



CLARION  
UNIVERSITY

# GRADUATE CATALOG

2020-2021



## Accreditations, Approvals, Certifications, Affiliations and Registrations

- AACSB International—The Association to Advance Collegiate Schools of Business
  - Bachelor of Science in Business Administration and Master of Business Administration programs
  - Master of Accounting
- Accreditation Association for Ambulatory Health Care
  - Center for Wellness, Health Services
- Accreditation Commission for Education in Nursing, Inc. (ACEN)
  - Associate Degree Program
  - Baccalaureate Degree Program
  - Master’s Degree Program
- American Bar Association (ABA) (approvals)
  - Bachelor Paralegal Studies
  - Certificates in Paralegal Studies
- American Chemical Society
  - B.S. Chemistry (approved)
- American Library Association (ALA)
  - Master of Science in Library Science
- Association of Small Business Development Centers (ASBDC)
  - Small Business Development Center
- Association of Technology, Management and Applied Engineering
  - A.A.S. in Applied Technology
  - B.A.S. in Technology Leadership
- Certified Financial Planner Board of Standards, Inc.
  - B.S.B.A Finance: Personal Financial Planning Track
- College Reading and Learning Association (CRLA)
  - Writing Center Tutoring Program (certified)
  - Center for Student Success Tutoring Program (certified)
  - Venango Campus Academic Resource Center (certified)
- Commission on Accreditation for Respiratory Care (CoARC)
  - B.S. Respiratory Care
- Commission on Collegiate Nursing Education (CCNE)
  - Doctor of Nursing Practice
- Council for Exceptional Children (CEC)
  - Special Education
- Council for Standards in Human Service Education
  - Bachelor and Associate Human Services
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
  - of the American Speech Language Hearing Association
  - Master’s Degree in Speech Language Pathology
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- International Association of Counseling Services Inc. (IACS)
  - Department of Counseling Services
- International Dyslexia Association
  - B.S. Special Education Dual Pre-K–8/7–12
  - M.S. Special Education Dual Pre-K–8/7–12 with Reading Concentration
- International Reading Association (IRA)
  - Reading Specialist

- Middle States Commission on Higher Education  
3624 Market Street, Philadelphia, PA 19104-2680  
Phone: 215-662-5606
- National Association for the Education of Young Children (NAEYC)  
Early Childhood Program
- National Association of Schools of Art and Design (NASAD)  
BA in Art; BFA in Art
- National Council for Accreditation of Coaching Education (NCACE)  
Coaching Education Program
- National Council for Accreditation of Teacher Education (NCATE)  
School of Education
- National Council for Middle Level Education (NMSA)  
Middle Level Programs
- National Council for the Social Studies (NCSS)  
Secondary Social Studies
- National Council of Teachers of English (NCTE)  
Secondary English
- National Council of Teachers of Mathematics (NCTM)  
Secondary Mathematics
- National Science Teachers Association (NSTA)  
Secondary Sciences
- Pennsylvania Chiefs of Police Association
- Pennsylvania Department of Education/School of Education  
Teacher Certification Programs (approved)  
U.S. Department of Veterans Affairs (approved)
- Society of Human Resource Management  
B.S.B.A. Human Resource Management

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 gender, gender identity, race or color, ethnicity, national origin or ancestry, age, mental or physical disability, religion or creed, genetic information, affectional or sexual orientation, 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 inquiries to the Title IX Coordinator/Director of Social Equity, 210 Carrier Administration Building 16214-1232; Email [asalsgiver@clarion.edu](mailto:asalsgiver@clarion.edu) or phone 814-393-2109. Inquiries may also be directed to the Director of the Office for Civil Rights, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201.

**CLARION UNIVERSITY OF PENNSYLVANIA**  
**ACADEMIC CALENDAR 2020 – 2021**

(Subject to change without notice)

**FALL SEMESTER 2020**

Classes begin - 8 a.m. ....	Monday, August 17
Labor Day Holiday .....	Monday, September 7
Classes end - 10 p.m. ....	Monday, November 23
Thanksgiving holiday begins - 10 p.m. ....	Monday, November 23
Thanksgiving holiday ends - 8 a.m. ....	Monday, November 30
Final examination period begins .....	Monday, November 30
Final examination period ends - 10 p.m. ....	Friday, December 4
Semester ends - 10 p.m. ....	Friday, December 4
Winter Commencement .....	TBD
Semester grades due from faculty - 12 p.m. ....	Wednesday, December 9
7 Week 1: .....	August 17 – October 5 (finals on October 6)
7 Week 2: .....	October 12 – December 3 (finals on December 4)

**Winter Intersession**

Classes begin .....	Monday, December 14
Final Exams .....	Friday, January 15
Semester grades due from faculty – 12 p.m. ....	Wednesday, January 20

**Spring Semester 2021**

Classes begin - 8 a.m. ....	Monday, January 25
Classes end - 10 p.m. ....	Friday, April 30
Final examination period begins - 8.am. ....	Monday, May 3
Final examination period ends - 10 p.m. ....	Friday, May 7
Semester ends - 10 p.m. ....	Friday, May 7
Spring Commencement .....	Saturday, May 8
Semester grades due from faculty - 12 p.m. ....	Wednesday, May 12
7 Week 1: .....	January 25 – March 12 (finals on March 15)
7 Week 2: .....	March 18 – May 5 (finals on May 6)

**Summer Sessions – 2021**

Session 1: .....	May 10 – May 27
Seven Week 1: .....	May 10 – June 25
Session 2: .....	June 7 – July 9
Seven Week 2: .....	June 28 – August 13
Session 3: .....	July 12 – August 12

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# DIVISION OF GRADUATE PROGRAMS

Website: [www.clarion.edu/admissions/graduate](http://www.clarion.edu/admissions/graduate)

## Graduate Degree Programs

- **Doctor of Nursing Practice**—Online except for internship
- **Master of Science in Accounting**—Online
- **Master of Science in Athletic Training**—Campus
- **Master of Business Administration**—Online
  - Accounting Concentration
  - Finance Concentration
  - Health Care Concentration
- **Master of Education in Education**
  - Curriculum, Instruction and Teacher Leadership Concentration—Online
  - Early Childhood Concentration—Online
  - Mathematics Education Concentration—Online
  - Reading Concentration—Online
  - Science Education Concentration—Online
  - Special Education Concentration—Blended/Hybrid
  - Technology Concentration—Online
- **Master of Science in Applied Data Analytics**—Online
- **Master of Science in Clinical Mental Health Counseling**—Blended/Hybrid (summer residency requirements)
- **Master of Science in Information and Library Science**
  - Local and Archival Studies Concentration—Online
  - Reference and User Services Concentration—Online
  - School Library Media – Online
- **Master of Science in Communication**—Online
- **Master of Science in Special Education**—Online
- **Master of Science in Special Education Pre-K–8/7–12 with Reading Concentration**—Campus
- **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
  - Post Masters Family Nurse Practitioner—Online except labs and clinical
  - Reading Specialist—Blended/Hybrid (one summer residency)
- **Certificates**
  - Advanced Studies in Library Science—Online
  - Applied Behavior Analysis and Competent Learner Model – Online
  - Autism Spectrum Disorders Endorsement—Campus
  - Gifted and Talented Education—Online
  - Health Communication—Online
  - Head Injury and Concussion Management Certificate – Online
  - Online Instruction Endorsement—Online
  - Opioid Treatment Specialist—Online
  - Public Relations—Online
  - Skills for Teacher Leaders Endorsement—Online
  - Social Media Management—Online

For more detailed information on graduate curricula and courses, refer to the *Graduate Catalog* or online at [www.clarion.edu/admissions/graduate](http://www.clarion.edu/admissions/graduate) or [www.clarion.edu/catalog](http://www.clarion.edu/catalog).



## 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 Programs Mission

Clarion University recognizes the role that a high quality graduate program plays in maintaining excellence in the institution. Clarion University maintains graduate programs that support the goals of the university.

## Graduate Learning Outcomes

As a result of graduate study at Clarion, students will:

1. mature in their understanding of the creative, natural, social, and cultural forces that shape the world
2. develop intellectual inquiry and problem solving skills, leading to praxis
3. commit to personal and professional ethical responsibility
4. integrate and apply their learning across general and specialized fields

## 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 gender, gender identity, race or color, ethnicity, national origin or ancestry, age, mental or physical disability, religion or creed, genetic information, affectional or sexual orientation, 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 inquiries to the Title IX Coordinator/Director of Social Equity, 210 Carrier Administration Building 16214-1232; email [asalsgiver@clarion.edu](mailto:asalsgiver@clarion.edu) or phone 814-393-2109. Inquiries may also be directed to the Director of the Office for Civil Rights, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201.

## Title IX Information

Clarion University is committed to creating an environment free of sexual harassment for all members of its University community. Sexual harassment encompasses all forms of sexual misconduct: sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, domestic violence, and any sexual activity conducted without consent. Accordingly, Clarion University will not tolerate any form of sexual harassment and provides this policy to ensure its employees, students, and other members of the University community are not subjected to sexual harassment in any form. The University



offers many resources for addressing complaints of sex discrimination. Amy Salsgiver Director of Social Equity, serves as the University's Title IX Coordinator.

Inquiries, concerns or complaints of faculty, staff and students regarding sex discrimination or sexual misconduct should be directed to Ms. Salsgiver's attention at [asalsgiver@clarion.edu](mailto:asalsgiver@clarion.edu) or 814-393-2109. A complaint form is [available online](#).

### Faculty Reporting Requirements under Title IX

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class or, as part of a University-approved research project and it is germane to the coursework. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.clarion.edu/judicial](http://www.clarion.edu/judicial).

For Title IX reporting and compliance please contact the Title IX Coordinator, Clarion University of

Pennsylvania, 210 Carrier Hall, [asalsgiver@clarion.edu](mailto:asalsgiver@clarion.edu) or 814-393-2109

### Correspondence

The address for all correspondence on the admission process can be addressed to:

Graduate Programs  
Clarion University of Pennsylvania  
840 Wood Street  
Clarion, PA 16214-1232  
Telephone: 814-393-2337  
[gradstudies@clarion.edu](mailto:gradstudies@clarion.edu)

### 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 4,700 students offering associate's degrees in 9 areas; more than 62 baccalaureate programs leading to degrees in the arts, business, fine arts, nursing, and sciences; 11 graduate programs leading to master's degrees in business administration, education, library science, nursing, and the sciences; and one doctoral program in nursing. 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 a 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 Campus

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

The campus offers a personal and challenging academic experience with small classes that maximize student-faculty interaction and student success. 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.

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

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 range of cultural events and other activities, including recreational activities and movies, offer opportunities for engagement and personal enrichment.

### Clarion Online

Clarion University, combines its academic tradition of excellence with online educational technology to provide programs that are—*accredited, accessible, anywhere*. Clarion has been offering classes off the Clarion Campus using a variety of technologies since 1996. There are currently several undergraduate, graduate and doctorate 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 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 offerings and online programs is available on the web at [www.clarion.edu/online](http://www.clarion.edu/online).



## GRADUATE STUDY AT CLARION UNIVERSITY

### Eligibility for Admission

Individuals seeking regular full admission to a graduate program must meet the minimum admission requirements for 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 grade-point average (GPA) of 2.75/4.00 at the undergraduate level. Some programs require a higher undergraduate GPA. Please review the program admission requirements listed elsewhere in this catalog.

Individuals not meeting the GPA requirement of a graduate program may be eligible for regular admission when the lower GPA 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 respective websites.

Applicants should refer to the admission requirements of specific programs as listed in this catalog. Questions regarding test requirements can be answered by contacting Graduate Programs.

## 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 provisions 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.

### **Non-Degree Transient 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. Applicants admitted on a non-degree basis are not guaranteed regular full admission status to a degree program. Certain course restrictions may apply for non-degree students.

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/transient admission may be obtained from the website.

## Admission Procedures

Information about graduate programs may be obtained by contacting:

Graduate Programs  
Clarion University  
840 Wood Street  
Clarion, PA 16214-1232  
gradstudies@clarion.edu

Routine admission policy requires that all graduate applicants submit:

1. a completed online application;
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. Electronic transcripts sent from agencies are also accepted. Partial transcripts are acceptable, but evidence of a degree must be submitted before a student may enroll in classes;
3. please check your program's webpage on the clarion.edu site to see if recommendations are required.
4. \$40 non-refundable application fee; and
5. a resume.

Some graduate programs require additional information or procedures.

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 \$40 application fee must be submitted if you are applying to more than one program. All official documents must be submitted in a large envelope from the applicant. Applications will be reviewed only after all materials have been received.

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

The following deadlines apply to graduate applicants.\*  
**Nursing applicants:**

To be fully considered for the MSN program, please submit a complete application by the Priority Consideration Date of March 1. Applications received after the March 1 date will be considered

on a space available basis. To inquire on space for the fall term start, please contact Graduate Programs at [gradstudies@clarion.edu](mailto:gradstudies@clarion.edu) or by phone at 1-800-672-7171, option 6.

**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 1—last date to complete an application file for Summer

\*International students must complete an application file by June 15 for the fall term or by November 15 for the spring term. See section below on “Admission of International Students.”

#### Admission of International Students

The university 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.  
[intlprograms@clarion.edu](mailto:intlprograms@clarion.edu)  
814-393-2340

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](http://www.wes.org))  
or Educational Credential Evaluators, Inc. (ECE) ([www.ece.org](http://www.ece.org))  
Applicants should request WES or ECE to forward evaluation results directly to the Clarion University Graduate Programs Office.
3. A minimum grade-point average (GPA) of 2.75/4.00 scale at the undergraduate level. Some programs require a higher undergraduate GPA. Please review the program admission requirements listed on the “Checklist for Completion of Graduate Application.” Individuals not meeting the GPA requirement of

a graduate program may be eligible for regular admission when the lower GPA 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 their respective websites.

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), or 80 (Internet-based). Also a minimum International English Language Testing System (IELTS Internet-based) score of 7.0 is acceptable. Speech language pathology applicants are required to submit minimum TOEFL scores of 573 (paper-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. Communication (communication) applicants are required to submit minimum TOEFL scores of 600 (paper-based test), or 100 (Internet-based). A minimum IELTS score of 7.5 is acceptable for 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 English Program 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”.

### **ADMISSIONS POLICY STATEMENT**

Clarion University is committed to ensuring a safe learning environment for all students, faculty, and staff. As such, policy and procedures have been developed to protect all members of the University Community.

When Clarion University receives an admissions application in which an individual has met the academic admissions requirements and has indicated he or she has been convicted of a criminal offense, the application will be forwarded to the VP for Enrollment Management. The VP for Enrollment Management and Director of Judicial Affairs will conduct a preliminary investigation and make one of the following recommendations: Move forward and process the admissions application or convene the Admissions Review Committee for Criminal Convictions for additional review and final decision.

Some state professional standards and licensure requirements bar the issuing of a license to a convicted felon. Consequently, convicted felons may not be eligible for admission into related academic majors/programs.

Prior conviction, in and of itself, does not automatically result in denial of admission to the University. The Review Committee will base the determination of admission on the severity of the offense(s), the period of time that has lapsed between completion of the sentence, if applicable, and the extent to which the conduct would be relevant to the student’s participation in the University Community.

Members of the Criminal Convictions Review Committee include:

- Vice President for Enrollment Management
- Director of Admissions
- Director of Judicial Affairs

## **GENERAL POLICIES**

### **Student Information Updates**

Students are responsible for providing the university with their current address, telephone, and other pertinent personal information. For current students, this information should be updated in your MyClarion Student Center.

Students are responsible for confirming their enrollment each term/session via MyClarion by the end of the drop/add period. If enrollment has not been confirmed by the student, their class(es) for the term/session will be dropped.

### **Student Records**

Student academic and personal records are confidential in nature and protected by the Family Educational Rights and Privacy Act (FERPA) of 1974. Records shall be released only to appropriate faculty and administrative personnel and to parents and guardians if the student has provided the Office of the Registrar with a signed written

release. Release of these records to others, including institutions or governmental and legal agencies, shall occur only upon approval by the student or graduate, or upon subpoena.

Transcripts of academic work are available to the student or graduate at the Office of the Registrar when requested in writing. There is a limit of three transcripts per request per day. No transcript shall be issued to a student who is financially indebted to the college. All enrolled, degree-seeking students are charged a one-time academic records fee which is added to their statement of charges from the Accounts Receivable Office.

### **Grade Release Policy**

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits the release of educational records, other than to certain defined exceptions, without the student’s consent. Therefore, no transcripts, grades, or GPAs shall be released through a telephone call or via facsimile.

The Office of the Registrar will send grades to parents upon request, if the student has completed a Release of Information form. Grades are available via the Web.

### **Family Educational Rights And Privacy Act (FERPA) Notification Statement**

The following notification statement is made available to students enrolled at Clarion University to apprise them of their rights concerning access and review of their education records maintained at the university.

These rights afforded to students through the Family Educational Rights and Privacy Act (FERPA) are:

The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, chairperson, director or other appropriate university official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading.

They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified



of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic or support staff position (including law enforcement and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. The university uses contractors, volunteers, in-service providers to provide university services and functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the university may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

Examples of this are any collaborative programs that Clarion is involved in with sister PASSHE universities. These collaborative programs result in dual enrollment at both schools and Clarion will disclose certain information from the student's education records to the other institution

under the program.

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

***Directory Information:***

Clarion University shall disclose nothing more than "directory information" without the student's written consent, unless the Family Educational Rights and Privacy Act of 1974 permits the disclosure. One of those permissible disclosures is to faculty who has a legitimate educational interest. The following are considered to be "directory information:" the student's name, local and permanent addresses and telephone numbers, university Email address, age, names of parents, major field of study, dates of registered attendance, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, any degrees and the date they were conferred, any honors and awards received, and the most recent educational agency or institution attended. A student may refuse to permit disclosure of "directory information" by submitting in person to the Office of the Registrar, at any time, a written statement of such refusal. However, if the student's

intent is exclusion of his or her information in the online directory, they must submit this refusal during the first five days of the fall and spring semesters.

## 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 Code of Conduct*, *Academic Code*, and *Community Standards*, 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 Code of Conduct*, *Academic Code*, and *Community Standards*) 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 GPA 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.

Courses with grades lower than C will not count toward the graduate program. These courses will count in the calculation of the cumulative GPA.

### Probation:

Graduate students will be placed on probation when they earn more than 6 hours of C grades or they drop below a cumulative grade point average of 3.00. Students placed on probation must return to good academic standing through grades earned in course work during the next semester or session in which they enroll. Failure to earn grades sufficient to be removed from probation will result in dismissal from the graduate program. This policy applies to all graduate programs unless program accreditation standards specify otherwise.

Students who receive failing (D and/or F) grades in all of their courses their first semester will be dismissed from their program.

Students with a provisional admission that do not meet the requirements of their provisional admission will be dismissed.

To be removed from probation, students should take graduate level courses in his/her program and earn grades sufficient to raise the cumulative grade point average to 3.00 or above.

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 program for consideration for regular full or provisional admission.

Please note the following program specific policies:

- MBA Program excludes grades earned in foundation courses for the purpose of this policy.
- 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.

### **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 by the department and dean. 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 dean (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 GPA 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. Credits earned as part of another graduate degree from Clarion University or other regionally accredited institutions may be transferred into a Clarion graduate degree; no more than 30 percent of the total credits for the new degree may be transferred from credits that are part of a previously earned graduate 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 online.

### **Residency**

#### **For Graduate Students:**

At least two thirds of the credits meeting program requirements must be taken from Clarion University.

Note: This is the minimum number of credits that must be taken "in residence" and that an individual program may limit the number of hours allowed to transfer into the graduate program. In those cases, the limit is included as part of the student's degree audit.

#### **For Doctoral Students:**

Residency requirements are determined at the program level.

### **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 and the dean of the college in which the student's program resides.

### **Comprehensive Examination Policy**

Students enrolled in graduate programs that include a comprehensive exam will be granted no more than three attempts to pass the exam. Students who do not pass their comprehensive examination after three attempts will not graduate from their graduate degree program.

### **Graduation and Degree Conferral Policy**

Students must initiate an Application for Graduation to be considered a candidate for graduation. Applications are available on the Registrar's Office website. Applications must be approved by the academic advisor, department chair and dean. Deadlines for submitting applications are available on the Registrar's Office website. Details regarding the commencement ceremony can be found on the Commencement webpage.

Formal commencement exercises are held in December and May of each year. Participation in the December ceremony is limited to those degree candidates who will complete their degree requirements in fall or winter intersession. Participation in the May ceremony is limited to those degree candidates who will complete their degree requirements in the spring or summer.

Degrees are conferred six times annually – the last day of final exams for the fall semester, winter intersession, spring semester, first summer session, second summer session, and third summer session.

Students who have not successfully completed all degree requirements within 30 days after the last day of final exams will not have their degree awarded until the degree conferral date for the term their requirements have been completed.

Students who do not successfully complete their degree requirements for the term are responsible for reactivating their application for graduation by notifying the Registrar's Office of their next anticipated date of graduation.

### **Second Degrees**

Graduate students seeking to complete dual graduate degrees will be required to complete at least 12 hours beyond the minimal credit requirements for the degree program with the most required credits.

**Post-Masters Students Returning for a Second Masters Degree:** Students need to complete an additional 15 credits (regardless of number of earned credits of the first masters degree) and complete degree requirements in effect at time of matriculation for second Masters degree.



**Add/Drop**

Class schedules may be changed during the add/drop period. Courses may be added during the first week of classes during the fall and spring semesters. For a list of exact dates and deadlines for adding and dropping a course for all terms, please refer to the 'Calendars' link on the Registrar's Office webpage at [www.clarion.edu/registrar/calendar](http://www.clarion.edu/registrar/calendar)

A student seeking admission to a closed section should consult with the instructor or chairperson of the department that offers the course. Admission to a closed section requires the permission of the instructor or department chair and/or the dean of the college that offers the course.

Students may make changes to their schedule through their MyClarion account.

**Graduate Credit Load**

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

A graduate student taking less than nine credits is considered a part-time student. The typical load for graduate students is nine to 12 credits during the fall and spring semesters.

Students who wish to enroll for more than 12 graduate credit hours must have the approval of the graduate program coordinator and the college dean.

**Accelerated Bachelors to Masters**

Grades earned in graduate courses taken as an undergraduate in an accelerated program also count toward the cumulative grade point average on the graduate transcript.

**400-Level Courses**

Not all 400-level courses can be taken for graduate credit. Students should consult with graduate program coordinators or the Registrar's 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.

**Repeat Grade Policy**

Graduate students can repeat a single course only once. Graduate students are also limited to a maximum of two repeats across their program.

Once a student has graduated from the university, a course cannot be repeated for the purpose of improving one's cumulative undergraduate or graduate GPA.

The latest repeat grade shall be the counting grade in the GPA prior to graduation. The quality points, quality

hours, and earned hours of the original grade received will be subtracted from the student's cumulative statistics. The student's transcript will reflect that the student repeated a course. Grades earned at another institution cannot be used to replace grades previously earned at Clarion.

**Withdrawals****Individual Course Withdrawal Policy**

All class withdrawals must be submitted online through the student's MyClarion Student Center before the end of the class withdrawal period. If a withdrawal is not submitted online within the designated class withdrawal period, a failing grade may be recorded for the affected course(s). Classes a student drops during the period of drop/add will not appear on the student's record. Course withdrawals may be made between the second and tenth weeks of a regular semester or by the dates listed on the Registrar's calendar page for winter and summer sessions.

Appeals for a late course withdrawal may be made by students to the Registrar for withdrawals due to documented extenuating circumstances such as illness or some other unavoidable occurrence. These appeals must be submitted in writing prior to the last day of classes and require approval of the instructor, advisor, and dean of the student's program. Ceasing to attend class does not constitute an official withdrawal. Students must officially withdraw from the course.

**Withdrawal From the University**

Students may withdraw from the university (all courses) through the last day of classes by notifying the Office of the Registrar in writing of his or her intention to withdraw and the reason for withdrawal. University withdrawals are recorded with grades of WX. If a withdrawal is not made by the deadline, a failing grade may be recorded for the affected course(s). Ceasing to attend classes does not constitute an official university withdrawal. Students must officially withdraw from the university.

Appeals to this procedure must be submitted by the student in writing to the Registrar no later than 30 days following the end of the semester for which the student is submitting the withdrawal. Appeals require review and approval by the Office of Academic Affairs. Contact Student Financial Services for financial implications of withdrawal.

**Medical Withdrawals**

Students requesting a medical withdrawal should complete the semester/university withdrawal form along with the request for medical withdrawal and submit the forms and documentation to the Registrar's Office before the last day of the semester prior to final exams. Appeals to this procedure must be submitted within 30 days after the end of the semester. No Medical Withdrawals will be granted to students who have attended the entire semester and/or successfully completed any coursework for the term.

The Provost Office has the authority to issue a Medical Withdrawal Refund in conjunction with the University Refund Policy based on the date of the withdrawal. <http://www.clarion.edu/tuition-and-financial-aid/billing-and-payments/refunds.html>

Because a Medical Withdrawal impacts your education, financial aid and family financial planning, we recommend that you talk openly with your family members so that they can support you and help you re-evaluate your academic and health plan. The policy and procedures for completing a medical withdrawal online at [www.clarion.edu/academics/registrars-office/academicpolicies](http://www.clarion.edu/academics/registrars-office/academicpolicies).

When you are ready to return to Clarion University: A student must submit the request for reinstatement from medical withdrawal paperwork to return from a Medical Withdrawal to the Registrar's Office. To provide ample time for consideration, this process should be initiated by the student at least 30 calendar days prior to the start of the term the student wishes to enroll. Obtain the signature on the reinstatement from medical withdrawal from a Physician licensed medical doctor M.D. or D.O., outside of the University, attesting to the fact that you are ready to return to the University. Make sure that all of the requested information is included. Submit the completed form with signature(s) to the Registrar's Office. You will need to apply for readmission through the Registrar's Office. The form is available online at (<http://www.clarion.edu/academics/registrars-office/>). The Registrar's Office will process your readmission paperwork, remove your hold, and email you confirmation that the readmission has been approved. Review the Withdrawal Reentry Plan that will be provided to you by the Registrar's Office after your readmission paperwork is processed. Contact your advisor or department chair to discuss what classes you should enroll in once your readmission paperwork is processed. Make housing arrangements or other arrangements related to your return back to the University.

### Grading System

A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failure*
I	Incomplete**
IP	In Progress (Graduate Thesis)
W	Class Withdrawal
WX	Withdrawal from University
CR	Credit, no grade reported
CX	Credit by examination
AU	Audit
NCR	No Credit***
P	Pass
PC	Pass C Grade or Higher
Z	Grade Unknown** (temporary)

\* Prior to 2013, E was white symbol for Failure

\*\* Becomes an F after one semester if not completed.

\*\*\* The grade of NCR is a non-punitive grade used in unique situations where a semester is disrupted (e.g. natural disaster, pandemic, etc.). When use of this grade is invoked, it will be issued in place of the 'F' letter grade for a student who does not successfully complete the requirements for a course. Course credits will be counted as attempted credits, but no credit is earned and hours taken will not enter into the computation of the student's GPA.

### 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. No credits, quality points or grades are assigned for audited courses. 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

Incomplete grades are not given unless a student has been in attendance throughout a semester or session. It indicates the work of a student is incomplete and the final grade is being withheld until the student fulfills all the requirements of the course. Incomplete grades are used only when conditions and circumstances warrant and when evidence is presented to justify its being given.

Students receiving incomplete grades are required to make arrangements with the instructor who submitted the incomplete grade to fulfill the requirements of the course by the end of the following semester, or the incomplete becomes a failing grade. Incompletes are not removed by repeating the course.

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

### In Progress Grades

The grade "IP" is given for thesis work at the graduate level that extends beyond the semester or term originally scheduled if the course is not completed. It implies satisfactory performance. The grade "IP" will not alter the GPA 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 109 Becht 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, 109 Becht Hall, 814-393-2095. Inquiries regarding services and facilities accessibility may also be obtained by contacting the Director of Social Equity, 210 Carrier Administration Building, 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, 109 Becht Hall, 814-393-2347.

### **Clarion Online**

**Lynne M. Lander Fleisher, Director**

121 Becht Hall

Telephone: 814-393-2778

Email address: [lfleisher@clarion.edu](mailto:lfleisher@clarion.edu)

Website: [www.clarion.edu/online](http://www.clarion.edu/online)

Clarion University, combines its academic tradition of excellence with online educational technology to provide classes and programs that are—*accredited, 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 graduate programs is available on the Web at [www.clarion.edu/online](http://www.clarion.edu/online).

### **Student Financial Services (Billing and Financial Aid)**

Becht Hall, First Floor

Telephone: 1-800-672-7171, opt #2 for financial aid, opt #4 for billing

Email Address: [stfinservice@clarion.edu](mailto:stfinservice@clarion.edu)

Website: [www.clarion.edu/sfs](http://www.clarion.edu/sfs)

### **Current Costs of Enrollment**

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

### **Student Invoices**

**Student invoices (bills) are not mailed to students.**

Students can view and print their electronic invoices via the Student Service Center (<https://myclarion.clarion.edu>) approximately 30 days prior to the start of the semester. Students are billed each term (i.e. summer, fall, winter, and spring) and **payment is expected the Friday before classes begin each semester.**

### **Monthly Payment Plan**

During a regular semester, the monthly payment is divided into 5, 4, or 3 payments of the total charges for the semester, minus any financial aid. A non-refundable payment plan fee of \$60 per semester will be charged to your student account. The budget amount includes tuition, fees, room and board for the current semester and cannot include past due balances. Any change to an installment

plan must have prior approval of the Student Accounts office. If financial aid is awarded after the payment plan has been set up, you must continue to make regular payments until the aid is applied and the balance is paid in full. Your budget will adjust accordingly for payments received on your account.

The payments are due by the 10th of each month. Once registered for the payment plan, installment reminders will be sent to the student's email and to authorized users monthly; **no paper statements will be generated.**

### **Register for the payment plan online:**

**Students-** Visit the MyClarion portal, click on "Manage My Account" and then click the "Enroll in Payment Plan" button. Then select "term". You can now select the plan you would like to utilize. Please see website for visual instructions on how to complete enrollment, please view the following web page: <http://www.clarion.edu/tuition-and-financial-aid/billing-and-payments/payment-options/how-to-set-up-a-cupay-payment-plan.pdf>

### **Financial Aid Refunds**

Refunds from excess financial aid are not available to students until after the drop/add period 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 your MyClarion account. You can get step-by-step directions on how to do this at: [www.clarion.edu/myclariondoc](http://www.clarion.edu/myclariondoc).

### **Financial Aid Application**

Financial assistance is available to students in the form of scholarships, loans, and student employment. Clarion urges all students to complete a Free Application for Federal Student Aid (FAFSA) prior to May 1 each year via the federal website: <https://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 the 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 online at [www.clarion.edu/financialaidforms](http://www.clarion.edu/financialaidforms). 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 converted to interest-bearing Federal Direct Unsubsidized Stafford Loans. Interest will be assessed retroactive to the date the first TEACH grant disbursed to their account.

### **Federal Direct Student Loan Program**

Federal Direct Student 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](http://www.studentloans.gov).

Federal Direct Student Loan interest rates vary by year and type of loan. However, there is a 9.5 percent maximum interest rate cap on all Federal Direct Student Loan programs.

Repayment for Direct Student 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 Loans**

GradPLUS 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](http://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 10.5 percent maximum cap.

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.

### **Private (Alternative) Loans**

Before applying for a private (alternative) loan, consider Federal Direct Student Loans first. Generally, they offer better terms and lower interest rates.

If you find that you need additional funding, do not wish to apply for federal financial aid, or are ineligible for federal aid, you may want to apply for a private loan. Some private loans are not subject to federal financial aid regulations, such as having a FAFSA on file, making satisfactory academic progress, completing federal verification, and they do not have limits on the amount borrowed based on the number of credits earned. However, they are based on the credit-worthiness of the applicant and/or the cosigner.

Private lenders offer a variety of loan products to undergraduate, graduate, professional school, part-time, continuing education, and international students. In most cases, students can apply online. In some cases, the loans can be used to pay past due balances of educational costs. Additional information, as well as our private loan comparison tool through ELMSelect, can be found online at [www.clarion.edu/privateloans](http://www.clarion.edu/privateloans).

### **Clarion University Book Voucher**

The book voucher fund is an interest-free fund that Clarion, Venango, and, Online students may utilize for educational books and supplies purchased at the University Book Store. Students must have excess financial aid to cover the cost of the books and be enrolled in a degree seeking program at least half-time (4.5 credits). Students must be in good standing with the university. Voucher amount may vary, but are typically restricted to no more than \$500.

Book vouchers are typically available two weeks before classes begin with the exception of winter intersession, the book voucher program is not available for winter.

If the student withdraws, he/she is responsible for paying the book voucher back to the university. If the voucher is not paid in a timely manner, a registration hold will be placed on the student's account until the balance is paid.

### **Part-Time Employment**

Employment 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 log in to their MyClarion Student Center and click on the student employment link

to review employment opportunities.

All student employment programs require eligible students to maintain at 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 courses/programs under the G.I. Bill.<sup>®</sup> Students who are entitled under one of these bills should contact the Veterans Certifying Official immediately after being accepted for admission to the university in order to secure additional instruction at 814-393-1630. Credit for educational experience in the armed services is accepted on the basis of recommendations by the American Council on Education – ACE.

### **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 (4.5 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 (SAP). In order to demonstrate good SAP, students must successfully complete at least 67 percent of all cumulatively 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 GPA 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/sappolicy](http://www.clarion.edu/sappolicy).
2. SFS 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).

### **Return of Federal Aid Monies due to University Withdrawal**

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 U.S. 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.

Students, who are considering withdrawing after the semester begins or reducing their credit hour load, should contact the Student Financial Services Office first to determine the impact on their financial aid awards.

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 the U.S. Department of Education. If a student earned less aid than was disbursed, the institution is required to return a portion of the funds and the student is then required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a balance to the institution. The institution must return the amount of the Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

The percentage of payment period or term completed up to the withdrawal date is determined by dividing the total number of days enrolled 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.

Returns are allocated in the following order:

- Unsubsidized Direct Student Loans
- Direct GradPLUS Loans

If a student withdraws after completing more than 60 percent of the semester, the percentage of Title IV funds earned is 100, and neither the student nor the school return any funds to USDE.

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

***Please note:** The university refund policy for tuition and fees is very different from the Federal Title IV regulations for returning financial aid. For example: If a student withdraws after the end of the university refund period, the student will be charged for 100 percent of his/her tuition and fees. If the student withdraws before completing more than 60 percent of the semester, the university is required to return a portion of his/her Title IV funds. In most cases, the student will owe the university for the Title IV funds returned. If not repaid to the university, the student will not be able to return in future semesters or receive official transcripts.*

## **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 GPA 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 online.

### **COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES**

**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 GPA 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 College of Business Administration and Information Sciences Graduate Office at 814-393-2605.

**Master of Science in Accounting Scholarship:** To recruit and retain promising Clarion accounting students to obtain a Master of Science in Accounting with a goal of becoming a CPA.

*DEPARTMENT OF INFORMATION AND LIBRARY SCIENCE*  
*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 GPA 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..

## COLLEGE OF ARTS, EDUCATION AND SCIENCES

### SCHOOL OF EDUCATION

**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.

## COLLEGE OF HEALTH 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.

### DEPARTMENT 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 Nursing Department 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 no more than 18.75 hours a week in assignments related to academic programs or university-wide service. They are paid an hourly stipend. 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 on the JobX link online in order to look for graduate level jobs.

## 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/libraries

Suhr Library, Venango Campus: 814-393-1242

Department Faculty: M. Buchanan, C. Glotfelty, P. Johner, B. Martin, R. Newbury, T. Otto

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 informational research databases. Interlibrary loan services are available to access additional resources from other libraries.

The libraries are committed to providing excellent service to all users whether on campus or online. Qualified library faculty and staff are available in the libraries' public service areas and via phone, chat, and email to assist users in locating information, satisfying research needs, and effectively using instructional technologies. Library faculty also provide instruction on information literacy for lifelong learning as well as on general library use, research resources, and strategies for discipline-specific research.

The libraries' Webpage ([www.clarion.edu/libraries](http://www.clarion.edu/libraries)) provides a gateway to scholarly resources that provide full-text access to thousands of academic journals, e-books, and streaming video to all Clarion University learners.

Carlson Library on the Clarion Campus is a learning commons with spaces for quiet study and group collaboration. Extensive connectivity to the campus network and the Internet is provided through building-wide wireless and standard data networks. There are three computer laboratories with PCs, Macs, and printers available for student use. Laptop computers and iPads are available for loan. The Carlson Library building is home to the university's Center for Academic Excellence as well as the University Art Gallery. The Department of Information and Library Science has its offices 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 provides laptop computers and iPads 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 Services**

Student Health Services, accredited by the Accreditation Association for Ambulatory Health Care (AAAHC), provides health services and wellness promotion to the students of Clarion University. Health Services is located at 256 Becht 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.-11:45 a.m. and 12:45 p.m.-4:45 p.m., Monday through Friday. After-hours and emergency services are available from a variety of community providers.

Care provided by Health Services is similar to that provided in a physician's office. Specific services include: physical examinations, immunizations, allergy injections, medications 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.

A \$5 fee 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 Services does not bill insurances for visits, procedures, or medications. All expenses incurred at the health center are applied to the student's account. Charges for laboratory, X-ray, and inpatient or outpatient services at other facilities are the responsibility of the student.

### **Health Insurance**

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 that students participating in such activities are covered by medical insurance and proof of coverage can be produced upon the University's request.

### **Housing**

Limited housing for graduate students may be available in any of our University Housing, which includes two types of Residence Life Suites or Reinhard Villages apartments. For information, interested students should contact the Office of Residence Life Services, 218 Becht Hall, by telephone 814-393-2352, or Email [reslife@clarion.edu](mailto:reslife@clarion.edu).

Any arrangement for housing in the community is a business relationship between a student and the householder. Residence Life Services 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](http://www.clarion.edu/placestolive)

### **Clarion University Store**

**Laura Loeb, Manager**

Suites on Main South

Telephone: 814-393-2696

Email: [lloeb@clarion.edu](mailto:lloeb@clarion.edu)

Website: [www.bkstr.com/clarionstore](http://www.bkstr.com/clarionstore)

Whether you need textbooks and course materials, school supplies, computers and accessories, or apparel to show your Golden Eagle pride, the Clarion University Store has you covered. The Clarion University Store, a part of the Follett Higher Education Group, is located in the Suites on Main South next door to Starbucks. Visit their website to learn more about their textbook rental program, the price match guarantee, and the availability of digital course materials.

### **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](http://www.clarion.edu/parking).

### **Center for Career and Professional Development**

419 Becht Hall  
Telephone: 814-393-2323  
Email address: [careers@clarion.edu](mailto:careers@clarion.edu)

Students are encouraged to visit the Center for Career and Professional Development in person or virtually to complete our CU Professional programs:

- Career exploration and planning
- Gaining experience and skills
- Job search preparation
- Live and virtual career fairs
- Campus, part-time, seasonal and full-time employment
- Transition from student to professional
- Graduate and pre-professional application information
- Alumni Mentoring
- Financial Responsibility
- Social Media

We use an online career management system to help you manage your career action plan and we offer assistance to Clarion alumni. Connect with us in person or through email, SKYPE, Twitter or Facebook, or another social media.

The center serves all Clarion University students and alumni. Our approach is to inform and empower; linking you with resources and opportunities, so you can develop and achieve your career goals. We collaborate with academic departments, student organizations, university offices, alumni and employers to provide you the knowledge, skills, and experiences required to successfully transition to employment or further education.

### **Student Conduct and Community Development**

The Office of Student Conduct and Community Development, formerly the Office of Judicial Affairs, promotes responsible citizenship by protecting student rights and maintaining the principles outlined in the Student Code of Conduct and Community Standards. 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.

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 SCIENCE DEGREE ACCOUNTING (MAcc)**

### **COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES**

#### **Department of Business Administration**

302 Still Hall  
Telephone: 814-393-2605  
Email – [macc@clarion.edu](mailto:macc@clarion.edu)  
[www.clarion.edu/actg](http://www.clarion.edu/actg)

**Graduate Faculty:** J. Annadatha, K. Danvers, O. Kaymaz,  
T. Johns, F. Shepard

#### ***COBAIS Mission***

The College of Business Administration and Information Science's (COBAIS) business program prepares the next generation of ethical business leaders and professionals for success in the dynamic, complex global environment through challenging academic programs where the application of theory leads to practice. In both on campus and online settings, the purpose of this education is to meet the needs of business, industry, society and government for skilled and knowledgeable employees.

### **Program Objectives**

Clarion University's M.S. in Accounting (MAcc) degree prepares students for careers in corporate and public accounting as well as satisfying the education requirements to sit for the CPA exam in almost any state.

The program provides students with essential accounting and financial analysis skills. Graduates are well-versed in major aspects of public accounting, concentrating on taxation and auditing.

Employment opportunities include the "big four" and other CPA firms as well as industry, government, and not-for-profit organizations.

The program is offered completely online and can be completed in as little as one year (full-time) or up to six years. It is designed for candidates with undergraduate degrees not only in business administration but also in other disciplines.

### **Admission Requirements**

Graduate admission requirements apply with the following additions:

- Applicants for full admission must have earned an overall GPA for the baccalaureate degree of at least 3.0 on a 4.0 scale.
- Resume

### **Degree Requirements**

To fulfill the degree requirements for graduation, students must complete 30 graduate credits of required coursework, with a GPA of 3.0 or better on a 4.0 scale. Passing grade is "C" or above. A maximum of nine graduate credit hours toward the 30 required credits may be transferred from accredited graduate programs with the pre-approval of the program coordinator and the department chairperson of the course from which transfer credit is sought.

### **Course Requirements**

#### **A. Pre-Requisite Courses**

Pre-requisite coursework may be completed at Clarion University or other approved institutions at either the undergraduate or graduate level and is not subject to the nine-credit transfer limit, but requires pre-approval. Following are the Clarion University courses that meet the pre-requisite requirement:

ACTG 251/500: FINANCIAL ACCOUNTING  
 ACTG 252/501: MANAGERIAL ACCOUNTING  
 ACTG 350/502: INTERMEDIATE ACCOUNTING  
 ACTG 353/505: FEDERAL TAXATION  
 ACTG 364/506: AUDITING

#### **B. Core Courses**

The M.S. in Accounting Core courses are:

LEGL 540: LEGAL ENVIRONMENT & ETHICAL CONDUCT IN BUSINESS  
 ACTG 552: MANAGEMENT ACCOUNTING  
 ACTG 564: ADVANCED AUDITING  
 MGMT 626: OPERATIONS MANAGEMENT & INFORMATION SYSTEMS  
 ACTG 650: THEORY OF ACCOUNTS  
 ACTG 653: FEDERAL TAX RESEARCH  
 ACTG 663: BUSINESS TAXATION  
 ACTG 690: PUBLIC ACCOUNTING  
 DA 510: DATABASE MANAGEMENT SYSTEMS  
 DA 520: DATA WAREHOUSING

### **Performance Requirements**

Students who earn more than six hours of graduate credit at Clarion University with a grade of "C" or earn any credits with grades below "C" and/or fall below a 3.00/4.00 graduate overall grade-point average are automatically placed on probation. Any credits earned with grades below "C" cannot be used to meet degree or pre-requisite requirements.

### **Advisement**

All graduate students are assigned an advisor upon admission. Before registering for classes, students should contact their advisor. Students must obtain the signature of their advisor on any special requests.



## **MASTER OF SCIENCE DEGREE APPLIED DATA ANALYTICS**

### **COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES**

#### **Department of Computer Information Science**

##### **Dr. Jeffrey Childs, Chair**

130 Becker Hall

Telephone: 814-393-2442

Email: [jchilds@clarion.edu](mailto:jchilds@clarion.edu) or [bigdata@clarion.edu](mailto:bigdata@clarion.edu)

[www.clarion.edu/cis](http://www.clarion.edu/cis)

**Graduate Faculty:** A. Alawami, J. Annadatha, J. Childs, S. Kim, J. O'Donnell, B. Packard, J. Strausser

##### **COBAIS Mission**

The College of Business Administration and Information Science's (COBAIS) business program prepares the next generation of ethical business leaders and professionals for success in the dynamic, complex global environment through challenging academic programs where the application of theory leads to practice. In both on campus and online settings, the purpose of

this education is to meet the needs of business, industry, society and government for skilled and knowledgeable employees.

##### ***Program Objectives***

It is no secret that the amount of data in our world has been exploding. Companies are producing transactional data; consumers are generating shopping data; social media sites are generating sentiment data; cell phones are generating location data; and devices such as automobiles are generating sensory and operating data. Big data is expected to rapidly become a key determinant of competition across all sectors of the economy and there will be a continuing severe shortage of analytics talent.

This program is geared towards working professionals or busy adults with domain knowledge in any undergraduate field. Students will take one on-line course at a time in a fairly rigid prerequisite structure to accumulate and apply the necessary skills. Course lengths will vary from three to fifteen weeks and will be sequenced to allow the program to be completed in less than two years.

The program integrates computer and information science, statistics, and data-based business management

principles to inform data driven decision making. It is an applied, technology intensive program focused on hands-on learning of the tools and techniques of data analytics. The curriculum emphasizes technical proficiency and applied practical experience and provides students with skills in database processing, data warehousing, data mining, and data visualization to solve Big Data problems.

### **Admission Requirements**

Graduate Programs admission requirements apply with the following additions:

- Applicants for full admission must have earned an overall GPA for the baccalaureate degree of at least 3.0 on a 4.0 scale.
- All applicants must have full administrator access to a computer with reliable Internet capability.
- All applicants should have sufficient end-user computer skills for installing software, finding files, and using office productivity software including word processing and spreadsheet software. If not, a course such as CIS 217 should be completed before taking the core courses in the program.
- All applicants should have completed an undergraduate statistics course. If not, a course such as ECON 221 should be completed before taking any of the Data Analytics (DA) courses in the program.
- All applicants should have completed an undergraduate computer programming course. If not, a course such as DA 202 should be completed before taking any of the core courses in the program.

### **Degree Requirements**

To fulfill the degree requirements for graduation, students must complete 30 semester hours, including required courses, with a GPA of 3.0 or better on a 4.0 scale. Passing grade is “C” or above.

### **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 be at the graduate level and must have a grade of “B” or better. All transfer courses must be pre-approved by the program coordinator and the CIS Department chair. With only three elective credits in this program, it is unusual to transfer in more than three credits.

### **Requirements for Graduation**

Course requirements for the MS in Applied Data Analytics degree are composed of foundation courses, core courses, and an elective course. A total of 30 graduate credits are required for the completion of the degree:

- eight 3-credit core courses (excluding foundation courses) and
- two 3-credit elective courses.

The following courses are required of all students graduating with a Master of Science in Applied Data Analytics degree.

DA 510: DATABASE MANAGEMENT SYSTEMS .....	3 s.h.
DA 520: DATA WAREHOUSING.....	3 s.h.
DA 530: ANALYTICAL METHODS.....	3 s.h.
DA 540: APPLIED DATA MINING.....	3 s.h.
DA 555: APPLIED PREDICTIVE MODELING ANALYTICS .....	3 s.h.
DA 560: DATA VISUALIZATION.....	3 s.h.
DA 570: BIG DATA ANALYTICS .....	3 s.h.
DA 580: ANALYTICS CAPSTONE .....	3 s.h.
ELECTIVES.....	6 s.h.
TOTAL .....	30 s.h.

In addition to the core courses, all students will complete the balance of 30 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 degree only with prior approval of the data analytics program coordinator, the CIS Department chair, and the dean of the college.

- CIS 535, CIS 570, DA 512, DA 590, DA 591

A maximum of three hours of approved 400-level coursework, 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.

### **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.



## **MASTER OF SCIENCE DEGREE ATHLETIC TRAINING**

**Department of Nutrition, Health and Sport Science**

**Rich Patterson, DAT, LAT, ATC - Program Director**  
 231 Ralston Hall  
 Telephone: 814-393-2456  
 Email: rpatterson@clarion.edu  
 www.clarion.edu/nhss

**Graduate Faculty:** R. Patterson, K. Curreri, J. Thornton,  
 M. Chesterfield

### ***Program Objectives***

The mission of the Clarion University Master of Science in Athletic Training Program is to provide a quality academic experience that includes innovative student-centered opportunities and authentic clinical education in order to prepare students as autonomous healthcare practitioners, scholars, and lifelong learners. Collaborate with health care professionals from multiple disciplines to provide appropriate patient care.

- Demonstrate preparedness to transition to autonomous clinical practice by providing athletic training students with authentic real-time patient interactions.
- Incorporate patient outcomes and best available evidence to serve a diverse population in a wide variety of employment settings.

To prepare students to successfully integrate evidence-based practice in their ability to critically think and apply clinical skills and decision making in their role as healthcare providers.

- Demonstrate proficiency in developing and answering a focused clinical question.
- Demonstrate competency in searching, examining and critically assessing the efficacy of current literature for relevant evidence associated with means of clinical diagnosis, rehabilitation, therapeutic interventions and reconditioning programs.
- Incorporate available evidence into the design and implementation of rehabilitation programs to meet the client/patient needs and goals according to their level of performance and function.

Understand and promote professional responsibilities and avenues of professional development to support athletic training as a health care profession through professional and community involvement

- Engage in professional development and networking through interaction and attendance at professional meetings and educational opportunities.
- Participate in opportunities that promote lifelong learning, professional development and serve to benefit the community at large without regard to personal gain.

## Master Of Science Degree Athletic Training

The Master of Science in Athletic Training (MSAT) at Clarion University is a full-time, two-year, entry-level, professional practice program that includes 58-credits across 4 semesters. After two years of classroom and clinical education, graduates will be able to sit for the Board of Certification examination to become a certified athletic trainer.

Students will develop knowledge of evidence-based clinical practice concepts provided within academic and clinical education opportunities to prepare graduates for a dynamic career in a constantly evolving health care environment. The MSAT emphasizes interdisciplinary/cross-curriculum opportunities to collaborate with professionals on campus and throughout the community. These opportunities provide students with the ability to receive diverse perspectives in conjunction with personalized engaged learning through clinical and classroom/laboratory didactic instruction and the development of foundational behaviors of professional practice in a variety of settings that assist students in their evolution as advocates for competent health care.

### Admission Requirements

To be considered for admission to the MSAT, the applicant must complete the following:

1. Clarion University graduate online application
2. Submit official transcripts for all previously attended institutions
3. Preferred minimum GPA of 3.0 (out of 4.0)
4. Completion of the following courses (or their equivalents) with grades of C or better:
  - Biology
    - Two semesters of anatomy and physiology with labs
    - Chemistry
    - Physics
    - Exercise physiology
    - Nutrition
    - Biomechanics or Kinesiology
    - General psychology
    - Statistics
5. Complete a successful interview with Clarion's athletic training faculty (invitation only)
6. Two electronic references (one must be from an athletic trainer or healthcare provider who provided clinical supervision within the past two years)
7. Resume
8. Evidence of 40 hours of clinical observation
9. Students who do not consider English to be their primary language are required to submit official TOEFL iBT scores or IELTS score completed in the last 2 years. Minimum scores (TOEFL internet: 79, IELTS 6.5 or higher).

### Prerequisite coursework

- Biology
- Two semesters of anatomy and physiology with labs
- Chemistry
- Physics
- Exercise physiology
- Nutrition
- Biomechanics or Kinesiology
- General psychology
- Statistics

### Curriculum Overview and Degree Requirements

#### ATHLETIC TRAINING, CORE COURSES (44 CREDITS)

- ATTR 525 Applied Anatomy for Athletic Training 2
- ATTR 528 Foundational skills in AT & Lab 3
- ATTR 530 Advanced Movement Dysfunction & Corrective Exercise 2
- ATTR 531 Principles of Orthopedic Assessment 2
- ATTR 549 Therapeutic Interventions 2
- ATTR 560 Evidence Based Assessment and Treatment of the Knee 2
- ATTR 562 Evidence Based Assessment and Treatment of the Foot & Ankle 2
- ATTR 564 Evidence Based Assessment and Treatment of the Shoulder 2
- ATTR 566 Evidence Based Assessment and Treatment of the Head & Thorax 2
- ATTR 568 Evidence Based Assessment and Treatment of the Spine and Sacrum 2
- ATTR 570 Evidence Based Assessment and Treatment of the Hip & Pelvis 2
- ATTR 572 Evidence Based Assessment and Treatment of The Elbow, Wrist & Hand 2
- ATTR 621 Current Topics in Athletic Training 2
- ATTR 667 Psychosocial Intervention in Athletic Training 3
- ATTR 675 Diagnosis & Disposition of Illness in the Physically Active 3
- ATTR 680 Research & Evidence Based Practice in Sports Medicine 3
- ATTR 685 Pharmacology & Supplements in Sport 3
- ATTR 690 Athletic Training Professional Development & Leadership 2
- ATTR 698 Capstone in Athletic Training 3

#### Athletic Training Clinical Practice (14 credits)

- ATTR 510 Practicum I 2
- ATTR 511 Practicum II 2
- ATTR 512 Practicum III 2
- ATTR 695 Clinical Field Experience 1 4
- ATTR 696 Clinical Field Experience 2 4

**TOTAL MS ATHLETIC TRAINING CREDITS = 58**



**Tentative Course Sequence:****Summer Year 1 (2nd 7-weeks)**

ATTR 525 Applied Anatomy for Athletic Training .....	2
ATTR 528 Foundational skills in AT & Lab .....	3
ATTR 531 Principles of Orthopedic Assessment .....	2
<b>Total</b>	<b>7</b>

**Fall Year 1 (1st 7-weeks)**

ATTR 549 Therapeutic Interventions .....	2
ATTR 560 Evidence Based Assessment and Treatment of the Knee .....	2
ATTR 510 Practicum I.....	2

**(2nd 7-weeks)**

ATTR 562 Evidence Based Assessment and Treatment of the Foot & Ankle .....	2
ATTR 564 Evidence Based Assessment and Treatment of the Shoulder .....	2
ATTR 511 Practicum II .....	2
<b>Total</b>	<b>12</b>

**Spring Year 1 (1st 7-weeks)**

ATTR 530 Advanced Movement Dysfunction & Corrective Exercise .....	2
ATTR 566 Evidence Based Assessment and Treatment of the Head & Thorax .....	2
ATTR 568 Evidence Based Assessment and Treatment of the Spine and Sacrum .....	2

**(2nd 7-weeks)**

ATTR 570 Evidence Based Assessment and Treatment of the Hip & Pelvis .....	2
ATTR 572 Evidence Based Assessment and Treatment of The Elbow, Wrist & Hand.....	2
ATTR 512 Practicum III .....	2
<b>Total</b>	<b>12</b>

**Summer Year 2 (2nd 7-weeks)**

ATTR 621 Current Topics in Athletic Training .....	2
ATTR 675 Diagnosis & Disposition of Illness in the Physically Active .....	3
ATTR 690 Athletic Training Professional Development & Leadership .....	2
<b>Total</b>	<b>7</b>

**Fall Year 2**

ATTR 680 Research & Evidence Based Practice in Sports Medicine .....	3
ATTR 685 Pharmacology & Supplements in Sport .....	3
ATTR 695 Clinical Field Experience 1 .....	4
<b>Total</b>	<b>10</b>

**Spring Year 2**

ATTR 667 Psychosocial Intervention in Athletic Training...	3
ATTR 698 Capstone in Athletic Training .....	3
ATTR 696 Clinical Field Experience 2 .....	4
<b>Total</b>	<b>10</b>



## MASTER OF BUSINESS ADMINISTRATION DEGREE

### COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES

**Graduate Faculty:** K. Danvers, J. Eicher, J. Heavilin, T. Johns, M. Olivás-Luján, R. Raehsler, F. Shepard, S. Trejos, P. Woodburne, O. Kaymaz, N. Singh, C. Smith

#### **COBAIS Mission**

The College of Business Administration and Information Science's (COBAIS) business program prepares the next generation of ethical business leaders and professionals for success in the dynamic, complex global environment through challenging academic programs where the application of theory leads to practice. In both on campus and online settings, the purpose of this education is to meet the needs of business, industry, society and government for skilled and knowledgeable employees.

#### **Master of Business Administration**

302 Still Hall  
Telephone: 814-393-2605  
Email: [mba@clarion.edu](mailto:mba@clarion.edu)  
[www.clarion.edu/mba](http://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. Our 100 percent online program is ideal for employed, part-time students and full-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**

Graduate Programs admission requirements apply with the following additions:

- Students with a 3.0 or higher undergraduate GPA are exempt from the GMAT/GRE requirement.
- The MBA program, on a case by case basis, will consider a student for a GMAT/GRE waiver. In general, the criteria are:

1. Strong GPA and distribution of strong grades in classes showing promise for success in graduate business studies shown by all university transcripts (and WES or ECCE translations for International Students). Unofficial copies are acceptable for this purpose.
2. Minimum of five years of post-baccalaureate professional level work experience. Please note that “professional” is defined as requiring a bachelor’s degree in hand to obtain the job shown on the resume with dates of employment and job description.

### **Program Options**

The College of Business Administration offers a full-time and a part-time online M.B.A. program option. Please visit [www.clarion.edu/mba](http://www.clarion.edu/mba) for more information regarding these program options, including admissions criteria and program features.

### **Degree Requirements**

Course requirements for the M.B.A. degree are composed of foundation courses or demonstrated competencies, M.B.A. core courses, and elective courses. A total of 30 graduate credits is required for the completion of the degree.

A maximum of nine graduate credit hours toward the 30 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 coordinator and the department chairperson of the course from which transfer credit is sought.

### **Course Requirements for the General M.B.A. Degree**

#### **A. Foundation Courses**

Incoming students with a Bachelor’s degree in a business field will be exempt from foundation courses. All other students must demonstrate undergraduate knowledge and skill in the following content areas: Financial Accounting, Finance, Economics, Statistics, and Excel. There are two approved methods to obtain foundational knowledge and skills:

1. Complete foundational coursework at Clarion or other approved institutions at either the undergraduate or the graduate level. If completing the foundation courses at an institution other than Clarion, pre-approval of the courses by the MBA Coordinator is required. The following are the foundation courses at Clarion (with the graduate course equivalents) that meet foundation requirements for the M.B.A. degree:

#### **Knowledge and Skill Area**

Micro/Macro Economics	<b>Clarion Course (or equivalent)</b> ECON 211 & 212 (501 and 502)
Financial Accounting	ACTG 251 (ACTG 500)
Economic Business Statistics I	ECON 221/504 or MATH 221
Financial Management	FIN 370 (FIN 500)

2. Demonstrate competency through a series of non-credit, self-paced, graded courses in the undergraduate knowledge and skill categories. This should be coordinated through the M.B.A. Program Office to ensure that the courses taken will meet the requirement.

#### **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:

<b>Knowledge and Skill Area</b>	<b>Course ID</b>	<b>SCH</b>
1. Leadership and Organization	MGMT 521	3.0
2. Quantitative Analysis for Business	BSAD 503	3.0
3. Managerial Accounting	ACTG 552	3.0
4. Legal/Ethical Environment	LEGL 541	1.5
5. Advanced Managerial Economics	ECON 510	1.5
6. Managerial Finance	FIN 570	3.0
7. Marketing Decision Making	MKTG 560	3.0
8. Global Operations Management and Information Systems	MGMT 626	3.0
9. Strategic Management/ Business Policy <sup>1</sup>	BSAD 690	3.0

<sup>1</sup> 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 30 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 coordinator and the dean of the college.

*ACTG 451G, 453G, 454G, 461G, 490G, 499G, 564, 650, 653, 663, 690*  
*CIS 402G, 403G, 462G*  
*BSAD 574, 637, 699*  
*ECON 461G, 470G, 490G, 570, 600, 611, 612, 615, 660, 699*  
*FIN 463G, 479G, 476G, 480G, 580, 660, 672, 678, 679*  
*MGMT 522, 555, 620, 621, 622, 623, 625, 627, 628, 650, 675, 680, 683, 685, 686*  
*MKTG 462G, 468G, 562, 604, 661, 673, 691, 699*

A maximum of three hours of approved 400-G 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.

### **Course Requirements for the M.B.A. Degree with a Concentration Area**

Students electing to complete a concentration within the M.B.A. program are required to complete all of the Foundation and Core requirements within the General M.B.A. Additional coursework will be expected as follows:

- A. Accounting Concentration (9 additional credit hours)  
students must complete three courses from the following: ACTG 564, ACTG 565, ACTG 650, ACTG 653, ACTG 654, ACTG 661, ACTG 663, ACTG 680, ACTG 690
- B. Finance Concentration (9 additional credit hours)
  - FIN 660: INVESTMENT .....3.0
  - FIN 678: FINANCIAL MODELING.....3.0
  - FIN 679: FINANCIAL PROBLEMS .....3.0
- C. Healthcare Concentration  
(9 additional credit hours)
  - FIN 672: HEALTHCARE FINANCE .....3.0
  - MGMT 632: HEALTHCARE MANAGEMENT SYSTEMS .....3.0
  - BSAD 574: LEGAL & ETHICAL ISSUES OF  
HEALTHCARE.....3.0

### **Additional Requirements for the M.B.A. Degree**

#### **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 grade-point average (GPA) are automatically 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. Foundation courses taken at the graduate level are included in an overall GPA, but are not included in the calculation of the GPA for the MBA degree. 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 (30 credits). An integrated BS-Accounting/MBA program of study can be completed in five years and provides a total of 150 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 advisor or the M.B.A. office 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.

### **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.



**ONLINE  
MASTER OF SCIENCE DEGREE  
CLINICAL MENTAL  
HEALTH COUNSELING**

**COLLEGE OF EDUCATION,  
HEALTH AND HUMAN  
SERVICES**

**Department of Counseling, Human  
Services, Rehabilitation  
& Criminal Justice**

**Mark Lepore, Ed.D., LPC, LCSW, Coordinator**

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**Graduate Faculty:** M. Kilwein, M. Lepore, J. May

***Program Objectives***

The Master of Science in Clinical Mental Health Counseling (CMHC) provides opportunities that:

- Program graduates will demonstrate the comprehensive knowledge of the counseling field necessary to serve as a qualified clinical mental health counselor;
- Program graduates will reflect a commitment to culturally informed counseling practice and social justice; and
- Program graduates will utilize research to inform their clinical practice and establish a strong connection to the profession.

Courses are designed to meet requirements for a Licensed Professional Counselor (LPC) in Pennsylvania and the department intends to seek relevant accreditation(s) for this clinical mental health counseling degree.

## Master of Science in Clinical Mental Health Counseling

The MS program is a 60-credit hour clinical mental health counseling program that is designed to meet the academic requirements established by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors leading to the Licensed Professional Counselor (LPC) credential in Pennsylvania. This program is designed to meet the increasing need for qualified professional counselors, which has been indicated by O\*NET and others, as one of the largest job growth areas in Pennsylvania and nationwide. Graduates work in a variety of human services areas including direct service or supervisory roles in private and public agencies. These settings include, but are not limited to, children and youth, delinquency and criminal justice, intellectual, physical and psychosocial disabilities, addictions, mental health, psychiatric rehabilitation and private practice.

While this degree is technically a hybrid of online and face to face instruction, the overwhelming majority of coursework is delivered online. Several clinical “hybrid” courses will require a face to face component, which will be accomplished during one-week on-campus during the summers. This format is designed to accommodate working students and those who do not live within an easy commuting distance of the Clarion campus. On-campus housing will be made available to graduate students for the week of face to face instruction. Additionally, some courses will require weekly synchronous meetings or occasional synchronous participation. Participating in the one week face to face summer program courses and all synchronous instruction is a requirement for all students enrolled in the program.

### Admission Requirements

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

- A baccalaureate degree from an accredited college or university is required for graduate admission along with a grade point average of at least 3.0 on a 4.0 scale.
- Official Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT) scores if GPA is below a 3.0 on a 4.0 scale
- Letter stating goals for graduate study and experience in human services
- Two recommendation letters documenting the student’s potential and/or effectiveness in the areas of academic performance and/or the counseling profession
- Updated resume

### Student Learning Outcomes

1. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter organizational collaboration and consultation
2. techniques and interventions for prevention and treatment of a broad range of mental health issues
3. dynamics associated with group process and development
4. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
5. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
6. theories of individual and family development across the lifespan
7. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
8. use of assessments relevant to academic/educational, career, personal, and social development
9. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

### Degree Requirements

#### 60 CREDIT MASTER’S DEGREE CLINICAL MENTAL HEALTH COUNSELING COURSE SEQUENCE

The department recommends at 3-year sequence beginning in the fall semester. Other sequence options are available for those that need or desire an alternate time frame. Three sequences will be listed below to include:

1. 3-year (spring start)
2. 3-year (spring start)
3. 2-year accelerated track (fall start only).

#### 3-Year (Fall Start)

<b>Year 1</b>	
FALL	COUN 530 COUN 552
SPRING	COUN 586 COUN 592
SUMMER	COUN 510 (HYBRID) COUN 580 (HYBRID)
<b>Year 2</b>	
FALL	COUN 532 COUN 542
SPRING	COUN 519 COUN 537
SUMMER	COUN 538 (HYBRID) COUN 591 (HYBRID)

**Year 3**

FALL	COUN 525 COUN 594 (PRACTICUM)
SPRING	COUN 593 COUN 595 (INTERNSHIP)
SUMMER	COUN 595 (INTERNSHIP)

**Elective Information:**

In addition to the required core courses listed above, 9 credits of electives must be taken throughout the 3-year sequence. It is recommended that they be completed prior to the internship experience.

Electives are only offered during non-typical semester sessions (i.e. winter/summer sessions). Therefore, students have 5 options of taking electives prior to their internship experience:

1. Year-1 fall
2. Year-1 summer
3. Year-2 fall
4. Year-2 summer
5. Year-3 fall

**3-Year (Spring Start)****Year 1**

SPRING	COUN 586 COUN 592
SUMMER	COUN 510 (HYBRID) COUN 580 (HYBRID)
FALL	COUN 530 COUN 552

**Year 2**

SPRING	COUN 519 COUN 537
SUMMER	COUN 538 (HYBRID) COUN 591 (HYBRID)
FALL	COUN 532 COUN 542

**Year 3**

SPRING	COUN 525 COUN 594 (PRACTICUM) <b>NOT OFFERED IN SPRING AT THIS TIME (FALL ONLY)</b>
SUMMER	COUN 593 <b>NOT OFFERED IN SUMMER AT THIS TIME (SPRING ONLY)</b> COUN 595 (INTERNSHIP)
FALL	COUN 595 (INTERNSHIP) <b>NOT OFFERED IN FALL AT THIS TIME (SPRING/SUMMER)</b>

**Elective Information:**

In addition to the required core courses above, 9 credits of electives must be taken throughout the 3-year sequence. It is recommended that they be completed prior to the internship experience.

Electives are only offered during non-typical semester sessions (i.e. winter/summer sessions).

Therefore, students have 5 options of taking electives prior to their internship experience:

1. Year-1 summer
2. Year-1 winter

3. Year-2 summer

4. Year-2 winter

5. Year 3-summer

**2-Year (Fall Start Only)****Year 1**

FALL	COUN 530 COUN 552 COUN 532 COUN 542
SPRING	COUN 586 COUN 592 COUN 519 COUN 537
SUMMER	COUN 510 (HYBRID) COUN 580 (HYBRID) COUN 538 (HYBRID) COUN 591 (HYBRID)

**Year 2**

FALL	COUN 525 COUN 594 (PRACTICUM)
SPRING	COUN 593 COUN 595 (INTERNSHIP)
SUMMER	COUN 595 (INTERNSHIP)

**Elective Information:**

In addition to the required core courses above, 9 credits of electives must be taken throughout the 3-year sequence. It is recommended that they be completed prior to the internship experience.

Due to the accelerated track, options will be limited in terms of when electives can be taken. Electives will need to be taken during the following terms:

1. Year-one winter session
2. Year-one summer session
3. Year-two winter session
4. Year-two summer session (not recommended with internship but may be used if necessary)

\*Students contemplating doctoral level studies after completing the master's degree or contemplating careers that involve research may elect with the approval of their advisor, a thesis project (COUN600) in lieu of two available elective courses.

**Head Injury and Concussion Management Certificate**

The primary purpose of this certificate program is to provide students on the graduate level with a foundation to understand the neurological, physical, and psychological effects of mild traumatic brain injury (MTBI) or concussion. It is estimated that 42 million people worldwide experience a mild traumatic brain injury (MTBI) or concussion each year. Concussions and MTBI has been a topical issue in the media, among health professionals and the general public. There has been a public outcry as a result of the discovery of chronic traumatic encephalopathy (CTE) and has led to pressure to develop concussion management throughout sports programs of youth, high school, college, and

professional levels. Additionally, in the VA, TBI (traumatic brain injury) has become a major focus of service as they transition to veteran status. This is an excellent opportunity for clinicians, teachers, administrators, coaches, and others interested in understanding the treatment and management of concussion/MTBI.

This program provides an overview of traumatic brain injury and the identification of general conditions that are shown to promote post-concussive wellness and recovery. How these areas are assessed and brought forth for early intervention and adaptations that can promote wellness and recovery will be explored. Effects of concussion/MTBI on the family, employment, education, and social life will be reviewed as well as resiliency and protective factors supporting the recovery process.

Four graduate level courses are required for completion of the certificate. The specialists who teach the online courses are experts in the fields of education, athletic training, speech pathology, and mental health. The program is offered entirely online.

**THE FOUR COURSES (12 CREDITS) INCLUDE:**

- REHB 534: POST-CONCUSSIVE SOCIAL AND EMOTIONAL WELLNESS AND RECOVERY
- NFSS 565: CONTROVERSIES AND IMPLICATION OF CONCUSSIONS (MTBI) IN SPORT
- SPEL 576 TEACHING STUDENTS WITH TRAUMATIC BRAIN INJURY (TBI)
- CSD 511 COGNITIVE-COMMUNICATION DISORDERS IN TRAUMATIC BRAIN INJURY





## **COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**

### **M.Ed. in Education**

**Jesse Haight, D.Ed., Graduate Program Coordinator**  
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Email: [jhaight@clarion.edu](mailto:jhaight@clarion.edu)  
[www.clarion.edu/education](http://www.clarion.edu/education)

**Graduate Faculty:** P. Apple, L. Bonnett, J. Haight, M. Howe,  
Cahndice Matthews, K. Murphy, A. Shannonhouse,  
K. Sprenger

### ***Program Objectives***

The master's degree program in education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). 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 GPA is 3.0 or above (on a 4.0 scale).
- Teacher certification. Submit a copy 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 GPA is less than 3.0/4.0 scale. Regular status may be granted upon completion of 9 semester hours of graduate study with a minimum of 3.0/4.0 average.

## Degree 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.

<b>Core Competencies</b> .....	<b>12 s.h.</b>
Research—ED 520: INTRODUCTION TO RESEARCH .....	3 s.h.
Pedagogy—ED 522: ANALYSIS OF TEACHING OR ED 563: READING PEDAGOGY OR ECH 501: EARLY CHILDHOOD CURRICULUM AND INSTRUCTION .....	3 s.h.
Curriculum—ED 523: CURRICULUM DEVELOPMENT AND EVALUATION OR ECH 502: EARLY CHILDHOOD CURRICULUM AND ASSESSMENT.....	3 s.h.
Professional Seminar—ED 578: PROFESSIONAL SEMINAR OR MAED 556: RESEARCH IN MATHEMATICS TEACHING AND LEARNING OR ED 580: TEACHING LEADERSHIP AS THE GATEWAY TO ENHANCING INSTITUTIONAL EFFECTIVENESS .....	3 s.h.

**Electives** .....

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, INSTRUCTION AND TEACHER LEADERSHIP

<b>CONCENTRATION</b> .....	<b>12 s.h.</b>
ED 517: EDUCATIONAL COMPUTER APPLICATIONS ..3 s.h.	
ED 529: FOUNDATIONS OF CURRICULUM .....	3 s.h.
ED 544: CLASSROOM ASSESSMENT FOR LEARNING ...3 s.h.	
ED 581: PEER MENTORING AND ITS IMPACT ON THE PROFESSIONAL COMMUNITY .....	3 s.h.
ED 582: THE ROLE OF CHANGE IN THE ERA OF ACCOUNTABILITY .....	3 s.h.
ED 583: THE SCHOOL AS A CULTURAL AND POLITICAL ENTITY .....	3 s.h.
<b>EARLY CHILDHOOD CONCENTRATION</b> .....	<b>12 s.h.</b>
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	

Additional courses as approved by advisor

### MATHEMATICS EDUCATION CONCENTRATION.....

Choose six of these.

MAED 501: TEACHING SECONDARY MATHEMATICS.....	3 s.h.
MAED 511: TECHNOLOGY FOR TEACHING SECONDARY MATHEMATICS .....	3 s.h.
MAED 532: TEACHING STATISTICAL REASONING.....	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 551: ALGEBRA/NUMBER THEORY FOR TEACHERS .....	3 s.h.
MAED 556: RESEARCH IN MATHEMATICS TEACHING & LEARNING .....	3 s.h.
MAED 571: ANALYSIS FOR TEACHERS.....	3 s.h.
*REQUIRED MATH CORE	
MAED 581: PROBLEM SOLVING.....	3 s.h.
MAED 585: APPLICATIONS AND MATHEMATICAL MODELING FOR TEACHERS.....	3 s.h.
MAED 590: HISTORICAL DEVELOPMENT OF MATHEMATICS .....	3 s.h.

### READING CONCENTRATION .....

ED 564: EVIDENCE-BASED LITERACY INSTRUCTION .....	3 s.h.
ED 567: SECONDARY, COLLEGE, AND CONTENT AREA READING INSTRUCTION .....	3 s.h.
ED 569: ASSESSMENT OF LITERACY.....	3 s.h.

Choose 1

ED 565: READING AND LANGUAGE ARTS IN EARLY CHILDHOOD.....	3 s.h.
ED 568: LANGUAGE AND LITERACY .....	3 s.h.
ED 574: READING PROGRAM ORIENTATION,	

ADMINISTRATION, AND SUPERVISION.....	3 s.h.
ED 575 SEMINAR IN CHILDREN'S LITERATURE .....	3 s.h.
ED 580: SPECIAL READING INSTRUCT .....	

**READING SPECIALIST CERTIFICATION.....18 s.h.**

Students desiring reading specialist certification without the M.Ed. degree must take the following courses, excluding ED 520, ED 523 and ED 578:

ED 563: READING PEDAGOGY .....	3 s.h.
ED 564: EVIDENCE-BASED LITERACY INSTRUCTION ..	3 s.h.
ED 567: SECONDARY, COLLEGE, AND CONTENT AREA READING INSTRUCTION .....	3 s.h.
ED 569: ASSESSMENT OF LITERACY.....	3 s.h.
ED 570: PRACTICUM I: ANALYSIS.....	3 s.h.
ED 571: PRACTICUM II: INSTRUCTION .....	3 s.h.
ED 574: READING PROGRAM ORGANIZATION, ADMINISTRATION, AND SUPERVISION .....	3 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 520 .....	3 s.h.
PEDAGOGY—SCED 502 OR ED 522.....	3 s.h.
CURRICULUM—SCED 538 OR ED 523 .....	3 s.h.
PROFESSIONAL SEMINAR—SCED 541 OR ED 578 .....	3 s.h.

**Science Education concentration area..... 12 s.h.**

SCED 501: SEMINAR IN SCIENCE MISCONCEPTIONS	3 s.h.
SCED 505: INVESTIGATION IN THE SCIENCES .....	3 s.h.
SCED 555: HISTORY OF SCIENCE .....	3 s.h.
SCED 5XX: SCIENCE EDUCATION ELECTIVE .....	3 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 500: FOUNDATIONS OF DISTANCE LEARNING.....	
ED 507: ASSESSMENT FOR ONLINE LEARNING.....	3 s.h.
ED 517: EDUCATIONAL COMPUTER APPLICATIONS...	3 s.h.
ED 599: SPECIAL TOPICS IN EDUCATION—WITH PERMISSION OF ACADEMIC ADVISOR	
ED 610: MOBILE EDUCATIONAL TECHNOLOGY.....	
ED 617: ADVANCED EDUCATIONAL TECHNOLOGY ...	3 s.h.
ED 620: INTERNET APPLICATIONS FOR K–12 EDUCATORS .....	3 s.h.
ED 649: EDUCATIONAL TECHNOLOGY LEADERSHIP .....	3 s.h.

Additional courses as approved by advisor

**Online Instruction Endorsement**

The 12-credit Online Instruction Endorsement graduate program is approved by the Pennsylvania Department of Education (PDE) and can be completed as a component of a Masters of Education Degree or as a stand-alone non-degree program. This program provides educators with essential tools to engage students in online learning environments. Successful candidates will earn the PDE Online Instruction Endorsement, which is added to their Level I or Level II PA Teaching Certification.

The Online Instruction Endorsement classes are as

follows and must be taken in this order:

ED 500: Foundations of Distance Learning .....	3
ED 507: Assessment for Online Learning .....	3
ED 540: Principles of Instructional Design .....	3
ED 513: Advanced Online Instruction .....	3

**Skills for Teacher Leaders Endorsement**

The 12-credit Skills for Teacher Leaders Endorsement graduate program is approved by the Pennsylvania Department of Education (PDE) and can be completed as a component of a Master of Education Curriculum, Instruction and Technology Leadership Concentration or as a stand-alone non-degree program. This program addresses the preponderance of literature and research that refer to the need for teachers as leaders and the need for teachers to acquire the appropriate training in leadership. Teachers now more than ever, are accepting informal leadership positions in their schools. This program takes the expertise of teachers and adds to that the imperative body of knowledge, understandings, and skills that embody what we know about effective leadership specifically for teachers. Successful candidates will earn the PDE Skills for Teacher Leaders Endorsement, which is added to their Level I or Level II PA Teaching Certification.

The Skills for Teacher Leaders Endorsement are as follows and must be taken in this order:

ED 580: Teacher Leadership as the Gateway to Enhance Instructional Effectiveness ....	3
ED 581: Peer Mentoring and Its Impact on the Professional Community .....	3
ED 582: The Role of Change in the Era of Accountability .....	3
ED 583: The School as a Cultural and Political Entity .....	3

**Graduation Requirements**

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

**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 online, 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 IN LIBRARY SCIENCE DEGREE INFORMATION AND LIBRARY SCIENCE**

### **COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES**

#### **Department of Information and Library Science**

**Linda L. Lillard, Ph.D., Chair**

209 Carlson Library  
Telephone: 866-272-5612  
Email: llillard@clarion.edu  
[www.clarion.edu/libsci](http://www.clarion.edu/libsci)

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

#### ***Mission***

The department prepares students for proactive engagement in the information professions.

#### ***Vision***

Information for life.

## **Information and 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 Information and Library Science degree program must meet Division of Graduate Programs admission requirements with the following additions:

### **M.S.L.S.**

1. an overall GPA for the baccalaureate degree of at least 3.00 on a 4.00 scale; or
2. a 3.00 GPA 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 GPA for the baccalaureate degree with a score of at least 412 on the Miller Analogies Test or a combined score of at least 300 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 GPA of at least 3.00.

*International students are required to achieve a minimum score of 550 (paper based), or 80 (internet based) on the TOEFL.*

### **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 MSLS degree in Information and Library Science is conferred upon the candidate who has met the following requirements:

- The completion of 36 hours of approved graduate study, including four required core courses (LS 500, 504, 505, and 573), one management course (LS 532 or 534), the capstone course (LS570 or

LS600) and six elective courses or concentration courses.

- The maintenance of a cumulative average of 3.00 or higher. A student who receives a grade of “C” or lower in more than two courses is disqualified as a candidate in the degree program unless special permission to continue is obtained from the dean of the College of Business Administration and Information Sciences and the coordinator of Graduate Programs.
- The completion of all degree requirements within a six-year period. Course work over six years old may not be applied toward the degree.

### **Information and Library Science**

Within the general MSLS degree, advisors assist students in choosing elective courses that will support a chosen career path in the information and library field. The flexibility of six electives assists our students in constructing a coherent course of study. The general MSLS degree is the track most frequently chosen by Clarion students. Additionally, the following concentrations are available to those with specific interests in the following areas:

#### **Information and Library Science/ School Library Media**

Clarion University’s MSLS in School Library Media concentration consists of courses that prepare students to be school librarians but Clarion University does not grant actual school library media certification. A student wishing to obtain Pennsylvania Library Science Certification for K-12 who holds a valid Pennsylvania teaching certificate can complete the MSLS School Library Media and then check with the Pennsylvania Department of Education for additional certification requirements. Students from other states should check with their state department of education to determine certification requirements.

#### **Information and Library Science/Reference and User Services**

Clarion University’s MSLS in Reference and User Services concentration will allow students to construct a coherent program of study in the area of reference and user services. This group of courses will provide students with a skill set necessary to provide instruction and information services for patrons in all types of libraries. Students will master skills in the areas of general reference sources and services, instructional design and delivery, specialized sources and services such as business sources, government information, resources in the humanities, and resources in the social sciences

#### **Information and Library Science/Local and Archival Studies**

Clarion University’s MSLS in Local and Archival Studies concentration will allow students to construct a coherent program of study in the area of local and archival studies. This group of courses will provide students with a skill set necessary for work in information environments

dealing with local and archival documents such as libraries, archives, historical societies, etc. Students will master skills in the areas of: management of collections, information technology and digital resources. Students will be qualified for public library local history/genealogy positions, academic library reference and archives positions, and local special collection management positions in settings outside of libraries.

#### **Master of Science in Information and Library Science/J.D.**

The department offers a cooperative 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 Information and Library Science/ Master of Arts in Applied History**

The department also offers a cooperative MSLS/MA in Applied History program in cooperation with Shippensburg University. Students must be accepted by each instruction through a separate applications process at each university. Any six credits of coursework may be applied to both programs.

#### **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 12 graduate credits within a four-year period, and maintenance of a 3.00 GPA.

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 Programs 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



Programs office.

### **Distance Education**

As part of its commitment to meeting the needs of all residents of the commonwealth of Pennsylvania, the Department of Information and Library Science offers its M.S.L.S. program fully online utilizing various Web-based delivery techniques. This department offers many courses in the seven week format. Students plan a cohesive program of study with their faculty advisor. See [www.clarion.edu/libsci](http://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.

### **Scholarships**

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.

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: APPRENTICESHIP IN INFORMATION AGENCIES:** 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, apprenticeship 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.

### ***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 departmental faculty.

### ***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.

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 department 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.

#### **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.



## MASTER OF SCIENCE DEGREE COMMUNICATION

### COLLEGE OF ARTS AND SCIENCES

#### Department of Communication

**Dr. Lacey Fulton, Chair**  
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Telephone: 814-393-2245  
Email: [lfulton@clarion.edu](mailto:lfulton@clarion.edu)  
[www.clarion.edu/comm](http://www.clarion.edu/comm)

**Graduate Faculty:** M. Crespo, L. Fulton, M. Kuehn,  
S. Kuehn, A. Lingwall, N. O'Neil

#### **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 Communication 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 Communication program, you can earn your graduate degree in as little as 12 months. The program is intended

for busy adults who cannot travel to campus due to distance, job commitments, or family responsibilities. Classes are offered in both the traditional 16-week semester schedule as well as in two 7-week sessions fall and spring. Accelerated summer classes are required for a 12-month completion.

#### **Admission Requirements**

Graduate Programs admission requirements apply with the following additions:

- Applicants for full admission must have earned an overall GPA 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 GPA 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 GRE (Graduate Record

Examination) score of 300 on the quantitative and verbal sections. Regular status may be obtained upon completion of 12 semester hours with a minimum of 3.0 average.

- Three faculty and/or professional recommendations on official forms
- All applicants must submit a short essay describing how you expect to benefit from and contribute to graduate study.
- 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 at least 600 (paper based), or 100 (internet based).
- 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 GPA 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 COM 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.

### **Communication (MS) Outcomes**

1. Use oral communication to inform, direct, persuade and inspire others;
2. Write in forms and styles for communication professions, audiences and purposes they serve;
3. Engage in practical application of skills and knowledge as communication professionals;
4. Design aesthetically pleasing and socially responsible media productions that integrate the latest technologies; and
5. Respond to the demands of a diverse, global society in relationship to communication.

### **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 Communication.

COM 525:	MASS COMMUNICATION THEORY.....	3 S.H.
COM 551:	PUBLIC RELATIONS FOUNDATIONS.....	3 S.H.
COM 552:	JOURNALISM FOUNDATIONS.....	3 S.H.
COM 558:	SOCIETY, LAW, AND MEDIA TECHNOLOGY....	3 S.H.
COM 559:	MANAGEMENT OF THE COMM. PROCESS.....	3 S.H.
COM 621:	MASS COMMUNICATION RESEARCH.....	3 S.H.
COM 642:	ADVANCED PUBLIC RELATIONS WRITING.....	3 S.H.

COM 700: GRADUATE CAPSTONE PROJECT

SELECT THESIS, INTERNSHIP, OR PORTFOLIO.....6 S.H.

*Choose Three:*

COM 500/600 LEVEL ELECTIVE COURSES (ONE 400 LEVEL COURSE MAY BE TAKEN).....9 S.H.

*No comprehensive examination required.*

TOTAL.....36 S.H.

Upon completion of 12 graduate credits, students must file for candidacy. This process involves filing an admission to candidacy form that specifies a three-member committee and a degree completion plan approved by the graduate coordinator. 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 COM 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.

### **Physical Facilities**

The Department of Communication is housed in Becker Hall and offers outstanding physical facilities. In addition to modern classrooms, students have access to: multi-media production labs with both Windows and Macintosh equipment and 4K video cameras, DSLRs and a digital darkroom with large format printer, microphones and audio recording equipment, an HD television studio, 1000-watt FM radio broadcasting station and an equipment repair field-shop.

### **Social Media Management Certificate**

The graduate certificate in social media management is designed for professionals working in any capacity in almost any field. From non-profits to for-profit enterprises, social media is a global phenomenon. This

12-credit program provides instruction related to mass communication theory, media law, technology and the impact of mediated communication on society. With coursework spanning the history and current status of social media in conjunction with mass communication theory and law, students gain the skills needed to successfully manage social media content. This certificate can be completed as a stand-alone credential or as part of the Communication program. This program is offered only online.

### **Requirements for Social Media Management Certificate**

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

#### REQUIRED COURSES (12 CREDITS)

COM 523: SOCIAL MEDIA FOUNDATIONS. . . . .3 S.H.  
 COM 525: MASS COMMUNICATION THEORY . . . . .3 S.H.  
 COM 558: SOCIETY, LAW & MEDIA TECHNOLOGY . . . . .3 S.H.  
 COM 623: CURRENT TOPICS IN SOCIAL MEDIA . . . . .3 S.H.

### **Public Relations Certificate**

The graduate certificate in public relations is a 12-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.

### **Requirements for Public Relations Certificate**

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

COM 525: MASS COMMUNICATION THEORY . . . . .3 S.H.  
 COM 551: PUBLIC RELATIONS FOUNDATIONS. . . . .3 S.H.  
 COM 574: PUBLIC RELATIONS CASES AND CAMPAIGNS. . .3 S.H.  
 COM 642: ADVANCED PUBLIC RELATIONS WRITING. . . .3 S.H.

This certificate can be completed as a stand-alone credential or as part of the Communication Graduate program. This program is offered only online.

### **Health Communication Certificate**

The 12-credit graduate certificate in health communication provides instruction related to mass communication theory, organizational communication and health specific communication competencies. The

combination of these three areas allows a unique opportunity to integrate media, organizational behavior and current trends in health communication to provide students a well-rounded look into the world of health communication. The certificate is designed for professionals who are working in any capacity in a healthcare or community related organization. This certificate can be completed as a stand-alone credential or as a part of the Communication Graduate program. This program is offered online only.

### **Requirements for Health Communication Certificate**

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

#### REQUIRED COURSES (12 CREDITS)

COM 525: MASS COMMUNICATION THEORY . . . . .3 S.H.  
 COM 538: HEALTH COMMUNICATION FOUNDATION . . . .3 S.H.  
 COM 559: MGMT OF COMMUNICATION PROCESS. . . . .3 S.H.  
 COM 638: CURRENT TOPICS IN HEALTH COMMUNICATION .3 S.H.

### **Admission Requirements**

Graduate Programs admission requirements apply with the following additions:

- Applicants for full admission must have earned an overall GPA 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 GPA 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 GRE (Graduate Record Examination) score of 300 on the quantitative and verbal sections. Regular status may be obtained upon completion of 12 semester hours with a minimum of 3.0 average.
- Three faculty and/or professional recommendations on official forms
- All applicants must submit a short essay describing how you expect to benefit from and contribute to graduate study.
- 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 at least 600 (paper based), or 100 (internet based).
- Individuals with disabilities are encouraged to meet with the department chair before admission to the program.



## CLARION AND EDINBORO UNIVERSITIES MASTER OF SCIENCE IN NURSING

### COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

#### Department of Nursing

**Lana Smith, PhD., CRNP**  
**MSN Program Coordinator**  
 123 Ralston Hall, Clarion University  
 814-393- 1851 (secretary)  
 Email: [lasmith@clarion.edu](mailto:lasmith@clarion.edu)  
[www.clarion.edu/msn](http://www.clarion.edu/msn)

**Graduate Faculty:** C. Barrett, D. Falsetti,  
 D. Kelly, M. Larson, A. McClune, L. Morrison,  
 J. Rodgers, L. Smith, C. Stiller, M. Terwilliger,  
 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. 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](http://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 the student plans to complete clinical hours.
- An undergraduate GPA of 3.0 on a 4.0 scale or a graduate GPA 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)
- Two faculty and/or professional recommendations on the official form.
- Evidence of completion in the past 10 years of a college-level statistics course with a grade of “C” or better.

### **Application Deadlines**

To be fully considered for the limited number of seats in our competitive Nursing program, all materials must be in our Graduate Office by October 1 prior to the fall start date for any given year. Clarion University operates on a rolling admissions basis which means that applications may be submitted and reviewed any time prior to the deadline. It is recommended that applications be submitted far enough in advance of the deadline to insure ‘complete’ status. Applications received after the October 1 deadline may be considered for an interview for our wait list, or for acceptance to the following year’s class if qualified. All students will be notified of their status by March 1.

**Applicants are *strongly* advised to apply early.** For an application and detailed instructions visit: [www.clarion.edu/msn](http://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 GPA of 3.0 or better on a 4.0 scale. 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, Email, 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 research that could apply to the requirements of NURS 610: Advanced Concepts in Research, and 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.



## CLARION AND EDINBORO UNIVERSITIES DOCTOR OF NURSING PRACTICE

### COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

#### Department of Nursing

**Deborah J. Kelly, DNP, RN, CHPCA Chair/Nurse Administrator**  
**Dr. Colleen Bessetti-Barrett, DNP, CRNP, FNP-BC**  
**Program Coordinator**  
 Edinboro University of Pennsylvania  
 122 Jeremy Brown Human Services Building  
 814-732-1643  
 cbarrett@edinboro.edu  
 www.clarion.edu/msn

**Program Coordinators:** Meg Larson, Jill Rodgers

**Graduate Faculty:** C. Bessetti-Barrett, D. Falsetti,  
 D. Kelly, M. Larson, A. McClune, J. Rodgers, C. Stiller,  
 T. White

#### *Program Description*

The Clarion and Edinboro Universities' Doctor of Nursing Practice (DNP) program is a 27-credit program. Some students, dependent of the number of clinical hours that can be transferred from their previous Master's Programs, may require more credits to complete the number of clinical hours required for program completion. For information regarding the number of clinical hours that may need to be completed in the DNP program, students will need to provide written proof of the number of clinical hours completed from their MSN or other Master's program in the form of a letter, on school letterhead, signed by the program head. Transcripts sent or emailed to DNP faculty will not be accepted.

Courses can be taken part-time over 5 semesters in an online format. Students will be admitted in cohorts and begin courses in May each year. The program is designed to be flexible, affordable and professionally rewarding. The online, part-time structure accommodates employment as an advanced practice nurse while pursuing the DNP, thus easing the financial burden. Tuition and fee information can be found at [www.clarion.edu/tuition](http://www.clarion.edu/tuition) and click on graduate tuition and fees.



### **DNP Admission Requirements**

Applicants must have a master's degree\* in nursing or health science from a nationally accredited program. This may be direct care such as nurse practitioners, nurse anesthetist, clinical specialist, nurse midwife or in-direct care such as nurse administrators and nursing informatics.

The student must also meet the following requirements:

1. Completed online application form
2. Non-refundable application fee (\$40 payable at the time of online application submission)
3. Official transcripts from all undergraduate and graduate institutions attended
4. \*Bachelor of Science in Nursing (BSN) or other bachelor's degree from an accredited program with a GPA of 3.25 or higher (*Applicants must have at least one degree in nursing, either a BSN, BSN equivalent, or a Master of Science in Nursing (MSN). Applicants with only a diploma degree in nursing or ASN cannot be accepted.*)
5. \*MSN or other master's degree from an accredited program with a GPA of 3.25 or higher (*Applicants with a master's degree other than nursing may require additional coursework prior to enrollment, as determined by a review of official transcripts*)
6. A graduate course in research with a grade of "B" or higher or successful completion of graduate thesis (*Completion of a graduate level capstone project will be considered upon review of the project*)
7. Two professional recommendations; excluding peer reference
8. Resume/CV
9. Current unencumbered licenses as a Registered Nurse
10. Written documentation of completed clinical hours in a master's program (DNP degree requires a total of 1000 hours of clinical time between the master's and doctoral programs)
11. A type-written 1-2 page personal statement describing your learning goals and a telephone interview

\*Students who have not yet completed their master's degrees:

- Admission can be granted to students contingent upon anticipated graduation from their master's degree program during their initial semester in the DNP program.

Please submit all application materials in a large envelope to the administrative site:

Graduate Admissions, Clarion University, 840 Wood Street, Clarion, PA 16214

Click the following link to apply: <http://www.clarion.edu/admissions/graduate/how-to-apply>

This program is 27 credits post-masters to DNP completion.

**Application Deadline: Accepting applications until all seats are full. Classes begin May annually.**

### **Program Objectives**

The overall purpose of the DNP program is two-fold:

- a. to prepare advanced practice nurses to critically evaluate, integrate, and disseminate the highest level of professional nursing practice possible, and
- b. to respond to regional and national shortages of primary care providers and clinical nursing faculty.

### **Program Outcomes**

The terminal learning outcomes for the Clarion and Edinboro Universities DNP program are to prepare nurses to be able to:

1. Apply clinical scholarship through advanced nursing practice within complex health systems.
2. Design, implement, analyze, and disseminate research that translates evidence to practice.
3. Demonstrate advanced leadership skills for empowering and influencing others to bring about change.
4. Utilize information and management systems to support evidence-based practice.
5. Establish inter-professional relationships to provide comprehensive delivery of advanced practice nursing.

### **Curriculum**

Content is organized around three focus areas: a leadership core, specialty electives, and advanced clinical practice.

### **Leadership Core**

Core courses with a leadership focus prepare graduates to utilize information and management systems within complex health care systems. The five courses that make up the leadership core are also part of the core courses for the program.

NURS 806: Leading Nursing in Health Care Systems

NURS 807: Information Management in Health Care

NURS 808: Analytical Methods of Evidence-Based Practice

NURS 809: Advanced Topics in Nursing Practice

### **Specialty Course**

NURS 810: Advanced Topics in Clinical Management

### **Advanced Clinical Practice**

Culminating practice-based experiences build on the foundation of previous coursework in the program. Note that the internships and capstone project are also considered part of the core curriculum. A minimum of 1,000 hours of post-baccalaureate clinical experiences are required to meet the DNP Essentials and specialty competencies.

NURS 849: Doctor of Nursing Practice Clinical Internship Elective is designed for students who need to complete clinical additional hours.

NURS 850: Doctor of Nursing Practice Internship I and NURS 851: Doctor of Nursing Practice Internship II

NURS 900: Doctor of Nursing Practice Capstone Internship experiences account for 270 hours of direct clinical practice in the community and can be completed at students' home locations, or, in many cases, in their work settings. Up to 160 DNP practice hours are integrated throughout the curriculum. The capstone project accounts for an additional 135 practice hours. The DNP capstone gives students the opportunity to demonstrate acquisition of increasingly complex skill sets in data acquisition, analysis, and practice application in a clinical setting.

### ***Advisement***

Upon admission to the DNP Program the student will be assigned a faculty advisor. Before beginning the first course, the successful applicant 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, email, or desktop conferencing.



## COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

# SPECIAL EDUCATION & APPLIED BEHAVIOR ANALYSIS

### Department of Special Education and Disability Policy Studies

#### Graduate Studies in Special Education

Cristin Ketely, Coordinator

107 Special Education Center

Telephone: 814-393-2294

Email: cketely@clarion.edu

www.clarion.edu/departments/sped

**Graduate Faculty:** A. Conner-Love, C. Ketley, I. Taylor,  
Y. Kim,

Graduate studies in the Department of Special Education and Disability Policy Studies provide a robust opportunity for individuals in the areas of special education, dyslexia and applied behavior analysis



#### **Program Objectives**

The mission of the Master of Science programs within the Department of Special Education 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.

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

## Master of Education with Special Education Concentration

The Master of Education with a Concentration in Special Education program is designed primarily for individuals who currently possess a teaching certificate in some other area and wish to add special education certification while earning a master's degree. If completed as prescribed, individuals will be eligible to sit for the special education certification exam for Pre-K-12. Individuals who wish to earn the master's degree without certification may complete the program in order to enhance their entry level content knowledge.

### 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 GPA of 3.0 on a 4.0 scale
- Two 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 (for the MS/SPED program only)
- 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, 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 Programs 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 418G. 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

<b>Core Competencies</b> .....	<b>6 credits</b>
ED 520 INTRODUCTION TO RESEARCH.....	3
ED 578 PROFESSIONAL SEMINAR.....	3
<b>Specialization Courses</b> .....	<b>27 credits</b>
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
<b>Electives</b>	
SPED 418G: EXCEPTIONALITIES IN THE REGULAR CLASSROOM OR SPED 531: IMPACT OF DISABLING CONDITIONS	
One other special education 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.

### Certification Candidates

Certification candidates are required to complete clinical experiences (Student Teaching SPED 554) for six credits, which can be counted toward the nine credits of electives.

## INTEGRATED MIDDLE LEVEL BACCALAUREATE AND MASTER OF EDUCATION WITH SPECIAL EDUCATION CONCENTRATION (ED 4-8/SPECIAL EDUCATION PRE-K-12)

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 would take the following courses as part of their undergraduate program: SPED 245, SPED 384, SPED 462, and SPED 482.

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 384 courses 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

<b>Core Competencies</b> .....	<b>6 credits</b>
ED 520: INTRODUCTION TO RESEARCH .....	3
ED 578: PROFESSIONAL SEMINAR .....	3
<b>Specialization Courses</b> .....	<b>21 credits</b>
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 .....	2
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
<b>TOTAL</b> .....	<b>30 Credits</b>

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

### INTEGRATED SECONDARY LEVEL BACCALAUREATE AND MASTER OF EDUCATION WITH SPECIAL EDUCATION CONCENTRATION (SPECIAL EDUCATION PRE K–12)

For this circumstance, those students wishing to matriculate to graduate school to receive Special Education certification would take the following courses as part of their undergraduate program: SPED 245, SPED 384, SPED 462, and SPED 482.

The students would be required to student teach in both the Secondary level area and the Special Education area. The SPED 462, SPED 482, SPED 245, and SPED 384 courses 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

<b>Core Competencies</b> .....	<b>6 credits</b>
ED 520: INTRODUCTION TO RESEARCH .....	3
ED 578: PROFESSIONAL SEMINAR .....	3
<b>Specialization Courses</b> .....	<b>21 credits</b>
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
<b>TOTAL</b> .....	<b>30 Credits</b>

\* Completed in the Secondary undergraduate program  
Student Teaching will occur after SPED 544 & 546 (block)

### Master of Science in Special Education– Reading Comprehension

Graduate studies in the Department of Special Education and Disability Policy Studies provide a robust opportunity for individuals in the areas of special education, dyslexia and applied behavior analysis.

### Master of Science in Special Education – Reading Concentration (Dyslexia)

The increase in the diagnosis and interest in providing scientific interventions to students with reading problems and dyslexia has led to the creation of a program that specifically provides the learner with tactics and techniques for instruction. The Master of Science in Special Education – Dyslexia program empowers graduates to provide dynamic learning opportunities for their students based upon the guidelines of the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Currently in Pennsylvania there are only six universities that have met these rigorous standards and Clarion University is proud to be one of them. Individuals that complete this program will earn a Master of Science in Special Education degree as well as be prepared and eligible to sit for the Reading Specialist Certification examination.

### Master of Science in Special Education– Reading Comprehension

#### 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 UNDERGRADUATE COMPONENT	6



## Master of Science Special Education -Advanced Study

The master's degree in Special Education provides opportunities for a variety of professionals to take advantage of enhancing their expertise in Autism, Gifted, and Applied Behavior Analysis. Individuals holding undergraduate degrees in special education, psychology or having degrees in related disciplines will find a program designed to yield six different academic and credential possibilities.

1. M.S. in Special Education
2. M.S. in Special Education + Board Certified Behavior Analyst
3. M.S. in Special Education + Competent Learner Model Implementer
4. M.S. in Special Education + Board Certified Behavior Analyst + Competent Learner Model Implementer
5. M.S. in Special Education + Board Certified Behavior Analyst + Competent Learner Model Implementer + Gifted Endorsement
6. M.S. in Special Education + Board Certified Behavior Analyst + Competent Learner Model Implementer + Gifted Endorsement + Autism Endorsement

The above combinations provide the learner with the most flexibility in designing an educational endeavor that meets their unique needs in an online format.

### M.S. SPECIAL EDUCATION 36 CREDITS

SPED 512: FOUNDATIONS OF BEHAVIOR ANALYSIS AND CLM .....	3
SPED 513: ABA/CLM INSTRUCTIONAL METHODS PROCEDURES AND TOOLS .....	3
SPED 533: ABA/CLM PROGRAM CURRICULA DESIGN AND MONITORING .....	3

SPED 537: CONTINGENCIES TO ENGINEER LEARNING.....	3
SPED 538: PROFESSIONAL & ETHICAL STANDARDS .....	3
SPED 567: ADVANCED APPLIED BEHAVIOR ANALYSIS.....	3
SPED 637: SINGLE SUBJECT DESIGN.....	3
SPED 514: INTRODUCTION TO GIFTED.....	3
SPED 521: AUTISM SPECTRUM DISORDERS .....	3
SPED 539: CURRICULUM DEVELOPMENT AND EDUCATIONAL PROGRAMMING IN GIFTED .....	3
SPED 597: COLLABORATION & COOPERATION: IMPROVED TEACHING & LEARNING OUTCOMES .....	3
SPED 696: CONTEMPORARY EDUCATION PRACTICES & DIRECTIONS .....	3

### **Autism Spectrum Disorders endorsement**

This endorsement includes 12 hours of coursework on characteristics, assessment for instructional planning, instructional interventions, and collaboration with families and agencies relative to individuals with Autism Spectrum Disorder (ASD). Upon successful completion of the coursework, holders of Level I and II certification may make application to PDE for the autism endorsement.

The classes are as follows:

SPED 521: AUTISM SPECTRUM DISORDERS.....	3
SPED 567: ADVANCED APPLIED BEHAVIOR ANALYSIS.....	3
SPED 597: COLLABORATION AND COOPERATION.....	3
SPED 635: ADVANCED METHODS FOR PERSONS WITH AUTISM AND SEVERE DISABILITIES .....	3

### **Gifted & Talented certificate**

This certificate (not teacher certification) is available to enhance educators' knowledge about giving students who are gifted and talented the opportunity to have supported access to the highest possible quality education in the classroom.

Candidates for this certificate will be required to complete 18 credits from the following courses:

SPED 418G: EXCEPTIONALITIES IN THE CLASSROOM.....	3
SPED 442G: DIFFERENTIATED INSTRUCTION IN INCLUSIVE SETTINGS.....	3
SPED 514: INTRODUCTION TO GIFTED EDUCATION .....	3
SPED 539: CURRICULUM DEVELOPMENT AND EDUCATIONAL PROGRAMMING IN GIFTED EDUCATION .....	3
SPED 597: COLLABORATION AND COOPERATION.....	3
SPED 596: CONTEMPORARY EDUCATION PRACTICES AND DIRECTIONS.....	3

### **Applied Behavior Analysis and Competent Learner Model Certificate**

This 7 course online certificate program will prepare students to be certified Competent Learner Model (CLM) implementers and provide course work required to be eligible to sit for the Board Certified Behavior Analyst exam. This certificate will develop knowledge in the areas of curriculum design, Applied Behavior Analysis, professional and ethical standards, single subject design, and the CLM.

#### **Courses include:**

SPED 512: FOUNDATIONS OF BEHAVIOR ANALYSIS AND CLM .....	3
SPED 513: ABA/CLM INSTRUCTIONAL METHODS PROCEDURES AND TOOLS .....	3
SPED 533: ABA/CLM PROGRAM CURRICULA DESIGN AND MONITORING .....	3
SPED 537: CONTINGENCIES TO ENGINEER LEARNING.....	3
SPED 538: PROFESSIONAL & ETHICAL STANDARDS .....	3
SPED 567: ADVANCED APPLIED BEHAVIOR ANALYSIS.....	3
SPED 637: SINGLE SUBJECT DESIGN.....	3

### **Physical Facilities**

The Department of Special Education 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. In the lab, students have access to a variety of instructional and management software along with IBM 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 SPEECH LANGUAGE PATHOLOGY**

### **COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**

#### **Department of Communication Sciences and Disorders**

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(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 master's of science education program in speech-language pathology at Clarion University of Pennsylvania is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

#### ***CSD DEPARTMENT MISSION STATEMENT***

The mission of the Communication Sciences and Disorders Department is to provide a high quality, academic and clinical education which enables program graduates to become competent, fully credentialed speech-language pathologists serving the needs of the region and Commonwealth.

#### ***CSD Department Vision Statement***

The Communication Sciences and Disorders Department is dedicated to: 1) preparing students, using evidence based best practices, with the knowledge and skills needed to effectively work with communicatively impaired individuals in a variety of clinical environments,



2) academic and clinical teaching excellence within the program, offering students quality, inter-disciplinary educational opportunities and experiences, 3) providing a variety of effective clinical services to the community at large, and 4) developing educated consumers of research who are committed to lifelong learning and professional development.

### **Admission Requirements**

Graduate Programs admission requirements apply with the following additions:

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

For full admission consideration:

- An overall GPA for the baccalaureate degree of at least 3.0 on a 4.0 scale.
- An overall GPA of 3.0 on a 4.0 scale in CSD undergraduate coursework, including all grades for repeated courses.
- GRE scores are required.

A full-admission status is required for graduate assistantship consideration.

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

- An applicant must have a minimum GPA of 2.75 on a 4.0 scale.
- GRE scores are required. 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

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

- A resume is required.
- 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.
- Successful Personal Interview
- 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 chemistry or physics. Students may make up undergraduate deficiencies.

### **Post-baccalaureate students**

- Students who do not have an undergraduate degree in speech-language pathology may apply to the graduate program as a post-baccalaureate student.
- Admission criteria is the same as above.
- Post-baccalaureate students must maintain a 3.0 overall GPA in the undergraduate pre-requisite courses in order to progress into graduate coursework. Failure to meet this minimum requirement will delay the start of the student’s graduate program up to one (1) year and may result in dismissal from the program.

### **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.
- The graduate student majoring in speech language pathology must successfully pass a comprehensive examination.

**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 or Educational Specialist Certificate for Speech and Language Pathologist 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](http://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.

### **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, one in a school setting and one in a medical setting.

### **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 closed circuit digital video clinical monitoring system.



## GRADUATE COURSE DESCRIPTIONS

400 Level courses available for graduate credit appear on the schedule of classes with a G at the end of the course number (ie. ACTG 451G). The maximum number of 400 level courses accepted toward degree requirements varies among the graduate programs.

<p><b>ACTG 451 Actg Problems</b> <b>3.00</b> 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.</p> <p><b>ACTG 453 Prob Fed Tax Actg</b> <b>3.00</b> 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.</p> <p><b>ACTG 463 Tax Planning</b> <b>3.00</b> 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.</p> <p><b>ACTG 484 Internal Audit Practicum</b> <b>3.00</b> This course provides students with exposure to the very tasks they will undertake in the world of internal auditing. They will have the opportunity to perform the tasks that associates/staff accountants are often given in their first year of employment. Such tasks will be varied, to include risk assessment, preparation of audit programs, correspondence with management, conducting internal audits, and preparation of audit reports. Prerequisite: ACTG 474. Offered as needed.</p> <p><b>ACTG 491 Certified Internal Audit Overview</b> <b>3.00</b> This course provides students with the required knowledge to be able to take and pass the Certified Internal Audit (CIA) examination. Students will learn about the examination, how to qualify to take the exam, how to study for all four parts of the exam, and how to become a CIA. Prerequisite: ACTG 474. Offered as needed.</p> <p><b>ACTG 499 Special Topics in Actg</b> <b>3.00</b> 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.</p>	<p><b>ACTG 500 Financial Actg</b> <b>2.00</b> A study of the principles and procedures for collecting, recording, summarizing, and reporting financial information. Each semester.</p> <p><b>ACTG 501 Managerial Accounting</b> <b>2.00</b> This graduate level course analyzes aspects of accounting that aid managers. It includes budgeting, cost behavior and systems, alternate choice decisions, international accounting aspects, and cash flow. Prerequisites: ACTG 251 or ACTG 500. Offered as needed.</p> <p><b>ACTG 502 Intermediate Accounting</b> <b>3.00</b> Explores accounting theory and practice. Includes accounting for current assets, investments, plant and equipment, and intangibles. Emphasizes developing the student's technical and problem-solving ability. Prerequisites: ACTG 501. Offered as needed.</p> <p><b>ACTG 505 Federal Taxation</b> <b>2.00</b> Examines federal income, estate, and gift taxation. Considers problems of compliance with the law by individuals, partnerships, corporations, estates, and trusts. Prerequisites: ACTG 252 or ACTG 501. Offered as needed.</p> <p><b>ACTG 506 Auditing I</b> <b>2.00</b> A study of the purposes, the ethical and legal environment, financial analysis, and selected auditing techniques and procedures. A special emphasis will be placed upon developing the student's technical writing ability. Prerequisites: ACTG 350 or ACTG 502. Offered as needed.</p> <p><b>ACTG 552 Management Accounting</b> <b>3.00</b> 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.</p> <p><b>ACTG 553 Personal Taxation</b> <b>3.00</b> This course examines federal income taxation of individuals. The course explains the requirements of preparing Form 1040 and supporting forms and schedules. It stresses how to comply with applicable</p>
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tax law and how to deal with the administration of such laws. Prerequisite: Financial Accounting.

- ACTG 555 Internal Control 3.00**  
This course examines internal control of an organization. The course considers the role internal control plays in the audit of financial statements, and in forensic accounting and the detection of fraud. Prerequisite: ACTG 251 Financial Accounting or ACTG 354 Auditing. Offered as needed.
- ACTG 564 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 565 Auditing II 3.00**  
This course covers auditing of sales and collections cycle, acquisitions, payroll and personnel, inventory and warehousing, capital acquisitions and repayments, and cash and financial instruments. In addition, completing the audit and other assurance services (Including SSARA). Internal and operational audits are also introduced. Prerequisite: ACTG 354 - Auditing I. Offered as needed.
- 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 653 Research Fed 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.
- ACTG 654 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: CIS 217 and ACTG 350.
- ACTG 661 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 663 Business Taxation 3.00**  
The course examines federal income taxation of business entities, including partnerships, S-corporations, estate, and trusts. The course explains the requirements of preparing Forms 1165, 1120S, 1041 and supporting forms and schedules. It stresses how to comply with applicable tax law and how to deal with the administration of such laws. Prerequisite: Financial Accounting.
- ACTG 664 Forensic Accounting and Fraud 3.00**  
This course examines the topics of forensic accounting and fraud. The course explains the procedures to conduct a forensic investigation and detect fraud by assessing risk factors and the internal control structure. It stresses the responsibility and liability of both management and the auditor. Prerequisite: ACTG 554 Advanced Auditing or ACTG 354 Auditing. Offered as needed.
- ACTG 680 Accounting Practicum 3.00**  
This course provides students with exposure to the very tasks they will undertake in the world of public

accounting. They will have the opportunity to perform the tasks that associates/staff accountants are often given in their first year of employment. Such tasks will be varied, to include financial accounting, payroll, income tax and auditing. Any graduate students taking this course will be assigned extra work to make their experience commensurate with a graduate course. The extra work will consist of a project designed by the faculty teaching the course. The project will involve any aspect of auditing, taxation, financial accounting, or a combination of those topics that is relevant to staff accountants within their first year of employment. The project could be in the form of a case, working paper or tax return completion, a comprehensive problem involving a component of auditing, taxation, or financial accounting, or any such project that the faculty deems to be both relevant to the students' success in entering the field of accounting and also of a sufficient magnitude to distinguish a graduate level course from an undergraduate level course. Prerequisite: ACTG 354, Auditing I or ACTG 353, Income Taxation. Offered as needed.

- ACTG 690 Public Accounting 3.00**  
The course is the capstone course in the Master of Accountancy program. It is a culmination of all of the courses taken in the program. Specifically, the areas of Auditing and Attestation, Financial Accounting and Reporting, Regulation, and Business Environment and Concepts. These are the four areas of the uniform Certified Public Accounting exam. Although each of these four areas is covered in detail throughout the program, this course will focus on preparing the student to widen their knowledge of each of the four areas so that they are prepared to pass the uniform CPA examination. Prerequisite: Financial Accounting.
- ATSW 545 Management of Lower extremity Injuries 4.00**  
This course entails the study of the recognition, differential diagnosis, evaluation techniques and special testing of injuries to the lower extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. These processes and procedures will be demonstrated in the lab setting. Prerequisites: Admittance to AT Masters Program. Offered spring annually.
- ATTR 510 Clinical Practicum I 2.00**  
This course is designed to allow students the opportunity to develop clinical proficiency in acute management, clinical evaluation and treatment through patient care during a 7-week clinical education experience. Prerequisite: ATTR 525, 528 and 531. Offered fall annually.
- ATTR 511 Clinical Practicum 2 2.00**  
This course is designed to allow students the opportunity to develop clinical proficiency in acute management, clinical evaluation and rehabilitation through direct patient interaction during a 7-week clinical education experience. Prerequisite: ATTR 510, 549 and 560. Offered fall annually.
- ATTR 512 Clinical Practicum III 2.00**  
This course is designed to allow students the opportunity to develop clinical proficiency in the delivery of athletic training knowledge and skills through direct patient interaction during a 7-week clinical education experience. Prerequisite: ATTR 510, 511, 530. Offered spring annually.
- ATTR 525 Applied Anatomy for the Athletic Trainer 2.00**  
This course is designed to provide the student with knowledge in functional anatomy, kinesiology, and applied movement strategies. Understanding of tissue structure and function along with basic neuromuscular assessment techniques such as palpation, range of motion, and muscular testing will be emphasized in this course. Prerequisite: Prerequisite: Admission into MSAT.
- ATTR 528 Foundational Skills in Athletic Training 3.00**  
This course is designed to provide students with basic knowledge and understanding of common injuries and illnesses associated with an active population. Students will also develop skills in emergency management,

- acute care, injury prevention, environmental considerations, risk management, protective equipment and mechanisms of trauma. Prerequisite: Admission to MSAT. Offered summer, yearly.
- ATTR 530 Advanced Movement Dysfunction & Corrective Exercise 2.00**  
This course will investigate the nuances of dysfunctional human movement and pattern recognition. Various assessment techniques and corrective strategies will be explored. This course is intended to provide healthcare professionals with the necessary knowledge base, understanding of theory and concepts and application to objectively evaluate human movement, performance and recovery of patients. Prerequisite: Prerequisites. ATTR 549, 510 and 511. Offered spring annually.
- ATTR 531 Principles of Orthopedic Assessment 2.00**  
The course highlights the study, theory and techniques of evaluation of orthopedic injuries. Emphasis on a systematic approach to orthopedic assessment, including neurological evaluations, palpation techniques, strength testing, range of motion, circulatory assessment, special tests and postural evaluation for the injured population. Prerequisite: Admission to MSAT. Offered summer, yearly.
- ATTR 535 Foundations in Athletic Training 3.00**  
This course introduces students to the history of athletic training and will provide the student with a thorough understanding of common injuries and illnesses associated with an athletic and active population. Students will be introduced to the methods of evaluation and differential diagnosis. Prerequisite: Admittance to AT Mater's Program. Offered fall.
- ATTR 540 Acute Emergency Care of Athletic Injuries 3.00**  
This course will primarily focus on the 3rd domain of athletic training: Immediate and Emergency Care. Students will become proficient in the necessary critical thinking skills required to deliver emergency medical treatments. Upon completion of this course, the student will have in depth knowledge and possess the necessary skill to deliver life saving measures in the time of emergency. Prerequisite: AT Master's prerequisites. Offered fall annually.
- ATTR 545 Management of Lower Extremity Injuries 4.00**  
This course entails the study of the recognition, differential diagnosis, evaluation techniques and special testing of injuries to the lower extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. These processes and procedures will be demonstrated in the lab setting. Prerequisite: Admittance to AT Masters program. Offered spring annually.
- ATTR 549 Therapeutic Interventions 2.00**  
This course provides an introduction to the theory and implementation of therapeutic exercise, therapeutic modalities, and rehabilitation techniques for the physically active from the time of injury back to activities of daily living. Topics included tissue response to injury, general rehabilitation principles and guidelines, patient reported outcomes, and progressive therapeutic and modality techniques. Prerequisites: ATTR 525, 528, 531. Offered fall, yearly.
- ATTR 550 Kinesiology for the Athletic Trainer 3.00**  
This course is based on the scientific, evidence-based, and clinical foundations of athletic training and sports medicine. Kinesiology utilizes principles of mechanics, musculoskeletal anatomy, and neuromuscular physiology. This course will prepare student to analyze movement in order to properly prescribe, teach and correct, as well as rehabilitate and improve human performance and fitness levels. Prerequisite: Admittance to AT Mater's program. Offered spring annually.
- ATTR 555 Therapeutic Modalities 4.00**  
This course presents the role of therapeutic interventions in altering the body's response to pathological conditions. Upon completion of the course, students will be proficient in applying therapeutic modalities to aide in the healing process of injured tissue. Prerequisites: Admittance to At Master's program. Offered spring annually.
- ATTR 560 Evidence Based Assessment & Intervention of the Knee 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the Knee and surrounding areas. Prerequisites: ATTR 525, 528, 531. Offered fall, yearly.
- ATTR 562 Evidence Based Assessment & Intervention of the Foot & Ankle 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the lower leg, ankle, foot, and surrounding areas. Prerequisites: ATTR 560, 549, 510. Offered fall, yearly.
- ATTR 564 Evidence Based Assessment & Intervention of the Shoulder 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the shoulder and surrounding areas. Prerequisites: ATTR 560, 549, 510. Offered fall, yearly.
- ATTR 566 Evidence Based Assessment & Intervention of the Head & Thorax 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the head, neck, thoracic spine, and surrounding areas. Prerequisites: ATTR 511, 562, 564. Offered spring, yearly.
- ATTR 568 Evidence Based Assessment & Intervention of the Spine & Sacrum 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the lumbar spine, sacrum, and surrounding areas. Prerequisites: ATTR 511, 562, 564. Offered spring, yearly.
- ATTR 570 Evidence Based Assessment & Intervention of the Hip & Pelvis 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the hip, pelvis, and surrounding areas. Prerequisites: ATTR 530, 566, 568. Offered spring, yearly.
- ATTR 572 Evidence Based Assessment & Intervention of the Elbow, Wrist & Hand 2.00**  
This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the elbow, wrist, hand, and surrounding areas. Prerequisites: ATTR 530,566,568. Offered spring, yearly.
- ATTR 621 Current Topics in Athletic Training 2.00**  
This course will explore emerging topics in patient care and the role of advanced clinical practice in the development of clinical knowledge and skills. Prerequisite: ATTR 512, 570, 572. Offered summer, yearly.
- ATTR 660 Management of Upper Extremity Injuries 4.00**  
This course entails the study of evaluation techniques of injuries to the upper extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. This processes and procedures will be demonstrated in the lab setting. Prerequisite: AT Master's prerequisites. Offered fall annually.
- ATTR 665 Therapeutic Exercise 4.00**  
This course includes the principles methods, theories, and application of rehabilitation techniques as they relate to athletic injuries. A focus will be placed on the design of rehabilitative exercise prescriptions based upon joint specificity and the healing phases of tissue. Prerequisite: Admittance to AT Master's program. Offered fall annually.

- ATTR 667 Psychosocial Interventions in Athletic Training 3.00**  
The course is designed to assist athletic trainers in identifying strategies and resources to assist patients with stressors that emerge as a result of injury or rehabilitation process. Identification of both physical and psychological barriers is necessary in order to provide a comprehensive rehabilitation program. Prerequisites: ATTR 680, 685, 695. Offered spring, yearly.
- ATTR 670 Exercise Physiology 3.00**  
This course involves the application of beginning and more advanced anatomical and physiological processes to human movement, physical performance, and rehabilitation. Prerequisite: Admittance to AT Master's program. Offered fall annually.
- ATTR 675 Diagnosis and Disposition of Illnesses in the Physically Active 3.00**  
This course provides basic procedures in the recognition, treatment, and management of general medical conditions. Students obtain the knowledge and skills needed to recognize, assess, and manage illnesses of the physically active individual and to recognize the need for a medical referral when appropriate. Prerequisite: ATTR 510, 511, 512, 525. Offered summer annually.
- ATTR 680 Research and Evidence Based Practice - Capstone 3.00**  
This course will guide the student through the initial steps of developing a Capstone research project, selecting and developing the methodology for the intended research, and to introduce basic statistical analysis appropriate to the research being conducted. Prerequisite: AT Master's prerequisites. Offered spring annually.
- ATTR 685 Pharmacology & Supplements in Sport 3.00**  
Students examine the pathophysiology of general medical conditions and the pharmacological interventions used in the management of disease and disability, the management an administration of over the counter and prescription medications, performance enhancing substances, their pharmacokinetics and pharmacodynamics, and how physical activity is altered by their use and abuse. Prerequisite: AT Master's Prerequisites. Offered spring annually.
- ATTR 690 AT Professional Development, Administration and Leadership 2.00**  
This course addresses the administration and organization of athletic training facilities. Students will learn basic management theory, budget preparation, purchase of equipment/modalities, legal and ethical considerations, athletic training facility design, medical record keeping, risk management, and public relations. Students will also learn professional development and continuing standards required for the profession. Prerequisites: ATTR 512, 570, 572. Offered spring annually.
- ATTR 695 Clinical Immersion I 4.00**  
This course is designed to provide athletic training students with real-time patient interactions to develop clinical proficiency in the delivery of athletic training skills through a 15-week immersion rotation experience. Prerequisites: ATTR 621, 675, 690. Offered fall, yearly.
- ATTR 696 Clinical Immersion II 4.00**  
This course is designed to provide athletic training students with real-time patient interactions to develop clinical proficiency in the delivery of athletic training skills through a 15-week immersion rotation experience. Prerequisites: ATTR 680, 685, 695. Offered spring, yearly.
- ATTR 698 Capstone in Athletic Training 3.00**  
This course is designed to be the capstone for the didactic courses and clinical experiences across the curriculum. Advanced topics are explored to prepare students for the Board of Certification Examination and progression to clinical practice. Prerequisites: ATTR 680, 685, 695. Offered spring, yearly.
- BCHM 453 Biochemistry 3.00**  
A study of the chemical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to bioenergetics and carbohydrate metabolism. In addition,

students will gain an understanding of biomolecule structure/function relationships, basic biochemical and energetic pathways, and how biochemical energy is processed for survival. The ultimate goal of this course is for the student to gain knowledge and understanding of biochemical principles in order to think critically, analytically, and creatively in applying these principles to solving problems. Prerequisite: CHEM 251 or 254. Three hours lecture. Fall, annually.

- BCHM 454 Biochemistry II 3.00**  
This course is a continuation of CHEM 453. Topics will include carbohydrate, lipid and amino acid metabolism, bioenergetics, vitamins and minerals, control and regulation of metabolic pathways, and the nature of metabolic and genetic diseases. Prerequisite: CHEM 453. Three hours lecture. Spring annually.
- BCHM 463 Biochem Lab 1.00**  
Experiments involving the major techniques in modern biochemistry. Emphasizes separation and purification techniques, kinetic studies, quantitative determinations, and analytical instrumentation in biochemistry and biotechnology. Co/Prerequisite: BCHM 453. Three hours laboratory. Fall annually.
- BSAD 503 Quant Anal for Bus Dec 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 574 Legal and Ethical Issues of Healthcare 3.00**  
This course provides an overview of the legal oversight and regulation of the U.S. health care system. The discussion examines the principle and practical applications of the laws that shape the decisions of providers, products, and markets for healthcare while taking into consideration the social and ethical issues that arise with policy implementation. No prior study of law is required. Offered as needed.
- 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 such that the student would be able to demonstrate graduate-level competency in one select area of international business. The area chosen will be mutually acceptable to both the instructor and the student, and the instructor will guide the student.
- BSAD 661 Global Environ 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 Mgmt & Bus 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. Prerequisite: ACTG 552, BSAD 503, ECON 510, FIN 570, MGMT 521, and MKTG 560.
- 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.
- CHEM 485 Prob Chem Ed 3.00**  
In-depth exploration of a problem area in chemistry education according to the student's need or interest under the direction of a faculty member. Admission only by consent of instructor and approval of department chair. Prerequisite: Junior standing or consent of the department. Not open to chemistry majors in the liberal arts or Bachelor of Science curriculum.
- CIS 520 Intro to Data Warehousing 3.00**  
This course provides students with the practical skills necessary to understand and implement a data warehouse to support decision-making. Data warehouse development methodology and issues surrounding the planning of the data warehouse will be investigated as well as data quality and metadata in the data warehouse. A hands-on project is required including the analysis, transformation and loading of data into a data warehouse and the development of the data architecture and physical design. Prerequisite: DA 510 and a statistics course. Offered fall semesters.
- CIS 535 Machine Learning 3.00**  
This course introduces various machine learning concepts and algorithms. Students will learn about the basics of machine learning as well as how machine learning is used during interactions in their everyday lives. Students will also be exposed to machine learning through a programming framework of GUI application (for example, Weka). Although machine learning is inherently mathematical, this course focuses on understanding algorithms at a high level and being able to apply and compare them rather than the low-level mathematics or implementations. Prerequisite: CIS 202 or DA 202 or equivalent.
- CIS 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.
- COM 431 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: COM 140, COM 315 and COM 443, with a grade of C or above in each course. Annually
- COM 432 Sport Promotion and Publicity 3.00**  
Focuses on integrated strategic communication for sports. After successfully completing this course, students will: design a promotional plan featuring a sports team, evaluate a PR situation and provide a plan of action, plan a promotion that are in and out of venue, and develop publicity materials for sporting teams and events. Specific topics include promotions of broadcast, print and new media sports programming and live coverage, promotions for live events and remote broadcast publicity. Prerequisite: COM 148.
- COM 441 Adv 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: COM 140. Spring, annually.
- COM 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: COM 100 and 140.
- COM 518 Event Planning and Publicity 3.00**  
This course identifies the theories and techniques of event planning and using integrated strategic communication. It employs the many facets of creating, planning and executing an event including managing the timeline, budgeting, promotion, site selection and affiliated costs. Students will create and evaluate an event plan by employing specific communication strategies connected to event planning, such as targeting media and audiences with ethical and diversity considerations.
- COM 523 Social Media Foundations 3.00**  
This course focuses on the foundations of social media for professional communications in a global society. Topics including applicable mass media theory social media history and trends, writing for social media and implementing a successful small scale social media campaign. Students will create a single channel social media campaign and participate in a synchronous presentation activity.
- COM 524 Crit Analy of Mass Media 3.00**  
This course 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.
- COM 525 Mass Communication Theory 3.00**  
This course 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.
- COM 538 Health Communication Foundation 3.00**  
This course focuses on the foundations of health communication, including basic definitions of health and wellness, relationships and their impact on total health as well as the use of information to bring about behavior change. Students will explore health advocacy, health communication research and analyze the impact of relationships on health and wellness.
- COM 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.
- COM 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.	
<b>COM 558</b>	<b>Society, Law &amp; Media Tch</b> 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.	<b>3.00</b>
<b>COM 559</b>	<b>Mgmt Comm Process</b> 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.	<b>3.00</b>
<b>COM 572</b>	<b>Design WWW Media</b> 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.	<b>3.00</b>
<b>COM 573</b>	<b>Publ Relat Ethics &amp; Prof Resp</b> 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.	<b>3.00</b>
<b>COM 574</b>	<b>Publ Rela Cases &amp; Campaigns</b> 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.	<b>3.00</b>
<b>COM 575</b>	<b>Principles of Integrated Communications</b> This course 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.	<b>3.00</b>
<b>COM 591</b>	<b>Independent Study</b> 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.	<b>2.00</b>
<b>COM 599</b>	<b>Special Topics</b> 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.	<b>3.00</b>
<b>COM 602</b>	<b>Seminar Conflict Resolution</b> This course is 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.	<b>3.00</b>
<b>COM 603</b>	<b>Organizational Communication</b> This course is designed to help students develop	<b>3.00</b>
	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.	
<b>COM 621</b>	<b>Mass Comm Research</b> 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.	<b>3.00</b>
<b>COM 623</b>	<b>Current Topics in Social Media</b> This course moves beyond the basics to investigate the most current state of social media in the global society. Current trends are studied, international social media is investigated, digital strategy is discussed and the dark side of social media is uncovered to provide students with a current take on how to best plan and implement social media marketing techniques.	<b>3.00</b>
<b>COM 638</b>	<b>Current Topics in Health Communication</b> This course expands upon the foundations of health communication and explores current topics in the field. Topics may include internet and mass media, technology and electronically mediated communication or any other current issues or trends in health communication. Special attention is given to the impact of current topics on the creation of mediated health messages and/or campaigns. Prerequisite: COM 538.	<b>3.00</b>
<b>COM 642</b>	<b>Adv Public Relations Writing</b> 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.	<b>3.00</b>
<b>COM 700</b>	<b>Graduate Capstone Project</b> Requires the student to complete either a thesis, internship, or portfolio graduate capstone project in communication under the supervision of a faculty member and committee. Permission to enroll in this capstone project is by invitation of the graduate faculty in the Department of Communication. Three or six credits a semester for an overall total of six credits. Prerequisite: COM 621.	<b>6.00</b>
<b>COUN 500</b>	<b>Seminar in Diversity Issues: Immersive Cultural Experience</b> Clarion University will collaborate with ProWorld, or a similar non-governmental organization, to host a short-term Immersive engaged learning program. Primary project focus will involve group and one-on-one cross-cultural experiences and includes working with women's and children's groups in building self-esteem, skills training, tutoring and education. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are examined through experiential exercise. Via hands-on, real world activity students challenge underlying assumptions, expand functional perspectives, and develop effective skills to work with diverse populations. Additional cultural activities will enhance cultural knowledge and understanding.	<b>3.00</b>



- COUN 510 Group Counseling 3.00**  
Participants engage in the study of group development, dynamics, theory, leadership styles, participant roles, techniques, and evaluation of effectiveness as applied to counseling and evidence based practice.
- COUN 519 Statistical Applications and Research Methods for Counselors 3.00**  
This course provides the statistical background necessary for research design and evaluation. Topics covered include 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. This course provides the essential knowledge and skills required to be both critical consumers and producers of research. Students are introduced to all phases of quantitative and qualitative research design, analysis, and evaluation. Ethical standards of practitioner generated research are emphasized throughout. Prerequisite: Graduate Status.
- COUN 522 Correctional Counseling and Assessment 3.00**  
This course is structured to center upon the understanding of criminal behavior and its correlates, assessing the individual problems and needs of various types of offenders, and more importantly, using that understanding and knowledge to effectively counsel and help rehabilitate offenders. Offered Fall and Summer as needed.
- COUN 525 Clinical Tests and Measures 3.00**  
This course provides graduate students with theoretical and applied knowledge of the role of testing and measurement in counseling practice. An overview of testing theory including test construction and issues of validity and reliability is provided. Issues of test bias are addressed. Students also learn the practical application of assessment measures including intake assessments, case studies, mental status evaluations, mental health screenings, personality assessment, and measures of cognitive functioning. All students will be able to select, administer, and interpret tests that are appropriate for a range of counseling situations. Prerequisite: Graduate status.
- COUN 530 Human Growth Across the Lifespan 3.00**  
This course will provide a developmental perspective of individuals from birth to death, with the understanding that development does not take place in isolation; rather human development is deeply embedded within and is inseparable from the context of family, social network, and culture. This course will emphasize the importance of individual and systemic influences on human growth and development. Class content and activities are presented from a social justice perspective on human development.
- COUN 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: Graduate Status.
- COUN 532 Professional Orientation and Ethical Practice in Counseling 3.00**  
This course identifies and examines the history and philosophy of the counseling profession, goals and objectives of professional counseling organizations, various professional Codes of Ethics, professional credentialing and licensure, role identity of types of professional counselors, application of ethical and legal considerations in counseling, self-care strategies, and advocacy processes to address social and institutional barriers that impede access, equity, and success for clients. Self-growth experiential activities may be associated with this course content.
- COUN 535 Counseling Children and Adolescents 3.00**  
This course is designed to provide students with a theoretical foundation and working knowledge of contemporary counseling interventions for children and adolescents. Specific childhood issues, treatment strategies, interactions with school systems, and the power dynamics involved in working with young children will be explored. This course is designed to provide students with the basic skills of counseling and communication for children, adolescents, and their caregivers. Students are expected to be actively involved in their learning and are invited to share their knowledge and personal experiences with the class. Synchronous and asynchronous instructional methods will develop counseling skills through didactic and experiential activities. Prerequisite: COUN 530.
- COUN 537 Career Theory and Career Counseling 3.00**  
This course will provide an introduction to the theory and practice of career counseling. The information taught in this course will focus on traditional and contemporary theories of career development, sources of occupational information, assessment tools, and the evaluation process associated with career counseling.
- COUN 538 Crisis Intervention In Counseling 3.00**  
This course provides professionals with information and skills to effectively assess and intervene in crisis situations involving clients, families, organizations and communities. Biannually
- COUN 542 Theories of Helping Relationships 3.00**  
This course provides students with the most current assessment of the constructs, principles, and techniques of major counseling theories. Emphasis will be given to mainstream individual theories with some attention to system models.
- COUN 550 Issues in Rural Counseling 3.00**  
This course 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 and counselors.
- COUN 552 Identity and Culture 3.00**  
The goal of this course is to expand awareness of our multicultural society. This includes imparting knowledge of the constructive role played by counselors in eliminating prejudice and promoting social justice and wellness. Self-awareness and cultural competence will be explored. Various theories, counseling techniques, and ethical considerations necessary for effective cross-cultural counseling and assessment will be covered.
- COUN 555 Creative and Expressive Arts Counseling 3.00**  
This course is designed as an examination of creative and expressive counseling theories and interventions applicable to counselors working with a variety of client concerns in school and community counseling settings. The course emphasizes the rational and research base for creative modalities including but not limited to: music, visual arts, writing, drama, play, humor, and animal-assisted therapy. Synchronous and asynchronous instructional methods will develop counseling skills through didactic and experiential activities. Prerequisite: COUN 542.
- COUN 577 Grief and Loss Counseling 3.00**  
This course is designed to introduce students to the techniques, strategies, and treatment modalities necessary for counseling professionals planning to work with adults, children, and families dealing with bereavement, including other types of losses (i.e. job, functioning, status, and others). The class will focus on the psychological, somatic, cultural, and spiritual aspects of grief and loss. Interventions, community resources, and diverse religious and cultural practices will also be covered. Offered annually.
- COUN 579 Mind-Body Techniques in Counseling 3.00**  
This graduate level course is designed for students in the clinical mental health counseling program. It will familiarize students with the current scientific understanding of the mind-body relationship. It will introduce mindfulness-based techniques and help beginning therapists learn to integrate these techniques into their counseling practice to address client issues commonly encountered by counseling professionals and promote wellness in the client. The course will also

address how mind-body techniques can be used in counselor self-care to prevent burnout and compassion fatigue and promote wellness in their lives both personally and professionally.

- COUN 580 Intervention Strategies: Counseling Skills and Techniques 3.00**  
This course will focus on the development of counseling skills with an emphasis on understanding the subjectivity of both client and therapist. Specific techniques to a variety of therapies such as Cognitive Behavioral therapy, Motivational Interviewing, Gestalt therapy and Psychodynamic therapy will be covered. Students are required to meet in-person at Clarion University for one week during the semester for 4.5 hours daily. Class times to be determined prior to the semester and published in the course schedule.
- COUN 581 Counseling of Persons Living with HIV/AIDS 3.00**  
The course 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.
- COUN 585 Spec Topics In Rehab Science 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.
- COUN 586 Addiction and Dual Diagnosis 3.00**  
The course provides an overview of clinical issues involved in working with clients who suffer from comorbid substance use and major psychiatric disorders. Topics include assessment, counseling, prevalence, health care policy, and social stigma.
- COUN 587 Addiction Counseling and Interventions 3.00**  
This elective course is a companion to COUN 586, Addiction and Dual Diagnosis. Content covers issues related to the etiology, biopsychosocial assessment and case conceptualization, diagnosis, prevention/resilience and treatment of addictive disorders, broadly defined to include chemical dependency and process addictions. Concepts that will be covered include the history of addiction counseling to the present, differential diagnosis according to current DSM criteria, the use of specific assessment instruments, the role of the counselor in treatment settings, therapeutic modalities including stages of change, motivational interviewing, self-help and wellness, community contest, substance use related to ethnicity and social class, legal/ethical issues specific to the field of addiction treatment.
- COUN 591 Diagnosis and Treatment 3.00**  
This course covers principles of clinical diagnosis and treatment of mental and emotional disorders in children and adults. Important diagnostic tools and criteria are reviewed, including but not limited to the current edition of the Diagnostic and Statistical Manual (DSM). This course will also cover important treatment modalities and appropriate placement in the available continuum of care. Students will address multicultural and social justice considerations of diagnosis.
- COUN 592 Family Systems 3.00**  
This course provides an introduction to general systems theory of family development and interactions as well as providing an overview of the history of family therapy. Students will be introduced to a variety of family systems theories (i.e. Communications Theory, Transgenerational Approaches, Symbolic-Experiential, Structural Theory, Strategic Family Therapy, Social Learning Theory, Postmodern & Constructivist Approaches), evidence-based interventions, and multicultural and ethical considerations for working with couples and families. This course also qualifies as a Family Studies course for Pennsylvania, LPC licensure purposes.
- COUN 593 Integration, Consultation, and Collaboration 3.00**  
This course provides a general framework for understanding, developing, and practicing consultation, and collaboration skills as a mode of intervention and as a distinctive modality of change. The course will examine the historical development of consultation,

major models of consultation, and students will demonstrate their understanding of major theoretical models in both case presentations and a personal model of consultation and collaboration.

- COUN 594 Clinical Field Education: Practicum 3.00**  
This is an initial field placement in which students work directly with clients under the supervision of an experienced counselor. The course is designed to increase counseling skills and confidence, and to become familiar with the practical aspects of providing services. A minimum of 120 hours of onsite service is required, with minimum of 40 hours spent in direct service with clients. Students must also attend an online synchronous group supervision class each week for 15 weeks and participate in individual or triadic supervision weekly, at their site. In addition to successful coursework, students will be evaluated on their integration of feedback and suitability to the counseling profession. Prerequisite: 30 + grad credits in M.S. CMH Program.
- COUN 595 Clinical Field Education: Internship 3.00**  
This course must be taken at least twice and in two separate semesters. In this field placement students work directly with clients under supervision of an experienced counselor. The course is designed to move counselors-in-training toward independent work as a soon-to-be new graduate of a counseling preparation program. A minimum of 300 hours of onsite service is required, with a minimum of 120 hours spent in direct service with clients. Students must also attend an online synchronous group supervision class each week for 15 weeks and participate in individual or triadic supervision weekly, at their site. In addition to successful coursework, students will be evaluated on their integration of feedback and suitability to the counseling profession. Prerequisite: COUN 594.
- COUN 600 Thesis 6.00**  
This elective course allows students to complete a thesis for a total of 6-credits. Thesis requires the students to work with a counseling faculty member and a committee of at least two additional faculty members, at least one from the College of Health Sciences and Human Services, to complete and defend an approved research topic from the area of counseling. Thesis may be completed over one or two semesters. This course is offered by approval of Instructor and as needed.
- CSD 472 Sem 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 communication disorders and differences related to acquired aphasia, including etiologies, characteristics, anatomical/physiologic, psychological, linguistic, and cultural correlates related to receptive and expressive language, social and cognitive aspects of communication, and related neurological symptoms associated with the disorder. Principles and methods of prevention, assessment, and intervention for individuals with aphasia are emphasized based on evidence-based practices appropriate for aphasia in culturally and linguistically appropriate manner. Offered annually.
- CSD 505 Artic & Phono Diso Child 3.00**  
Articulatory and phonological features of the American English sound system are examined in relation to other developing linguistic functions. Evidence-based assessment of disordered articulatory and phonological behavior is stressed, and differential diagnosis of speech sound disorders including articulation and phonological disorders, inconsistent speech sound disorder, childhood apraxia of speech, and dysarthria are emphasized. Based on traditional and current theoretical models and evidence, possibilities for therapeutic interventions for each of the aforementioned

- speech sound disorders are presented. Offered annually.
- CSD 510 Seminar in Neuropathology 3.00**  
A comprehensive study of pathologies of the central nervous system. Neuropathologies studied include dementia, syndromes associated with right-hemisphere lesions, and deficits subsequent to closed-head injury. Areas of cognitive-linguistic processes and deficits related to the neuropathology (attention, memory, sequencing, problem-solving, executive functioning, receptive and expressive language) are reviewed as well as problems in social aspects of communication and limitations of communication opportunities. Methods for identifying and treating speech, language, and communication problems associated with progressive and non-progressive neurological disorders are explored. Offered annually.
- CSD 511 Cognitive-Communication Disorders in Traumatic Brain Injury 3.00**  
A comprehensive study of acquired brain injury, with an emphasis on the cognitive-communicative functioning which underlies the success of brain injured individuals to re-establish a meaningful and productive lifestyle. Students will systematically examine the cognitive-communicative needs of individuals with concussion including etiology, neuro-pathophysiology, as well as acute and chronic effects of acquired brain injury related to medical, cognitive, educational and psycho-social changes and needs. Offered spring as needed.
- 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 Comm Disorders Mult Population 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**  
This course provides an overview of craniofacial disorders, with emphasis on the evaluation and treatment of individuals with cleft lip and/or palate, velopharyngeal inadequacy, and associated syndromes. Topics considered include anatomy and physiology of the craniofacial complex, embryology as applicable to cleft development, etiology, and medical management of those presenting with related disorders. The impact of cleft lip and/or palate and velopharyngeal inadequacy have on speech, language, hearing, and feeding are discussed. The need for a functional, coordinated interdisciplinary team approach in the management of those presenting with craniofacial anomalies is infused throughout the course. Offered annually.
- CSD 520 Language Disorders in Children 3.00**  
Models of the language function with their justifications are identified and critically analyzed. A review of typical language development is included to provide comparison with deviations. Diagnostic procedures utilized to diagnose language disorders in children are investigated, and evidence-based interventions are presented. Differential diagnostic features of specific language disorders including Developmental Language Disorder, Autism Spectrum Disorder, Social Pragmatic Communication Disorder, and Dyslexia are included.
- CSD 522 Clinical Externship 12.00**  
This course entails practice, under supervised observation of and participation in an off-site school and medical environment, 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. Prerequisite: CSD 540.
- CSD 525 Stuttering 3.00**  
Describes etiologies and characteristics associated with fluency, stuttering, and other types of fluency disorders (e.g., cluttering, neurogenic disfluency, psychological disfluency, etc.) that disrupt speech fluency. Critical reviews of various theoretical models concerning the etiology of stuttering and the development of the disorder as well as variables that contribute to its maintenance are explored. Principles and methods of prevention, assessment and intervention for individuals with fluency disorders are emphasized based on evidence-based practices.
- 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 535 Audiology Seminar I 6.00**  
This course covers etiologies of hearing loss and disorders of the central auditory system, the effects of hearing loss on speech and language, diagnosis and clinical methods. Aural rehabilitation procedures are also explored.
- 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 etiologies (degenerative, vascular, inflammatory, congenital/neurodevelopmental) and characteristics associated with motor speech disorders (dysarthria and apraxia of speech) which disrupt neurological/motor speech sub-systems (respiration, phonation, articulation, resonance and prosody) and the impact of cognitive, behavioral and medical status for an individual with a motor speech disorder. Current diagnostic protocols and evidence-based management strategies associated with each are identified. Offered annually.
- CSD 554 Professional Practicum 3.00**  
Explores contemporary professional issues and trends in the practice of speech-language pathology and audiology. Includes licensure, certification, legal policies, and reimbursement procedures. Includes ASHA Code of Ethics and ASHA practice policies with an emphasis on ethical/legal restrictions and obligations that influence professional practitioners. Offered Annually.
- CSD 560 Counseling in Comm 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 & Altern Comm 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.

<b>CSD 589</b>	<b>Research Methods Communication Disorders</b>	<b>3.00</b>	Research literature and methods in communication disorders with an emphasis on research design and application. Includes database search procedures and focuses on integration of research into evidence-based practice. Offered Annually.				
<b>CSD 590</b>	<b>Research</b>	<b>6.00</b>	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.				
<b>CSD 592</b>	<b>Dysphagia</b>	<b>3.00</b>	Presents an introduction to swallowing disorders including basic terminology, anatomical and physiological etiologies of orofacial myology, oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan. Reviews current assessment and management procedures, with 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. Offered annually.	<b>DA 510</b>	<b>Database Management Systems</b>	<b>3.00</b>	A study of database management systems with hands-on exercise and case study. Students investigate the analysis, design, implementation, and maintenance of a modern database management system. This course presents the concept of a database environment and the spectrum of capabilities considered to be part of the database management system (DBMS). This course provides an overview of topics and related issues in planning, designing, implementing and managing a database. While all four models of database are examined, the course emphasizes and provides experience with the relational model and with a SQL-compliant database management system. Prerequisite: Introductory programming course such as DA 202. Offered in fall.
<b>DA 512</b>	<b>Special Topics in Data Analytics</b>	<b>3.00</b>	Provides for focused study of a special interest topic in Data Analytics using learning formats selected by the instructor as best suited for the particular course. Prerequisite for particular course set by the instructor.	<b>DA 520</b>	<b>Intro to Data Warehousing</b>	<b>3.00</b>	This course provides students with the practical skills necessary to understand and implement a data warehouse to support decision-making. Data warehouse development methodology and issues surrounding the planning of the data warehouse will be investigated as well as data quality and metadata in the data warehouse. A hands-on project is required including the analysis, transformation and loading of data into a data warehouse and the development of the data architecture and physical design. Prerequisite: DA 510 and a statistics course. Offered fall semesters.
<b>DA 530</b>	<b>Analytical Methods and Optimization</b>	<b>3.00</b>	This course is an introduction to core quantitative methods for decision making. The course will cover optimization methods, Monte Carlo analysis, decision analysis, and methods to evaluate decisions ex post. The course will also introduce students to various scientific computing languages used in these tasks such as python/numphy/scipy, SAS, R, Julia, and Stata among others. An integral part of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query				the database for the data they will use in their analyses. This thorough incorporation of database methods into the course makes this offering substantially different from any other non-analytics courses offered at Clarion University. Prerequisite: DA 510 and 520.
				<b>DA 540</b>	<b>Applied Data Mining</b>	<b>3.00</b>	This course covers applied data mining methods on large data sets. Particular methods covered are principal components analysis, survival analysis, clustering, factor analysis, and other methods of dimension reduction. An integral part of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query the database for the data they will use in their analyses. This thorough incorporation of database methods into the course makes this offering substantially different from any other non-analytics courses offered at Clarion University. Prerequisite: DA 530.
				<b>DA 550</b>	<b>Predictive Analytics</b>	<b>3.00</b>	This course covers various methods of classification and prediction. In particular, the course covers neural net models, machine learning, support vector machines, logit/probit regressions, nonparametric regression models, and advanced time series methods, among other topics. Time series methods will include filtering algorithms which update predictions with new data and the use of large cross-section and time series data sets. Prerequisite: DA 540.
				<b>DA 555</b>	<b>Applied Predictive Modeling and Analytics</b>	<b>3.00</b>	This course provides both the concepts and practical applications of predictive analytics using data mining techniques of classification and prediction. Techniques learned in data mining - neural net models, machine learning, logit/probit regressions, along with advanced time series methods, text mining/analytics will be discussed. Real business cases will be used to demonstrate the application of these data mining methods using tools such as XLMiner, SAS Enterprise Miner, and SQL Server BI tools along with the R programming language. Prerequisite: DA 540.
				<b>DA 560</b>	<b>Data Visualization</b>	<b>3.00</b>	Traditional Business Intelligence (BI) tools are unable to handle the Big Data challenge due to exponential growth of data volume, velocity and variety. To cope up with this new demand, organizations are embracing new techniques like data visualization which involves data discovery and exploration. Technology giants like Amazon, Facebook, Google, Netflix use powerful data visualization tools to gain customer insights on their choices and apply them into their service offerings. Organizations are able to ask better questions and derive better decisions. This introductory course will teach students how organizations can harness the power of Big Data through data visualization. Students will learn how to capture data in visual format for better decisions using data viz tools like SAS, Tableau. Prerequisite: DA 555.
				<b>DA 570</b>	<b>Big Data Analytics</b>	<b>3.00</b>	This course covers methods to store and analyze large datasets ('Big Data'). Particular focus will be on Hadoop, and MapReduce technology. Further, the course covers No SQL, Key-value, concepts for handling unstructured data. There will be select topics for analytics on 'Big Data'. An integral part of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query the database for the data they will use in their analyses. This thorough incorporation of database methods into the course makes this offering substantially different from any other non-analytics courses Offered at Clarion University. Prerequisite: DA 560.
				<b>DA 580</b>	<b>Analytics Capstone</b>	<b>3.00</b>	This capstone course in the Masters in Data Analytics program incorporates skills learned throughout the program into real-world analytics project. An integral part

- of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query the database for the data they will use in their analyses. This thorough incorporation of database methods into the course makes this offering substantially different from any other non-analytics courses offered at Clarion University. Prerequisite: DA 570.
- DA 590 Field Experience in Data Analytics 12.00**  
The field experience provides the student with the opportunity for practical data analytics experience in commercial, industrial, governmental, or other participating organizations. Prerequisite is by permission of the Instructor.
- DA 591 Python Programming for Data Analytics 3.00**  
This course covers the Python programming language as it is used in Data Analytics. Students will learn the basics about how to program in Python as it relates to data science applications. This course is specifically targeted at Data Analytics graduate students who have completed their first year of core graduate courses in the program. Prerequisite: DA 202 or similar introductory programming course.
- 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. Leadership, supervision, advocacy and ethics of professionalism will also be explored. Field experience is a child, family, and community advocacy project. Prerequisite: Teacher Certification Program Admission, BSED ECH Major, ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 410. Co-requisites: ECH 414, ECH 415, ECH 416, ECH 417, and ECH 418. Offered each semester.
- ECH 500 Early Childhood Foundations 3.00**  
This course is designed to provide an overview of the early childhood profession, child development theory, historical contexts of early childhood, early childhood learning environments and curriculum. The focus is to provide a foundation for early childhood professionals in order to be able to enhance and support children's learning and development through developmentally appropriate pedagogy. Emphasizes the roles of early childhood professions, including legal and ethical responsibilities. Requires participation with children of different age groups in a variety of early childhood settings. Fall semester or as needed.
- ECH 501 Early Child Curr & Instrct 3.00**  
Early Childhood Curriculum and Instruction focuses on developmentally appropriate curriculum design and implementation and the Pennsylvania Standards Aligned System, including the Common Core 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. Offered on demand.
- ECH 502 Early Child Curr & 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 503 Early Childhood Curriculum Content 3.00**  
Early Childhood Curriculum Content will focus on the content related to areas of creative arts, health and wellness, science, social studies, mathematics and technology. Emphasis will be on developmentally effective presentation of the content areas, including play, and integration of the content areas. Class participants will use standards to plan content related learning experiences for children. Requires implementing content-related learning experiences for young children of different age groups in a variety of early childhood settings.
- ECH 505 Healthy Infant, Toddler & 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 Ech Ed & 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 Sprrt Chil In Homes,Sch & Comm 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 521 Child Care Management and Administration 3.00**  
This course is designed to provide an overview of management and administration of child care centers. The focus is to provide a foundation for early childhood professionals in order to be able to operate, manage and oversee a child care center. Emphasizes the business of child care, including fiscal management, insurance, risk management, strategic planning, marketing, human resources, data and technology management, facilities operations and management, grant writing, time organization and management strategies.
- ECON 461 Int'l Fin Econ & Capital Mkts 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 Hist of Econ Thgt 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 499 Research Methods in Economics and Business 3.00**  
This course covers the basic steps and process of conducting applied economic and business research. The purpose of this course is to help students learn the basics of how to actively develop and pursue a research agenda with the ultimate goal to create a publishable research paper and present in a research colloquium (and possibly a competitive research conference). The first part of the course will focus on a discussion of how to do economics and business research by

formally talking about it and critically reading research in the student's chosen discipline. students will take an active role by presenting short research summaries of journal articles and be expected to provide a series of questions to generate class discussion. The first part of this course will also be devoted to applied research is conducted in terms of topic selection, literature review and survey, selection of research method and data acquisition, and appropriate statistical analysis. The last part of this course will be run as a seminar with individual research development as the primary objective. One seminar meeting per week will occur with the remaining time filled with individual student meetings to discuss progress on the research paper. Students will be required to present their final paper at a colloquium open to the academic community at the end of the semester and submit a proposal for presentation at a regional conference. Prerequisite: ECON 222 and junior standing. Offered each semester.

<b>ECON 500</b>	<b>Prin of Economics (Honors)</b>	<b>2.00</b>
	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.	
<b>ECON 501</b>	<b>Principles of Macroeconomics</b>	<b>2.00</b>
	Introduces macroeconomics, national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and international finance.	
<b>ECON 502</b>	<b>Principles of Microeconomics</b>	<b>2.00</b>
	Introduces microeconomics, consumer behavior and demand, organization of production, market structures, the pricing of inputs and outputs, and international trade.	
<b>ECON 503</b>	<b>Economics &amp; Business Statistics (Honors)</b>	<b>2.00</b>
	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.	
<b>ECON 504</b>	<b>Economics &amp; Business Statistics I</b>	<b>2.00</b>
	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.	
<b>ECON 505</b>	<b>Economics &amp; Business Statistics II</b>	<b>2.00</b>
	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.	
<b>ECON 510</b>	<b>Adv Managerial Econ</b>	<b>1.50</b>
	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.	
<b>ECON 570</b>	<b>Econ &amp; Bus Forecasting</b>	<b>3.00</b>
	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 is placed on model development and evaluation using pre-written computer forecasting routines. Prerequisites: ECON 222 and macroeconomics foundation course.	

<b>ECON 600</b>	<b>Independent Study</b>	<b>3.00</b>
	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: BSAD 503, ECON 510 or ECON 611, and other requirements as deemed appropriate by the faculty supervisor.	
<b>ECON 611</b>	<b>Advanced Micro Economics Analysis</b>	<b>3.00</b>
	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.	
<b>ECON 612</b>	<b>Advanced Macroeconomics</b>	<b>3.00</b>
	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.	
<b>ECON 615</b>	<b>Graduate Health Economics</b>	<b>3.00</b>
	This course provides a comprehensive overview of topics related to the workings of health care markets and determinants of health in high-income countries, particularly the United States health care system. The course aims to give students an understanding of the complex interaction between business, government, the economy, science, and medicine. It will advance learning by exploring the policy tradeoffs and economic implications of alternative ways of organizing health insurance and health delivery. Major topics covered will include economic analyses of health care reform, discussion of markets for health professionals and health care providers, international health system comparisons, healthcare delivery models, government insurance programs, managed care, innovation in medical technology, information problems in health care markets, regulation, and the impact of healthcare spending on national economic growth. While health care economics is historically a field closely aligned with microeconomic analysis, macroeconomic issues will also be explored in this course. Prerequisite: BSAD 503. Offered annually.	
<b>ECON 660</b>	<b>Applied International Economics</b>	<b>3.00</b>
	Examines the theory and practice of international trade, with an applied focus. Considers balance of payments, foreign exchange, national commercial policies, international investment, and foreign aid from the dual perspectives of theory and policy. The course will place a significant amount of weight on current economic conditions to provide students with relevant and usable information on the global business environment. Prerequisites: ECON 211 and 212. Offered fall, annually.	
<b>ECON 699</b>	<b>Special Topics</b>	<b>3.00</b>
	An opportunity for students to investigate specific topics or current issues on the graduate level. Prerequisites depend on the subject to be covered.	
<b>ED 500</b>	<b>Foundations of Distance Learning</b>	<b>3.00</b>
	This course provides the basic information you need to become a knowledgeable distance education educator. The course will cover theory and research that influences distance learning, the practical skills and knowledge needed to function in a distance learning environment, and will explore management and administrative issues that arise in distance education learning environments. Prerequisite: Admission to MED Program or Ed Certification Program. Offered each fall.	
<b>ED 501</b>	<b>Sem in Critical Ed Issue</b>	<b>3.00</b>
	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.	
<b>ED 502</b>	<b>Creative Response to Conflict</b>	<b>3.00</b>
	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.	
<b>ED 507</b>	<b>Assessment for Online Learning</b> <b>3.00</b> This course will focus on the use of performance-based assessments and summative and formative assessment methods used in online learning environments. The course will include best practices for grading online, plagiarism, evaluation tools, rubrics for online portfolios, and record keeping. Prerequisite: ED 500.	
<b>ED 512</b>	<b>Educational Psychology</b> <b>3.00</b> This graduate level education course is designed to explore the art and science of how people learn. Although this is applicable to all ages, ED 512 specifically targets the learning needs of adolescents. Featuring both Middle and Secondary level educational settings, ED 512 seeks to provide the graduate learner with a broader understanding of the developmental characteristics and unique challenges adolescents face. Building upon an understanding of adolescence, ED 512 provides answers to the question: how do adolescents learn best? Demonstrating a highly engaging and relevant pedagogy, ED 512 provides the student with specific strategies to manage adolescent behavior, create classroom cultures conducive to learning, deconstruct lessons for maximizing learning, developing empathy and affective curriculum, and conducting effective formative and summative assessments of student learning. Spring and summer.	
<b>ED 513</b>	<b>Advanced Techniques for Online Teaching</b> <b>3.00</b> This course builds upon the fundamental concepts and structures of online teaching and learning. This course addresses the advanced teaching and learning applications of a Learning Management System. The course will explore and implement techniques for online instructions such as using a variety of online tools, technologies, and web 2.0 tools, to help instructors transfer knowledge most effectively in the online environment. Prerequisite: ED 500, ED 507, ED 540. Offered spring, annually.	
<b>ED 517</b>	<b>Educational Comp Applica</b> <b>3.00</b> 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.	
<b>ED 520</b>	<b>Intro to Research</b> <b>3.00</b> 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.	
<b>ED 521</b>	<b>Inst Leadership Skills</b> <b>3.00</b> 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.	
<b>ED 522</b>	<b>Analysis of Teaching</b> <b>3.00</b> 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.	
<b>ED 523</b>	<b>Curr Develop &amp; Eval</b> <b>3.00</b> 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.	
<b>ED 527</b>	<b>Statistics in Ed</b> <b>3.00</b>	
<b>ED 528</b>	<b>Philosophy of Ed</b> <b>3.00</b>	
<b>ED 529</b>	<b>Foundations of Curriculum</b> <b>3.00</b> 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.	
<b>ED 530</b>	<b>Connect Stand, Inst &amp; Assess</b> <b>3.00</b> 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.	
<b>ED 532</b>	<b>Tch Sec Science for Understand</b> <b>3.00</b> 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.	
<b>ED 533</b>	<b>Recent Developments in Education Social Studies</b> <b>3.00</b> 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.	
<b>ED 540</b>	<b>Principles of Instructional Design in Ed Technology</b> <b>3.00</b> This course focuses on systematic procedures for designing, developing, evaluating and revising instruction to meet identified goals and objectives specific to the K-12 online learning community. 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 online audience. Prerequisite: ED 500, ED 507. Offered fall, annually.	
<b>ED 544</b>	<b>Classroom Assessment for Learning</b> <b>3.00</b> 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 Graduate Certification Practicum 6.00**  
A professional practicum that requires the application and integration of instruction, management, and professional knowledge and competencies in a Pre K-12 setting. Certification candidates participate in a teacher practicum in their certification area under the direction of a classroom cooperating mentor teacher and a university supervisor. Prerequisite: Completion of the required courses in the Graduate Level Certification Program with a minimum grade of B, a cumulative 3.0 QPA, and satisfactory standing in admission and retention standards in the college. On demand.
- 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 Inst 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 Read & Lang Arts in Ech 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 with ED 570. Summer, annually.
- 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 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 G
- ED 580 Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness 3.00**  
This course provides the framework for the skills for Teacher Leaders Endorsement. It focuses on leadership theory and skills through a problem-solving and applied methodology. Leaders must acquire the necessary leadership repertoire to lead effectively in today's schools. Offered fall and spring.
- ED 581 Peer Mentoring and its Impact on the Professional Community 3.00**  
This course highlights peer mentoring theory and skills. Teacher leaders will apply these theories and skills as they work with peers to support planning, instruction, and assessment. Leaders must acquire the necessary leadership repertoire to lead effectively in today's schools. Offered fall and spring.
- ED 582 The Role of Change in the Era of Accountability 3.00**  
This course highlights the construct of change, otherwise referred to as school reform or school improvement. Teacher leaders will understand the nature of change in today's schools and apply the related skills as they work with peers to support school related initiatives. Offered fall and spring.
- ED 583 The School as a Cultural and Political Entity 3.00**  
This course highlights the cultural and political entities. Embedded in the content is the focus on professional learning communities and working collaboratively with faculty as they address planning, instruction, assessment, student performance, student behavior and dispositions, data analysis, and action research.



<b>ED 599</b>	<b>Special Topics</b> Examines current topics and issues in education. Topics, announced in advance, focus on the needs and interests of educators.	<b>3.00</b>	<b>FIN 476</b>	<b>Portfolio Theory &amp; Mgmt</b> Examines modern portfolio theory and its application to investment strategies; study of options and future markets; investigation of market efficiency. Prerequisite: FIN 370. Offered annually.	<b>3.00</b>
<b>ED 610</b>	<b>Mobile Educational Technology</b> A web-based course that introduces K-12 Professionals and/or Masters of Education Degree candidates to the potentials of mobile devices and applications, and assist them in using these multi-faceted resources as effective teaching and professional development tools. Participants will be introduced to mobile educational technology related to communications, productivity, learning, presentations and integration. Within this framework, participants will create their own personal learning networks, mobile technology resources, online presentations and design instructional lessons appropriate to their discipline demonstrating the integration of mobile educational technology throughout the K-12 setting.	<b>3.00</b>	<b>FIN 480</b>	<b>Multinational Finance</b> 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.	<b>3.00</b>
<b>ED 617</b>	<b>Adv Educational Tech</b> 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.	<b>3.00</b>	<b>FIN 500</b>	<b>Financial Management</b> 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.	<b>2.00</b>
<b>ED 620</b>	<b>Internet Applic K-12 Edu</b> 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.	<b>3.00</b>	<b>FIN 570</b>	<b>Managerial Finance</b> A study of financial management approaches to evaluating complex alternatives for using available resources in both a domestic and a multinational context. Prerequisites: FIN 370 or FIN 500.	<b>3.00</b>
<b>ED 735</b>	<b>Internship in Education</b> 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.	<b>3.00</b>	<b>FIN 576</b>	<b>Risk Management and Derivatives</b> This course will provide students with a practical understanding of risk management, and the methods and instruments used. In particular students will learn to manage risk using derivative securities such as futures, forwards, options, and swaps. Students will also learn the structure of various derivative markets.	<b>3.00</b>
<b>FIN 463</b>	<b>Tax Planning</b> 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.	<b>3.00</b>	<b>FIN 580</b>	<b>International Financial Management</b> This course will provide students with the ability to conduct corporate financing and capital budgeting operations in an international setting. Students will learn about the financing options available to multinational corporations around the world, and how to choose between these options. Students will also learn to incorporate foreign currency, and other types of risk found in an international setting, into a capital budgeting analysis. Lastly, students will learn to hedge many of these unique risks. Offered as needed.	<b>3.00</b>
<b>FIN 474</b>	<b>Personal Financial Planning</b> Capstone course requires that students apply through case studies, written reports, and presentations each of the major segments of personal financial planning including the financial planning process, ethical and professional considerations of financial planning, insurance policies and strategies, risk management, investment vehicles, tax planning strategies, retirement plans and employee benefits, and estate planning. Students are encouraged to complete the other courses within the Personal Financial Planning major prior to or contemporaneous with completion of this course. Prerequisite: FIN 370.	<b>3.00</b>	<b>FIN 660</b>	<b>Investments</b> Examines investment goals and the current environment for investments, including the nature of the investment process and securities markets; analysis of risk and return, especially as it applies to common stock, preferred stocks, and bonds; introduction to portfolio management and portfolio theory. Prerequisite: FIN 370 or FIN 500. Offered annually.	<b>3.00</b>
			<b>FIN 671</b>	<b>Fin Theory &amp; Pract</b> 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 370 or FIN 570.	<b>3.00</b>
			<b>FIN 672</b>	<b>Healthcare Finance</b> This course focuses on the analysis of financial decisions in the healthcare industry. Financial methods incorporated within this course include: identification of cost of capital, net present value of free cash flows, real options, and comparative analysis. Case studies will introduce the student to multiple methods valuation, option pricing, means of financing, data analysis, as well as market analysis of hospitals, biotechnology, insurance and related industries. Prerequisite: FIN 370 or FIN 570. Offered annually.	<b>3.00</b>
			<b>FIN 674</b>	<b>Financial Management of Nonprofit Organizations</b> This course introduces students to the similarities and differences between nonprofits and for-profit businesses. Students will learn about nonprofit accounting and financial statements, cash flow management, sources of capital, benchmarking, budgeting, forecasting, capacity, investing, and sustainability. Prerequisite: FIN 370 / FIN 500 or equivalent. Offered annually.	<b>3.00</b>

<b>FIN 676</b>	<b>Investment Mgmt</b>	<b>3.00</b>	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.
<b>FIN 678</b>	<b>Financial Modeling</b>	<b>3.00</b>	This course will examine the fundamentals of computational finance using Excel. It will explore methods for building financial models, calculating capital costs, financial statement modeling and introduction to Monte Carlo methods and real option analysis. Prerequisite: FIN 370 or FIN 500. Offered annually.
<b>FIN 679</b>	<b>Financial Problems</b>	<b>3.00</b>	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 370 or FIN 500. Offered annually.
<b>LEGL 540</b>	<b>Legal &amp; Ethical Environment of Business</b>	<b>3.00</b>	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.
<b>LEGL 541</b>	<b>Legal and Ethical Environment of Business</b>	<b>1.50</b>	Provides 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.
<b>LS 500</b>	<b>Info Sources &amp; Services</b>	<b>3.00</b>	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.
<b>LS 501</b>	<b>Developing Library Collections</b>	<b>3.00</b>	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 non-book materials. Graduate students taking this course will be required to do additional work. Offered yearly.
<b>LS 502</b>	<b>Cataloging and Classification</b>	<b>3.00</b>	Continuation of consideration of 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.
<b>LS 504</b>	<b>Intro to the Information Professions</b>	<b>3.00</b>	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.
<b>LS 505</b>	<b>Organization of Information</b>	<b>3.00</b>	Introduction to the theories, practices, standards, and tools used in the organization across a variety of information environments. Students are introduced to topics of information structures and their retrieval systems, the MARC record and other metadata standards and description, subject analysis, vocabularies, and systems for categorization.
<b>LS 506</b>	<b>Advanced Reference and Information Sources</b>	<b>3.00</b>	Surveys, assesses and evaluates print and electronic information sources typically found in STEM (Science, Technology, Engineering and Math) health, social science, business, humanities and government documents collections. Examines the various ways users access this information and the associated services provided by libraries and information centers. Prerequisite: LS 500. Offered every term.
<b>LS 529</b>	<b>Inst Strat Libr &amp; Info Prof</b>	<b>3.00</b>	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.
<b>LS 532</b>	<b>Mgmt of Sch Libr Media Centers</b>	<b>3.00</b>	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.
<b>LS 534</b>	<b>Admin &amp; Mgmt of Libraries</b>	<b>3.00</b>	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.
<b>LS 535</b>	<b>Archival Management for Small Repositories</b>	<b>3.00</b>	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.
<b>LS 536</b>	<b>Metadata for Cultural Heritage Collections</b>	<b>3.00</b>	Course introduces students to detailed representation of special and local collections in cultural heritage settings. Methods for processing and cataloging published, archival, and manuscript items will be studied and practiced. The use of metadata and methods appropriate to specific information settings will be discussed. Pre-requisite: LS 505, 535. Offered annually.
<b>LS 540</b>	<b>Multic Src &amp; Serv Ed &amp; Libr</b>	<b>3.00</b>	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.
<b>LS 541</b>	<b>Database Management for Library Professionals</b>	<b>3.00</b>	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.
<b>LS 542</b>	<b>Information Seeking Behavior in User</b>		

- 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 Programming 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-req LS 500
- LS 544 Evaluation and Assessment of Library and Information Services 3.00**  
This course surveys methods of assessing performance and value with emphasis on evaluating each system or services in Library and Information Science (LIS) context. Students are introduced to the range of evaluative methods related to a variety of library and information services with an emphasis on service to users.
- LS 545 Reference Services for Genealogy & Local History Collections 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 547 Leadership for Libraries 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 548 Fiscal Management for Libraries and Information Agencies 3.00**  
Introduction to fiscal management as a strategic planning process resulting in the selection of accounting systems and the development and control of budgets. Emphasis is on the creation of a financial plan based on an assessment of fiscal status, an environmental scan, market survey, and the selection and implementation of a budget format. Special attention is given to capturing alternate sources of funding, preparation of grant proposals and determination of appropriate investment strategies. Prerequisite: LS 534. Offered once per year.
- LS 549 Genre Fiction and Readers' 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 Research Methodologies 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 568 Hist of Books & 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 570 Field Experience 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. Permission by the department chair.
- 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**  
A survey of integrated technologies for libraries examined through case studies, product reviews, and library marketplace reports; topics include, but not limited to, the interface design of the OPAC, enhanced searching applications, technical services modules, electronic resource management systems, OpenURL and federated searching applications, and overall requirements for public access and use of integrated systems.
- 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 Librs, Lit & 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 Pub Libs Rural Am 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 information needs; and how the library can provide adequate service. Offered yearly.
- LS 582 Electronic Resource Management 3.00**  
Examines the issues involved in the procurement and use of a variety of electronic resources and associated programs including, but not limited to, online databases, ejournals, ebooks, repositories, etc.
- LS 583 Lib Lit 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 in the Digital Age 3.00**  
Course explores indexing methods for online and traditional resources. Emphasis placed on ability to manipulate or produce sample indexes and information object surrogates, such as alphabetical indexes, thesauri, ontologies, web indexes, folksonomies, and annotations. Pre-requisite: LS 505.
- LS 588 Pres & Conserv of Lib Ma 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.
- LS 589 Applying Web Technologies in Libraries 3.00**  
Studies the application and use of emerging Web content and technologies in diverse library settings.
- LS 591 Bus Ref Sources & Serv 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.
- LS 592 Consumer Health Informatics 3.00**  
Information structures and processes that empower consumers to manage their own health such as health information literacy, consumer friendly language, and personal health records. Internet based strategies and resources are important for information professionals to understand in order to assist their communities. Analysis of consumers' needs for health information, how to evaluate accurate and reliable health information, methods for making health information accessible to consumers, and models that integrate consumer preferences into health information systems are the major focus of this course. Prerequisite: LS 500 & 504. Offered yearly.
- LS 593 Health Science Librarianship 3.00**  
Introduction to health science librarianship and overview of the healthcare environment. Includes an orientation to the health care field, a review of health sciences library operations and administration, and discussion of library service models. Topics include information retrieval, consumer health outreach services, government agency and professional association resources and services, technology applications, evidence-based medicine, and health and biomedical informatics. Prerequisite: LS 504.
- LS 594 Programming and Services for Children 3.00**  
This course provides an examination of the role of children's librarians which includes: needs assessments, planning, evaluation, types of programs and services, and planning. The past, present, and future of young

children's services will also be examined. Services examined include programming, reference, reader's advisory and educational. The major emphasis is on Children's services in public libraries but connections with school libraries and other agencies that work with children are also considered.

- LS 595 Program and Services for Young Adults 3.00**  
This course provides an examination of the role of young adult/teen librarians which includes: needs assessments, planning, evaluation, types of programs and services, and planning. The past, present, and future of young adult/teen services will also be examined. The target area will be young adults from age 12 to 24. Services examined include programming, reference, reader's advisory and educational. The major emphasis is on young adult services in public libraries but connections with school libraries and other agencies that work with young adults are also considered.
- 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.
- LS 601 Independent Study 3.00**  
An opportunity for the advanced graduate student to investigate in depth a facet of librarianship and to prepare a scholarly paper or project to report his or her findings. Topic for study must be approved by the student's advisor and the department chair. Prerequisites: four core courses and four elective courses relevant to the proposed independent study. Offered on demand.
- MAED 501 Teaching Sec 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/Trig for Sec Ed Tchrs 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 students work. Prerequisite: Admission into the program or permission of the instructor. Offered: Summer.
- MAED 540 Discrete Math for Teachers 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 Teacher 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 Math Tch & Learn 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 App & Math Model for Teacher 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 Dev 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.
- 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 or 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 320, and Prerequisite or Corequisite: MGMT 324. Offered Spring.
- MGMT 500 Mgmt 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 & 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.
- 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.
- MGMT 620 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 621 Human Resources Mgmt 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.
- 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 or 500 or 521.
- MGMT 623 Business Society & 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 521 or permission of the MBA Director.

- MGMT 625 Negotiations/Arbitrat 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.
- MGMT 626 Global Operations Management and Information Systems 3.00**  
Traditional Operations Management is taught via lecture while integrating the use of Information Systems and Supply Chains. Case analysis is integrated into the course with analyses that are based on Operations, Information Systems, and Supply Chains as they operate globally.
- MGMT 627 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 521 or permission of the MBA Director. Once every three semesters.
- MGMT 628 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 521 or permission of the MBA Director. Once every three semesters.
- MGMT 632 Healthcare Management Information Systems 3.00**  
This course provides the student with a foundation in healthcare management systems and technology. The discussion will examine the role that health management systems play in improving and managing healthcare services, efficiency, and innovation. The course will also examine various technologies emerging in healthcare. Offered annually.
- 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.
- MGMT 655 Managing Healthcare Organizations 3.00**  
This course provides the student with an overview of the U.S. healthcare system and current issues managers face. Students will examine the role that management plays in planning, organizing, controlling and leading healthcare organizations into the future. They will also examine various managerial roles at various levels. International comparisons may be included. Prerequisite: MGMT 320 or 500 or 521. Offered annually.
- MGMT 665 Labor Relations & 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 521 or permission of the MBA Director. Offered Fall.
- MGMT 675 Nonprofit Management 3.00**  
Students learn key topics and trends in the nonprofit sector, along with the fields of social entrepreneurship, governing boards, philanthropy, earned income strategies, advocacy, lobbying, fundraising and

leadership, which are the building blocks for the administration of not-for-profit organizations. Through classic and current, domestic and international cases, students review and assess how management theory and practice apply in this fast-growing sector of the economy. A service-learning team project gives students practical experience. Prerequisite: MGMT 521 or permission of the MBA Director. Offered as needed.

- MGMT 680 Innovation & Entrepreneurship 3.00**  
This course will provide students with the ability to learn how to innovate, change, transform, revolutionize, and provide new ideas. The course will provide students the tools such as market research and the understanding how to take their new concept to market. Students will learn how to make sure the idea is viable before investing financial resources through a feasibility analysis. Students will also learn the importance of a business plan and how the business plan must help the owner(s), employee(s), and investors(s) gain confidence on how your new concept will meet customer's needs.
- MGMT 683 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 521 or permission of the MBA Director. Offered Spring.
- MGMT 685 Entrepreneurial Enterprise Sustainability 3.00**  
This course will provide the students the ability to understand the benefits of networking. Learn how to efficiently and effectively build contacts and develop networks. Learn the strategies of funding throughout the growth of the new business and the ability to sustain the business with the constant changing of the markets and technologies.
- MGMT 686 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 521 or permission of the MBA Director. Offered fall.
- MKTG 461 Marketing Research 3.00**  
Marketing managers gather and analyze information to make better decisions. This course provides a complete introduction to marketing research and related concepts along with their application in the real-world. Students will get first-hand experience of the breadth and depth of research and its significance by applying the knowledge to solve marketing problems for a firm, whether a start-up or an established company. Along with the major research project, students will learn research design, including qualitative and quantitative data, and quantitative methods use for analyzing research data to make decisions. Prerequisites: ECON 222 or 230 and MKTG 360.
- 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. Prerequisite: MKTG 360. On demand.
- MKTG 500 Prin 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 Mktg 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.
- 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 or 500 or 560.
- 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**  
Marketing managers gather and analyze information to make better decisions. This course provides a complete introduction to marketing research and related concepts along with their application in the real-world. Students will get first-hand experience of the breadth and depth of research and its significance by applying the knowledge to solve marketing problems for a firm, whether a start-up or an established company. Along with the major research project, students will learn research design, including qualitative and quantitative data, and quantitative methods used for analyzing research data to make decisions. Prerequisite: MKTG 560 and BSAD 503 or permission of the MBA Director.
- MKTG 661 Marketing Strategies 3.00**  
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 560 or permission of the MBA Director.
- MKTG 665 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. Prerequisite: MKTG 560 or permission of the MBA Director. Offered Spring.
- MKTG 669 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 560 or permission of the MBA Director. On demand.
- MKTG 673 Marketing for Nonprofits 3.00**  
Students will learn marketing strategies for nonprofit, charitable, and nongovernmental organizations through a survey of marketing concepts within the context of businesses that have no profit orientation. They will review well-know, emergent, domestic and international cases and assess how marketing research, communications, and related functions apply in this fast-growing sector. Application of these concepts on a service-learning or social entrepreneurship project will give students practical experience. Prerequisite: MKTG 560 or permission of the MBA Director. Offered in fall semester.
- MKTG 691 Digital Marketing and Analytics 3.00**  
This course helps students design and implement effective marketing campaigns, and quantitatively and qualitatively evaluate the digital marketing landscape to aid in the effectiveness of business decisions and digital marketing campaigns in particular. Major topics covered are digital marketing themes, communication platforms, content marketing, digital advertising, real-time marketing, marketing automation, search engine optimization (SEO) and search engine marketing (SEM), social media, mobile, and measurement. Students will also gain experience addressing questions such as: "What is the ROI of my social media initiative?", "What are users saying about my brand?", "How should I target my paid ads?", and "Should I invest in this new analytics tool?" Prerequisite: MKTG 560 or permission of the MBA Director.
- NFSS 542 Introduction to Corrective Exercise 3.00**  
This course entails the investigation of the rationale for corrective exercise training and understanding human movement science and human movement impairments for the practicing or prospective professional. It will also include the learning of health risk appraisals, assessment strategies, and the corrective exercise continuum.
- NFSS 543 Corrective Exercise Application 3.00**  
This course entails the investigation of specific corrective exercise strategies for the practicing or prospective professional. These include: inhibitory, activation, and integration skills as well as corrective exercise techniques for the foot and ankle, knee, lumbo-pelvic-hip complex, shoulder, elbow, wrist, cervical spine and other limitations that result from disabling conditions. Prerequisite: ATSW 542 - Introduction to Corrective Exercise
- NFSS 556 Athl Injur: Prev, Recog & Eval 3.00**  
Presents the latest principles and techniques for preventing common athletic injuries. New theories on the care of injuries are discussed and implemented. Students will be provided with the knowledge and skills necessary to help provide a safe environment for athletes while they are participating in sports. Also, in an emergency, students will learn how to help sustain life and minimize the consequences of injury or sudden illness until medical help arrives. Students in this class will earn a Sport Safety Training Certificate from the Red Cross. Summer course for Act 48 requirements.
- NFSS 557 Phys Fund of Ath Coaching 3.00**  
Study of the scientific principles of physiology and how they can be applied to athletic conditioning. Both muscular and energy fitness development are covered in detail. Sport nutrition and a wide variety of training methods are covered. Summer course for Act 48 requirements.
- NFSS 558 Prin & Prob of Ath Coaching 3.00**  
Study of modern theory and practices of athletic coaching, including: philosophy, sport psychology, risk management, team management, self management, teaching sport skills, and problems and issues of concern in athletics. Summer course for Act 48 requirements.
- NFSS 559 Kinesiological Found Ath Coach 3.00**  
Helps coaches understand basic scientific information concerning athletic movement. Biomechanics emphasize the analysis of motion and application of force. Applies scientific principles to effective teaching of athletic skills. Summer course for Act 48 requirements.
- NFSS 565 Controversies and Implications of Concussions (MTBI) in Sport 3.00**  
This course will investigate and evaluate the different controversies surrounding what seems to be a concussion epidemic particularly in the arena of sport. Recent data shows that concussions are reported primarily in sports at all levels. The media coverage of concussions following law suits of the National Football League and recent settlement by the NCAA has shown a light on the need for specific protocols that are in line with best practice athletic medicine as well as the state law that protects the public regarding who are trained and licensed health care professionals identified, what their function is and what their status is regarding return to play. The course will investigate the different components to an institution concussion policy as well as identification of signs and symptoms of TBI that is in line with current research and the recommendations of the neuroscience community. Offered fall, annually.
- NURS 475 Comprehensive Treatment of Chemical Dependency 3.00**  
This course explores the effects of chemical dependency on the human body and provides in depth knowledge of the evidence-based treatment options. Knowledge gained in this course will prepare students to apply the concepts of treatment across the care continuum. Offered as needed.

- NURS 601 Adv Concepts In Pathophy 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 Applic 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 603 Quality and Safety in Healthcare 3.00**  
This course introduces foundational principles, concepts and methods for promoting and improving healthcare quality and patient safety at the micro-, meso-, and macro-system levels. Provides foundational principles, concepts and methods for promoting and improving healthcare quality and patient safety. Offered annually and as needed.
- NURS 607 Advanced Pharmacology for the Non-Prescriber 2.00**  
This course is designed to cover principles of pharmacology as applied to advanced nursing practice including nurse educators and nurse leaders. The course includes an overview of drug effectiveness, mechanisms and interactions. The focus is on the pharmacological actions of drugs on specific organ systems and the clinical use of drugs to treat disease conditions Pharmacogenomics and pharmacokinetics are incorporated into course content. Critical decision-making skills are essential in evaluating patients to assess whether drugs, dosages and route of administration are appropriate and achieving desired outcomes. The needs of individuals across the life span is integrated throughout the course so that appropriate patient interventions and education strategies are used when teaching patients how to treat or manage their diseases. Offered annually and as needed.
- NURS 609 Advanced Evidence Based Practice 3.00**  
This course focuses on the elements of evidence-based practice. Identifying clinical/research questions and critically analyzing current nursing and health related research provides the basis for translation of the evidence into day-to-day practice. Integration of existing evidence with clinical judgement forms the basis for improvement in patient, population, and organizational outcomes. Offered spring annually.
- NURS 611 Family Nurse Practitioner Role Transition 2.00**  
This course prepares students for successful development from the role of RN to that of practicing family nurse practitioner. The evolving role of the family nurse practitioner will be explored as will approaches for employment contract/collaborating agreements, practice development, and advancing professional standards. Professional, ethical, and legal accountability are emphasized. Prerequisite: NURS 601, 602, 609, 614. Offered summer annually.
- NURS 612 Clinical Diagnostics 1.00**  
This course builds on previous knowledge of basic microbiology, physiology. The focus of the course is application of diagnostic methods and procedures typically carried out in various practice roles and sites. The content addresses selected common laboratory and imaging tests applicable to NP practice, the rationale for these tests, expected results and common abnormal results. The legal, ethical and financial consequences of testing will be reviewed. Prerequisite: NURS 601/602. Offered summer annually.
- NURS 614 Health Promo: Fam & Comm Pers 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 4.00**  
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 3.00**  
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 625 Health Assessment & Diagnostic Reasoning 2.00**  
This course builds upon the physical assessment skills of the registered nurse. The course is designed to prepare the advanced practice-nurse to conduct and instruct the method of focused and comprehensive health assessments of clients across the lifespan. This course will focus on the patient interview and collection of assessment data including the active and inactive patient health problems. The concept of differential diagnosis introduced to the advanced practice nurse in support of the diagnosis and management of diseases by health care providers. Critical thinking and clinical judgement is emphasized as the means for data analysis obtained from the client history and physical examination. Offered summer and as needed.
- NURS 626 Primary Care I 3.00**  
The focus of this course is on developing skills in gathering clinical data, diagnostic reasoning, and clinical reasoning. Analysis and synthesis of patient data to evaluate and appropriately manage acute and chronic illness across the lifespan is emphasized. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 645, 646, 647; Concurrently with NURS 627. Offered summer annually.
- NURS 627 Primary Care I Seminar/Practicum 3.00**  
This seminar/clinical practicum includes a 64-hour clinical practicum that gives students an opportunity to implement the objectives identified in NURS 626. Students will select clinical settings that provide opportunities for health promotion, disease prevention, and diagnosis and management of acute and chronic health conditions across the lifespan. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 645, 646, 647; Concurrently with NURS 627. Offered summer annually.
- NURS 636 Pediatric Primary Care 3.00**  
This course focuses on primary approaches to the health care needs of pediatric patients from birth to emerging adulthood. Topics will include health promotion, disease prevention and disease management with an emphasis on anticipatory guidance and early detection of health, developmental, and



- behavioral issues. All dimensions of development and the total health of the family are considered. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 626, 627, 645, 646, 647; Concurrently with NURS 637. Offered fall annually.
- NURS 637 Pediatric Primary Care Seminar/Practicum 3.00**  
This seminar/practicum includes 96 hours of clinical practicum that gives students an opportunity to implement the objectives identified in NURS 636. Students will select clinical settings that provide opportunities for age-appropriate health promotion, disease prevention, and diagnosis and management of common acute and chronic health problems in pediatric patients from birth to emerging adulthood. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 626, 627, 645, 646, 647; Concurrently with NURS 636. Offered fall annually.
- NURS 645 Nursing & Public Policy 2.00**  
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 646 Women's Health/Gender Related Care 3.00**  
The focus of this course is holistic women's health and gender related care for patients across the life span. This course includes the care of women, men and LGBTQ individuals incorporating health promotion, wellness maintenance disease prevention, early detection of disease, and prompt treatment of acute and chronic illness. The inter relationship of gender, social class, culture, sexual orientation, economic status, and socio-political power differentials will be covered. Critical thinking, diagnostic reasoning, and evidence-based practice guidelines for acute and chronic disease management are emphasized. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 645; Concurrently with NURS 647. Offered annually.
- NURS 647 Women's Health Seminar/Practicum 3.00**  
This seminar/practicum includes 64 hours of clinical practicum that gives students an opportunity to implement the objectives identified in NURS 646. Students must select a clinical experience in a women's health practice or alternative clinical settings that provide opportunities for health promotion, wellness maintenance, disease prevention, early detection of disease, and prompt treatment of common gender-specific health problems. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 645; Concurrently with NURS 646. Offered annually.
- NURS 656 Primary Care II 3.00**  
This course continues from NURS 626. Its focus is continuing development skills in gathering clinical data, diagnostic reasoning and clinical reasoning. Analysis and synthesis of patient data to evaluate and appropriately manage acute and chronic illness across the lifespan is emphasized. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 626, 627, 636, 637, 645, 646, 647; Concurrently with NURS 657. Offered spring annually.
- NURS 657 Primary Care II Seminar/Practicum 3.00**  
This seminar/clinical practicum includes a 224-hour of clinical practicum that gives students an opportunity to implement the objectives identified in NURS 656. Students will select clinical settings that provide opportunities for health promotion, disease prevention, and diagnosis and management with an emphasis on advanced illness care and the management of chronic
- diseases in adults. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisite: NURS 601, 602, 609, 611, 612, 614, 615, 616, 626, 627, 636, 637, 645, 646, 647; Concurrently with NURS 656. Offered annually.
- NURS 670 Foundations in Nursing Education: Roles and Responsibilities of the Nurse Educator 3.00**  
This course is designed to explore the roles, responsibilities, and competencies of the nurse educator in clinical practice, the community, and academic settings. Students will gain an understanding of the educator's role and responsibilities. Teaching strategies and effectiveness will be explored while considering findings in evidence-based practice. Internal and external factors that can influence education will also be explored. An emphasis is placed on life-long learning for the nurse educator through scholarship and service to the community. Offered annually and as needed.
- NURS 679 Design and Technology Enhanced Learning 3.00**  
Prepares students to design nursing courses utilizing syllabi, topical outlines students learning outcomes. Students will design courses intended to be delivered in various modalities utilizing learning management systems. Emphasis will also be on the use of simulation as a learning modality. Prerequisite: NURS 670. Offered spring and as needed.
- NURS 681 Nurse Educator Practicum I 3.00**  
In this high-impact practice practicum, students will complete 135 hours in a clinical setting with a nurse educator preceptor. Emphasis will be placed on learning outcomes, learning strategies, and measurement of learning. Settings may include academic settings, online settings, simulation labs, inpatient settings in acute care facilities, community health agencies, extended care facilities, family health clinics, rehabilitation institutes, and any other agency where care is given individuals or families. Learners are encouraged to work with both beginning and advanced students. Prerequisite: NURS 670, 675, 676, 677, 679, and Co-requisite: 677. Offered summer, annually and as needed.
- NURS 682 Nurse Educator Practicum II 3.00**  
In this high-impact practice practicum, students will complete 135 hours in a classroom setting with a nurse educator preceptor. Emphasis will be placed on learning outcomes, strategies, and measurement of learning in the classroom. The classroom may be in the academic setting, clinical agency, or community setting. Learners are encouraged to work with both beginning and advanced students. Prerequisite: NURS 670, 675, 676, 677, 679, 681. Offered fall annually and as needed.
- 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.
- 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 406 Opioid Abuse 3.00**  
This course includes an overview of the history of drugs of abuse and the biological bases of behavior including the neurological mechanisms of addiction. General categories of addictive substances are surveyed before embarking upon a more in-depth exploration of opioid compounds. The medicinal properties of a range of both licit and illicit opioids are discussed, as is the related abuse potential. Medications used to treat opioid use disorder are covered, as are the strategies of opioid substitution, opioid antagonism and harm reduction. Offered as needed.
- 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. Offered spring semester annually.

<b>REHB 421</b>	<b>Advocacy and Public Policy in Addictions and Recovery</b> <span style="float: right;"><b>3.00</b></span> This course provides students with a theoretical and applied knowledge of the critical aspects of individual advocacy and systems advocacy in the world of chemical dependency prevention and treatment. The student will become familiar with current addictions legislation on public policy and their intended and unintended impact on individuals and communities. Students will formulate plans to foster positive change and learn methods of effective advocacy to positively change services, policies, laws, and rules. Prerequisite: REHB 406 & 410. Offered annually.	<b>SCED 570</b>	<b>Local Sch Cur Dev</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>REHB 534</b>	<b>Post-Concussive Social and Emotional Wellness and Recovery</b> <span style="float: right;"><b>3.00</b></span> The primary purpose of this course is to provide an examination of various ways concussion can impact social and emotional functioning. The identification of general conditions that are shown to promote post-concussive wellness and recovery will be explored, as well as the identification of an individual's environmental and personal resiliency and protective factors and ways these strengths might be utilized to help the client obtain a pre-injury level of functioning. Prerequisite: Graduate status.	<b>SCED 576</b>	<b>Sci Tech &amp; Soc: Topics</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>SCED 501</b>	<b>Sem in Sci Misconception</b> <span style="float: right;"><b>3.00</b></span> 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.	<b>SPED 418</b>	<b>Excep Reg Class Id &amp; Ser</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>SCED 502</b>	<b>Investigative Tech</b> <span style="float: right;"><b>3.00</b></span> 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.	<b>SPED 441</b>	<b>Tch Stu w/ Disabilities In Sec</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>SCED 503</b>	<b>Special Topics Sci Ed</b> <span style="float: right;"><b>4.00</b></span> 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.	<b>SPED 442</b>	<b>Diff Inst In Inclusive Setting</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>SCED 505</b>	<b>Investigations in the Sciences</b> <span style="float: right;"><b>3.00</b></span> 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.	<b>SPED 443</b>	<b>Prev &amp; Trmt Acad &amp; Learning</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>SCED 538</b>	<b>Science Curriculum</b> <span style="float: right;"><b>3.00</b></span> 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.	<b>SPED 462</b>	<b>Educational Assessment</b> <span style="float: right;"><b>3.00</b></span> 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.
<b>SCED 541</b>	<b>Science Internship</b> <span style="float: right;"><b>4.00</b></span> Gives practical experiences in working with teachers and children as a specialist in science teaching, supervising, and assisting in curriculum work. On demand.	<b>SPED 482</b>	<b>Special Mathematics Instruct</b> <span style="float: right;"><b>3.00</b></span> Provides students with specific data-based strategies to teach mathematics to students with disabilities. Prerequisites: SPED 128, 129, 245, MATH 111.
<b>SCED 555</b>	<b>History of Science</b> <span style="float: right;"><b>3.00</b></span> 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.	<b>SPED 500</b>	<b>Contemp Issues</b> <span style="float: right;"><b>3.00</b></span> Participants engage in problem-centered analyses and investigations, and in determination of responses relative to the contemporary issues confronting special education.
<b>SCED 563</b>	<b>Projects Astronomy</b> <span style="float: right;"><b>1.00</b></span> Emphasizes the selection and preparation of demonstrations and projects in astronomy for teachers of elementary and secondary schools. Summer, on demand.	<b>SPED 501</b>	<b>Found for Lit Inst Excep Read</b> <span style="float: right;"><b>3.00</b></span> 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.
		<b>SPED 502</b>	<b>Curr Des &amp; Mat Tch Excep Read</b> <span style="float: right;"><b>3.00</b></span> 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.
		<b>SPED 503</b>	<b>Ed Assess for Excep Readers</b> <span style="float: right;"><b>3.00</b></span> 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 Tch Emergent & Dev Excep Read 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 506 Tch Excep Adol w/Reading Prob 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 Writ & Vis Exp for Excep Read 3.00**  
This course 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 Prof Sem: Del Evid-Based Instr 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 Interv Specialist St 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 512 Foundations of Behavior Analysis and the CLM 3.00**  
This interdisciplinary course will provide you with the foundational concepts, principles and methods of Behavior Analysis which form the building blocks of the Competent Learner Model (CLM). You will acquire knowledge and competencies needed to provide quality behavior analytic services in a variety of settings and specialized training to utilize the CLM tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations.
- SPED 513 ABA/CLM Instructional Methods, Procedures, and Tools 3.00**  
This interdisciplinary course will provide you with the key evidence based instructional methods for making learning valuable to all learners and ensuring consistent participation during all instructional conditions. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations. Prerequisite: SPED 512.
- SPED 514 Introduction to Gifted Education 3.00**  
This course provides the foundational background necessary for understanding and working effectively with learners who are gifted and talented. It 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; grouping strategies; and gifted curriculum models.
- SPED 519 Statistical Applications and Research Methods for Counselors 3.00**  
This course provides the statistical background necessary for research design and evaluation. Topics covered include 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. This course provides the essential knowledge and skills required to be both critical consumers and producers of research. Students are introduced to all phases of quantitative and qualitative research design, analysis, and evaluation. Ethical standards of practitioner generated research are emphasized throughout. Prerequisite: Graduate Status.
- SPED 521 Autism Spectrum Disorders 3.00**  
This course 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.
- SPED 522 Special Educ Class Admin 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 526 Clin Prac for High Inc Disab 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 Clin Prac for Low Inc Disab 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 2.00**  
Overview of a wide range of assistive technology devices for individuals with mild to severe disabilities. Demonstration of devices, laboratory experience, assessment, and identification of funding resources. Prerequisites: SPED 128, 129, 245, 381, & 462. Offered fall and spring.
- 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 533 Program Curricula Design and Monitoring 3.00**  
Applied Behavior Analysis/Competent Learner Model (ABA/CLM) Program Curriculum Design and Monitoring is the third competency-based course in a five to seven course sequence Leading to the ABA/CLM Advanced

Competency Certificate. This interdisciplinary course will provide you with an in-depth practice using ABA/ Direct Instruction(DI)/Precision Teaching (PT) design principles for developing individualized programming for your learners/clients. In addition, you will identify and analyze the strength of ABA/DI/PT design elements in CLM and other curricular resources and monitor fidelity of instructional delivery related to adherence to adherence to the evidence-based design. This knowledge and practice will serve as basis for making good design decisions when customizing curricula to learner needs and monitoring the effects of individualized programming. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations. Prerequisite: SPED 512, SPED 513.

**SPED 537 Contingencies to Engineer Learning 3.00**

Contingencies to Engineer Learning is the fourth competency-based course in a five to seven course sequence Leading to the ABA/CLM Advanced Competency Certificate. This interdisciplinary course will provide you with the skills and tools to critically analyze elements of learner performance and elements of the learning environment to determine functional relationships and utilize evidence-based contingencies to alter the trajectory and pace of developing and weakening repertoires. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations. Prerequisite: SPED 512, SPED 513, SPED 533.

**SPED 538 Professional and Ethical Standards 3.00**

Professional and Ethical Standards is the fifth competency-based course in a five to seven course sequence Leading to the ABA/CLM Advanced Competency Certificate. This interdisciplinary course will provide you with the Behavior Analytic professional and ethical standards and skills to practice, supervise and coach others and adhere to the CLM Service Delivery and Coaching Standards. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/ Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations.

**SPED 539 Curr Dev & Educ Programming 3.00**

This course 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 544 Meth for Ind w/ 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 Meth for Ind 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 Graduate Student Teaching in Special Education 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 567 Sem Adv App Beh 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 Comm Adj-Fut Plan St w/ Disab 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 576 Teaching Students with Traumatic Brain Injury (TBI) 3.00**

Children and adolescents in the United States affect mild to severe brain injury (TBI) and return to the educational settings every day. This course is intended to improve understanding of brain injury among practitioners who are working with students with TBI in and out of school settings (however, more focused on in school settings) such as educators, school administrators, related service providers, rehabilitation counselors, transition coordinators, parents, and others. Students will survey; 1) current status of educational related services across the country concerning students with brain injuries, 2) basic anatomy and neurophysiology, assessment procedures of TBI, the effects of TBI, rehabilitation/ educational support system for recovery in school and community, and instructional strategies for students with TBI.

**SPED 580 Special Reading Instruct 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 Spec Topics In Special Educ 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 Collab/Coop Tch Lrn Outc 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 632 Policy & Practice In Spec Ed 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 and Severe Disabilities 3.00**  
This course focuses on the design, implementation and evaluation of instructional interventions for persons with autism or severe disabilities.
- SPED 637 Sem in Single Subject Research Design 3.00**  
This course will enable 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 696 Contem Ed Pract & Direct 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.

## DOCTORAL COURSE DESCRIPTIONS

<p><b>NURS 806 DNP Leadership 3.00</b> This course provides an overview of program expectations. Provides the advanced practice nurse leadership skills for empowering and influencing others to bring about change. Explores the role of the DNP APN as an expert clinician, researcher, and health policy advocate and educator. 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. The student will begin to develop research ideas and develop an internship plan. No Prerequisite. Offered summer annually.</p>	<p><b>NURS 807 Information Management in Health Care 3.00</b> Provides students with essential knowledge and skills to utilize information and management systems to support evidence based practice. Utilizes large databases for quality improvement of advanced nursing 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. Offered fall annually.</p>	<p><b>NURS 808 Analytical Methods of Evidence Based Practice 3.00</b> 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. Offered fall annually.</p>	<p><b>NURS 809 Advanced Topics in Population Health 3.00</b> 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. No Pre or Co-requisites. Offered spring annually.</p>	<p><b>NURS 810 Advanced Care of the Individual and Family 3.00</b> Explores the management of complex health conditions across the lifespan with a focus on individuals and their families. Provides an overview of the strategies and tools for assessing and achieving improvement in healthcare safety and outcomes. Topics will vary and be drawn from emerging fields such as genetics, immunology, behavioral health, pharmacology, and preventive medicine. No Prerequisites. Offered spring annually.</p>	<p><b>NURS 830 Clinical Teaching Strategies in Nursing 3.00</b> Evidence-based teaching and learning strategies for adult learning and nursing education in formal and informal learning settings are explored. Emphasis is on structuring teaching strategies to assure effective individual and group learning. Simulation, case studies, structured presentation, and other innovative strategies are reviewed.</p>	<p><b>NURS 840 Advanced Evaluation Strategies in Nursing Education 3.00</b> This course will explore concepts related to assessment, measurement, and evaluation in nursing education. Decision-making, objectivity verses subjectivity, and legal and ethical issues related to evaluation will be explored. The components of reliable, valid evaluations will be highlighted. Students will engage in planning and construction of evaluations.</p>	<p><b>NURS 849 Doctor of Nursing Practice Clinical Internship Elective 12.00</b> Students will enhance their role as an advanced practice nurse. Students who have not completed at least 500 hours of clinical practice at the master's level upon acceptance into the program, will acquire and</p>	<p>apply DNP and advanced practice competencies in a mentored setting of their choice. Students will identify learning plans with prior faculty approval to meet their individual professional practice goals. It is required that 25% of course hours must be involved with working with a clinical expert. NURS 849 will be offered all sessions, and 1 credit = 45 hours of internship.</p>
							<p><b>NURS 850 Doctor of Nursing Practice Clinical Internship I 3.00</b> First of two required internships. Provides students an opportunity to enhance and integrate prior learning. Student acquires and applies DNP and advanced practice competencies with a faculty mentor or in a mentored clinical setting. Student self-identifies learning goals/plan for faculty approval. Students will complete 135 of mentored clinical time. Prerequisite: NURS 806, 807, 808, 809 and specialty electives related to internship focus. Offered summer annually.</p>	
							<p><b>NURS 851 Doctor of Nursing Practice Clinical Internship II 3.00</b> Second of two required internships. Provides students additional opportunity to enhance and integrate prior learning. Student acquires and applies DNP and advanced practice competencies with a faculty member or in a mentored clinical setting. Student will complete 135 hours of mentored clinical time. Student self-identifies learning goals/plan for faculty approval. The student will register for 3 credits in the fall term. Student may register for 1 to 3 additional credits of NURS 851 in the spring semester based on a gap analysis of clinical hours completed. Prerequisite: NURS 806, 807, 808, 809 and specialty electives related to internship focus. Offered fall annually.</p>	
							<p><b>NURS 900 Doctor of Nursing Practice Project (Clinical Dissertation) 3.00</b> Focus of this practice doctoral course is on the development, implementation, evaluation, and dissemination of a project that translates evidence into practice. The project will relate to the advanced practice nursing role. Prerequisite: NURS 806, 807, 808, 809. Special grading: Pass/Fail/In Progress (IP). The student will register for 3 credits in the summer term and 3 credits in the fall term. Student may register for an additional credit of NURS 900 for 3 subsequent consecutive semesters receiving an In Progress (IP) grade until done. Enrollment by permission of instructor only. Offered summer, fall annually.</p>	



- ||||| Retail Parking
- ||||| Admissions Visitor Parking
- ||||| Employee Lots C, D, E, F, G, H, K, L, M, N, O, R, S, T, U, V, X, 5, 7, 9, 10, 12
- ||||| Overnight parking is restricted to Lots 3, 4, 8, 17, P
- ||||| Student Lot Assignments (Lot signs are color coded)
- ||||| Commuter Students Lots 6, 11, 13, 14, 15, 16
- ||||| Residence Lots 3, 4, 8, 17, P



**Yield to pedestrians in crosswalks.**

- Wheelchair accessible buildings
- Handicapped Parking
- Emergency Phones
- Bus Route (Campus loop)\*
- Bus Stop

\*For information on the second bus route (Mall loop) go to clarion.edu/bus

**Clarion University of Pennsylvania**  
 840 Wood Street  
 Clarion, PA 16214-1232  
 Admissions GPS: 909Wood Street, Clarion

Main Street / US 322 west to Memorial Stadium and Venango Campus

Stop at McDonald's

## CLARION CAMPUS FACILITIES

**BALLENTINE HALL**, located on Wood Street.

**BECHT HALL**, located on Wood Street, houses student one-stop services including Student Financial Services, Registrar, Disability Support, Career Services, Advising Center, ROTC, Tutoring and Testing, Veterans Lounge, Residence Life and Housing, Counseling, Health & Wellness Services, Alcohol and Other Drug Programs, New Student Programs, and Vice President for Student Affairs and Staff.

**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 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 Department of Information and Library Science, 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 vice president for finance and administration and staff; Business Office, Human Resources, and Social Equity.

**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 and Modern Languages departments.

**EAGLE COMMONS DINING FACILITY**, located at the corner of Arnold and Wood Streets, seats 530 and offers a variety of food styles. The lower level features meeting rooms which can hold a total of 100 visitors.

**EGBERT HALL** is on the central campus behind Carlson Library.

**FOUNDERS HALL** is situated at the corner of Wood and Ninth and houses classrooms for the Social Sciences Department, studios for the Art program and the provost and academic vice president and staff.

**GEMMELL STUDENT COMPLEX**, located at the north corner of Wilson Avenue and Payne Street, provides offices for Judicial Affairs, student government and student activities personnel. Also housed in this area are the food court, coffee shop, meeting rooms and other recreation areas for students. There is also a multi-purpose room.

**GIVAN HALL**, situated on the hill along with Campus View, Valley View 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 and Gender Studies program. Offices for the Dean of Health Sciences and Human Services are on the second floor.

**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**, off Wilson Avenue behind Givan Hall. 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, Theatre and Communication. Offices for the Dean of Arts and Sciences are on the second floor.

**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.

**RALSTON HALL** is situated on the hill above Gemmell Student Complex and houses the on-ground bachelors degree pre-license nursing program and Intercollegiate Athletics.

**REINHARD VILLAGES** located at 159 University Boulevard off Greenville Avenue and offers apartment style living with private bedrooms with two or four students per unit.

**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 School of Education.

**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.

**STUDENT 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. It also houses the group fitness and intramural programs.

**SUITES ON MAIN NORTH (SOMN)** on Main Street next to Still Hall and offers private or shared bedroom for two students; houses movie theater and meeting room.

**SUITES ON MAIN SOUTH (SOMS)** on Main Street next to Carrier and offers private or shared bedroom for two students; houses Starbucks, The Den, the University Store and meeting rooms.

**TIPPIN GYMNASIUM-NATATORIUM** stands at the north center of Payne Street and Greenville Avenue.

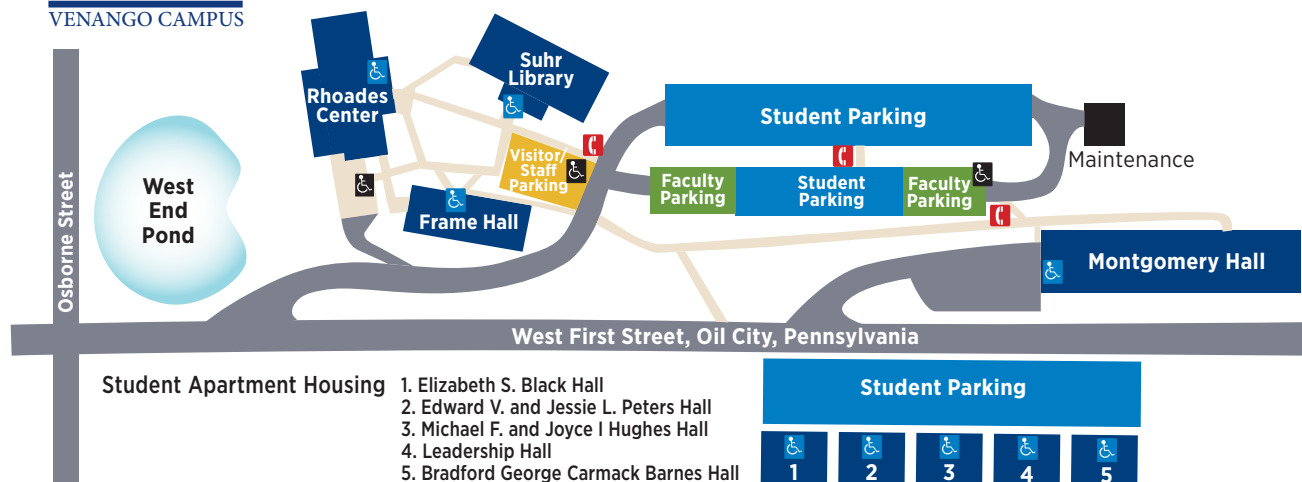
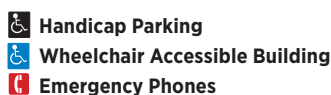
**UNIVERSITY ART GALLERY** is located on the Greenville Avenue side of the Carlson Library. The permanent collection covers all media, with special emphasis in photography, prints, artist's books and ceramics. Exhibitions are scheduled throughout the year.

**VALLEY VIEW SUITES** is located on Wood Street and offers living room areas in each unit (two to four students per unit).





1801 West First Street  
Oil City, PA 16301-3297



## VENANGO CAMPUS FACILITIES

**RICHARD C. FRAME HALL**, the original building, contains the administrative office, Admissions and Financial Aid, Continuing Education, Allied Health Offices, 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, and the Barbara Morgan Harvey Center for the Study of Oil Heritage.

**MONTGOMERY HALL** is a modern classroom and office building which houses the Department of Nursing, the simulation labs, the computer laboratory, the Academic Resource 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.



**CLARION  
UNIVERSITY**

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