to complete the degree requirements in the graduate program. Prerequisite: COMM 621. Three or six credits a semester for an overall total of six credits.
- MMAJ 701** **COMMUNICATION INTERNSHIP** **6.00**
 Provides practical experience in the supervision and operations of some aspect of a communication/ instructional system program. A proposal specifying objectives, methods, and evaluation techniques must be submitted and approved by the student's advisor and the cooperating agency prior to enrolling in the course. The course is one of three options to complete degree requirements in the graduate program. Students may take three credits in two consecutive semesters or six credits in one semester. Prerequisite: MMAJ 621.
- MMAJ 702** **COMMUNICATION PORTFOLIO** **6.00**
 Requires student to prepare a portfolio of professional materials, including written documentation outlining the purpose and application of the materials. Students will produce professional-quality media products, such as video programs, multimedia programs, printed materials, audio programs, or web-based products. Students enrolled in this course must also complete a comprehensive examination. This course is one of three options to complete degree requirements in the graduate program. Prerequisite: MMAJ 621.

Nursing Courses

- NURS 601** **ADVANCED CONCEPTS IN PATHOPHYSIOLOGY** **3.00**
 This course is devoted to the study of the physiological process of disease and the body's response to this process. It is the goal of the course to present broad physiological principles that advance nurse practitioners can apply to their clinical experiences. Specific diseases will be used to exemplify pathophysiological concepts, and treatment is examined at the molecular level as response to the pathophysiology. The course investigates exogenous causes of diseases emphasizing infection, inflammation, and the immune response as well as endogenous diseases of the nervous, endocrine, cardiovascular, hepatic, pulmonary, and renal systems. Fall, annually.
- NURS 602** **PHARMACOLOGIC APPLICATIONS** **3.00**
 This course will cover principles of pharmacology as applied to advanced nursing practice. This includes drug effectiveness, mechanism, and interaction. Emphasis will be on the pharmacological action of drugs on specific organ systems and the clinical use of drugs in treatment of disease conditions. Emphasis will be on critical decision making skills in the selection of drug therapy, doses of drugs, routes of administration and preferred therapy. This course focuses on pharmacological implications for the family nurse practitioner in working with individuals across the life span. Prerequisite: NURS 601. Spring, annually and as needed.

- NURS 605** ***EVOLUTION OF NURSING THEORY*** **3.00**
 This course focuses on selected aspects of theory development in nursing science. Emphasis is given to the study of epistemological issues related to the evolution of theory in nursing. Varying levels and components of theories are explored. Major strategies for theory development, including concept analysis, synthesis, and theory derivation are analyzed. Students gain experience in critically examining major existing theoretical models. Fall, annually.
- NURS 610** ***ADVANCED CONCEPTS IN NURSING RESEARCH*** **3.00**
 This course examines the relationship and contribution of nursing research to the development of nursing science. The growth of research will be traced over the course of the last century, with particular emphasis on the evolution that has occurred since mid-century. Students will be assisted to increase their ability to critically evaluate published research and to make decisions concerning its applicability to practice. Additionally, students will develop a proposal for an individual or group research project which may become the foundational work for the scholarly project/thesis. Prerequisite: NURS 605 or by permission of instructor. Spring, annually and as needed.
- NURS 614** ***HEALTH PROMOTION: FAMILY & COMMUNITY PERSPECTIVES*** **3.00**
 This course introduces the advanced practice nurse student to health promotion and disease prevention strategies for families and communities. Students will explore principles of family theory, established models of family development, epidemiology, and demography. An opportunity will be given to develop intervention plans to improve wellness based on risk assessment and knowledge of national standards of clinical preventive services. Fall, annually.
- NURS 615** ***ADVANCED HEALTH ASSESSMENT*** **2.00**
 This course builds upon the basic assessment skills of the nurse. It prepares the advanced practice nurse to conduct focused and comprehensive health assessments of clients across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the client history, physical examination, and diagnostic procedures. Two hours lecture weekly. Must be taken concurrently with NURS 616. Prerequisite or Co-requisites: NURS 601. Offered fall annually and as needed.
- NURS 616** ***ADVANCED HEALTH ASSESSMENT PRACTICUM*** **2.00**
 Provides opportunity for the student to implement the objectives identified in NURS 615. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken as a co-requisite to NURS 615. Prerequisite or co-requisite: NURS 601. Fall, annually and as needed.
- NURS 617** ***ADVANCED HEALTH ASSESSMENT PRACTICUM FOR NURSE EDUCATORS*** **1.00**
 Provides an opportunity for the nurse educator student to implement the objectives identified in NURS 615. Emphasis is on acquisition of physical assessment skills across the lifespan within the context of the role of nurse educator. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. Prerequisites: NURS 601 (or taken concurrently); must be taken with NURS 615 as a co-requisite; open to nurse educator students only.
- NURS 620** ***CLINICAL DECISION MAKING I*** **1.00**
 The focus of this course is clinical data gathering skills, diagnostic reasoning, and clinical problem-solving in the management of common health problems throughout the lifespan. Critical thinking skills are emphasized and honed and are used to amplify common sense, intuition, and simple reasoning. Emphasis is placed upon the analysis and synthesis of client data for diagnosis and for intervention of appropriate nursing and other therapeutic interventions to be used by the advanced practice nurse. This course is required as a prerequisite to all other clinical nursing courses and is to be taken concurrently with NURS 621. Prerequisite: NURS 615 and NURS 616. Spring, annually and as needed.
- NURS 621** ***CLINICAL DECISION MAKING I PRACTICUM*** **2.00**
 Provides opportunity for the student to implement the objectives identified in NURS 620. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken as a co-requisite to NURS 620. Prerequisite: NURS 615. Spring, annually and as needed.
- NURS 630** ***CLINICAL DECISION MAKING II*** **3.00**
 Focus is on health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions of children (birth through adolescence) and childbearing women. All dimension of development and the total health of the family are considered. Collaboration with other healthcare providers is fostered. Three lecture hours weekly. Must be taken concurrently with NURS 631 and NURS 632. Prerequisites: NURS 601, 602 and 614 and minimum grade of B in 615 and 620. Offered annually.
- NURS 631** ***CLINICAL DECISION MAKING II ROLE SEMINAR*** **1.00**
 Focus of this seminar will be clinical based research questions, client presentation, and effective treatment interventions for children (birth through adolescence) and childbearing women. Students are given an opportunity to discuss alternative approaches to diagnosis, advanced nursing, medical, or collaborative management in a controlled environment. Two laboratory hours weekly. Must be taken concurrently with NURS 630 and NURS 632. Prerequisites: NURS 601, 602, and 614; Minimum grade of B in NURS 615 and 620. Offered fall annually.
- NURS 632** ***CLINICAL DECISION MAKING II PRACTICUM*** **2.00**
 Provides an opportunity for the students to implement the objectives identified in NURS 630. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. Must be taken concurrently with NURS 630 and NURS 631. Prerequisites: NURS 601, 602, and 614; Minimum grade of B in NURS 615 and 620. Offered fall annually.

- NURS 640** **CLINICAL DECISION MAKING III** **3.00**
 Focus is on health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions of young, middle aged, and older adults. All dimensions of development and the total health of the family are considered. Collaboration with other health care providers is fostered with emphasis upon the coordination and continuity of client care. Three lecture hours weekly. Must be taken concurrently with NURS 641 and NURS 642. Prerequisites: NURS 601, 602, and 614 and minimum grade of B in NURS 615, 620, and 630. Offered fall annually.
- NURS 641** **CLINICAL DECISION MAKING III: ROLE SEMINAR** **1.00**
 Focus of this seminar will be clinical based research questions, client presentation, and effective treatment interventions for young, middle aged, and older adults. Students are given an opportunity to discuss alternative approaches to diagnosis, advanced nursing, medical, or collaborative management in a controlled environment. Two laboratory hours weekly. Must be taken concurrently with NURS 640 and NURS 642. Pre-requisite: NURS 601, 602, and 614; Minimum grade of B in NURS 615, 620, and 630. Offered spring annually.
- NURS 642** **CLINICAL DECISION MAKING III PRACTICUM** **2.00**
 Provides an opportunity for the student to implement the objectives identified in NURS 640. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. Must be taken concurrently with NURS 640 and NURS 641. Pre-requisites: NURS 601, 602, and 614; Minimum grade of B in NURS 615, 620, and 630. Offered spring annually.
- NURS 645** **NURSING AND PUBLIC POLICY** **3.00**
 This course examines the implications of health care financing, structuring, labor market trends, and current health care reform proposals for nursing in general and for advanced practice nursing specifically. Additionally, the student will be stimulated to appreciate the critical need for nurses to engage in activities, individually and as members of professional organizations, that will enhance the position of nursing in influencing health care policy and legislation at all levels-local, state, and federal. A pervasive theme throughout the course is the ultimate goal of improving the health care of our citizens. Spring, annually.
- NURS 675** **NURSING CURRICULUM DEVELOPMENT** **3.00**
 Examines curriculum development in post secondary nursing programs. Focuses on philosophical issues, learning theories, learner needs assessment, and curriculum design for target populations in various nursing education programs. Enables advanced practice nursing students to develop and evaluate curriculum for selected nursing education programs. Fall, every other year and/or as needed.
- NURS 676** **EDUCATIONAL STRATEGIES IN NURSING** **3.00**
 Provides a comprehensive overview of educational strategies for students who desire to function as advanced practice nurses in the educational arena. Provides the necessary theory to implement the instructional process with various populations. Examines issues relevant to educational strategies and their evaluation. Students design and implement a lesson plan. Self-evaluation and critique of others are used as a method to improve teaching. Fall, every other year and as needed.
- NURS 677** **EVALUATION & ASSESSMENT IN NURSING** **3.00**
 Provides a comprehensive overview of evaluation and assessment in learning for students who desire to function as advanced practice nurses in the educational arena. Emphasizes current issues in assessment, establishment and measurement of learning outcomes, and the development and utilization of assessment tools. Students design and use evaluation tools for clinical and classroom application in nursing and health education. Spring, every other year and/or as needed.
- NURS 701** **DNP ROLE SEMINAR II** **1.00**
 Synthesizes DNP competencies while providing a forum for dissemination and discussion of terminal portfolios and evidence-based research projects formulated in Clinical Scholarship I, II, and III. Prerequisites: all DNP coursework. Offered spring annually.
- NURS 702** **ADV TOPICS IN CLINICAL MGMT** **3.00**
 Explores the management of complex health conditions across the lifespan with a focus on individuals and their families. Topics will vary and be drawn from emerging fields such as genetics, immunology, behavioral health, pharmacology, and preventive medicine.
- NURS 703** **ADV TOPICS IN NURSING PRACTICE** **3.00**
 Explores emerging literature related to management of complex health conditions across the lifespan. Emphasis is on health promotion and care of communities and populations. The effective utilization of health care systems, principles of epidemiology, environmental health, and community partnering and planning will be examined as they relate to population health promotion.
- NURS 704** **DOCTOR OF NURS PRACT INTERNSHIP I** **3.00**
 First of two required internships. Provides students an opportunity to enhance and integrate prior learning. Student acquires and applies DNP and advanced practice competencies in a mentored setting as a preceptor care provider for individuals with complex medical conditions. Student self-identifies learning goals/plan for faculty approval. Prerequisite: NURS 805, 806, 807, 808, 809 and specialty electives related to internship focus. Fall, annually.
- NURS 706** **DOCTOR OF NURS PRACT INTERNSHIP II** **6.00**
 Second of two required internships. Provides students additional opportunity to enhance and integrate prior learning and to acquire and apply DNP and advanced clinical practice competencies in a mentored clinical setting. Focus is on vulnerable populations and their communities. Student identifies learning goals and follow a faculty-approved plan. Prerequisite: NURS 850. Spring, annually.

- NURS 709 DOCTOR OF NURS PRACT CAPSTONE 6.00**
Focus of this capstone course is on the development, implementation, evaluation, and dissemination of a research project that translates evidence to practice. Project will relate to the advanced practice nursing role and benefit a group, population or community rather than an individual patient. Prerequisite: NURS 805, 806, 807, 808, 809. Enrollment by permission of instructor only. Summer, annually.
- NURS 714 PRAC STRG FOR ADVANCED PRAC NURSES 3.00**
Provides advanced practice nurses an understanding of new venture development as it prepares them to seek innovative solutions to health care issues. Approached from the perspectives of developing a business plan for independent practice as well as thinking creatively to craft responses to social problems that impact health care.
- NURS 715 SYSTEMATIC EVALUATION IN HEALTH CARE 3.00**
Provides an overview of the strategies and tools for assessing and achieving improvement in health care. Adapted from the Achieving Competence Today (ACT) curriculum, students will identify and analyze systems problems that compromise the quality and safety of care and then develop an improvement plan.
- NURS 750 FAMILY NURSE PRACTITIONER INTERNSHIP 6.00**
Provides the opportunity to gain competency in the multifaceted role of nurse practitioner through a supervised clinical experience under the guidance of certified nurse practitioners, physician assistants, or licensed physicians approved by the department as preceptors. Prerequisites: All program course work, including completion of NURS 800. Spring annually and as needed.
- NURS 751 NURSE EDUCATOR INTERNSHIP 3.00**
Provides the opportunity to gain competency in the multifaceted role of nurse educator under the guidance of nurse educators approved by the department as preceptors. Pre-requisites: All program course work, including completion of NURS 800. Spring, annually and as needed.
- NURS 800 RESEARCH PROJECT/THESIS 6.00**
Scholarly research paper based on an innovative and/or creative study pertinent to nursing or a related area. Students register for a minimum of 3 credits and complete the thesis/project in one calendar year. Students who do not complete the thesis/p project in one calendar year must register for 1 additional credit each consecutive term until completion up to a maximum of 6 credits. Prerequisite: NURS 605 and 610.
- NURS 805 DOCTOR OF NURS PRACTICE ROLE SEMINAR 1.00**
Provides an overview of program expectations while examining the roles of the DNP-prepared advanced practice nurse as expert clinician, researcher, health policy advocate, and educator. Students will begin to identify research ideas and formulate an internship plan with the support and feedback of peers.
- NURS 806 LEADERSHIP NURS IN HEALTH CARE SYSTEM 3.00**
Provides the advanced practice nurse leadership skills for empowering and influencing others to bring about change. Focus is on understanding multiple perspectives and applying theories of leadership, organizational behavior, and systems to a variety of settings. Ethical and legal strategies to influence procedures and policy will be emphasized.
- NURS 807 INFORMATION AND MANAGEMENT IN HEALTH CARE 3.00**
Provides students with essential knowledge and skills to utilize information and management systems to support evidence based practice. The role of information management systems and data bases in health care will be discussed. Students will employ information technology to implement decision support programs that are pertinent to improved practice. Co-requisite: NURS 808.
- NURS 808 ANALYTICAL METHODS OF EVIDENCE-BASED PRACTICUM 3.00**
Emphasis is on analytical methods to critically appraise evidence-based literature and translate research to clinical practice. Students appraise current literature related to their chosen topic, constructing an evidence basis for their selected practice project. Co-requisites: NURS 807. Fall, annually.

Real Estate Courses

- RE/MKTG 570: REAL ESTATE MARKET AND INVESTMENT ANALYSIS 3.00**
This course will examine the fundamentals of real estate analysis. It will explore real property law, appraisal, finance, market and investment analysis, and property management.

Rehabilitative Sciences Courses

- REHB 405 SUBSTANCE ABUSE 3.00**
Participants study the physiological and psychosocial implication of drug or alcohol abuse, over-medication, and drug dependence, emphasizing intervention, advocacy, treatment, and prevention. Fall Semester.
- REHB 410 PREVENTION AND TREATMENT STRATEGIES IN SUBSTANCE ABUSE 3.00**
Participants engage in the study of societal pressures, attempts to prevent substance abuse, and treatment strategies along with the comparative analysis of efficacy. Prerequisite: REHB 405. Spring Semester.

- REHB 510** **GROUP PROCESS IN REHABILITATION** **3.00**
 Participants engage in the study of group development, dynamics, theory, leadership styles, participant roles, techniques, and evaluation of effectiveness as applied to rehabilitative services contexts.
- REHB 519** **STATISTICAL APPL FOR BEHAVIORAL SCIENCES** **3.00**
 Provides the statistical background necessary for research design and evaluation. Topics covered include scaling of data, descriptive statistics, probability, and statistical inference. Students will become familiar with statistical techniques including correlations, chi-square, t-tests, analysis of variance, and simple regression. Students learn to compute statistics by hand and with the use of statistical software and web-applications.
- REHB 520** **RESEARCH IN REHABILITATIVE SCIENCES** **3.00**
 Provides the essential knowledge and skills required to be both critical consumers and producers of research in rehabilitative sciences. Students are introduced to all phases of quantitative and qualitative research design, analysis, and evaluation. Applicable ethical standards of practice as specified by the Council on Rehabilitation Education are emphasized throughout.
- REHB 530** **AGING AND THE HUMAN SERVICES** **3.00**
 This course will provide information related to older adult care management from the framework of human services systems. Concepts of client triage, assessment, planning, and brokering will be reviewed within the context of identifying problems associated with aging, identifying components of human services delivery systems, and case management skill development. Prerequisite: REHB 250.
- REHB 531** **IMPACT OF DISABLING CONDITIONS** **3.00**
 The impact of developmental disabilities as reflected in the function of individuals will be described. The course covers prenatal, perinatal, and postnatal concerns, as well as various physical disabilities, disabilities of aging, and interventions. Prerequisite: Enrollment in Graduate Program.
- REHB 537** **LIFESTYLE & CAREER DEVELOPMENT** **3.00**
 Participants engage in the analysis of economic, social, and psychological factors which define the context of educational, vocational, and personal decision-making; decision-making related to vocational development; the role of information in facilitating decision-making; and the varieties of information, resources, and types of access available.
- REHB 538** **CRISIS INTERVENTION IN REHABILITATION** **3.00**
 Provides professionals with information and skills to effectively assess and intervene in crisis situations involving clients, families, organizations and communities. Biannually.
- REHB 540** **PRINCIPLES OF PSYCHIATRIC REHABILITATION AND RECOVERY** **3.00**
 Introduces students to the principles of psychiatric rehabilitation and recovery. Inherent in this philosophy is the belief that every individual has the capacity for recovery and that desirable treatment systems build upon strengths and encourage and support the involvement of persons in normative community living, learning and working situations. Prerequisite: REHB 126 and REHB 250.
- REHB 545** **REHABILITATION-PHILOSOPHY AND PRINCIPLES** **3.00**
 Participants engage in the analysis of the values, assumptions, and the principles underlying theories of rehabilitation and their relation to the goals and objectives of rehabilitation programs.
- REHB 550** **ISSUES IN RURAL HUMAN SERVICES** **3.00**
 Explores the field of human services delivery and behavioral health care issues in rural environments including mental health care, gerontology, substance abuse, education, vocational rehabilitation, disability, poverty, and the criminal justice system. The course encompasses the various definitions of rural, diversity of rural communities, the common challenges faced and the professional skills needed by rural practitioners.
- REHB 565** **SEMINAR ON REHABILITATIVE SERVICE DELIVERY SYSTEMS** **3.00**
 Participants explore the continuum of human service delivery systems, with special focus on aging, mental retardation, and substance abuse. History and student professional experiences are considered in addition to current information and trends to identify problems and opportunities for making systems more responsive to consumer needs.
- REHB 567** **SEMINAR ADV APPLICATIONS IN BEHAVIOR ANALYSIS** **3.00**
 This seminar examines contemporary theory, research, and practice in applied behavior analysis with particular emphasis given to applications in the fields of special education and rehabilitative sciences.
- REHB 570** **ASSESSMENT AND INTERVENTION STRATEGIES** **3.00**
 Features a practical hands-on approach to assessment and intervention with a variety of specific populations. Target groups include people with mental retardation, mental disorders, and chemical dependency, as well as aging and adolescent populations. Covers fundamental issues, applied strategies, and assessment techniques leading to the formulation, implementation, and evaluation of therapeutic treatment plans. Prerequisite: REHB 460.
- REHB 575** **ADMINISTERING REHABILITATION DELIVERY SYSTEMS** **3.00**
 Participants engage in the study of the business and personnel aspects of functioning in and managing human service delivery systems, including organization, operations, and management relative to legal, economic, and personnel standards and practice.
- REHB 580** **INTERVENTION STRATEGIES IN REHABILITATIVE SCIENCES** **3.00**
 Participants review and practice a variety of common clinical intervention techniques used by professionals in mental retardation, gerontological, and substance abuse treatment. These include creative and expressive techniques (e.g., art, music, drama, recreation, horticulture), behavioral interventions (e.g., relaxation, systematic desensitization, contracts), and didactic group and individual work.

- REHB 581 REHABILITATION OF PERSONS LIVING WITH HIV/AIDS 3.00**
Provides an overview of rehabilitation issues involved in working with people living with HIV/AIDS. Topics will include an overview of the medical aspects of the virus. Special emphasis will be placed on issues of rehabilitation, including mental health, substance abuse, support networks, social relationships, and employment.
- REHB 585 SPECIAL TOPICS IN REHABILITATIVE SCIENCES 3.00**
Study of topical material reflecting new ideas, knowledge, or methods relevant to Rehabilitative Sciences. Course content will vary from semester to semester. Topics will be announced in advance.
- REHB 586 DUAL DIAGNOSIS 3.00**
The course provides an overview of clinical issues involved in working with clients who suffer from co-morbid substance use and major psychiatric disorders. Topics include assessment, counseling, prevalence, health care policy, and social stigma.
- REHB 590 SPECIAL PROJECTS 3.00**
Participants engage in either scholarly or applied research related to rehabilitative sciences under the supervision of a faculty member. By permission only.
- REHB 595 CLINICAL FIELD EDUCATION IN REHABILITATION AND HUMAN SERVICES 12.00**
This elective course is a semester-long supervised practicum field experience in community based (re)habilitation programs. It includes professional development experiences in community residential programs, substance abuse prevention and treatment programs, case management agencies, vocational rehabilitation services, court supervision programs, dual diagnosis programs, MH/MR base service units, or similar social service programs. Students can register for a maximum 12 total credits of REHB 595, depending upon their need and career goals.
- REHB 600 THESIS 3.00**
This elective course requires each student to develop a thesis related to rehabilitative sciences. Must be taken for two semesters of three credits each. Prerequisite: ED 520.

Science Education Courses

- SCED 456 ELECTRONIC SCIENCE EDUCATION 4.00**
Intended for the science teacher who has had a little or no previous course work in physics or mathematics. Covers the fundamental law of electricity and magnetism, alternating current theory, and the theory and practical application of such devices as ammeters, voltmeters, oscilloscopes, vacuum tubes, transistors, power supplies, amplifiers, and oscillators. Examples of some of these devices will be built in the laboratory, and general procedures for trouble-shooting faulty equipment will be illustrated. Summer only, on demand.
- SCED 463 FIELD ASTRONOMY 3.00**
Examines experimental tools and methods useful in astronomy. Concentrates on mastery of important techniques and concepts by a do-it-yourself process, not an encyclopedic survey of astronomy. Complements courses in descriptive astronomy (ES 200 and 201 and SCED 550) rather than duplicating them, serving much the same purpose as a laboratory in astronomy. The student will build simple telescopes, spectroscopes, and other astronomical instruments. Summer only, on demand.
- SCED 466 FIELD PHOTOGRAPHY 3.00**
Teaches students how to use a modern camera and accessories to photograph subjects in the field. Includes techniques of close-up, telephoto, and wide-angle photography as well as film development, lighting, use of filters, and composition. Provides students with opportunities to learn and practice techniques for photographing such objects as small animals, birds, flowers, large animals, and other field subjects. Students provide camera and film. Summers only, on demand.
- SCED 500 SEMINAR 3.00**
Current topics in science education. May be repeated (as topics vary) up to nine credits. On demand.
- SCED 501 SEMINAR IN SCIENCE MISCONCEPTIONS 3.00**
A survey of current literature in the area of science misconceptions. Each student will research a topic and develop interviews and surveys to determine the misconceptions in the area. Fall, odd-numbered years.
- SCED 502 INVESTIGATIVE TECHNIQUES 3.00**
Enables elementary, middle, and junior high school teachers to use investigative techniques and the process approach in their own classrooms. Investigative techniques focus on developing skills in science processes such as observing, classifying, formulating hypotheses, collecting and analyzing data, and designing experiments. Includes experiences with modern elementary and junior high school science curricula. Two lecture and two lab hours. Fall, annually.
- SCED 503 SPECIAL TOPICS OF SCIENCE EDUCATION 4.00**
Studies of topical material under the guidance of the instructor. Maximum credit allowable toward graduation: 9 credits. Prerequisites: Permission of the instructor and the student's graduate committee. On demand.
- SCED 505 INVESTIGATIONS IN THE SCIENCES 3.00**
Presents a survey of types of investigations. Emphasizes typical investigations which may be used as models for classroom use. Students will experiment with published experiments within their discipline and at the appropriate grade level as well as design their own. Two hours lecture, two hours laboratory. Fall, even-numbered years.
- SCED 530 FIELD BIOLOGY 3.00**
Field course designed to acquaint elementary, middle, and secondary teachers with the biological environment outside of the classroom as it pertains to plants and animals, their collection, identification, preservation, and ecology. Activities that are applicable to the public school will be provided. Summers, on demand.

- SCED 531 BOTANY 3.00**
Gives elementary, middle, and secondary teachers an understanding of the basic aspects of plant science. Emphasizes taxonomy, morphology, and life processes of the flowering and nonflowering plants as they relate to work done in elementary and secondary schools. Two lecture and two lab hours. Summer, on demand.
- SCED 532 FIELD ORNITHOLOGY 3.00**
This is primarily a course on the identification and natural history of birds of this area. The primary teaching methods will be illustrated lectures, identification practice via color slides, and field trips. Prerequisite: Basic Biology. Summers, on demand.
- SCED 534 FIELD ZOOLOGY 3.00**
Field course designed to acquaint the elementary, middle, and secondary teachers with the biological environment outside the classroom as it pertains to animals, their collection, preservation, identification, and ecology. Activities that are applicable to K-12 schools will be provided. Summer, on demand.
- SCED 535 ECOLOGY 3.00**
Familiarizes elementary, middle, and secondary teachers with the relationships between plants and animals and their environment. Emphasizes field work. Frequent field trips to areas of particular ecological interest in Northwestern Pennsylvania. Five field, laboratory and lecture hours. On demand.
- SCED 536 CHEMISTRY 3.00**
Lecture-laboratory course designed to give elementary, middle, and secondary teachers an understanding of basic chemistry. The chemistry of common experience in the public school is explored and the manipulation of chemical apparatus is given special attention. Two laboratory hours. On demand.
- SCED 537 PHYSICS 3 .00**
Lecture-laboratory course designed to give elementary, middle, and secondary teachers an understanding of basic physics. Areas of concentration are the metric system, properties of matter, mechanics, atomic energy, heat, sound, light, magnetism, and electricity. Particular attention will be provided for the application of these areas to public school sciences. Two lecture and two laboratory hours. On demand.
- SCED 538 SCIENCE CURRICULUM 3.00**
This course is designed to come late in the program when the student will have an adequate background for discussions centered around the various approaches to the teaching of science in the elementary, middle, and secondary schools. A study of the principles of curriculum construction, including curriculum origins, goals, objectives, scope and sequence, and evaluation. Spring, annually.
- SCED 539 RESOURCES AND MATERIALS 3.00**
Gives teachers experience with literature, equipment, and materials used in teaching science in the school. Explores physical and human resources from national, state, and local communities. Students will be given ample opportunity to develop and try out teacher-made resources. On demand.
- SCED 540 SUPERVISION OF SCIENCE TEACHING 3.00**
Prepares science educators (elementary, middle, junior high, and senior high school teachers) for leadership and supervisory roles in the improvement of science curricula and instruction. Spring, even-numbered years.
- SCED 541 SCIENCE INTERNSHIP 4.00**
Gives practical experiences in working with teachers and children as a specialist in science teaching, supervising, and assisting in curriculum work. On demand.
- SCED 550 ASTRONOMY 3.00**
Deals with the planets and their satellites, including the earth and moon, with comets and meteors, with the sun, the stars and clusters of stars, with the interstellar gas and dust, with the Milky Way, and other galaxies that lie beyond the Milky Way. Includes the fundamental concepts of cosmology and the basic principles of light. Three lecture and/or laboratory hours. On demand.
- SCED 551 GEOLOGY 3.00**
A study of rocks, minerals, and geologic formation as they are related to elementary and secondary school science. Past history of the earth as well as present geologic phenomena are discussed. Fields trips to areas of geologic interest are taken. Two lecture and two field or laboratory work hours. On demand.
- SCED 553 METEOROLOGY 3.00**
Stresses fundamentals of weather and weather instruments, maps, records, as well as other activities applicable to elementary and secondary school science. Three lecture and/or laboratory hours. On demand.
- SCED 554 RECENT ADVANCES IN SCIENCES 3.00**
Acquaints students with significant developments in the field of science that have taken place in the last two decades. Assumes a background of information in the fundamentals of the biological and physical sciences. Three lecture hours. On demand.
- SCED 555 HISTORY OF SCIENCE 3.00**
A study of the history of science with accent on the way in which broad scientific principles have developed and those who played a part. On demand.

- SCED 556 RESEARCH GRANT WRITING FOR SCIENCE EDUCATION 3.00**
Covers topics to analyze, critique, and develop a research proposal. Students will study the methodology of research as well as the mechanisms of obtaining external funding for their proposed projects. The students will develop problems, search literature, write rationales, critically evaluate each other's work, and turn in a complete research or funding proposal. Spring, annually. May be repeated (as topics vary) up to six credits.
- SCED 560 SCIENCE CURRICULUM IN THE MIDDLE AND JUNIOR HIGH SCHOOL 3.00**
A course designed to acquaint students with modern science instructional strategies and curricula for the junior high/middle school levels. Recent developments in curricular objectives, the unique physiological and psychological qualities of middle level students, science content, teaching strategies, and laboratories are stressed. Fall, annually.
- SCED 561 MODERN ASTRONOMY 1.00**
Covers recent developments in astronomy which are not normally covered in a traditional astronomy course. Topics include stellar, evolution, pulsars, neutron stars, black holes, quasars, and supernovae. Summer, on demand.
- SCED 563 PROJECTS ASTRONOMY 1.00**
Emphasizes the selection and preparation of demonstrations and projects in astronomy for teachers of elementary and secondary schools. Summer, on demand.
- SCED 566 ADVANCED FIELD PHOTOGRAPHY 3.00**
Teaches in-service teachers how to use the advanced aspects of modern SLR 35mm camera and accessories to photograph science subjects in the field. Includes advanced techniques of close-up, telephoto, and photomacrography, as well as use of advanced depth of field, lighting, and composition. Students learn advanced techniques of photographing flora and fauna, geological, astronomical, meteorological, and ecological subjects. Students provide camera and film. Prerequisites: SCED 466 or permission of instructor. Summer, on demand.
- SCED 567 SLIDE PROGRAM DEVELOPMENT 3.00**
This course is normally taken concurrently with SCED 466: Field Photography or SCED 566: Advanced Field Photography. It is designed to be taken by in-service teachers and will teach them how to put together short, single-concept slide programs to be used in their elementary or secondary science classrooms. The Karplus and Generative Models of teaching concepts will be stressed for use with the program. Prerequisites: SCED 466 or SCED 566 or must be taken concurrently, or permission of instructor. Summer, on demand.
- SCED 570 LOCAL SCHOOL CURRICULUM DEVELOPMENT IN SCIENCE 3.00**
Assists individual or groups of teachers with sufficient science background to develop, improve, or implement science curricula for the elementary and secondary schools. Focuses on the production of curricular materials for actual use and evaluation. Permission of instructor. Each semester. May be repeated (as topics vary) for nine credits.
- SCED 571 PROGRAM FOR IMPROVING ELED SCIENCE 3.00**
PIES promotes effective science teaching and instructional leadership in science in the elementary school. In-service teachers, through hands-on investigations in the life, physical, and earth sciences, acquire knowledge of science, increase their skills in using science process skills, and develop positive attitudes toward science. A similar course, SCED 471: Program for Improving Elementary Science, is offered for undergraduate, senior, elementary majors. On demand. Permission of instructor required.
- SCED 572 PROGRAM FOR ENHANCING EDUCATIONAL LEADERSHIP IN SCIENCE (PEELS) 1.00**
PEELS involves elementary administrator/teacher teams in exemplary science experiences. Teams are instructed in science process skills, effective science teaching strategies, development of science program goals, and the application of science education research to elementary school science programs. Each team designs and implements an action plan which focuses on specific actions for the improvement of science in their own schools. On demand. Permission of instructor required.
- SCED 573 CREATIVE INTEGRATION OF SCIENCE IN ELEMENTARY EDUCATION (CISEE) 3.00**
CISEE helps in-service elementary teachers learn how to integrate science content and science-process skills with other subject areas, including reading and language arts, math, social studies, physical education, art, music, and microcomputer education. Emphasis on the use of hands-on investigations; teachers are required to design and implement lessons for their own students which demonstrate the integration of science and other elementary curriculum areas. On demand. Permission of instructor required.
- SCED 574 SCIENCE AND SOFTWARE FOR ELEMENTARY TEACHERS 2.00**
Helps elementary teachers identify, select, and integrate science courseware appropriate for implementation into existing elementary school science curricula. Participants use exemplary science courseware to introduce, enhance, and reinforce related hands-on science activities. The culminating project for this course is the presentation of action research findings related to the relationships between microcomputers and hands-on elementary school science. On demand. Permission of instructor required.
- SCED 575 CAREER ORIENTATION IN SCIENCE AND TECHNOLOGY (COST) 3.00**
COST involves middle/junior high teachers in utilizing the skills of community resource people to demonstrate the need for science in many careers-including those not traditionally associated with science. The format of the course follows the COMETS (Career Orientated Modules to Explore Topics in Science) model. Teachers learn where to find science-resource people and how to work with the resource person to present lessons in the classroom. Teachers implement lessons with a resource person during the course. On demand. Permission of instructor required.

- SCED 576 SCIENCE TECHNOLOGY AND SOCIETY: TOPICS FOR TEACHERS 3.00**
 Interdisciplinary course designed to acquaint students with information, curricula and teaching methodologies appropriate for integrating STS topics into science and social studies instruction. Includes topics in nature of science, history of science, history of technology, ethical decision-making, and the influences of changes in science and technology on society. Required for all secondary science and social studies education majors. Spring semester.
- SCED 577 MICROCOMPUTERS SCIENCE LABORATORY INTERFACE 1.00**
 This course is designed to instruct elementary and/or secondary science teachers in basic interfacing and interfacing applications for their own classrooms. Course participants construct interfacing materials, set up related science investigations, and analyze data collected from the constructed probes. Course participants also explore possible uses for interfacing equipment in the science curriculum. On demand. Permission of instructor required.
- SCED 578 INFORMATION TECHNOLOGY EDUCATION FOR THE COMMONWEALTH (ITEC I) 3.00**
 ITEC I is designed to provide teachers with computer literacy, programming skills, and experiences with exemplary courseware and software. The course is designed specifically for computer novices. Teachers will learn to operate and program microcomputers while developing skills needed for teaching their students to use microcomputers for classroom applications. The course also prepares teachers to evaluate courseware and software appropriate for use in their school curriculum. On demand. Permission of instructor required.
- SCED 579 INFORMATION TECHNOLOGY EDUCATION FOR THE COMMONWEALTH (ITEC II) 3.00**
 Provides K-12 educators with intermediate-level competencies to effectively integrate microcomputer courseware, hardware, and related microprocessor technology into the teaching and learning process. Instructional theory for the design and evaluation of solutions to problems of learning, and using computer technology as a tool, will also be emphasized in the course. Students will complete a computer-generated portfolio of related lesson plans, handouts, transparencies, etc. On demand. Permission of instructor required.
- SCED 585 PLANETARIUM MANAGEMENT 3.00**
 An introduction to the techniques of operation and maintenance of planetarium projectors. Opportunities are provided for writing and presenting programs at various levels of instruction. The use of auxiliary projectors, the production of audiovisual materials, multimedia displays and live versus programmed presentations are emphasized. Prerequisite: ES 200 and 201 or consent of instructor. On demand.
- SCED 600 RESEARCH PROJECT 3.00**
 With the approval of his or her advisor a student may research a selected topics related to the teaching of elementary and/or secondary science. Permission of instructor. Each semester. Maximum credits allowable toward graduation: 9 credits.

Special Education Courses

- SPED 415 IN DEV STRAT MILD/MODDERATE HANDICAPPED 3.00**
 This is the study of individualizing instruction for students with mild disabilities. It involves designing basic instructional sequences utilizing behavioral objectives, matching media, learner, and goal characteristics, and evaluating the effectiveness of instruction. Prerequisites: SPED 320, 360, 380, 381. Must be taken concurrently with SPED 416. Each semester.
- SPED 418 EXCEPTIONALITIES IN THE REGULAR CLASSROOM 3.00**
 Prepares students to deal with the nature and needs of the exceptional person in the regular classroom. Examines contemporary methods of identification, services for the exceptional individual, and legal aspects of the least restrictive environment. Prerequisite: Sophomore standing.
- SPED 420 IN DEV STRAT S PH 3.00**
 Study the processes of individualizing instruction for people with moderate, severe, and multiple disabilities. Design basic instructional sequences utilizing behavioral objectives, match instruction with learner and goal characteristics; identify appropriate instructional strategies, and evaluate the effectiveness of instruction. Students will apply oral and written communication skills, quantitative reasoning skills, and other fundamental academic skills to the field of special education. Prerequisite: SPED 320, 360, 380, 381. Must be taken concurrently with SPED 421. Each semester.
- SPED 428 ASSISTIVE TECHNOLOGY 1.00**
 Students will learn how to assess assistive technology requirements for people with disabilities, make low tech devices, and install and operate computer hardware and software applications in a laboratory experience. Prerequisites: SPED 128, 129, 245, 381, 462, 482 and students must receive a "C" or better in SPED 462.
- SPED 441 TEACHING STUDENTS WITH DISABILITIES IN THE SECONDARY CLASSROOM 3.00**
 This course will prepare educators with the skills and knowledge to deliver and support instruction to students with disabilities in secondary classroom settings. Prerequisite: SPED 418.
- SPED 442 DIFFERENTIATED INSTRUCTION IN INCLUSIVE SETTINGS 3.00**
 This course focuses on planning, designing, and delivering differentiated instruction to an increasingly diverse general education population, including students with disabilities, students who are gifted, students at risk, and students with cultural differences. Prerequisite: SPED 418.
- SPED 443 PREVENTION AND TREATMENT OF ACADEMIC AND LEARNING PROBLEMS 3.00**
 This course will review the practice of prevention and intervention in dealing with students who are academically deficient, including, response-to-intervention, scientifically-based instruction, and the teacher, learner, curriculum interface. Prerequisite: SPED 418.

- SPED 462** **EDUCATIONAL ASSESSMENT** **3.00**
Assists students in acquiring knowledge and skills needed for decision-making regarding individuals with disabilities or suspected disabilities, and apply these skills in case studies. Prerequisites: SPED 128, SPED 129, SPED 245. Each semester.
- SPED 482** **SPECIAL MATHEMATICS INSTRUCTION** **3.00**
Provides students with specific data-based strategies to teach mathematics to students with disabilities. Prerequisites: SPED 128, 129, 245, MATH 111.
- SPED 500** **CONTEMPORARY ISSUES IN SPECIAL EDUCATION** **3.00**
Participants engage in problem-centered analyses and investigations, and in determination of responses relative to the contemporary issues confronting special education.
- SPED 501** **FOUNDATIONS FOR LITERACY INSTRUCTION OF EXCEPTIONAL READERS** **3.00**
Students will be provided an historical perspective concerning the teaching of reading and the relationships between psychological, sociological, and linguistic processes and how these influence reading and writing development. SPED 502
- CURRICULUM DESIGN AND MATERIALS FOR TEACHING EXCEPTIONAL READERS** **3.00**
This course examines the theory and practices of curriculum development and related issues in teaching reading to learners with exceptionalities. In addition it covers issues related to children's literature.
- SPED 503** **EDUCATIONAL ASSESSMENT FOR EXCEPTIONAL READERS** **3.00**
In this course, students are taught the concepts, knowledge, and competencies required for specialized formal and informal reading assessment, interpretation, and diagnosis for grades pre-K to 12. Prerequisite: SPED 462.
- SPED 504** **TEACHING EMERGENT AND DEVELOPING EXCEPTIONAL READERS** **3.00**
This course is designed to provide students with research-based techniques and strategies that are required to promote the growth from emergent to conventional reading, writing, and literacy concepts for children with disabilities. Prerequisite: SPED 501.
- SPED 505** **CONCEPTS OF INTELLIGENCE** **3.00**
Participants engage in an extensive study of the nature of cognition, traditional and contemporary, with emphasis on the development of a paradigm having relevance to the educational process.
- SPED 506** **TEACHING EXCEPTIONAL ADOLESCENTS WITH READING PROBLEMS** **3.00**
This course will prepare teacher candidates to address the challenges presented in the curriculum area of reading for secondary students with high incidence disabilities. Specifically, content addressed in this course include classroom reading assessment, instructional strategies, and special consideration in reading instruction for adolescents with high-incidence disabilities in general education classrooms. Prerequisite: SPED 501.
- SPED 507** **WRITTEN AND VISUAL EXPRESSION FOR EXCEPTIONAL READERS** **3.00**
Presents evidence-based practices for enhancing the writing and visual literacy of elementary and secondary students. It also presents effective strategies for teaching writing to multilingual students with special needs. Prerequisite: SPED 501.
- SPED 508** **PROFESSIONAL SEMINAR: DELIVERING EVIDENCE-BASED INSTRUCTION** **3.00**
Teacher candidates will examine evidence based reading instruction as it applies to individuals with disabilities. Integration of research and best practices will serve as the core of this course as well as developing skills to serve in leadership positions on response to intervention (RTI) teams. Prerequisites: SPED 504 and SPED 506.
- SPED 509** **INTERVENTION SPECIALIST STUDENT TEACHING** **6.00**
Observation and participation in intervention in reading and/or mathematics and in activities related to the performance of an intervention specialist's work. Prerequisites: Completion of ED 574, SPED 501, 502, 503, 504, 506 and 507 with minimum grade of C, a cumulative QPA of 3.0; and the issuance of required state clearances.
- SPED 514** **INTRODUCTION TO GIFTED EDUCATION** **3.00**
Provides the foundational background necessary for understanding and working effectively with learners who are gifted and talented. Focuses on foundations, nature and definition of giftedness; characteristics of learners who are gifted and talented; identification procedures; individual learning differences; specialized needs of learners who are gifted and talented; service delivery options including acceleration and enrichment, and grouping strategies. No prerequisite. As needed.
- SPED 519** **STATISTICAL APPL FOR BEHAVIORAL SCIENCE** **3.00**
Provides the statistical background necessary for research design and evaluation. Topics covered include scaling of data, descriptive statistics, probability, and statistical inference. Students will become familiar with statistical techniques including correlations, chi-square, t-tests, analysis of variance, and simple regression. Students learn to compute statistics by hand and with the use of statistical software and web-applications.
- SPED 521** **AUTISM SPECTRUM DISORDERS** **3.00**
Provides an overview of autism spectrum disorders, including history, incidence and prevalence, etiology, diagnosis, current research, characteristics and learning traits, co-morbid conditions, impact on family, and social ethical issues surrounding ASD. Prerequisite: Graduate standing.
- SPED 522** **ADMINISTRATION OF THE SPECIAL EDUCATION CLASSROOM** **3.00**
In addition to mastering instructional strategies and curricular content, today's special education teachers are required to be knowledgeable about various theories, policies, and procedures necessary for the complex daily administration of the special education program. Competencies included in this course will be: adapting the classroom environment to meet the physical, academic and emotional needs of the students; classroom management techniques; development of the IEP, behavior and transition plans; and collaboration with other professionals, paraprofessionals and parents.

SPED 525	ED APPRAIS PRES 2	3.00
SPED 526	CLINICAL PRACTICUM FOR HIGH INCIDENCE DISABILITIES	1.00
This practicum places teacher candidates into field settings involving people with high incidence disabilities who use an individualized curriculum. Teacher candidates will match instruction with learner, goal, and curriculum characteristics; identify and implement appropriate instructional strategies and sequences; and evaluate the effectiveness of instruction. Prerequisites: SPED 128, 129, 245, 380, 462, 482. Must be taken concurrently with SPED 5/444. Fall and Spring, every year.		
SPED 527	CLINICAL PRACTICUM FOR LOW INCIDENCE DISABILITIES	1.00
This practicum places teacher candidates into field settings involving people with low incidence disabilities who use an individualized independence curriculum. Teacher candidates will match instruction with learner, goal, and curriculum characteristics; identify and implement appropriate instructional strategies and sequences; and evaluate the effectiveness of instruction. Prerequisites: SPED 128, 129, 245, 380, 462, 482. Must be taken concurrently with SPED 5/446. Fall and Spring, every year.		
SPED 528	ASSISTIVE TECHNOLOGY	1.00
Students will learn how to assess assistive technology requirements for people with disabilities, make low tech devices, and install and operate computer hardware and software applications in a laboratory experience. Prerequisites: SPED 128, 129, 245, 381, 462, 482.		
SPED 530	LEARNING DISABILITY	3.00
Participants acquire knowledge and skills for designing diagnostic/prescriptive programs in perceptual-motor, cognitive, linguistic, academic, social, and career domains for individuals with specific learning disabilities.		
SPED 531	IMPACT OF DISABLING CONDITIONS	3.00
The impact of developmental disabilities as reflected in the function of individuals will be described. The course covers prenatal, perinatal, and postnatal concerns, as well as various physical disabilities, disabilities of aging, and interventions. Prerequisite: Enrollment in Graduate Program.		
SPED 534	WORKSHOP IN SPECIAL EDUCATION	3.00
Provides practicing teachers with professional development opportunities in areas of curriculum, assessment, and instruction for students with disabilities. Prerequisites: Teaching experience in elementary and/or secondary education and if enrolled in the Special Education or Rehabilitative Sciences Graduate Program, permission of academic advisor.		
SPED 539	CURRICULUM DEV AND EDUCATIONAL PROGRAMMING IN GIFTED EDUCATION	3.00
Provides instruction in the development, selection, and implementation of appropriate curriculum for learners who are gifted and talented. Emphasis is placed on integration of a standards-based curriculum with adaptations for learners who are gifted and talented. Topics include: curriculum models, technology, assessment methods, special populations, specialized instructional strategies for learners who are gifted, differentiation of curriculum and instruction, and individualized programming. Prerequisite: SPED 514. As needed.		
SPED 540	BEHAVIOR DISORDER	3.00
Participants engage in the study of maladaptive behavior in individuals with emphasis on current definitions, classification systems, major etiological perspectives, and contemporary interventions.		
SPED 544	METHODS AND PRACTICUM FOR INDIVIDUALS WITH HIGH INCIDENCE DISABILITIES	3.00
This course is about individualizing instruction for students with mild and moderate disabilities. It involves designing basic instructional sequences, utilizing behavioral objectives, matching technology, learner and goal characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction. Prerequisite: SPED 128, 129, 245, 380, 462 and 482. Must be taken concurrently with SPED 416. Fall and Spring, every year.		
SPED 546	METHODS AND PRACTICUM FOR PERSONS WITH LOW INCIDENCE DISABILITIES	3.00
Focuses on individualizing instruction for individuals with low incidence disorders. Includes designing basic instructional sequences, utilizing behavioral objectives, technology, learner and goal characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction. Prerequisites: SPED 128, 129, 245, 380, 462, 482. To be taken concurrently with SPED 427. Fall and Spring, every year.		
SPED 554	GRAD STUDENT TEACH SPECIAL ED	6.00
This course involves observation and participation in teaching students with disabilities and in activities and in activities related to the performance of a classroom teacher's professional duties. Completion of all required courses in the certification area with a minimum grade of "C" and a cumulative QPA of 3.0, as well as the issuance of required state clearances.		
SPED 555	SUPER FOR SPED	3.00
SPED 562	SERVICE LEARNING	3.00
The course provides an overview of service-learning as a teaching methodology. History, legislation, and theory relevant to service learning is presented. Students learn the components and standards of service-learning. Students plan and implement service-learning projects relative to these. Students also learn how to assess service-learning projects, meet curricular and learner needs through service-learning, and develop community partners. Literature addressing the effectiveness of service-learning as a teaching tool and the relationship of service-learning to the educational reform movement will be examined.		

- SPED 567** **SEMINAR IN ADVANCED APPLIED BEHAVIOR ANALYSIS** **3.00**
 This seminar examines contemporary theory, research, and practice in applied behavior analysis with particular emphasis given to applications in the fields of special education and rehabilitative sciences.
- SPED 571** **COMMUNITY ADJUSTMENT- FUTURES PLANNING FOR STUDENTS WITH DISABILITIES** **3.00**
 This course will examine the models of transition service delivery, the relationships between special education, vocational education, rehabilitation, and the technology used to promote the movement of individuals with disabilities from school to adult life. Prerequisites: REHB 565 or permission of the Instructor.
- SPED 575** **AUGMENTATIVE AND ALTERNATE COMMUNICATION** **3.00**
 This course is designed to introduce the student to various augmentative/alternative communication systems prevalent in the field. Current and comprehensive information relative to type of disorder, diagnosis, and treatment will be discussed. An emphasis will be placed on the application of unique criteria in diagnostics and the administration of competent and flexible management strategies in rehabilitation. Fall, annually.
- SPED 580** **SPECIAL READING INSTRUCTION** **3.00**
 This course is designed to provide in-service and pre-service professionals with the knowledge and skills to serve students with mild/moderate reading disabilities. Individuals taking the course will assimilate characteristics of identified students, assessment processes and alternative interventions.
- SPED 585** **SPECIAL TOPICS IN SPECIAL EDUCATION** **3.00**
 Study of topical material reflecting new ideas, knowledge, or methods relevant to Special Education. Course content will vary from semester to semester. Topics will be announced in advance. As needed.
- SPED 597** **COLLABORATION AND COOPERATION: IMPROVED TEACHING AND LEARNING OUTCOMES** **3.00**
 This course is intended to improve the teaching and learning outcomes in basic education by focusing on collaboration and cooperative-education processes and teaching methodologies. The development of strategies for promoting professional and community collaborations established in SPED 596: Contemporary Education Practices and Directions, is continued in this offering. Teaching models and methods facilitative to encouraging and maintaining collaborative and cooperative-educational practices extend the skills of professional educators in appropriately serving the educational needs of an increasingly diverse learning audience. Prerequisite: SPED 596 or approval of instructor.
- SPED 620** **ROLE DEVELOPMENT WITH FAMILIES** **3.00**
 Participants acquire knowledge and skills in working with and involving parents to maximize developmental and learning opportunities for their children with disabilities, and in responding to the unique challenges confronting families of children with disabilities.
- SPED 632** **POLICY AND PRACTICE IN SPECIAL EDUCATION** **3.00**
 The delivery of special education is influenced by many factors other than good teaching. Compliance with federal guidelines, ever-changing budgets, and political climates continue to act on the delivery of special education. In order for our graduate students to be able to grow as professionals, they will need to be aware of these forces and how they interact with special education policy and service delivery.
- SPED 635** **ADVANCED METHODS FOR PERSONS WITH AUTISM OR SEVERE HANDICAPS** **3.00**
 Focuses on the design, implementation and evaluation of instructional interventions for persons with autism or severe disabilities.
- SPED 636** **ADVANCED METHODS FOR PERSONS WITH HIGH INCIDENCE DISABILITIES** **3.00**
 Participants acquire knowledge and skills related to the design, implementation, and evaluation of instructional interventions for individuals with mild/moderate disabilities.
- SPED 637** **SEMINAR IN SINGLE SUBJECT RESEARCH DESIGN** **3.00**
 Enables students to conduct single-case research in special education and rehabilitative science. The course provides theory and scenario-based practice with a variety of single-case and replicated single-case designs. Prerequisites: SPED 567 or equivalent.
- SPED 690** **SPECIAL PROJECTS** **3.00**
 Participants engage in either scholarly or applied research related to the education of children and youth with disabilities under the supervision of a faculty member. By permission only.
- SPED 696** **CONTEMPORARY EDUCATION PRACTICES AND DIRECTIONS** **3.00**
 This course saliently provides the philosophical and pragmatic basis for the rationale for change in contemporary education. Legislation, litigation, and research within the profession provide the foundation for understanding why the profession must explore innovative strategies for improving the educational outcomes of all children. Terminologies which dominate professional dialogue are explored and studied to separate dogma from substance. Learner characteristics, which are indicative of the diversity naturally present in society, are addressed relative to implications in teaching and learning.
- SPED 700** **THESIS** **3.00**
 Requires each student to develop a thesis related to special education. Must be taken for two semesters of three credits each. Prerequisite: ED 520.

Modern Languages Courses

- ED 539** **SECOND LANGUAGE ACQUISITION AND METHODS OF TEACHING
AND EVALUATING MODERN LANGUAGES** **3.00**
Examination of the physiological and linguistic foundations of modern language acquisition. Techniques of teaching and evaluating modern languages and cultures. Analysis of recent research in the area of second language acquisition with a focus on the integration of the National Standards for Foreign Language Education.
- FR 501** **SPECIAL TOPICS IN FRENCH LITERATURE AND CULTURE** **3.00**
In-depth examination of contemporary French and Francophone literary and cultural issues. May be taken up to three times for credit, provided that different topics are offered. Course taught in French.
- FR 551** **ADVANCED SUPERVISED READINGS IN FRENCH LITERATURE** **3.00**
Selected readings determined by the needs and interests of the individual student.
- FR 557** **ADVANCED FRENCH LINGUISTIC AND CULTURAL IMMERSION** **3.00**
This course consists of two weeks of intensive online instruction on French culture and civilization, prior to a two week trip to France. During this immersion period, students will visit places of historical and cultural interest in the country, receive lectures on the historical, cultural, artistic and literary importance of the sites visited, and conduct as much of their daily routines in French as possible. Courses offered to graduate students.
- GER 501** **SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE** **3.00**
In-depth examination of contemporary German literary and cultural issues. May be taken up to three times for credit, provided that different topics are offered. Course taught in German.
- GER 551** **ADVANCED SUPERVISED READINGS IN GERMAN LITERATURE** **3.00**
Selected readings determined by the needs and interests of the individual student.
- GER 557** **ADVANCED GERMAN LINGUISTIC AND CULTURAL IMMERSION** **3.00**
This course consists of two weeks of intensive online instruction on German culture and civilization, prior to a two week trip to a German-speaking country. During this immersion period, students will visit places of historical, cultural, artistic, and literary importance of the sites visited, and conduct as much of their daily routines in German as possible. Course offered to graduate students.
- SPAN 501** **SPECIAL TOPICS IN HISPANIC LANGUAGE AND CULTURE** **3.00**
In-depth examination of contemporary Hispanic literature and cultural issues including but not limited to such topics as Hispanic Women Writers, Latino Cultures in the U.S. and relationships between Hispanic nations and the U.S. Course is taught in Spanish. Prerequisite: SPAN 282 or permission from instructor.

Directories

Clarion University of Pennsylvania A member of Pennsylvania's State System of Higher Education

PETER H. GARLAND, Chancellor

Board of Governors, Harrisburg, Pa.

GUIDO M. PICHINI, (Chair)
Wyomissing

MARIE CONLEY, (Vice Chair)
Harrisburg

AARON A. WALTON, (Vice Chair)
Pittsburgh

HON. RICHARD L. ALLOWAY II, Harrisburg

HON. MATTHEW E. BAKER, Harrisburg

JENNIFER G. BRANSTETTER, Harrisburg

GOV. THOMAS W. CORBETT, Harrisburg

SARA J. DICKSON, Clarion

LAURA E. ELLSWORTH, Pittsburgh

MARK S. GROCHOCKI, Harrisburg

HON. MICHAEL K. HANNA, Harrisburg

L. JILL HANS, Harrisburg

WILLIAM E. HARNER, Harrisburg

RONALD G. HENRY, Bryn Mawr

BONNIE L. KEENER, West Springfield

JONATHAN B. MACK, Indiana

JOSEPH F. MCGINN, Linwood

HAROLD C. SHIELDS, Allison Park

ANGELA C. STALNECKER, Harrisburg

ROBERT S. TAYLOR, Solebury

DAVID F. WOLFE, Slippery Rock

HON. JOHN T. YUDICHAK, Harrisburg

Council of Trustees, Clarion, Pa.

SYED R. ALI-ZAIDI, Shippenville

SUSANNE A. BURNS, Clarion

HON. ROSS C. CIOPPA, Braddock Hills

JOY DUNBAR, State College

R. LEE JAMES, Chair, Oil City

JAMES L. KIFER, Vice Chairperson, Clarion

CHRISTOPHER S. MYERS, Bethel Park

HON. DONNA OBERLANDER, Clarion

LARRY C. PICKETT, Pittsburgh

HOWARD H. SHRECKENGOST, Secretary, New Bethlehem

JEFFREY J. SZUMIGALE, Erie

PETER H. GARLAND, Acting Chancellor (Ex-Officio),

Pennsylvania State System of Higher Education

Ex-Officio

President's Office

KAREN M. WHITNEY, Ph.D., (2010), President

University of Houston, B.A., M.A.; University of Texas at Austin, Ph.D.

JOCELYN E. GANT, Ph.D., (1994), Assistant to the President for Social Equity and Associate Vice President for International Programs; Boston State, B.A.; Boston College, M.A., Ph.D.

LINDA R. CAMPBELL, M.S., (1990), Assistant to the President

Clarion University of Pennsylvania, B.S., M.S.

ANN M. JAMISON, (1988), Executive Staff Assistant to the President

Division of Academic Affairs

RONALD H. NOWACZYK, Ph.D., (2011), Provost and Vice President for Academic Affairs

Northwestern University, B.A., Miami University (OH), M.A., Ph.D.

TINA M. RAPP, B.S., (2012), Executive Staff Assistant to the Provost

Gannon University, B.S.

WILLIAM D. BAILEY, M.A., (2001), Dean, Enrollment Management

University of Pittsburgh, B.A.; West Virginia University, M.A.

BRENDA SANDERS DÉDÉ, Ed.D., (1995), Assistant Vice President for Academic Affairs

Texas Southern University, B.A., M.Ed., Ed.D.

PHILIP H. FRESE, Ph.D., (2013), Dean, College of Business Administration

Farleigh Dickinson University, B.S., M.B.A., Drexel University, Ph.D.

JAMES C. FOSTER, Ph.D., (2013), Interim Dean, College of Arts and Sciences

University of Wisconsin-Madison, B.S., Cornell University, Ph.D.

RAGAN GRIFFIN (1990) Director, Student Financial Services

Allegheny College, B.A. English, Indiana University of Pennsylvania, M.A. Student Affairs in Higher Education

- JOHN T. GROVES**, Ph.D., (2007), Director of Research, Retention and Academic Programming
Western Michigan, B.A.; Michigan State University, M.A., Ph.D.
- LISA HEPLER**, B.S.B.A., M.B.A. (1990), Registrar
Clarion University of Pennsylvania, B.S.B.A.
- TERRY S. LATOUR**, Ph.D., (2005), Dean, University Libraries
Allegheny College, B.A.; Case Western Reserve University, M.A., M.S.L.S.; Florida State University, Ph.D.
- ROSE LOGUE**, M.B.A., (1981), Director, Administrative Services
Clarion University of Pennsylvania, B.S.B.A., M.B.A.
- SAMUEL T. PULEIO JR.**, M.B.A., (2005), Assistant Vice President for Computing Services
Indiana University of Pennsylvania, B.S.; Duquesne University, M.B.A.
- ERIN SCHUETZ**, M.A., (2005), Director, SOAR
Westminster College, B.A.; Indiana University of Pennsylvania, M.A.

Division of Finance and Administration

- PETER C. FACKLER**, M.B.A., (2012), Interim Vice President for Finance and Administration
Trinity College, Duke University, A.B.
- RHONDA J. CLINGER**, B.S., (1987), Budget Director
Clarion University of Pennsylvania, B.S.
- TIMOTHY P. FOGARTY**, M.S., (1991), Associate Vice President for Human Resources
Gannon University, B.A., M.S.
- REIN POLD**, B.S. (2001), Director of Purchasing & Contracts
Clarion University of Pennsylvania, B.S.
- GLEN E. REID**, M.A., (2008), Director of Emergency Management
Point Park University, B.A.; Duquesne University, M.A.
- RICHARD TAYLOR**, B.S. (2012), Director of Facilities Planning
University of Massachusetts Dartmouth, B.S.
- MARCY K. TROMBETTA**, (1999), Interim Director of Public Safety
- TAMARA B. VARSEK**, B.S., (2013), Comptroller
Edinboro University of Pennsylvania, B.S.

Division of University Advancement

- JAMES GEIGER**, M.H.A., (2013), Vice President for University Advancement
Ohio University, M.H.A.
- JACQUELINE M. COZMA**, B.A. (2013) Assistant Web Designer
Franciscan University, B.A.
- BRIAN C. DiFONZO**, B.A., (2008) Director, Printing Services
St. Bonaventure University, B.A.
- RICHARD P. HERMAN**, B.A., (1980), Director, Sports Information
Point Park College, B.A.
- TINA M. HORNER**, B.S., (2010), Communication Manager
Slippery Rock University of Pennsylvania, B.S.
- DAVID N. LOVE**, B.S., B.A., (2007), Director, Marketing and Communication
Clarion University of Pennsylvania, B.S., B.A.
- CHRISTOPHER M. ROSSETTI**, B.S., (1999), Assistant Director, Sports Information/Director, Sports Web
Indiana University of Pennsylvania, B.S.
- CAROL A. ROTH**, B.S., (1979), Assistant Vice President for Advancement
Slippery Rock University, B.S.
- JASON M. STROHM**, M.S. (2008), Web Designer/Developer
Clarion University of Pennsylvania, B.S., M.S.
- AMY A. WOZNAK**, M.S. (2013), Web Content Writer
Clarion University of Pennsylvania, B.S., M.S.

Clarion University Foundation, Inc. (Affiliated Organization)

- MICHAEL R. KEEFER**, M.S., (2001), CEO, Clarion University Foundation, Inc.;
Slippery Rock University, B.S.; The Pennsylvania State University, M.S.
- JIM BIRD**, M.S., CFRE (2013), Director of Corporate and Foundation Giving, Clarion University Foundation, Inc.;
Gannon University, B.A.; Gregorian University, STB/STL; Geneva College, M.S.
- JOHN CATONE**, B.S. (2011), Director of Development, Clarion University Foundation, Inc.;
Edinboro University of Pennsylvania, B.S.
- LAURA KING**, B.S., (2010), Director of Alumni Relations and Annual Fund, Clarion University Foundation, Inc.;
Clarion University of Pennsylvania, B.S.
- JOHN MUMFORD** (2013), Development Officer, Clarion University Foundation, Inc.;
Clarion University of Pennsylvania, B.S.
- REBEKAH NELLIS**, B.S., (2010), Accountant, Clarion University Foundation, Inc.;
Clarion University of Pennsylvania, B.S.
- JESSICA PARK**, B.S. (2007), Controller, Clarion University Foundation, Inc.;
Clarion University of Pennsylvania, B.S.
- HOLLY PIPHER**, B.S., (2010), Annual Funds Officer, Clarion University Foundation, Inc.;
Clarion University of Pennsylvania, B.S.
- ROBERT SUTTON**, M.S (2013), Information Systems and Application Manager, Clarion University Foundation, Inc.;
Clarion University of Pennsylvania, B.S., University of Phoenix, M.S.
- SHAWN WOOD**, B.A (2011), Athletics Development Officer, Clarion University Foundation, Inc.;
West Virginia Wesleyan, B.A.
- JESSICA ZACHERL**, B.S., (2011), Assistant Director of Alumni Relations and Annual Fund,
Clarion University Foundation, Inc.; Clarion University of Pennsylvania, B.S.

Division of Student Affairs

- HARRY E. TRIPP**, M.Ed., (1993), Vice President for Student Affairs
Kent State University, B.S., M.Ed.
- DOT ALLIO** (1995), Budget Director, Student Affairs
Clarion University of Pennsylvania
- CONNIE J. LAUGHLIN**, M.Ed., (1983), Director, Planning and Assessment
Indiana University of Pennsylvania, B.S., M.Ed.

Center for Leadership and Involvement

- SHAWN HOKE**, M.Ed., (2001), Director, Leadership and Involvement
Clarion University of Pennsylvania, B.S.; Kent State University, M.Ed.
- BRIAN HOOVER**, M.A., (2000), Assistant Director, Leadership and Involvement
Clarion University of Pennsylvania, B.A., B.S.; The Ohio State University, M.A., M.L.
- KELLY RYAN**, M.A., (2008), Assistant Director, Leadership and Involvement
Marietta College, B.A.; Slippery Rock University, M.A.
- SHELLY WILSON** (1983), Executive Director, Clarion Students' Association (CSA); Erie Business College

Center for Residence Life

- MICHELLE KEALEY-HARBAUGH**, M.Ed., (1999), Director, Residence Life Services
Gannon University, B.A.; Kent State University, M.Ed.
- BRETT BERQUIST**, M.A., (2001), Assistant Director
Bowling Green State University B.S., B.A.; Western Michigan University, M.A.,
Clarion University of Pennsylvania, M.A.
- MATT SHAFFER**, M.A., (2008), Coordinator of Judicial Affairs & Residence Life Education
Juniata College, B.A., Indiana University of Pennsylvania, M.A.
- HOLLY SLOTTERBACK**, M.A., (2012) Residence Life Coordinator; Susquehanna University, B.A.;
Indiana University of Pennsylvania, M.A.
- TODD SPAULDING**, M.S., (2003), Assistant Director
Clarion University of Pennsylvania, B.S.; Clarion University of Pennsylvania, M.S.
- KRIS STIGLITZ**, B.S.B.A., (1986), Associate Director, Residence Life Services
Clarion University of Pennsylvania, B.S.B.A.

Center for Sports and Recreation

- DAVID KATIS**, M.Ed., (1989), Athletic Director; Executive Director, Center for Sports and Recreation
Clarion University of Pennsylvania, M.Ed., B.S.; California University of Pennsylvania, M.S.
- KRISTEN ABBOTT**, M.S., ATC, CES (2011), Assistant Athletic Trainer/Instructor;
Slippery Rock University of Pennsylvania, B.S.; California University of Pennsylvania, M.S.
- MIKE CHESTERFIELD**, M.A., (2010), Assistant Athletic Trainer
Clarion University of Pennsylvania, B.S.;
North Carolina State University, Master of Parks, Recreation, and Tourism
- DOUGLAS S. KNEPP**, Ph.D., (1994), Director, Intramurals, Recreation, Fitness, and Club Sports/
Assistant Professor, Chair, ATSW Department;
University of Akron, B.S.Ed.; University of Toledo, M.S.Ed.; Indiana University of Pennsylvania, Ph.D.
- LORI SABATOSE**, M.A., (1998), Recreation Center Manager
Clarion University of Pennsylvania, B.S.; Kent State University, M.A.; P.T.R.
- WENDY SNOGRASS**, M.E.M.S., (2006), Associate Director of Athletics
Westminster College, B.A.; California University of Pennsylvania, M.E., M.S.
- JIM THORNTON**, M.S., (1990), Director of Sports Medicine/Athletic Training Services
Utah State University, B.S.; University of the Pacific, M.A.; ATC, NASM- PES, CES

Center for Student Development

- SUSAN BORNAK**, M.S.N.-C.R.N.P., (1998), Dean, Student Development
Mercy Hospital School of Nursing, Diploma; Clarion University of Pennsylvania, B.S.;
Slippery Rock University, B.S.; University of Pittsburgh, M.S.N.-C.R.N.P
- DIANA ANDERSON BRUSH**, M.A., (1987), Associate Director, Career Development Center
Indiana University of Pennsylvania, B.A., M.A.
- JENNIFER BARCH**, Ph.D., NCC, LPC, ACS, (2012), Interim Clinical Supervisor
Edinboro University of Pennsylvania, B.S.; Indiana University of Pennsylvania, M.A.;
Duquesne University, Ph.D.
- GRETCHEN BISHOP**, M.S.N.-F.N.P., (2012) Nurse Practitioner, Keeling Health Center
Jameson Hospital School of Nursing, Diploma; University of Pittsburgh, B.S.N.;
Ohio State University, M.S.N.- A.N.P.; Clarion University, F.N.P.
- CAROL BRENNAN-CAPLAN**, Ph.D.; CSCS, (2007), Assistant Professor/Program Director, Athletic Coaching Education
Framingham State College, B.A.; Illinois State University, M.S.; University of Pittsburgh, Ph.D.
- ANDREA GRATA DOMACHOWSKI**, M.A., (2013), Director, Career Development Center
Alfred University, B.A.; Indiana University of Pennsylvania, M.A.
- CAROL GARBARINO-BAUER**, R.N.C., (1988), Certified Registered Nurse, Keeling Health Center
Clarion University of Pennsylvania, A.R.N.
- DOUGLAS S. KNEPP**, Ph.D., (1994), Director, Intramurals, Recreation, Fitness, and Club Sports/
Assistant Professor, Chair, ATSW Department;
University of Akron, B.S.Ed.; University of Toledo, M.S.Ed.; Indiana University of Pennsylvania, Ph.D.
- ERIN LEWIS**, M.S., (2007), Assistant Director, Career Development Center
Clarion University of Pennsylvania, B.S., M.S.
- LYNN MASON**, M.S.N., CRNP, (1999), Nurse Practitioner, Keeling Health Center
Indiana University of Pennsylvania, B.S.N.;
Edinboro, Slippery Rock University of Pennsylvania Consortium, M.S.N., F.N.P.
- GRETCHEN McCORD-WOLBERT**, B.S.N., (1990), Nurse, Keeling Health Center
Clarion University of Pennsylvania, A.R.N., B.S.N.
- JAMES MCGEE**, M.S., (2008), Coordinator of Health Promotions
Clarion University of Pennsylvania, B.S., M.S.
- BRENDA POLATTY**, B.S.N., R.N.C., (1987), Registered Nurse, Keeling Health Center
Butler Hospital School of Nursing, Diploma; Slippery Rock University of Pennsylvania, B.S.N.

Department of Auxiliary Operations

G. CHAD THOMAS, B.S., (2000), Director, Auxiliary Operations
Clarion University of Pennsylvania, B.S.

Clarion Students' Association (CSA) (Affiliated Organization)

SHELLY WILSON, (1983), Executive Director
Erie Business College

Venango College of Clarion University Staff

CHRISTOPHER M. REBER, Ph.D., Executive Dean

Dickinson College, B.A.; Bowling Green State University, M.A.; University of Pittsburgh, Ph.D.

EMILY S. AUBELE, M.Ed., Director of Student Affairs

Westminster College, B.A.; Kent State University, M.Ed.

LATROBE N. BARNITZ, B.S., Coordinator of Admissions and Financial Aid

Clarion University of Pennsylvania, B.S.

TAMMY M. BEACH, M.B.A., Coordinator, Continuing Education

Clarion University of Pennsylvania, B.S.B.A., M.B.A.

RENEE BLOOM, M.S., Assistant Professor and Chair, Allied Health

ACMH School of Radiologic Technology; LaRoche College, B.S.; Slippery Rock University of Pennsylvania, M.S.

CYNTHIA L. BUSCH, Administrative Office Manager

NANCY E. CLEMENTE, M.L.S., Assistant Professor, Library

Youngstown State University, B.S.Ed.; Kent State University, M.L.S.

MARK B. CONRAD, M.S., Coordinator of Career Services

Thiel College, B.S.B.A., Clarion University of Pennsylvania, M.S.

KAY E. ENSLE, M.S., Assistant to the Executive Dean

Clarion University of Pennsylvania, B.S., M.S.

DALYANN FULLER, M.A., Coordinator of Intramurals and Recreation

Lock Haven University, B.S.; Morehead State University, M.A.

WILLIAM S. HALLOCK, Jr., Ed.D., Chair, Department of Applied Technology

Northwest Missouri State University, B.S., M.S.; University of Kansas, Ed.D.

HOPE LINEMAN, M.S., Director of Marketing and University Relations

Clarion University of Pennsylvania, B.S, M.S.

DAVID B. LOTT, Ph.D., Chair, Venango Department of Humanities and Sciences

Iowa State University, B.S., Ph.D.

CASEY McVAY, B.S., Assistant Coordinator of Admissions and Financial Aid

Clarion University of Pennsylvania, B.S.

SHELLY MOORE, Ph.D., Interim Director, School of Nursing and Allied Health

Gannon University, A.S.N.; Slippery Rock University, B.S.N.;

Clarion, Slippery Rock, Edinboro Universities, M.S.N.;

Indiana University of Pennsylvania, Ph.D. in Nursing

RONALD E. RADAKER, B.S., Coordinator of Learning Support Services

Clarion University of Pennsylvania, B.S.; Slippery Rock University of Pennsylvania, B.S.

PHILIP B. SHUFFSTALL, Building Maintenance Supervisor

DEBRA D. SOBINA, M.B.A., Director of Finance and Administration

Clarion University of Pennsylvania, B.A., M.B.A.

ANGELA WEST, M.S.N., Chair, Department of Nursing

Slippery Rock University, B.S.; LaRoche College, M.S.N.

Graduate Faculty

Year in parentheses indicates year of appointment to faculty.

- STEPHEN AGYEI-MENSAH**, Ed.D., (2001), Associate Professor, Computer Information Science
University of Ghana, B.Sc.; University of Ife-Nigeria, M.B.A.; University of Maryland Eastern Shore, M.S.;
Oklahoma State University, Ed.D.; A+, Network+, Security+, CCNA, CCDA
- SIMON ARISTEGUIETA-TRILLOS**, Ph.D., (2011), Assistant Professor, Library Science
The University of California, B.A.; University of Puerto Rico, MIS; The University of Tennessee, Ph.D.
- ROBERT BALOUGH**, (1981), Ph.D., Professor, Economics
Northern Illinois University, B.A., M.A., Ph.D.
- GUSTAVO A. BARBOZA**, (2006), Ph.D., Professor, Management, Marketing and Human Resources
Universidad de Costa Rica, B.S.; Oklahoma State University, M.S., Ph.D.
- WILLIAM S. BARNES**, Ph.D., (1984), Professor, Biology
Marietta College, B.A.; University of Massachusetts, Amherst, Ph.D.
- JON A. BEAL**, Ph.D., (1998), Associate Professor, Mathematics
Pittsburg State University, B.S., M.A.; Oklahoma State University, Ph.D.
- DIPENDRA N. BHATTACHARYA**, Ed.D., (1986), Professor, Mathematics
Banaras Hindu University, B.S., M.S.; Queens University, Canada, B.Ed.; State University of New York
at Stony Brook, M.S.; State University of New York at Buffalo, Ed.D.
- JOSEPH BODZIOCK**, Ph.D., (1991), Associate Professor, English
St. Joseph's College, B.A.; University of New Hampshire, M.A.; University of Minnesota, Ph.D.
- KAREN D. BOLINGER**, Ph.D., (1994), Associate Professor, Mathematics
Ohio State University, B.S.Ed., Ph.D.
- LOU ANN BONNETT**, Ph.D., (2001), Associate Professor, Education
Slippery Rock University, B.S., M.Ed.; University of Denver, Ph.D.
- SUZANNE BOYDEN**, Ph.D., (2008), Assistant Professor, Biology
Dartmouth College, B.A.; Colorado State University, Ph.D.
- JONATHAN J. BROWN**, Ph.D., (2002), Professor, Education
Edinboro University, B.S.; Kent State University, M.A.; The Pennsylvania State University, Ph.D.
- WILLIAM E. BUCHANAN**, Ed.D., (1993), Professor, Chair, Library Science
Middle Georgia College, A.A.; Georgia State University, B.A.; The University of Southern Mississippi, M.L.S., M.S.;
University of North Carolina at Greensboro, Ed.D.
- LINDA M. CHERESNOWSKI**, M.A.L.S., (2009), Instructor, University Libraries
Clarion University of Pennsylvania, B.S.; University of Denver, M.A.L.S.; The Pennsylvania State University, M.A.E.
- JEFFREY S. CHILDS**, Ph.D., (2001), Assistant Professor, Computer Information Science
Youngstown State University, B.S.; Kent State University, M.S., Ph.D.
- DEBBIE J. CIESIELKA**, D.Ed., (1998), Associate Professor, Nursing
University of Pittsburgh, M.S.N.; Indiana University of Pennsylvania, B.S., B.S.N., D.Ed.
- RHONDA CLARK**, Ph.D., (2009), Assistant Professor, Library Science
Ouachita Baptist University, B.A.; University of Minnesota, M.A., Ph.D.; University of Pittsburgh, M.L.I.S.
- GREGORY K. CLARY**, Ph.D., (1981), Professor, Special Education and Rehabilitative Sciences
Marshall University, B.A., M.A.; Kent State University, Ph.D.
- SUSAN K. COURSON**, Ph.D., (2001), Associate Professor, Science Education, Chair, Education Department
Indiana University, B.A.; Clarion University, M.Ed.; The Pennsylvania State University, Ph.D.
- MARIA JESSICA CRESPO**, Ph.D., (2009), Assistant Professor, Communication
Franciscan University, B.A.; Wichita State University, M.A.; University of New Mexico, Ph.D.
- MELISSA K. DOWNES**, Ph.D., (2002), Assistant Professor, English
Brown University, B.A.; Boston University, M.A.; The University of Iowa, Ph.D.
- KATE H. EGGLETON**, Ph.D., (1986), Professor, Biology
Iowa State University, B.S., M.S.; University of Massachusetts, Amherst, Ph.D.
- JEFFREY EICHER**, J.D., (1983), Professor, Finance
Clarion University, B.S.; University of Pittsburgh, J.D.; State of Pennsylvania, C.P.A.
- DEBORAH A. ELLERMAYER**, D. Ed., (2002), Associate Professor, Education
Indiana University of Pennsylvania, B.S., M.Ed., D.Ed.
- RAYMOND F. FERROZ**, Ph.D., (1990), Professor, Chair, Special Education and Rehabilitative Sciences
Kent State University, B.A.; Boston University, M.Ed.; University of Pittsburgh, Ph.D.
- ELLEN FOSTER**, Ph.D., (2004), Associate Professor, English
The Pennsylvania State University, B.S.; Slippery Rock University, M.B.A.; Duquesne University, Ph.D.

- ROBERT M. FRAKES**, Ph.D., (1991), Professor, Chair, History
Stanford University, A.B., A.M.; University of California, Santa Barbara, M.A., Ph.D.
- STEPHEN I. GENDLER**, Ph.D., (1969), Professor, Mathematics
University of Pennsylvania, B.A.; Pennsylvania State University, M.A., Ph.D.
- PAMELA J. GENT**, Ph.D., (1988), Professor, Special Education and Rehabilitative Sciences
Youngstown State University, B.S. in Ed.; Kent State, M.Ed., Ph.D.
- GREG S. GOODMAN**, D.Ed., (2005), Associate Professor, Education
University of New Hampshire, B.A., M.A.; University of California at Davis, D.Ed.
- ANTHONY F. GRENCI**, Ph.D., (2003), Professor, Accountancy
Indiana University of Pennsylvania, B.S.; Carnegie Mellon University, M.B.A.; University of Pittsburgh, Ph.D.
- YOOJIN HA**, Ph.D., (2010), Assistant Professor, Library Science
Yonsei University, B.A.; University of Buffalo, M.L.S.; Rutgers University, Ph.D.
- MARILYN K. HARHAI**, J.D., Ph.D. (2001), Professor, Library Science
University of Colorado, B.A., J.D.; University of Pittsburgh, M.L.S.; Barry University, Ph.D.
- STEVEN C. HARRIS**, Ph.D., (1992), Professor, Chair, Biology
Lock Haven University, B.A.; West Virginia University, M.S.; North Dakota State, Ph.D.
- VICKIE D. HARRY**, M.Ed., (1995), Professor, Education
Clarion University, B.S., M.Ed.; Pennsylvania State University, Ph.D.
- DAVID M. HIPFEL**, Ph.D., (1992), Assistant Professor, Mathematics
Northwestern University, B.S.; Rensselaer Polytechnic Institute, M.S., Ph.D.
- JANIS M. JARECKI-LIU**, Ph.D., (1988), Professor, Communication Sciences and Disorders
Allegheny College, B.S.; Clarion University, M.S.; Kent State University, Ph.D.
- TONY R. JOHNS**, Ph.D., (1992), Associate Professor, Management, Marketing and Human Resources
Auburn University, B.M.E., M.B.A.; Florida State University, Ph.D.
- CYNTHIA KENNEDY**, Ph.D., (2000), Associate Professor, History
Eastern College, B.A.; University of Richmond, M.A.; University of Maryland at College Park, Ph.D.
- ANDREW C. KETH**, Ph.D., (2001), Associate Professor, Biology
Clarion University, B.S., M.S.; The Pennsylvania State University, Ph.D.
- MARK L. KILWEIN**, Ph.D., (1997), Associate Professor, Special Education and Rehabilitative Sciences
University of Pittsburgh, B.S.; Ohio State University, M.A., Ph.D.
- SOO KIM**, Ph.D., (2009), Associate Professor, Computer Information Science
Ewha Womans University, Seoul, Korea, B.S.; Yonsei University, Seoul, Korea, M.S.
- JANET K. KNEPPER**, Ph.D., (1998), Assistant Professor, Director of Graduate Program, English
Portland State University, B.A.; University of Pennsylvania, M.A., Ph.D.
- JANICE M. KRUEGER**, Ed.D., (2006), Assistant Professor, Library Science
Duquesne University, B.S.; Drexel University, M.S.; University of the Pacific, Ed.D.
- MYRNA KUEHN**, Ph.D., (1987), Professor, Chair, Mass Media Arts, Journalism, and Communication Studies
Lynchburg College, B.A.; Texas Tech University, M.A.; The Pennsylvania State University, Ph.D.
- SCOTT A. KUEHN**, Ph.D., (1987), Professor, Mass Media Arts, Journalism, and Communication Studies
Purdue University, B.A.; Northern Illinois University, M.A.; The Pennsylvania State University, Ph.D.
- RICHARD LANE**, Ph.D., (2001), Associate Professor, English
The American University, B.A., Miami University-Ohio, Ph.D.
- GEORGE M. LARUE**, (1992), Ph.D., Professor, History
University of Michigan, A.B.; Boston University, M.A., Ph.D.
- RALPH M. LEARY**, (1989), Ph.D., Professor, English
Rocky Mountain College, B.A.; Rutgers University, M.A., Ph.D.
- LINDA L. LILLARD**, Ph.D., (2008), Associate Professor, Library Science
Penn State University, B.S.; San Diego University, M.A.; Emporia State University, M.L.S., Ph.D.
- JAMES ANDREW LINGWALL**, (2004), Ed.D., Associate Professor, Mass Media Arts, Journalism, and Communication Studies
University of Florida, B.S.; University of Washington, M.Ed., Ed.D.
- DAVID B. LOTT**, (1998), Ph.D., Associate Professor, Biology
Iowa State University, B.S., Ph.D.
- HERBERT W. LUTHIN**, (1990), Ph.D., Professor, English
University of Montana, B.A.; University of California at Berkeley, M.A., Ph.D.
- JAMES T. MACCAFERRI**, (1991), Ph.D., Associate Professor, Library Science
The George Washington University, B.A.; University of California, Los Angeles, M.L.S., M.A., Ph.D.
- ELIZABETH J. MACDANIEL**, (1990), Ph.D., Professor, Chair, English
The Ohio State University, B.A.; Rice University, M.A.; The Ohio State University, Ph.D.

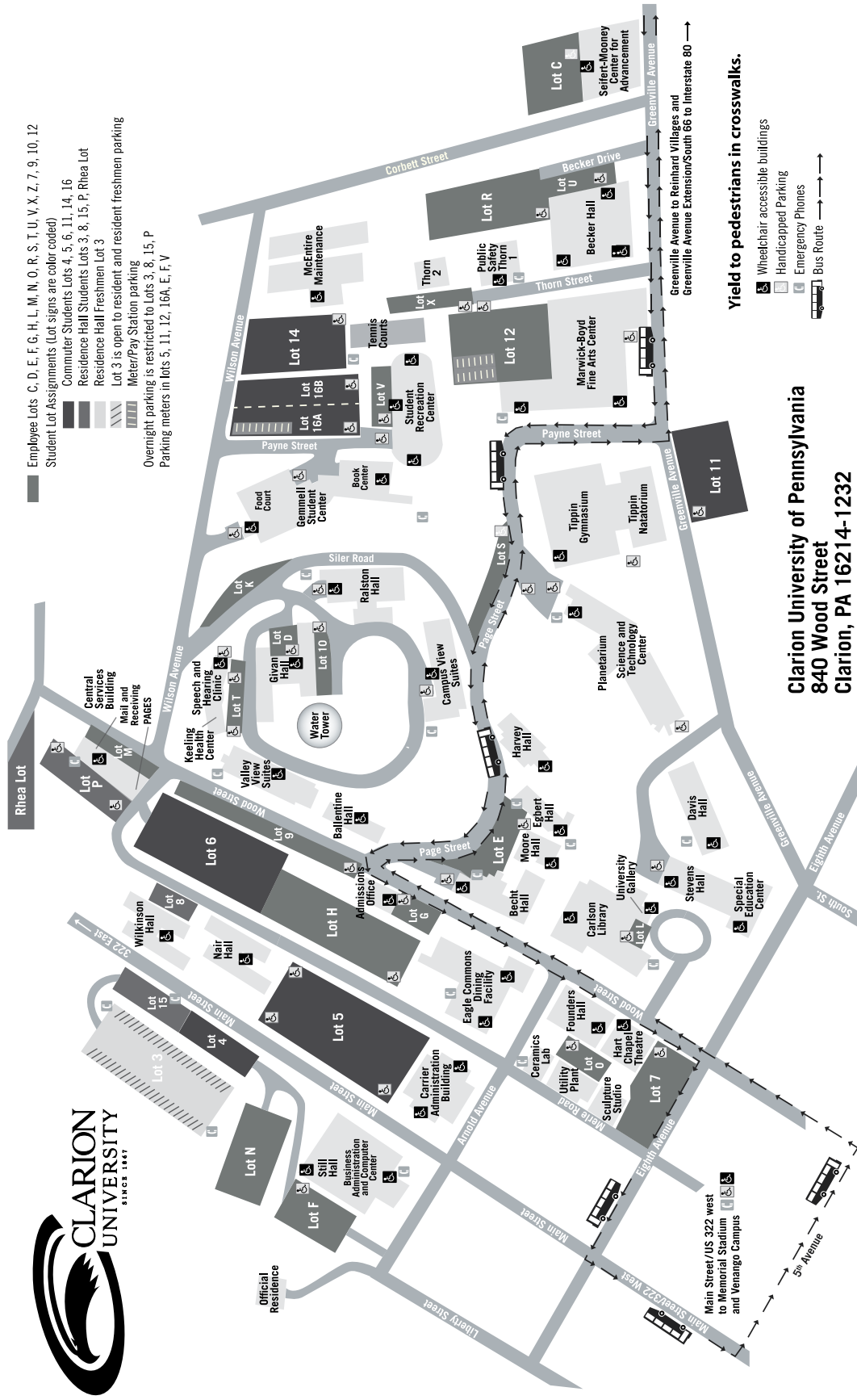
- BRIAN E. MAGUIRE**, Ph.D., (2000), Associate Professor, Education
Westminster College, B.A., M.Ed.; Pennsylvania State University, Ph.D.
- MARY BETH MASON-BAUGHMAN**, Ph.D. (2008), Assistant Professor, Communication Sciences and Disorders
Clarion University, B.S., M.S.; Kent State University, Ph.D.
- COLLEEN A. MCALEER**, Ph.D., (1982), Professor, Communication Sciences and Disorders, Chair, CSD/Speech Pathology
The Pennsylvania State University, B.S.; Clarion University, M.Ed.; Kent State University, Ph.D.
- CHRISTOPHER MCCARRICK**, D.A., (1991), Associate Professor, English
LaSalle College, B.A., Virginia Tech, M.A.; SUNY at Albany, D.A.
- MARY PAT MCCARTHY**, D.Ed., (1994), Assistant Professor/Clinical Supervisor, Communication Sciences and Disorders
Clarion University, B.S., M.S., Indiana University of Pennsylvania, D.Ed.
- MICHAEL J. MCCONNELL**, Ph.D., (1996), Associate Professor, Mathematics
Allegheny College, B.A.; Kent State University, M.A., Ph.D.
- JOHN R. MCCULLOUGH**, Ed.D., (1993), Associate Professor, Education
Clarion University, B.S., M.Ed.; Indiana University of Pennsylvania, Ed.D.
- LAURIE MILLER**, Ph.D., (2009), Assistant Professor, Communication
Point Park University, B.S., M.A.; Indiana University of Pennsylvania, Ph.D.
- KATHLEEN R. MURPHY**, D.Ed., (2002), Assistant Professor, Education
Clarion University, B.S., M.Ed.; Indiana University of Pennsylvania, D.Ed.
- SHANNON S. NIX**, Ph.D., (2008), Assistant Professor, Biology
SUNY-Environmental Science and Forestry, B.S.; Rutgers University, Ph.D.
- JOHN O'DONNELL**, Ed.D., (1999), Associate Professor, Chair, Computer Information Science
San Diego State University, B.S.; Cleveland State University, M.S.; University of Akron, Ed.D.
- MIGUEL R. OLIVAS-LUJAN**, Ph.D., (2005), Professor, Administrative Science
ITESM, B.S., M.B.A.; University of Pittsburgh, Ph.D.
- THOMAS W. OLIVER**, Ph.D., (1992), Professor, Accountancy
Gettysburg College, A.B.; Shippensburg University, M.B.A.; University of Massachusetts, Ph.D.
- NAOMI BELL O'NEIL**, Ph.D., (2009), Assistant Professor, Communication
Clarion University, B.A.; Slippery Rock University, M.A.; Ohio State University, Ph.D.
- URAINA N. PACK**, Ph.D., (2002), Assistant Professor, English
Brooklyn College, B.A.; Clark Atlanta University, M.A., University of Kentucky, Ph.D.
- TODD J. PFANNSTIEL**, Ph.D., (2003), Associate Professor, History
University of Arkansas at Fayetteville, B.A.; The College of William and Mary, Ph.D.
- LEGENE QUESENBERRY**, J.D., (1992), Professor, Finance
Washington State University, B.A.; Gonzaga University School of Law, J.D.
- ROD D. RAEHSLER**, Ph.D., (1992), Professor, Chair, Economics
University of Wisconsin-River Falls, B.S.; University of Nebraska, M.A.; University of Iowa, Ph.D.
- KURT REGESTER**, Ph.D., (2008), Assistant Professor, Biology
Clarion University, B.S.; Middle Tennessee State University, M.S.; Southern Illinois University, Ph.D.
- LORAIN REISER**, Ph.D., (2008), Associate Professor, Nursing
Pennsylvania State University, B.S.; Albright College, B.S.N.; Villanova University, M.S.N.;
Carlow University, Post-Master's Family Home Health Advanced Practice; University of Pittsburgh, Ph.D.
District of Columbia Teachers College, B.S.; University of Maryland College Park, M.L.S.
- JAMES J. REYNOLDS**, D.Ed., (1991), Professor, Mathematics
Colgate University, A.B.; The Pennsylvania State University, M.A., D.Ed.
- MARTHA K. ROBINSON**, Ph.D., (2005), Assistant Professor, History
University of Arizona, B.A.; University of Kansas, M.A.; University of Southern California, Ph.D.
- KEVIN J. ROTH**, Ph.D., (1990), Professor, Management, Marketing and Human Resources
Slippery Rock University, B.S.; Clarion University, M.B.A.; University of Pittsburgh, Ph.D.
- RICHARD A. SABOUSKY**, Ph.D., (1992), Associate Professor, Special Education and Rehabilitative Sciences
Clarion University, B.S., M.S.; Kent State University, Ph.D.
- CRAIG SCOTT**, Ph.D., (2007), Assistant Professor, Biology
State University of New York, Oneonta, B.S.; University of Pittsburgh, Ph.D.
- DEBORAH A. SARBIN**, Ph.D., (1994), Assistant Professor, English
University of Pittsburgh, B.A.; University of Wisconsin-Madison, M.A., Ph.D.
- SALLY M. SENTNER**, D. Ed., (2000), Associate Professor, Special Education and Rehabilitative Sciences
Pennsylvania State University, B.S., M.S., D.Ed.

- JUANITA SMART**, Ph.D., (2001), Assistant Professor, English
Houghton College, B.A.; SUNY College at Buffalo, M.S.; Oregon State University, M.A.; Washington State University, Ph.D.
- BRUCE G. SMITH**, Ph.D., (2000), Professor, Science Education
Pennsylvania State University, B.S.; Edinboro University of Pennsylvania, B.S.; Clarion University of Pennsylvania, M.Ed.;
Pennsylvania State University, Ph.D.
- DOUGLAS M. SMITH**, Ph.D., (1992), Professor, Biology
Saint Vincent College, B.S.; Shippensburg University, M.S.; The Pennsylvania State University, Ph.D.
- KAREN R. SMITH**, Ph.D., (1992), Associate Professor, English
Smith College, B.A.; University of Michigan, M.A., Ph.D.
- JOCELYNN SMREKAR**, Ph.D., (1998), Associate Professor, Education
Clarion University, B.S.; The Pennsylvania State University, M.Ed., Ph.D.
- KENNETH J. STAUB**, M.S., (2003), Assistant Professor, Communication Sciences and Disorders
Clarion University of Pennsylvania, B.S., M.S.
- KEVIN M. STEMMLER**, Ph.D., (1990), Professor, English
Indiana University of Pennsylvania, B.A., M.A.; University of Pittsburgh, Ph.D.
- LORIE K. TAYLOR**, Ed.D., (2003), Assistant Professor, Special Education and Rehabilitative Sciences
James Madison University, B.S.; University of Southern Mississippi, M.S., M.Ed., Ed.D.
- PHILIP S. TERMAN**, Ph.D., (1991), Professor, English
Ohio University, B.A., M.A.; Ohio State University, Ph.D.
- MICHAEL A. TORRES**, Ph.D., (2004), Assistant Professor, Mass Media Arts, Journalism, and Communication Studies
Hunter College, B.A.; Regent University, M.A., Ph.D.
- SANDRA R. TREJOS**, Ph.D., (2004), Professor, Economics
Universidad de Costa Rica, B.S.; Oklahoma State University, M.S., Ph.D.
- ANDREW M. TURNER**, Ph.D., (1997), Professor, Biology
Wittenberg University, B.A.; Ohio State University, M.S.; Michigan State University, Ph.D.
- LISA P. TURNER**, Ph.D., (1995), Professor, Special Education and Rehabilitative Sciences
University of Tennessee, B.S., M.S.; Kent State University, Ph.D.
- ANTHONY J. VEGA**, Ph.D., (1994), Professor, Chair, Anthropology, Geography, and Earth Science
University of New Orleans, B.A.; Mississippi State University, M.S.; Louisiana State University, Ph.D.
- FRANK J. VENTO**, Ph.D., (1986), Professor, Anthropology, Geography, and Earth Science
Community College of Allegheny County, A.S.; University of Pittsburgh, M.S., M.S., Ph.D.
- ANGELA WEST**, M.S.N., (2002), Assistant Professor, Chair, Nursing
Slippery Rock University, B.S.N.; LaRoche College, M.S.N.
- PAUL WOODBURN**, Ph.D., (1999), Associate Professor, Economics
University of California at Riverside, B.S., Ph.D., University of New Hampshire, M.A.
- GEORGE Q. XU**, Ph.D., (1988), Professor, English
East China Teachers University, B.A.; Shanghai International Studies University, M.A.;
Indiana University of Pennsylvania, Ph.D.
- HWEI-JEN YANG**, Ph.D., (1985), Associate Professor, Communication
National Taiwan University, B.A.; Murray State University, M.A.; The Ohio State University, Ph.D.

Index

- Academic Achievement11
- Academic Honesty 7
- Academic Requirement.....10
- Academic Standing7
- Accountancy Professional Course of Study..... 20
- Accreditation iii-iv
- Admission (also see individual programs)..... 4
- Eligibility 4
- International Students 6
- Non-Degree Students 5
- Procedures..... 5
- Advisement (also see individual programs)..... 9
- Application Deadlines..... 8
- Application Fee www.clarion.edu/finaid/
- Assistantships (also see individual programs) 15
- Business Administration, Master of 18
- Liberal Arts Bachelor to MBA Option..... 20
- Professional Accountancy Course of Study..... 20
- Calendar, Academic ii
- Career Development Center..... 17
- Carlson Library2, 15, 28
- Clarion Campus 2
- Comprehensive Examinations (see individual programs)
- Continuing Education27
- Core Values, Clarion University 1
- Course Descriptions
- Accounting44
- Business Administration45
- Communication Studies.....46
- Communication Sciences and Disorders46
- Economics.....48
- Education50
- Educational Administration54
- Finance.....55
- Library Science55
- Management 60
- Marketing..... 61
- Mass Media Arts and Journalism.....62
- Mathematics Education59
- Modern Languages76
- Nursing64
- Pre-K–4th Grade (Early Childhood).....49
- Real Estate67
- Rehabilitative Sciences.....67
- Science Education.....69
- Special Education72
- Credit, Transfer of 8
- Curriculum and Instruction Concentration22
- Degrees
- Master of Business Administration..... 18
- Master of Education..... 21
- Master of Science
- Mass Media Arts and Journalism 30
- Library Science 25
- Nursing 34
- Rehabilitative Sciences 37
- Special Education 39
- Speech Language Pathology41
- Dining Fees www.clarion.edu/finaid/
- Directories 77
- Disability, Nondiscrimination on Basis of 10
- Distance Education28
- Early Childhood Concentration22
- Education, Master of Education degree in21
- Curriculum and Instruction Concentration22
- Early Childhood Concentration22
- Graduate Early Childhood Certification Program24
- Mathematics Education Concentration.....22
- Reading Concentration23
- Reading Specialist Certification 23
- Science Education Concentration23
- Technology Concentration23
- Employment (see Career Services).....13
- Faculty, Graduate 82
- Fees www.clarion.edu/finaid/
- Financial Aid 11
- Full-Time Status..... 8
- Grading System..... 9
- Graduate Assistantships (see individual programs)
- Graduate Management Admissions Test (GMAT) 4, 6
- Graduate Programs..... vi
- Graduate Record Examination (GRE) 4, 6
- Grants 12
- Health Insurance16
- Health Services 16
- Housing 17
- In Progress Grades 9
- Incomplete Grades 9
- Insurance, Health 16
- International Students 5, 8, 16
- Internships(See individual programs)
- Intervention Specialist Concentration.....39
- Judicial and Mediation Services17
- Keeling Health Center.....16
- Libraries 15
- Library Science, Master of Science degree in25
- Certificate of Advanced Studies.....27
- Distance Education27
- Juris Doctor Program27
- Pennsylvania Library Science K-12 Certification27
- Loans 12
- Mass Media Arts and Journalism, Master of Science in 30
- Graduate Online Certificate in Public Relations 32
- Master of Business Administration..... 18
- Liberal Arts Pre-Professional MBA Option..... 20
- Professional Accountancy Course of Study..... 20



Master of Education with Special Education	38	Research	10
Master of Science		Residency	8
in Library Science	46	Science Education Concentration	23
in Mass Media Arts and Journalism	52	Scholarships (also see individual programs).....	14
in Nursing	57	Special Education, Master of Science degree in	39
in Rehabilitative Sciences	63	Special Education Concentration, M.Ed. with.....	38
in Special Education	65	Integrated Middle Level Baccalaureate	39
in Speech Language Pathology	76	Intervention Specialist Program	40
Mathematics Concentration	22	Special Education Pre-K–8/7-12 Dual Certification with	
Medical Insurance for International Students	16	Special Education, Master of Science in.....	40
Miller Analogies Test (also see individual programs)	4, 6	Speech Language Pathology, Master of Science in	41
Mission, Clarion University	1	Student Support Services	15
Mission, Graduate Studies	1	Suhr Library	15
Nondiscrimination on Basis of Disability	10	Technology Concentration	23
Nondiscrimination Statement.....	1	Test of English as a Foreign Language (TOEFL)	6
Nursing, Master of Science degree in	34	Theses (also see individual program)	10
Family Nurse Practitioner Second Master’s Degree	35	Transfer Credit (also see individual programs).....	8
Family Nurse Practitioner Post-Master’s Certificate	35	Transition from School to Adult Life Concentration	38
Online Programs	3, 11	Tuition/Fees	www.clarion.edu/finaid/
Placement (see individual programs)		Venango College	3, 90
Policies and Procedures, Academic	7	Veterans Benefits.....	13
Reading Specialist Certification	23	Vision, Clarion University	1
Refunds	13	Withdrawals	9
Rehabilitative Sciences, Master of Science degree in	37	Work Study Programs	13

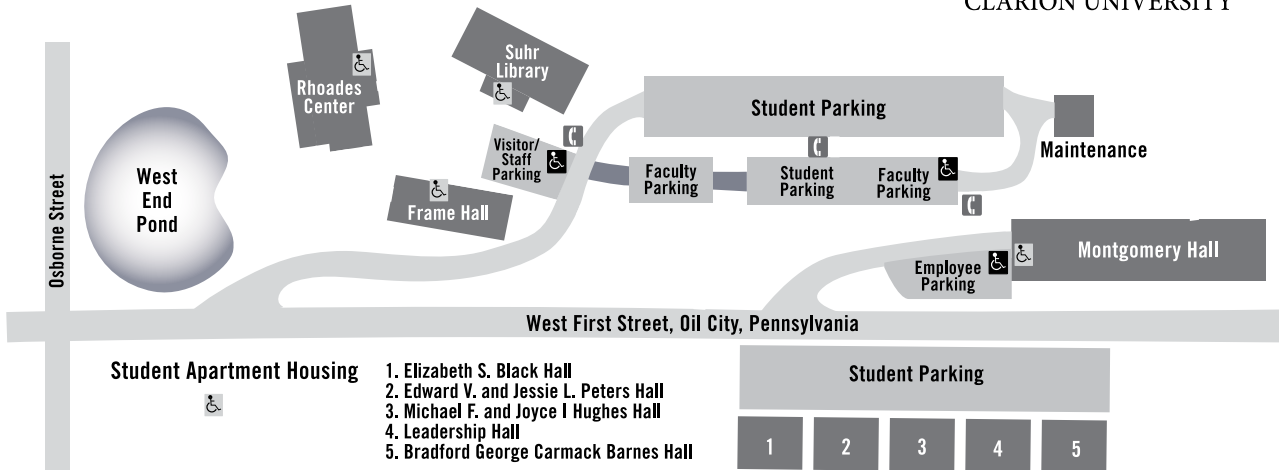


Clarion Campus Facilities

- ADMISSIONS BUILDING**, located on Wood Street, houses Admissions operations.
- BALLENTINE RESIDENCE HALL**, located on Wood Street.
- BECHT HALL**, located on Wood Street.
- BECKER HALL**, at Greenville Avenue and Thorn Street, houses the Communication and the Computer Information Science departments.
- CAMPUS VIEW SUITES** is on top of the hill and offers kitchen and living room areas in each unit (two to four students per unit).
- CARLSON LIBRARY** is on the central campus just off Wood Street. It houses the Clarion University Art Gallery, the Library Science Department, the library faculty and staff, and the university's collection of resource documents.
- CARRIER ADMINISTRATION BUILDING**, at Main Street and Arnold Avenue, houses offices for the president and staff, the provost and academic vice president and staff, the vice president for finance and administration and staff; Office of the Registrar, Business Office, Human Resources, Social Equity, Student Accounts, Graduate Studies and Student Financial Services.
- CENTER FOR ADVANCEMENT OF CLARION UNIVERSITY**, situated at the corner of Greenville Avenue and Corbett Street, houses the offices of alumni development and the Clarion University Foundation, Inc.
- CENTRAL SERVICES**, located on Wood Street, houses publications/printing offices and mailroom operations.
- DAVIS HALL**, on Greenville Avenue, has classrooms and offices for the English Department and the Modern Languages Department.
- EAGLE COMMONS DINING FACILITY**, located at the corner of Ninth and Wood Streets, seats 530 and offers a variety of food styles. The lower level features a Starbucks and a meeting room which can hold up to 100 visitors.
- EGBERT HALL** is on the central campus behind Carlson Library. It has administrative offices for the vice president for student affairs and staff, the Department of Counseling, Career Services and the Housing Office.
- FOUNDERS HALL** is situated at the corner of Wood and Ninth and houses classrooms and a computer laboratory for the History Department and the Political Science, Sociology and Philosophy Department as well as laboratories for the Anthropology program and studios for the Art Department. Offices for the Dean of Arts and Sciences are on the second floor.
- GEMMELL STUDENT COMPLEX**, located at the north corner of Wilson Avenue and Payne Street, provides offices for student government and student activities personnel. Also housed in this area are the bookstore, snack bar, meeting rooms and other recreation areas for students. There is also a multi-purpose room.
- GIVAN RESIDENCE HALL**, situated on the hill along with the Suites, and Ralston Hall.
- HART CHAPEL THEATRE** is located on Wood Street and Eighth Avenue.
- HARVEY HALL** is on center campus and houses offices and classrooms for the Psychology Department and Women's Studies program.
- JOSEPH P. GRUNENWALD CENTER FOR SCIENCE AND TECHNOLOGY**, located on central campus west of Harvey Hall and houses offices, classrooms, and labs for AGES, Biology, Chemistry and Mathematics, as well as the planetarium.
- KEELING HEALTH SERVICES CENTER**, off Wilson Avenue behind Givan Hall, has modern clinical and infirmary facilities located on the first floor. The Speech Pathology and Audiology Diagnostic Center is located on the ground floor. The Speech Pathology and Audiology Department is also located on the first floor.
- MARWICK-BOYD FINE ARTS CENTER**, which stands at the south corner of Payne Street and Greenville Avenue, provides a 1,600-seat auditorium, Little Theatre, Sandford Art Gallery, classrooms, studios, multimedia studio, laboratories, and office and exhibit areas for Art, Music, and Speech and Theatre Departments.
- MCENTIRE MAINTENANCE BUILDING** on Wilson Avenue south of Payne Street, is the center for physical plant maintenance, the motor pool, maintenance shops, Purchasing and Accounts Payable.
- MOORE HALL**, east of Carlson Library, serves as a reception and meeting facility.
- NAIR RESIDENCE HALL** provides housing for 450 students and is located on Main Street.
- RALSTON RESIDENCE HALL** is situated on the hill above Gemmell Student Complex.
- RECREATION CENTER**, is located on Payne Street. It contains three multipurpose courts for basketball, volleyball and tennis, and includes a 4-lane track, fitness areas, equipment checkout and a climbing wall.
- SPECIAL EDUCATION CENTER**, at the corner of Eighth and Greenville, houses the reception area of the Educational Appraisal Clinic and therapy rooms, along with some faculty offices and classrooms.
- STEVENS HALL**, off Greenville Avenue, provides classrooms and faculty offices for education and human services programs and offices for the College of Education and Human Services.
- STILL HALL BUSINESS ADMINISTRATION AND THE LEWIS COMPUTER CENTER** are in a single building on the north campus at Main Street and Ninth Avenue housing the information center, computing services, the Office of the College of Business Administration, and the Departments of Accountancy, Administrative Science, Economics, Finance/Real Estate and Marketing.
- THORN HOUSES 1 AND 2**, located on Thorn Street, house the Public Safety Department (Thorn 1) and ROTC and Grounds (Thorn 2).
- TIPPIN GYMNASIUM-NATATORIUM** stands at the north center of Payne Street and Greenville Avenue. It houses classrooms, offices, and gym areas for the Health and Physical Education Department, a 3,600-seat arena for varsity sports and a natatorium.
- UNIVERSITY ART GALLERY** is located on the Greenville Avenue side of the Carlson Library. The permanent collection covers all media, with special emphasis in photography, prints, artist's books and ceramics. Exhibitions are scheduled throughout the year.
- VALLEY VIEW SUITES** is located on Wood Street and offers kitchen and living room areas in each unit (two to four students per unit).
- WILKINSON RESIDENCE HALL** houses 450 students on the Main Street area of the campus.

Venango College
of Clarion University
1801 West First Street
Oil City, PA 16301-3297

-  Handicap Parking
-  Wheelchair Accessible Building
-  Emergency Phones



Venango College Facilities

RICHARD C. FRAME HALL, the original building, contains the administrative office, Admissions and Financial Aid, Career Services, Continuing Education, Marketing and University Relations, and classrooms.

ROBERT W. RHOADES CENTER houses Student Affairs and provides student lounge and recreation facilities, a gymnasium, an auditorium-theatre, a bookstore, a fitness center, and food services.

THE CHARLES L. SUHR LIBRARY houses the library, study facilities, faculty offices, the Department of Applied Technology, and the Barbara Morgan Harvey Center for the Study of Oil Heritage.

MONTGOMERY HALL is a modern classroom and office building which houses the School of Nursing and Allied Health, the computer laboratory, the Learning Support Center, interactive video classrooms, career services, and faculty offices.

ELIZABETH S. BLACK HALL, EDWARD V. & JESSIE L. PETERS HALL, MICHAEL F. AND JOYCE I. HUGHES HALL, LEADERSHIP HALL, AND BRADFORD GEORGE CARMACK BARNES HALL are attractive, upscale apartment buildings offering students a private bedroom and a semi-private bathroom with shared kitchen facilities and living and dining areas. Each apartment is fully furnished and houses four students.

Bound Printed Matter



Clarion University of Pennsylvania

840 Wood Street, Clarion, PA 16214-1232

www.clarion.edu

A member of the Pennsylvania State System of Higher Education