



**CLARION  
UNIVERSITY**

# **UNDERGRADUATE CATALOG 2020-2021**



## Navigating the Catalog

### **Organization**

Clarion University is comprised of three colleges and one school (Arts and Sciences, Business Administration and Information Sciences, Health Sciences and Human Services and the School of Education). Each of these units consists of smaller subunits called departments or programs. The academic year is divided into two terms: (Fall, Spring), five summer sessions and one winter intersession.

### **Where to find it**

The catalog is composed of two main sections. The first contains information about the academic calendar, admissions, registration, tuition and fees, financial aid, student services, and student activities.

The second section describes the university's academic programs. The curriculum section begins with a description of the General Education program, which every student receiving an undergraduate degree from Clarion completes. Next, each of the three colleges of Clarion University is described. Each unit's description is composed of a brief overview of the division followed by more in-depth descriptions of the departments and programs making up that division. Programs are presented in alphabetical order. Course descriptions for all academic programs are available on the web at [www.clarion.edu/coursedescriptions](http://www.clarion.edu/coursedescriptions).

### **Still can't find it?**

In addition to the Table of Contents, an index is included at the back of the catalog. If you are having trouble finding information about an academic program, consult the Index.

### **Definitions**

The academic terms defined below are used throughout this catalog.

**Academic credit.** A measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (Carnegie Unit of Credit). At Clarion University, a three-credit lecture class is generally required to meet for 2,250 minutes, including the final examination period.

**Course.** A subject, or an instructional subdivision of a subject, offered through a single term. Each course offered by the university is assigned a course level. Courses numbered 000-099 cannot be applied toward graduation; courses numbered 100-299 are lower division, and courses numbered 300-499 are upper division.

**Curriculum.** An organized program of study arranged to provide integrated cultural or professional education.

**Discipline.** A branch of learning or field of study, e.g., mathematics, history, psychology.

**Electives.** Courses that students may choose to take, as contrasted with required courses.

**Grade-Point Average (GPA).** GPA is a grade-point average. It can range from 0.00 (all Fs) to 4.00 (all As).

**Interdisciplinary or Multidisciplinary.** A course of study from two or more academic disciplines.

**Major.** A primary undergraduate or graduate field of specialized study.

**Minor.** A secondary undergraduate field of specialized study.

**Prerequisite.** A course or other educational requirement that must be completed prior to another course or before proceeding to more advanced study.

**Semester.** One-half the academic year, excluding summer sessions and intersessions. At Clarion, an academic year is comprised of a Fall and Spring semester.

**Seminar.** A small group of students studying a subject with direction from a faculty member. Although practices vary, students may do original research and exchange results through informal lectures, reports, and discussions.

**Sequence.** Two or three closely related courses that typically must be taken in a specified order.

## **STUDENT RESPONSIBILITY FOR ACADEMIC REQUIREMENTS**

Provisions in the Clarion *Undergraduate 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 people affected. Students are held responsible for reading and understanding the academic, administrative, and disciplinary policies or regulations and for understanding general education requirements. 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. In most instances, 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.

**For the most recent catalog, please go to our website at [www.clarion.edu/catalog](http://www.clarion.edu/catalog)**

Clarion University of Pennsylvania is authorized under federal law to enroll non-immigrant alien students.

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## 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 Middle Level Educators (AMLE)
  - Middle Level Programs
- 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)
  - A.S., B.S. Respiratory Care
- Commission on Collegiate Nursing Education (CCNE)
  - Doctor of Nursing Practice
- Council for Accreditation of Education Preparation (CAEP)
  - School of Education
- 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 Literary Association (ILA)
  - 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 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/College of Education, Health, and Human Services  
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, Clarion University of Pennsylvania, 206 Becht Hall, [sfenske@clarion.edu](mailto:sfenske@clarion.edu) or phone 814-393-2351, or the 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.

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### **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.

### **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, Clarion University of Pennsylvania, 206 Becht Hall, [sfenske@clarion.edu](mailto:sfenske@clarion.edu) or phone 814-393-2351, or the 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. Susanne Fenske, Ph.D., Vice President for Student Affairs at Clarion University, 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 Dr. Fenske's attention at [sfenske@clarion.edu](mailto:sfenske@clarion.edu) or by phone 814-393-2351. 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, 206 Becht Hall, [sfenske@clarion.edu](mailto:sfenske@clarion.edu) or phone 814-393-2351.

### Correspondence

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

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

### Clarion Campus

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

Today, Clarion University is a multi-purpose institution with an enrollment of more than 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 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 high-end 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 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 Clarion Online 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 undergraduate programs is available on the Web at [www.clarion.edu/online](http://www.clarion.edu/online).

**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 .....	Wednesday, January 6
Semester grades due from faculty – 12 p.m.....	Friday, January 8

**Spring Semester 2021**

Classes begin - 8 a.m. ....	Monday, January 11
Martin Luther King, Jr. Birthday observed (no classes) .....	Monday January 18
Winter holiday begins - 10 p.m.....	Friday, February 26
Winter holiday ends - 8 a.m. ....	Monday, March 8
Classes end - 10 p.m. ....	Monday, April 26
Final examination period begins - 8.am.....	Tuesday, April 27
Final examination period ends - 10 p.m. ....	Friday, April 30
Semester ends - 10 p.m. ....	Friday, April 30
Spring Commencement.....	Saturday, May 1
Semester grades due from faculty - 12 p.m. ....	Wednesday, May 5
7 Week 1: .....	January 11 – March 8 (finals on March 9)
7 Week 2: .....	March 12 – April 29 (finals on April 30)

**Summer Sessions – 2021**

Session 1: .....	May 3 – May 20
Session 2: .....	June 1 – July 2
Session 3: .....	July 5 – August 5
Seven Week 1:.....	May 3 – June 18
Seven Week 2:.....	June 21 – August 6



## STUDENT AFFAIRS

### **Susanne Fenske, Ph.D., Vice President for Student Affairs**

206 Becht Hall  
 Telephone: 814-393-2351  
 Email address: [sfenske@clarion.edu](mailto:sfenske@clarion.edu)  
 Website: [www.clarion.edu/student-life/student-affairs](http://www.clarion.edu/student-life/student-affairs)

### **Shawn Hoke, Ph.D., Assistant Vice President for Student Affairs**

210 Becht Hall  
 Telephone: 814-393-2714  
 Email address: [shoke@clarion.edu](mailto:shoke@clarion.edu)  
 Website: [www.clarion.edu/student-life/student-affairs](http://www.clarion.edu/student-life/student-affairs)

Student Affairs advances and complements the educational mission of the university through the collaborative efforts of the departments or areas of New Student Programs, Student Engagement and Development, Residence Life and Housing, Auxiliary Operations, Intercollegiate Athletics, and the Center for Wellness.

The Division of Student Affairs works collaboratively with our community to support student personal, intellectual and professional development by creating and fostering an integrated learning environment through quality services, programs and facilities.

Student Affairs continues its affiliation with the Clarion Students' Association in support of student organizations and activities.

### ***New Student Programs***

#### **Jessica Wolbert, Coordinator**

210 Becht Hall  
 Telephone: 814-393-1740  
 Email Address: [jwolbert@clarion.edu](mailto:jwolbert@clarion.edu)  
 Website: <http://www.clarion.edu/newstudentprograms>

The New Student Programs office works with a wide variety of campus constituent groups to support new students during their transition into Clarion University and helps coordinate services to allow them to begin to develop the skills, attitudes, and dispositions to become informed self-advocates who accept personal responsibility for their education.

The office has primary responsibility for the CU Start program; summer New Student Orientation Program; Welcome Week; the Peer Adjustment Leader Program (PALS); Parent & Family Services, including Family Day; and assists with other campus retention initiatives.

**Clarion Students' Association (CSA)****Sandra Machokas, Executive Director**

278 James Gemmell Student Complex

Telephone: 814-393-2423

Email Address: smachokas@clarion.edu

Website: www.clarion.edu/csa

The Clarion Students' Association (CSA) is a 501(c) 3 charitable organization, whose board of directors consists of students (8), faculty (2) and alumni (2) representatives. Per Act 188 of 1982, CSA sets the student activity fee and supervises its collection and distribution, in cooperation with the president of Clarion University. CSA also oversees the Clarion University Store management contract with Follett Corporation and uses any profits and/or income derived from the operation of the store for the purpose of supporting the athletic, cultural, recreational, social and integrated learning activities of the University. CSA provides funding to the Clarion Area Transit Authority, which allows students free local bus transportation and provides movie programming and management services for the University Theatre – Suites on Main North.

**Clarion University Store****Laura Loeb, Manager**

Suites on Main South

Telephone: 814-393-2696

Email: lloeb@clarion.edu

Website: 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.

**STUDENT ENGAGEMENT AND DEVELOPMENT****Matthew G. Shaffer, Director**

271 James Gemmell Student Complex

Telephone: 814-393-1982

Email address: mshaffer@clarion.edu

Website: www.clarion.edu/sead

Student Engagement and Development helps students become acclimated to campus by engaging them in activities that support and promote campus and community involvement, active and responsible citizenship, ethical leadership, respect for our diverse society, and loyalty to alma mater.

Working collaboratively with the Clarion Students' Association (CSA) on issues related to the student activity fee and recognized university organizations (RUOs), Student Engagement and Development provides organizational advising services to the Advisory Board for Leadership and Engagement (ABLE), the Interfraternity and Panhellenic Councils, Student Senate, and the University Activities Board (UAB); operational advice and guidance to recognized student

organizations (RSOs) and their advisors; engages students in leadership development opportunities; promotes community service opportunities and tracks the service hours of the student body; and works to ensure that fun and entertaining programs and events occur for students.

**Student Conduct and Community Development****Sarah Zerfoss, Assistant Director**

265 James Gemmell Student Complex

Telephone: 814-393-1918

Email address: szerfoss@clarion.edu

Website: www.clarion.edu/conduct

The Office of Student Conduct and Community Development 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.

The office works with ABLE and assists with coordination of the Low Ropes Challenge Course, Mary Walter Leadership Series, and All in Campus Challenge.

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.

**Fraternity and Sorority Affairs****Jessica Wolbert, Acting Assistant Director**

210 Becht Hall

Telephone: 814-393-1740

Website: www.clarion.edu/greeklife

The mission of the Fraternity and Sorority Affairs program is to provide support, programs and services for students affiliated with general fraternities and sororities, which help them to achieve their academic goals and aid in their personal growth and development. The efforts of the staff emphasize scholarship, service, leadership, involvement, diversity, community building, self-governance and lifelong membership, and challenge each undergraduate member to incorporate the ideals expressed in the ritual of his or her fraternity or sorority into their daily lives.

**Service and Engagement**

**Kelly Ryan, Assistant Director**  
 265 James Gemmell Student Complex  
 Telephone: 814-393-1688  
 Email address: kryan@clarion.edu  
 Website: www.clarion.edu/leadserve

Service and Engagement provides opportunities for community service on and off campus. The staff works with the Federal Community Work Study program and Civic Engagement Scholar program.

**UNIVERSITY ACTIVITIES BOARD (UAB)**

**Brian Hoover, Assistant Director**  
 277 James Gemmell Student Complex  
 Telephone: 814-393-2356  
 Email address: bhoover@clarion.edu  
 Website: www.clarion.edu/uab

The University Activities Board (UAB) provides a wide range of programs and involvement opportunities for Clarion University students. UAB plans approximately 150 programs each year and organizes a majority of the Every Friday and Saturday Night (EFSN) weekend programs. Major concerts and events, lecture experiences and numerous other programs are organized by a variety of UAB committees such as Arts, CampusFest, Collaboration/Community Service, Gemmell Activities, Lecture, Multicultural, Recreation, Special Events and Weekend Programming.

**James Gemmell Student Complex**

The James Gemmell Student Complex is the student center. It serves as a meeting and gathering place for our students, as well as the central location for campus organizations to hold events. The building is home to the Gemmell Food Court (featuring Mondo Subs, Pizzeli's Pizza, Big Smash Burgers, The Natural Chicken Sandwiches, Sono Latin, Sushi Do, Budget Bites, Outtakes, and Gemmell Grinds Coffee Shop and Bakery), meeting rooms, the multi-purpose room, student lounges, campus food pantry, lactation room, mail room, and three racquetball courts.

Administrative offices located in the student center include Student Engagement and Development, Student Conduct and Community Development, LGBTQ+, Clarion Students' Association (CSA), Conference and Event Services and the Pennsylvania State Employees Credit Union (PSECU) e-Center. Seven student organizations also have offices in the student center, including: Allies, the Black Student Union, the Advisory Board for Leadership & Engagement (ABLE), the Interfraternity and Panhellenic councils, Interhall Council, Student Senate and the University Activities Board (UAB). An information desk is located on the second floor of the student center and serves as a central location to sign up for RSO trips and events and purchase tickets for university activities, such as the CampusFest concert.

**RESIDENCE LIFE SERVICES**

**Jennifer Graham, Director of Residence Life Services,**  
 218 Becht Hall  
 Telephone: 814-393-2352  
 Email address: reslife@clarion.edu  
 Website: www.clarion.edu/placestolive

**Residence Life and Housing**

Clarion University houses approximately 1,700 students in suite style housing or in apartments at Reinhard Villages. First-time-in-college-students and transfer students with less than 24 earned credits whose permanent address is greater than 30 miles from campus are required to live in University housing for their first four semesters. Please visit [www.clarion.edu/placestolive](http://www.clarion.edu/placestolive) for additional information.

**Auxiliary Operations**

**Jessica Zacherl, Assistant Director**  
 218 Becht Hall  
 Telephone: 814-393-2352  
 Email address: jzacherl@clarion.edu  
 Website: www.clarion.edu/events

Under Residence Life Services, Auxiliary Operations supports the daily functions of the departments within the Division of Student Affairs. This area coordinates the maintenance, housekeeping and renovation of the auxiliary buildings including suites and Eagle Commons dining facility. This area also oversees the contract for all dining services on campus and includes the Office of Conference and Event Services.

**Conference and Event Services**

247 James Gemmell Student Complex  
 Telephone: 814-393-2705  
 Email address: spacerequest@clarion.edu  
 Website: www.clarion.edu/events

The Office of Conference and Event Services schedules campus event space for non-academic events. The office assists recognized student organizations and administrative offices with the planning and coordination of their events and also contracts with external groups for camps and conferences. The space request process is handled online through the website.

**INTERCOLLEGIATE ATHLETICS**

**Wendy Snodgrass, D.Ed.,**  
**Director of Intercollegiate Athletics**  
 101 Tippin  
 Telephone: 814-393-1997  
 Email address: wsnodgrass@clarion.edu  
 Website: www.clariongoldeneagles.com

Intercollegiate athletic competition plays an important role in the lives of Clarion students. Clarion University is affiliated with the National Collegiate Athletic Association (Division II), Pennsylvania State Athletic Conference and the Mid-American Conference. The present athletics program includes 6 men's

and 10 women's varsity programs. The men's programs are baseball, basketball, football, golf, swimming and diving, and Division I wrestling. The women's programs are basketball, cross-country, golf, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball.

Facilities for intercollegiate athletics include Memorial Stadium and the newly renovated Tippin Gymnasium and Natatorium. Memorial Stadium seats approximately 6,500 spectators. The field is surrounded by an all-weather track and serves as the home-playing surface for Golden Eagle football and soccer. The facility also includes a baseball field, softball field, additional grass practice fields, and parking areas. Tippin Gymnasium and Natatorium is the home of Golden Eagle men's and women's basketball, women's volleyball, men's and women's swimming and diving, and men's wrestling. Featuring a complete overhaul of the basketball courts and gymnasium seating, a new auxiliary gymnasium, new combination swimming/diving pool, expanded areas for wrestling, new weight room, and new locker rooms, Tippin Gymnasium and Natatorium will serve as a hub for student health and wellness.

### **Sports Information**

#### **Sean Fagan, Sports Information Director**

138 Tippin

Telephone: 814-393-2651

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

Website: [www.clariongoldeneagles.com](http://www.clariongoldeneagles.com)

All official news releases and media relations relating to athletics are coordinated and issued through the Office of Sports Information. This office works closely with the athletic director and coaches and is responsible for the coordination of statistical reports required by the NCAA (National Collegiate Athletic Association), PSAC (Pennsylvania State Athletic Conference) and MAC (Mid-America Conference). The university's athletics website is also maintained by this department.

### **CENTER FOR WELLNESS**

#### **Jim McGee, Director**

256 Becht Hall

Telephone: 814-393-1949

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

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

The Clarion University Center for Wellness promotes the holistic well-being of our students and enhances their university experience by providing health and counseling services, preventative education, and recreational and co-curricular programs.

### **Campus Recreation**

Ewing Moussa, Coordinator of Campus Recreation

106 Student Recreation Center

Telephone: 814-393-1663

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

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

The student fee-funded Student Recreation Center facility houses three multi-purpose courts that may be used for basketball, volleyball, tennis, soccer, badminton, and other sports. It also contains a four-lane running/walking track, a 32-foot-by-25-foot climbing wall with seven belay stations, a stretching area, cardiovascular area and a 4,700-square foot weight room. Cardio equipment includes elliptical cross trainers with personal viewing screens, steppers, climbmills, treadmills, Espresso fitness bikes with personal viewing screens, stationary bicycles and rowing machines. A variety of daily group fitness and aerobic classes are offered free to students. A small fee is charged to the campus community for these activities.

The weight room has over 150 machines and combines free weights, plate-loaded stations and variable-resistance, weight-training machines. In order to accommodate student needs, the SRC has indoor equipment such as basketballs, volleyballs, footballs, dodge balls, soccer balls, playground balls, tennis racquets and balls, badminton equipment, ping pong equipment, frisbees, hockey equipment, boxing gloves, jump ropes and weight belts available for check out.

The center also contains men's and women's locker/shower rooms, a multi-use room, a meeting room, and office space for the Director of Campus Recreation and the Coordinator of Recreational Services. A majority of intramurals, fitness and club sports programs are held in the Student Recreation Center and have priority over student groups for court usage.

There are over 100 hours of open recreation time per week. All students enrolled at the Clarion Campus that have paid a recreation center fee are admitted free to the facility and have use of all equipment by simply presenting a valid Clarion University ID card. This facility is student run and operated. Students do not need to pay an extra fee to use the climbing wall. Memberships are available to non-students and online students. There is a SRC charge for online and Venango students.

National Fitness Campaign Partner and first school in PA with an outdoor fitness court. The course is next to the Student Recreation Center and is open all year. The court provides users with a full body comprehensive workout. Download the interactive phone app to learn workouts and join fitness groups.

For hours of operation, visit [www.clarion.edu/rechours](http://www.clarion.edu/rechours).

### **INTRAMURAL AND CLUB SPORTS**

#### **Hayden Thorpe, Coordinator of Recreation Services**

104 Student Recreation Center

Telephone: 814-393-1668

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

Intramural and recreational programs are provided for students through the student fee. Programs are planned and supervised by the Office of Recreational Services. Intramural competition is available for more than 40 different intramural competitions throughout the year, including flag football, volleyball, basketball, tennis, softball, dodgeball, badminton, ultimate frisbee, chess, 5k race, floor hockey, golf, video game tournaments, racquetball and others. The program is housed in the Student Recreation Center and many of the intramural events are held in the facility. The program also offers group fitness workouts that include aerobics and yoga sessions open to all students.

Club sports are administered by the Office of Recreational Services located in the Student Recreation Center. The designation of club sport is given to recognized student organizations (RSOs) choosing to participate in athletic competition with outside organizations in a non-varsity status. To obtain club-sport status, an organization must meet stipulations set forth by the Intramural, Recreation, and Club Sport (IRCS) Committee. Club sports operate on a year-to-year basis contingent upon student interest. Examples of club-sport programs at Clarion are men's and women's rugby, equestrian, and ice hockey

### **Counseling Services**

#### **Jennifer Barch, Clinical Supervisor**

256 Becht Hall  
Telephone: 814-393-2255  
Email address: [jbarch@clarion.edu](mailto:jbarch@clarion.edu)  
Website: [www.clarion.edu/wellness](http://www.clarion.edu/wellness)

Counseling Services offers professional and confidential counseling for developmental, educational and future goals. Counseling creates an opportunity for a student to address personal, social and/or emotional concerns, and to enhance a successful university experience. Counseling Services strives to facilitate the development of students by providing short-term individual, relationship and group counseling. Counseling Services is available to all enrolled students at no charge.

Counseling Services is located in 256 Becht Hall in the Center for Wellness. Appointments can be made by using the walk-in hours Monday through Thursday from 9:00 am to 11:00 and from 1:00 pm to 3:00pm.

Counseling Services has limited hours on the Venango Campus, located in Suhr Library. Venango Campus appointments can be made by calling 814-393-2255.

### **Wellness Assistance**

Thomas Crissman, Senior Support Assistant  
256 Becht Hall  
Telephone: 814-393-2031  
Email address: [tcrissman@clarion.edu](mailto:tcrissman@clarion.edu)  
Website: [www.clarion.edu/wellness](http://www.clarion.edu/wellness)

The Student Support Assistant (SSA) aids students in easing stressors that interfere with wellness and performance in their personal and academic lives. This is accomplished through coordinating and planning appropriate supports with students between campus and community resources.

The SSA follows-up on student concerns addressed by faculty, staff, students and university-affiliated individuals to determine the student's well-being. The Student Support Assistant also assists with crisis situations when required.

Consultations are offered on a walk-in basis Monday through Thursday from 9:00 am – 11:00 am and 1:00 pm – 3:00 pm. CUtalk is offered on a walk-in basis at several different locations on campus (the schedule may be found online). Walk-ins are first come first serve, so a student may have to wait for an appointment at times. If a student would like to talk about supports, are looking for on or off campus

resources, would like to talk to a professional for guidance, or are in crisis, they are encouraged to walk-in.

### **Health Promotions**

#### **Stephan Brooks, Coordinator of Health Promotions/ Drug and Alcohol Program**

256 Becht Hall  
Telephone: 814-393-2033  
Email address: [sbrooks@clarion.edu](mailto:sbrooks@clarion.edu)  
Website: [www.clarion.edu/wellness](http://www.clarion.edu/wellness)

Health Promotions delivers health and wellness information to students across the campus. Through presentations and wellness programs, students have the opportunity to learn about the importance of making healthy choices.

The Office of Health Promotions supports Healthy Campus 2020 which serves as a foundation for developing and implementing programs related to wellness topics. This office provides opportunities for students seeking professional development activities through the Student Wellness Ambassador Team (SWAT). SWAT affords students the opportunity to become certified in peer-education and improve the health of their peers via physical activity, nutrition, and lifestyle modification education. Students interested in improving their overall health and wellness are able to participate in the Health Improvement Program (HIP). HIP participants are paired with a SWAT member and work collaboratively to address their health and wellness goals.

Alcohol/drug awareness and sexual assault awareness are high priorities in the office of health promotions. This office collaborates with Judicial Affairs and oversees the mandated alcohol/drug workshops for the students who violate the university policy.

### **Health Services**

256 Becht Hall  
Telephone: 814-393-2121  
Website: [www.clarion.edu/wellness](http://www.clarion.edu/wellness)

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.

Venango campus students have easy access to UPMC Northwest Hospital for emergencies. Venango students do not pay a health center fee as part of their university tuition and fees but can utilize the Clarion campus Health Services for a \$25 fee.

### **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.

## **OTHER STUDENT-RELATED SERVICES**

### **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) 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.

### **Music Program**

**Casey C. Teske, D.M.A., Chair, Department of Visual and Performing Arts**

223 Marwick-Boyd Fine Arts Building

Telephone: 814-393-2287

Email address: cteske@clarion.edu

Music ensembles are available to all members of the Clarion University community. Each ensemble (class) is for 1 academic credit and counts on each student's major check sheet as a graduation requirement under the Personal Performance category. The following ensembles are offered on a regular basis.

- **Chamber Singers** is a group of approximately 30 members who perform significant works from the choral chamber repertoire. Membership is by audition.
- **Concert Choir** offers all members of the university community who enjoy and appreciate choral music the opportunity to sing large choral ensemble repertoire from the Renaissance to the 20<sup>th</sup> century. Audition not required.
- Rich in tradition, the **Clarion University Golden Eagle Marching Band** is a high-energy group comprised of over 150 members that perform diverse styles of music and challenging contemporary drill. With participation across campus from over 130 majors, it is the largest student organization on campus and serves as a musical outlet for any interested student. The repertoire ranges from classics and contemporary to traditional fight songs. The band appears at all home football games, leads the Autumn Leaf Festival Parade, has been featured at numerous professional football games and high school band competitions, and is an annual participant in the Collegiate Marching Band Festival in Allentown. **Each band member receives an automatic \$300 scholarship when registered for the course.** Audition for majorette and guard only.
- **Symphonic Band** utilizes the full resources of the large wind/percussion ensemble to perform outstanding works from the concert band repertory. Members of the eighty-piece ensemble represent all majors across campus. The Symphonic Band presents one concert at the end of the semester with an annual Professional Artist in Residence. No audition required.
- **Symphony Orchestra** is the premiere performing group consisting of the Clarion University community, including students, faculty, and residents of the

surrounding area. The group is dedicated to the quality performance of standard orchestral repertoire and to the professional and artistic growth of its members. Symphony Orchestra works collaboratively with other departments and presents one concert per semester on campus. Each concert is shared with a professional Artist in Residence quartet. Audition required for wind players.

The following ensembles are available based upon student interest:

- **Brass Ensemble** offers members the opportunity to study and perform chamber music for brass instruments. Repertoire is varied, with a concentration on early music and music of the 20<sup>th</sup> century. Membership is by audition.
- **Jazz Band** performs representative works for jazz band, with an emphasis on recent trends in composition and arranging. Membership is by audition.
- **Percussion Ensemble** offers members the opportunity to study and perform chamber music for percussion instruments, including contemporary works, transcriptions of early music, and music of various cultures. Membership is by audition.
- **String Ensemble** provides members the opportunity to perform chamber works for strings. Membership is by audition.
- **Wind Ensemble** provides wind and percussion players the opportunity to perform significant wind literature from the Renaissance to the 20<sup>th</sup> century. Membership is by audition.
- **Woodwind Ensemble** offers members the opportunity to perform chamber literature for woodwind instruments. Membership is by audition.

### ***Dramatic Organizations***

#### **Casey C. Teske, D.M.A., Chair, Department of Visual and Performing Arts**

223 Marwick-Boyd Fine Arts Building  
Telephone: 814-393-2287  
Website: [www.clarion.edu/theatre](http://www.clarion.edu/theatre)

**CLARION THEATRICAL ALLIANCE**, is an organization that provides service to the Clarion Theatre Department. Some of the services that CTA provides include: providing food for the technical rehearsal before the production, work in the scene shop and costume shop for the current production, help with the striking of the production after the closing of the production, and help with new student integration and helping freshman theatre majors adjust to the theatre degree program.

**UNIVERSITY THEATRE**, the campus dramatic organization, is open to all students interested in gaining experience in performance and technical aspects of theatre. Students are welcome to participate in the four major productions and two student-directed plays.

### ***Debate***

#### **James Lyle**

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

**SPEECH AND DEBATE TEAM** is open to any student interested in competitive speaking events. Members compete in persuasive, informative, humorous, extemporaneous, and impromptu speaking as well as oral interpretation. Debaters argue various topics and compete in parliamentary and policy debate. Members of the Speech and Debate Team can compete in on-campus events, public debates, and travel to regional and national tournaments hosted by other colleges and universities.

### ***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).

Venango campus students can apply for a parking permit, pay parking fines and handle any other parking issues in the Frame Hall Administrative Office.



# UNIVERSITY ADVANCEMENT

## DIVISION OF UNIVERSITY ADVANCEMENT

### James Geiger, Vice President for University Advancement

227 Seifert-Mooney Center

Telephone: 814-393-2652

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

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

The Division of University Advancement is comprised of the offices of marketing and communication, development/fundraising, alumni engagement and printing services. Responsibilities include advancing the general interests of Clarion University while building a base of support that enriches and sustains the university.

The focus of the division lies in telling the story of our vibrant academic institution in its unique western Pennsylvania setting along with promoting strong collaborative relationships among internal and external constituencies. Audiences served include prospective and current students, parents, more than 50,000 alumni, faculty, staff, community partners, friends of the university and the region at large.

The division is also responsible for all fundraising and alumni engagement programs. These include campaigns for support including annual, capital and planned gifts; crowdfunding and other special appeals. Sources of private support include gifts and grants from alumni, employees, retirees, parents, students, friends, businesses, corporations and foundations. The division also holds responsibility for engagement with alumni of the university.

In accomplishing its mission, the division seeks the involvement of university-affiliated organizations including the Clarion University Foundation, Inc., and Clarion University Alumni Association.

## MARKETING AND COMMUNICATION

### Adam Reynolds

212 Seifert-Mooney Center

Telephone: 814-393-2817

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

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

The Office of Marketing and Communication promotes Clarion University through integrated marketing initiatives, which include advertising and public relations. Efforts are part of a branding strategy that shapes the image of the university as it reaches various constituents.

The office works with university leaders in establishing and promoting the official position of the university to media outlets and its various audiences, including current and prospective students, faculty and staff, alumni and friends and the community and government. The office also oversees the development of marketing and advertising campaigns created by outside agencies.

Positioning is also supported by the marketing and communication office through web design and development in accordance with established standards and guidelines.

In serving as the university's news bureau, the office releases information through various outlets including: print, radio and television; the university's website; Clarion University Magazine; and a variety of social media venues. The department also assists in emergency communications and special projects.

### ***Printing and Graphics Express Service (PAGES)***

Central Services Building  
Telephone: 814-393-2679  
Email address: [pages@clarion.edu](mailto:pages@clarion.edu)  
Website: [www.clarion.edu/PAGES](http://www.clarion.edu/PAGES)

PAGES is responsible for the development and printing of official university publications and other print materials. The department operates a copy center and provides design and digital services. PAGES works closely with marketing and communication on the incorporation of the university brand into print projects. PAGES also offers specialized mailing services and other promotional items, including portfolios, shirts, etc.

### **CLARION UNIVERSITY ALUMNI ASSOCIATION, INC.**

#### **Ann Thompson, Director of Alumni Engagement**

103 Seifert-Mooney Center for Advancement  
Telephone: 814-393-2572  
Email address: [athompson@cuf-inc.org](mailto:athompson@cuf-inc.org)  
Website: [www.clarion.edu/alumni](http://www.clarion.edu/alumni)

An integral part of the university, the Clarion University Alumni Association is led by its board of directors (the voice of more than 50,000 living alumni) and the director of alumni engagement, and supported by student Eagle Ambassadors. The association is actively involved in the efforts of the university in serving alumni, friends, parents and the university community at large. The office is involved in attracting students, establishing a base of financial support, fostering lifelong affiliations with alumni (beginning with current students) and continuing in outreach programming to all alumni.

### **CLARION UNIVERSITY FOUNDATION, INC.**

#### **Max Smith, Executive Director**

220 Seifert-Mooney Center for Advancement  
Telephone: 814-393-1687  
Email address: [msmith@cuf-inc.org](mailto:msmith@cuf-inc.org)  
Website: [www.clarion.edu/foundation](http://www.clarion.edu/foundation)

The Clarion University Foundation, Inc., a Pennsylvania not-for-profit corporation founded in 1969, is a tax-exempt charity by section 501(c)(3) of the Internal Revenue Code, and has been designated by the council of trustees to receive and manage private gifts on behalf of Clarion University.

The foundation board of directors, through its executive director, oversees the management and operation of the organization including distribution of resources, management of assets, student housing operations, special projects and personnel.

# Enrollment Information



## ADMISSIONS

### David Dollins, Associate Vice-President of Enrollment Management

314 Becht Hall

Telephone: 814-393-2306; 800-672-7171 (extension 1)

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

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

### ADMISSION OF FRESHMEN

Clarion University reviews students for admission using the following six criteria:

- Strength of curriculum
- Grade-point average
- High school class rank
- High school profile
- SAT or ACT test score
- Recommendations and essay

Applicants to the university are evaluated on these six areas. Applicants must be graduates of an approved secondary school or hold a General Education Development (GED) high school equivalency diploma issued by the Pennsylvania (or associated state) Department of Education. Home-schooled applicants must be a graduate of a Department of Education-approved home-school association program.

### Steps to Apply for Freshman Admission

Applicants for admission should read and observe carefully the following procedure:

1. Access the application for admission on the Web at [www.clarion.edu/admissions](http://www.clarion.edu/admissions).
2. Complete the online application and submit electronically or print and complete a paper application. The online application fee is \$35 and paper application fee is \$40. Have high school transcripts sent by the guidance counselor or other school official.

3. A deposit of \$100 is required when the accepted applicant makes the decision to attend Clarion. This fee is not refundable but is credited toward the student's first semester bill.
4. Clarion University applicants may ask for a decision as early as July 1 following their junior year in high school. This would require the applicant to have taken the Scholastic Assessment Test (SAT) or the American College Test (ACT) in the junior year.
5. Applicants for the Bachelor of Science degree or Associate of Science degree in Nursing—please check the website for specialized admission deadlines and requirements.

### TRANSFERRING TO CLARION

Clarion University welcomes applications from students who wish to transfer to Clarion from another college or university. Transfer information can be found at [www.clarion.edu/transfer](http://www.clarion.edu/transfer) and transfer course equivalencies for many colleges nationwide can be found at [www.pacollegetransfer.com](http://www.pacollegetransfer.com).

### Transfer Policy

Clarion University will accept transfer courses (except remedial/developmental) from regionally accredited two- and four-year institutions (e.g., Middle States Association of Colleges and Schools, Higher Learning Commission) that are a grade of C- or better.

Transfer credits that are applied toward a specific major must be approved by the appropriate college dean or director and the department chair of the academic area in which the degree is to be granted. When applying transfer credits, all accepted courses will at least be applied as elective hours.

Depending on a student's major and the number of credits, and compatibility of these credits with the student's chosen major, a student may complete her/his degree with credits beyond those required for graduation. Please note the following:

1. Students seeking to transfer must be in good academic and social standing at the transferring institution. It is the applicant's responsibility to submit official transcripts and other necessary materials for evaluation.
2. Credits are transferable, but grades and quality points are not.
3. All courses transferred must be recognized in content and quality.
4. Students who wish to challenge a course equivalency can appeal to the dean of their program of study. Students are requested to provide a course syllabus which gives more detail than just a catalog description. The course is then reevaluated by the appropriate academic department.
5. Transfer students must fill out the regular application for admission to the university. If transferring in less than 15 credits or pursuing our ASN or BSN, have high school and college transcripts sent to the Admissions Office, and pay the non-refundable application fee.
6. Applicants who hold the associate of science or arts degree from a Pennsylvania community college will be accepted by the university and granted transfer credits as outlined in the Academic Passport Principles (see the Credit Transfer Policy section).
7. Applicants from Pennsylvania community colleges without the associate degree of science or arts will be processed in accordance with regular transfer guidelines.
8. First-time bachelor's degree-seeking students are to complete at least 30 of the last 60 credits and at least 50 percent of the credits in their major from Clarion University. (See "Residence Requirements").
9. To ensure proper placement of transfer credits taken at another institution, students enrolled at Clarion University are strongly encouraged to request written permission from their college dean to take courses at another institution for transfer back to Clarion. Grades and quality points for courses taken elsewhere do not transfer and cannot be used as repeats for grades previously earned at Clarion.

## **CREDIT TRANSFER POLICY**

### ***Transfer and Articulation Oversight Committee (TAOC)***

Clarion University follows the guidelines set forth by the Pennsylvania Public School Code of 1949 requiring the commonwealth's 14 state-owned universities and the 14 community colleges to develop statewide articulation agreements that will allow students to transfer full Associate of Arts (AA) and Associate of Science (AS) degrees into parallel bachelor degree programs with junior standing. The committee reports to the Pennsylvania Department of Education who has developed an ePortal system ([www.pacollege-transfer.com](http://www.pacollege-transfer.com)) that serves as a public entryway to data and information relevant to transfer and articulation.

Since fall 2013, TAOC had the following Pennsylvania associate degrees approved for parallel transfer into Clarion University: Art, Biology, Business, Chemistry, Communication, Computer Science, English, History, Mathematics, Physics, PK-4 Education, Psychology, Sociology and Theatre. Please utilize the ePortal system [www.pacollege-transfer.com](http://www.pacollege-transfer.com) for the most up-to-date information.

### ***Academic Passport Principles***

Clarion University affirms its commitment to maximize access to higher education for all Pennsylvanians through the Academic Passport to the Pennsylvania State System of Higher Education (PASSHE). Community college students who are not in a TAOC approved program but have earned an Associate of Arts (A.A.), the Associate of Science (A.S.), or the Associate of Applied Science (A.A.S) degree in a program containing a minimum of 30 credits of liberal arts courses, or PASSHE university students, who transfer from one PASSHE university to another with a 2.0 minimum cumulative quality-point average (GPA) in all course work and a minimum of 12 credit hours, shall be considered to have an Academic Passport which will allow them to transfer to any PASSHE university.

It is understood that the academic passport does not guarantee admission into specific majors. Some academic programs may have additional requirements such as satisfactory scores on Praxis exams or a higher GPA.

In the acceptance and application of credits for students holding an Academic Passport, the receiving university shall look first to apply as many credits as possible toward the satisfaction of lower-division general education requirements. Next, the receiving university shall look toward applying any appropriate credits to satisfy requirements in the major. Last, credits may be applied to satisfy elective requirements. It is the intent of the passport that credits earned as part of a qualifying degree program at a community college or state system university should be accepted and applied toward completion for the baccalaureate degree.

It is recognized that in certain circumstances, such as a change in major or specialized programs of study, it may not be possible to apply all transfer credits earned toward the four-year degree; however, absent legitimate academic reasons, the intent of this policy is to make full and complete use of credits earned in qualified A.A., A.S., or A.A.S. degree programs. Transfer students shall not be required to repeat or retake courses that they have already successfully completed at another accredited institution.

In accepting the Academic Passport, Clarion University shall follow these principles:

1. Clarion University will recognize and honor the Academic Passport by admitting qualified students and shall apply credit toward graduation for all equivalent college course work completed for the associate's degree.
2. Students seeking to transfer to a PASSHE university and who are admissible shall receive an evaluation of credits prior to enrollment and payment of tuition and fees. (Application fees may still be required.)

- Transfer students who meet the conditions of published articulation agreements shall not be required to take a higher number of credits for the baccalaureate degree than indigenous students of the receiving institution.
- Up to a maximum of 45 general education credits and liberal arts course credits shall be used to meet lower division general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course appropriate for general education. A course-by-course match shall not be required.
- Students who transfer with 60 or more credits will be entitled to the same rights and privileges accorded PASSHE students with junior status (i.e., scheduling, internships, etc.).

**Transfer Credit Appeal**

Students who feel the need to appeal a course equivalency on the degree audit may do so by meeting with the dean of their college. Students who appeal an equivalency are asked to provide a course syllabus which provides more detailed information than catalog descriptions. The course is then re-evaluated by the appropriate academic department.

**REVERSE TRANSFER**

The reverse transfer program provides an opportunity for students who have transferred from a community college in Pennsylvania to a State System university to receive an associate’s degree from the community college once they earn a total of at least 60 credits.

Students are eligible to participate if they have transferred in at least 45 credits from the most recently attended PA Community College to a PA State System University, have completed at least 15 credits at the PA State System University, earned a grade point average of 2.00 in their courses at the four-year university, and have no financial holds on their student account.

If you believe you are a candidate for this program and would like to participate, please read and complete the reverse transfer participation and transcript request release form at [www.clarion.edu/admissions/undergraduate/transfer-students/ReverseTransferParticipationandTranscriptReleaseForm.pdf](http://www.clarion.edu/admissions/undergraduate/transfer-students/ReverseTransferParticipationandTranscriptReleaseForm.pdf) and submit it to the Registrar’s Office, 148 Becht Hall or mail it to the Registrar’s Office at 840 Wood Street, Clarion, PA. 16214.

If you have questions about what courses are needed to satisfy your PA Community College degree, please contact the community college. Frequently asked questions related to reverse transfer are available at <http://www.clarion.edu/admissions/undergraduate/transfer-students/index.html>.

**ADMISSION WITH ADVANCED STANDING**

**Advanced Placement—Credit by Examination**

**1. The College-Level Examination Program**

It is highly recommended that students discuss with their advisor any CLEP examination they plan to take, to insure that the time, energy and money for the exam(s) are not

in vain. As a general rule, students may not substitute a CLEP examination for a course in their major. All CLEP examinations are administered as an Internet Based Test (IBT) at Clarion University, Venango.

The CLEP test is usually administered on select Fridays at 9:00a.m. All CLEP testing will take place in Room 311 Montgomery Hall. Administration Fee is \$20. This fee can be paid by cash, money order, or check payable to Clarion University of Pennsylvania and is non refundable should you not show up on the day of the test.

**CLEP EXAMINATIONS- Clarion University Equivalency**

			Min.	Cr
			Scores	
<b>General Exams</b>				
• English	ENGL 111	English Composition	50	3
• Humanities	HUME 1XX	Humanities I	50	3
• Mathematics, College	MATH 112	Excursions in Math	50	3
• Natural Sciences	PHSC 111	Physical Science-Chem	50	3
• Social Sciences & History	SSCE 1XX	Social Sciences Elective	50	3
<b>Subject Exams</b>				
• Algebra, College	MATH 110	Intermediate Algebra	50	3
• American Government	PS 211	American Government	50	3
• American Literature	ENGL 223	Surveys of Am. Literature	50	3
• Analyzing & Interpreting Literature	ENGL 130	Literary Experience	50	3
• Biology	BIOL 111	Basic Biology	50	3
• Business Law, Introductory	LEGL 240	Legal Environment	50	3
• Calculus	MATH 232	Calculus for Business I	50	3
• Chemistry	CHEM 153	General Chemistry I	50	3
• College Composition	ENGL 111	College Writing II	50	3
• College Comp. Modular				
• Educational Psychology	ED 122	Educational Psychology	50	3
• English Literature	ENGL 221	English Literature	50	3
• Financial Accounting	ACTG 251	Financial Accounting	50	3
• French Language,	FR 151	Elem I French	50	3
College Level I & II	FR 152	Elem II French	59	3
• German Language,	EFRL 1XX	Elem I German	50	3
College Level I & II	EFRL 1XX	Elem II German	60	3
• History of the US I	HIST 120	US History to 1877	50	3
• History of the US II	HIST 121	US History since 1877	50	3
• Human Growth & Develop	PSY 320	Child Psychology	50	3
• Information Systems	CIS 110	Computer Info. Processing	50	3
• Introductory Psychology	PSY 211	General Psychology	50	3
• Introductory Sociology	SOC 211	Principles of Sociology	50	3
• Principles of Macroecon	ECON 211	Principles of Macroecon.	50	3
• Principles of Management	MGMT 121	Fundamentals of Mgmt.	50	3
• Principles of Marketing	MKTG 160	Cont. Issues in Marketing	50	3
• Principles of Microecon	ECON 212	Principles of Microecon.	50	3
• Precalculus	MATH 171	Precalculus	50	4
• Spanish Language,	SPAN 151	Elem I Spanish	50	3
Level I & II	SPAN 152	Elem II Spanish	63	3
• Western Civilization I,				
Ancient Near East to 1648	HIST 111	Ancient & Medieval	50	3
• Western Civilization II,				
1648 to Present	HIST 113	Modern Civilization	50	3

A maximum of sixty credits may be earned through the College Level Examination Program (CLEP). For additional information and a CLEP registration form please contact:

CLEP Certified Test Administrator  
 Clarion University, Venango  
 1801 West First Street, Oil City, PA 16301  
 814-393-1344 kvickers@clarion.edu

To have CLEP scores evaluated for credit, submit an official transcript of scores to: Diane Kahle, Assistant Director of Admissions, Clarion University of Pennsylvania, 840 Wood Street, Clarion, PA 16214-1232.

## 2. Advanced Placement Program and Credit by Examination

Students also may earn credit and advanced standing through the Advanced Placement Program of the College Entrance Examination Board. The program is designed for high school students who expect to enter college and who have participated in one or more of the advanced classes while in high school. There are 38 subject areas in the program, and any high school student who earns the required score in a subject area will be granted college credits. The National Advanced Placement Examinations are given in May of each year.

Advanced Placement Examination	Advanced Placement Grade Req.	Number Credits Awarded	Course Typically Waived
• Art History	3	3	ARTH 110
• Art History	4/5	6	ARTH 110 & ARTH 111
• Art Studio -Drawing	4/5	3	ART 121
• Art 2-D Design	4 or 5	3	ART 125
• Art 3-D Design	4 or 5	3	ART 126
• Art Studio-Drawing	3	3	ART 1XX
• Art 2-D Design	3	3	ART 1XX
• Art 3-D Design	3	3	ART 1XX
• Biology	5	8	BIOL 155/165, 156/166
• Biology	4	4	BIOL 155/165 or 156/166
• Biology	3	3	BIOL 1XX
• Calculus AB	3	3	MATH 232
• Calculus AB	4 or 5	4	MATH 270
• Calculus BC	3	4	MATH 270
• Calculus BC	4 or 5	8	MATH 270 and 271
• Chemistry	3, 4, or 5	6	CHEM 153 and 154
• Chemistry	Completed AP Lab Reports	2	CHEM 163 and 164
• Comparative Government Politics	3, 4, or 5	3	PS 210
• Computer Science A	3, 4, or 5	3	CIS 206
• Computer Science Prin	3, 4, or 5	3	CIS 1XX
• English Language and Composition	3, 4 or 5		ENGL 2XX
• English Literature and Composition	3, 4, or 5	3	ENGL 130
• Environmental Science	3, 4, or 5	3	PHSC 2XX
• European History	4 or 5	6	HIST 112 and 113
• European History	3	3	HIST 112 or 113
• French—Language	5	12	FR 151, 152, IFRL 251, 252
• French—Language	4	9	FR 151, 152, IFRL 251
• French—Language	3	6	FR 151 and 152
• German—Language	5	12	EFRL 1XX, 2XX
• German—Language	4	9	EFRL 1XX, 2XX
• German—Language	3	6	EFRL 1XX
• Human Geography	3, 4, or 5	3	GEOG 100
• Macroeconomics	3, 4, or 5	3	ECON 211
• Microeconomics	3, 4, or 5	3	ECON 212
• Music—Theory	3, 4, or 5	2	MUS 126
• Physics 1	4 or 5	4	PH 251
• Physics 2	4 or 5	4	PH 252
• Physics 1 & 2	4 or 5	8	PH 251 & 252
• Physics 1	3	3	PH 1XX
• Physics 2	3	3	PH 1XX
• Psychology	3, 4, or 5	3	PSY 211
• Spanish—Language	5	12	SPAN 151, 152, 251, 252
• Spanish—Language	4	9	SPAN 151, 152, 251
• Spanish—Language	3	6	SPAN 151 and 152
• Spanish—Literature	5	6	SPAN 280
• Spanish—Literature	3 or 4	3	SPAN 281
• Statistics	3, 4, or 5	3	MATH 221
• Studio Art	3, 4, or 5	3	ART elective
• U.S. Government and Policies	3, 4, or 5	3	PS 211
• U.S. History	4 or 5	6	HIST 120 and 121
• U.S. History	3	3	HIST 120 or 121
• World History	4 or 5	6	Two courses in HIST 111, 112 or 113
• World History	3	3	HIST 112 or 113

## 3. International Baccalaureate Credits

Students presenting International Baccalaureate credits are awarded Clarion credits provided they earn the following scores: 5 or higher for Standard Level courses (SL); 4 or higher for Higher Level (HL) courses. Equivalencies can be seen at [www.clarion.edu/ibc](http://www.clarion.edu/ibc).

Course	Level	Score	Credits	Course Equivalent
• Biology	HL	4 or 5	3	BIOL 1XX
• Biology	HL	6 or 7	8	BIOL 155/165 & 156/166
• Bus. & Management	SL	5 or above	3	MGMT 121
• Chemistry	HL	4	3	CHEM 2XX
• Computer Science	SL	5 or above	3	CIS 110
• Economics			3	ECON 212
• English A1	HL	4 or 5	3	ENGL 130
• English A2	HL	4 or above	3	IFRL 2XX
• English A2	SL	5 or above	3	IFRL 2XX
• Environmental Syst & Societies	HL	4 or above	4	SSCE 1XX & NSME 1XX
• Geography			(2 crs ea) 3	GEOG 1XX
• Hist-Americas	HL	4 or 5	3	HIST 113
• Hist-Americas	HL	6 or 7	6	HIST 113 & HIST 121
• Hist-Africa	HL	4 or 5	3	HIST 113
• Hist-Africa	HL	6 or 7	6	HIST 113 & HIST 131
• Hist-East and SE Asia	HL	4 or 5	3	HIST 113
• Hist-East and SE Asia	HL	6 or 7	6	HIST 113 & HIST 110
• Hist-Europe	HL	4 or 5	3	HIST 113
• Hist-Europe	HL	6 or 7	6	HIST 113 & HIST 1XX
• Hist-S Asia & Mid East	HL	4 or 5	3	HIST 113
• Hist-S Asia & Mid East	HL	6 or 7	6	HIST 113 & HIST 110
• History	SL	5 or above	3	HIST 113
• Language-Ab initio	SL	5 or above	3	FR/GER/SPAN 151
• Language-B SL	SL	5 or above	3	FR/GER/SPAN 152
• Language-B HL	HL	4 or 5	3	FR/GER/SPAN 251
• Language A1	HL	4 or above	3	HUME 1XX
• Language A1	SL	5 or above	3	HUME 1XX
• Language A2 SL	SL	5 or above	3	FR/IFRL/SPAN 252
• Language A2 HL	HL	4 or 5	3	FR/IFRL/SPAN 281 or 282
• Physics	SL	5 or above	4	PH 251
• Physics	HL	4 or above	4	PH 251
• Physics	AHL	5 or above	8	PH 251(4) & PH 252(4)
• Math Studies	SL	5 or above	3	MATR 1XX
• Mathematics	HL	4 or 5	3	MATR 1XX
• Mathematics	HL	6 or 7	7	MATH 270 (4) & 221 (3)
• Theatre SL	SL	5 or above	3	THE 2XX
• Theatre HL	HL	4 or above	3	THE 253
• Visual Arts			3	ART 110

## 4. Proficiency Examinations - Credit by Examination

Course credits, not to exceed 38 semester hours, also may be earned by proficiency examination for advanced college work administered by the departments in which the particular proficiency is taught. Enrolled, degree-seeking students who appear to possess a proficiency equal to or greater than that required in a particular course may make application for such an examination in the Office of the Registrar; the chair of the subject area concerned will determine the validity of the application. Minimum qualifications for proficiency examination applications are as follows: first-semester freshmen must have scored 585 or above in the Evidence Based Reading & Writing on the SAT; students other than first semester freshmen must have a GPA of 2.50 or above; and in no case may a student earn credit for a course more than once for any given subject. Proficiency exams are not available to students who are otherwise not enrolled at the university during the semester in which the exam is to be taken. Proficiency exams may not be used to repeat courses in which letter grades have previously been awarded.

## 5. Credit for Prior Learning

Clarion University may grant credit for prior learning experience based upon careful evaluation of such experience. For information, students may contact the dean of the college in which they are enrolled.

## 6. Military Service Credit

The university grants a maximum of four credits in HPE for active military service of four months or more with honorable discharge or continued reserve status. Credit is normally given for NFSS 111 (two credits) and two HPE activity courses of one credit each. To ensure credit is granted, students provide an honorable discharge document to the Office of the Registrar.

### **DSST Military Evaluations Program (DANTES)**

DSST - Get College Credit ([clarion.edu/dsst](http://clarion.edu/dsst))

### **ACE - The American Council on Education**

Through ACE, you can take academic credit for most of the training you have received, including Basic Training. The ACE military evaluations program is funded by the Department of Defense (DoD) and coordinated through DSST.

**JST (Joint Services Transcripts)** For Army, Coast Guard, Marine Corps, and Navy: Active Duty, Reserve and Veterans. JST automatically captures your academic credits from military training, and standardized tests. (JST Home Page (<https://jst.doded.mil/smart/welcome.do>))

## **GENERAL CERTIFICATE OF EDUCATION: ADVANCED LEVEL**

Clarion University grants course credits, whenever possible, in subjects in which an A-level pass has been earned. Course equivalencies will be determined by the appropriate college dean based upon information provided by the student.

## **INTERNATIONAL STUDENTS**

Clarion University is authorized under federal law to enroll non-immigrant students. Clarion University welcomes applications from students from other countries. If you are not a U.S. citizen or are not a resident alien (with a green card) you will apply to Clarion as an international student.

For international students to be considered for admission they are required to submit the following information:

1. The International Undergraduate Application. ([www.clarion.edu/admissions/apply-to-clarion](http://www.clarion.edu/admissions/apply-to-clarion))
2. Official or certified copies of all academic records with an official seal of the school must be provided from secondary school for freshman applicants and transfer students with fewer than 15 transferable credits, college, university, and professional institutions, including all courses taken, grades (plus grading scale), graduation date(s), and copies of diplomas, degrees, or other certificates received. For post-secondary work to be evaluated for transfer credit, please provide a course description or syllabus for each course. Submit both official translated and untranslated records.

### **Requirement of foreign educational credential evaluation services -**

We encourage all international students to submit transcripts using World Education Services or another

member of the National Association of Credential Evaluation Services. Students from the following countries are required to submit their transcripts through this service:

- Cameroon
- Gambia
- Ghana
- Haiti
- Kenya
- Liberia
- Nigeria
- Togo

Before you apply, please note that some services do charge a fee in order to process your information, and we recommend that you begin the process as soon as possible to ensure that your materials can be received, evaluated, and forwarded to Clarion University in a timely manner. Our university cannot forward any transcripts to these providers, so please make sure you follow the appropriate protocol in order to expedite your application in the most cost-efficient way possible.

3. Applicants from countries where English is not the official language are required to submit official results for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), Duolingo English Test, or University of Cambridge ESOL Exam. Applicants from countries where English is the principal language may choose to submit official SAT or ACT scores in lieu of the TOEFL or IELTS.

### **Admission Guidelines**

Basic requirements for admission include a minimum TOEFL score of 550, if it is paper-based, a score of 61 if Internet-based, or a satisfactory SAT/ACT score, or IELTS score of 7.0. The minimum score of 90 or above is accepted for the Duolingo English Test and a minimum of B2 for University of Cambridge ESOL Exam.

Students who have graduated from a high school (or equivalent) where the language of instruction is English will be exempted from any general foreign language requirement at Clarion University. Academic credit and/or life experience credit will only be granted for knowledge of one's native language in cases when specific courses or examinations offered at Clarion University are successfully completed.

### **NON-DEGREE ADMISSIONS**

Students who wish to enroll as a non-degree seeking student may enroll for up to 12 credit hours as a Quick Admit. Quick Admit forms are available in the online at [www.clarion.edu/registrar/forms](http://www.clarion.edu/registrar/forms). Note: state and federal financial aid is not available to quick-admitted students, because they are non-degree.

After completing coursework as a quick-admitted student, if a student chooses to apply for "regular" admission (in a degree program), they may do so during the semester in which they will complete no more than 12 credit hours. Applying for "regular" admission includes a non-refundable application fee, high school transcripts, and college transcripts, if applicable.

Students who have not been approved for degree candidacy

after the completion of 12 credit hours of part-time study will not be permitted to continue at the university.

### **EARLY ADMISSIONS PROGRAM**

Clarion University offers the opportunity for qualified high school students to enroll in classes at the university while they are still in high school. The Dual Enrollment Program provides high school students the opportunity to experience college coursework prior to high school graduation. The coursework provides depth and a greater challenge than their high school curriculum.

The guidelines for the program follow.

### **Dual Enrollment**

#### **Admissions Criteria**

The following criteria determine admission of high school students to Dual Enrollment at Clarion University:

1. Completion of the sophomore year in high school.
2. Completion of the Dual Enrollment online application and financial terms and conditions form at [clarion.edu/dualenrollment](http://clarion.edu/dualenrollment).
3. Official transcripts that show enrollment in the academic or college preparatory program in high school while achieving the following:
  - 3.0 cumulative grade-point average (85 percent) or top 20 percent of the class. SAT/ACT, PSAT or PSSA/Keystone exam scores (see [www.clarion.edu/dualenrollment](http://www.clarion.edu/dualenrollment) for score details).
4. Signatures from the guidance counselor, high school principal and parent or guardian to serve as support for the applicant's motivation, interest, academic ability and social maturity.

The Associate Vice President of Enrollment Management may arrange for an interview with the applicant and parents. The final decision rests with the Associate Vice President of Enrollment Management.

#### **Credits**

Students receive college course credits and are subject to the same rules, regulations, and benefits as other students at Clarion University. Students may enroll in traditional on-campus classes or web-based courses.

#### **Cost**

The cost of tuition for these programs are significantly reduced. Contact the admissions office at 1-800-672-7171, ext. 1 or go to [www.clarion.edu/dualenrollment](http://www.clarion.edu/dualenrollment), for current costs and application materials.

Please direct Dual Enrollment application materials to: Admissions Office, Clarion University, 840 Wood Street, Clarion, PA 16214.

#### **Early Degree Seeking**

Early admission to Clarion University requires completion of the junior year of high school and meeting the above dual enrollment criteria (numbers 2-4).

### **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 Sr. Associate Director of Admissions. The Sr. Associate Director of Admissions 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:

Assoc. Vice President for Enrollment Management  
Sr. Associate Director of Admissions  
Assistant Director of Admissions  
Director of Judicial Affairs

### **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: [stffinancial@clarion.edu](mailto:stffinancial@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 and payment information.

### **STUDENT INVOICES**

**Student invoices (bills) are not mailed to students.** Students can view and print their electronic invoices (bills) via the Student Service Center (<https://myclarion.clarion.edu>) approximately 30 days prior to the start of the semester. Students are billed each term (i.e. summer, fall, winter and spring) and payment is expected by 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 payment 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 the MyClarion account. You can get step-by-step directions on how to do this at: <http://clarion.edu/myclariondoc>.

### **FINANCIAL AID APPLICATION**

Financial assistance is available to students in the form of scholarships, grants, 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 student is expected to complete at least 24 credits. The period of time school is in session consists of 30 weeks of instruction.

### **FINANCIAL AID PROGRAMS**

#### ***Federal Pell Grant***

The Federal Pell Grant is the foundation of all federal aid. It is only available to undergraduate students who have not yet earned their first bachelor's degree. Eligible students must demonstrate financial need, as determined by the FAFSA application. Congress sets annual minimum and maximum award amounts for Pell grant awards.

#### ***Maximum Pell Eligibility***

Effective July 1, 2012, the Department of Education has established that students can only receive the Federal Pell Grant for the equivalent of 12 full time semesters or 600%. This means a student that has received a Federal Pell Grant that is equivalent to 12 full time semesters are no longer eligible to receive the Federal Pell Grant or any other Federal Grants even if they have not completed their first bachelor's degree. Students who have reached their maximum Pell eligibility will be notified by FAFSA via their Student Aid Report in the Comment Section. Students can also monitor the percentage and semesters of Federal Pell eligibility used through the National Student Loan Data System (NSLDS) at <https://nsls.ed.gov>.

#### ***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 and have reached their junior/senior year grade level. Applicants must also provide documentation that they have passed their CORE or PAPA exams.

Interested students should complete a TEACH Grant Preliminary Application found online at [www.clarion.edu](http://www.clarion.edu)/financial aid forms. 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 Loans. Interest will be assessed retroactive to the date the first TEACH grant disbursed to their account.

#### ***Federal SEOG Grant***

Federal Supplemental Educational Opportunity Grants (SEOG) are need-based, campus-based grants awarded by the SFS Office to Pell-eligible students. There is no separate application for the SEOG grant program, but a current year FAFSA form must be on file to determine financial need and Pell grant eligibility. Awards range from \$100-\$400 per year and are targeted to students who demonstrate significant unmet need who also have very small or zero expected family contributions.

#### ***Pennsylvania State Grant***

The Pennsylvania state grant is need-based, as determined by the PHEAA's methodology, in conjunction with the federal FAFSA form. Eligible students must be residents of Pennsylvania who have not yet received their first bachelor's degree. Students must have their FAFSA form submitted by May 1 each year to be considered for this grant. First-time students must also complete a student status form at [www.pheaa.org](http://www.pheaa.org). Award amounts vary based on funding levels.

Bachelor degree-seeking students are limited to no more than four years of full-time funding (eight semesters) and associate degree students are limited to two years (four semesters). PHEAA requires full-time students to successfully complete 24 credit hours each academic year in order to qualify for the grant in future terms. Part-time students are required to pass at least six credits each semester in which they receive a part-time grant. Due to limited resources, students enrolled in more than 50% distance education credits (online) may receive a reduced award. For more information on your PHEAA grant eligibility contact PHEAA at 1-800-692-7392 or [www.pheaa.org](http://www.pheaa.org).

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

Federal Direct Student loans provide a maximum of \$5,500 per academic year for first-year students, \$6,500 for second-year students (30-59 credits), and \$7,500 for third, fourth and fifth-year students (60 credits and higher) not to exceed an aggregate undergraduate level of borrowing of \$31,000 in total. NOTE: Students who are determined by their current year FAFSA to be “independent” are eligible to borrow additional “unsubsidized” loan amounts: \$4,000 for first and second-year students and \$5,000 for third and fourth-year (60 credits and higher). Independent students cannot exceed an aggregate loan limit of \$57,500 during their undergraduate enrollment at Clarion.

Borrowers who demonstrate unmet financial need may qualify for a portion of these annual loan amounts to be subsidized (i.e. interest-free) during their enrollment at Clarion. However, new borrowers who reach 150 percent of the published length of their educational program lose their eligibility for the interest subsidy benefits on all previously disbursed subsidized loans that they received on or after 7/1/13.

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 <https://studentloans.gov>.

Federal Direct Student Loan interest rates vary by year and type of loan (subsidized vs. non-subsidized). However, there is an 8.25 percent maximum interest rate cap on all Direct Stafford Loan programs.

Repayment for Federal 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 Parent Loan for Undergraduate Students (PLUS)**

Federal Parent PLUS loans are available to parents of dependent students and are not based on financial need. Parents may choose to borrow up to the student’s cost of education minus any other financial aid awarded for the year. There are no aggregate loan limits for this program. The parent who applies for this loan must be the student’s natural or adoptive

parent. A stepparent can apply only if his/her information is provided on the current year FAFSA.

Students must have a current year FAFSA on file and parents must complete both a PLUS loan application and a PLUS 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. Eligible parents must demonstrate no adverse credit history in order to qualify for the loan. NOTE: Dependent students whose parents are denied access, based on credit history, to participate in the Federal Parent PLUS loan program, are eligible for the additional unsubsidized loan amounts typically restricted to independent students (see information under Federal Direct Student Loans).

PLUS loan interest rates may vary, but there is a 10.5 percent maximum cap.

Parents may request an in-school deferment during the PLUS application process. This permits them to waive the requirement to begin repayment no later than 60 days after the loan is fully disbursed to the student’s account. Parents 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 some 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. 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 (6 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 - Dan Smith**

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.

The university grants a maximum of four credits in HPE for active military service of four months or more with honorable discharge or continued reserve status. Credit is normally given for NFSS 111 (2 credits) and two HPE activity courses of one credit each. To assure that the credit is granted, students should provide an honorable discharge document (DD214 or official letter from commanding officer stating active duty in years, months, days) to the Registrar's Office.

### **CONDITIONS WHICH ACCOMPANY FINANCIAL AID**

In order to continue receiving financial aid following initial enrollment at Clarion University of Pennsylvania, students must meet certain conditions each year. One such condition requires students to enroll at least part-time (six credits) for every aid program, except the federal Pell Grant program. Also, all federal and state aid applicants must reapply for aid using the FAFSA form each year.

Full-time baccalaureate students may receive assistance from most federal Title IV programs for up to six years of attendance or 180 semester hours; full-time associate degree students are limited to three years of attendance or 90 semester

hours. State programs provide baccalaureate students with up to four years of potential funding and associate degree students with a maximum of two years of funding.

Federal and state regulations require students to maintain satisfactory academic progress (SAP). In order to demonstrate a good SAP, part-time and full-time 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.

Undergraduate students, regardless of enrollment status, who fail to achieve a cumulative GPA of at least a 2.00, are normally placed on probation or suspension by the Office of Academic Affairs. If a student is suspended by the Office of Academic Affairs, they do not qualify for additional federal aid until such time as they may be reinstated to the university. NOTE: If the student appeals the suspension action and is permitted to return to Clarion, he/she may receive additional federal financial aid by following the FA appeal procedure.

Full-time PA state grant recipients must successfully complete at least 24 new semester hours each year to be eligible for additional state grant monies for the upcoming award year. Part-time PA state grant recipients must successfully complete at least six credits during each semester in which they received a grant to maintain future award year eligibility.

Federal Direct Stafford Loan recipients must successfully complete a cumulative total of 30 credit hours to qualify for "second year" loan limits. In order to qualify for "third/fourth or fifth year" level loans, recipients must successfully earn a cumulative total of 60 or more credit hours.

### **APPEAL PROCEDURE**

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

1. Information on appealing for the reinstatement of your aid can be found by logging into your MyClarion Student Center and clicking on "2020-2021 Federal SAP Appeal" under your To Do List. Here you will find additional information on where to go to file an appeal and what all is needed. The direct link to file an appeal is <https://clarion.verifymyfafsa.com>.
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 (Pell Grant, SEOG Grant, TEACH Grant, Direct Student 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 45 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 Federal Direct Student Loans
- Subsidized Federal Direct Student Loans
- Federal Direct PLUS Loans
- Federal Pell Grants
- Federal SEOG Grants

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. The full policy can be found on Clarion's website.

**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.*

## CLARION UNIVERSITY UNDERGRADUATE STUDENT SCHOLARSHIPS

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

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

Clarion University's endowed, annual, and athletic scholarships provide support to more than 600 students yearly. Scholarships are available to new incoming students as well as currently enrolled students. The following information illustrates the many scholarship opportunities available to students attending Clarion University.

Most of Clarion's scholarships are funded by private support through the Clarion University Foundation, Inc., and are overseen by the Office of Scholarship Administration, within the Division of Enrollment Management. Clarion University's Scholarship web pages explain how students are considered for specific scholarship awards, i.e., via automatic consideration, scholarship committee, department decision, and so on. Please note deadlines and scholarship contact persons, when indicated, as well as certain preferences indicated by some donors.

A current list of Clarion University Scholarships can be found on the Web at [www.clarion.edu/scholarships](http://www.clarion.edu/scholarships). Scholarships are organized on the Website under the following headings:

**Student Scholarships:** Search for scholarships for incoming students and current students; use this tool to find scholarships for specific majors.

**Other scholarships for incoming freshmen:** See a list of scholarships for incoming freshmen that do not specify a major as an eligibility requirement.

**Other scholarships for current students:** See a list of scholarships for current students that do not specify a major as an eligibility requirement.

**Athletic Scholarships:** See a list of scholarships available to athletes attending Clarion University.

**Clarion University–Venango Scholarships:** See a list of scholarships for students attending Clarion University–Venango in Oil City, Pa. If you are a nursing major, search the “Student Scholarships” and “Clarion University–Venango Scholarships.”

# ACADEMIC INFORMATION

## UNDERGRADUATE DEGREE PROGRAMS

Clarion University offers combined academic and professional curricula leading to the undergraduate degrees of Bachelor of Applied Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration, and Bachelor of Science in Education, Bachelor of Science in Nursing, as well as certification for teaching in the public elementary, middle, and secondary schools of the Commonwealth of Pennsylvania.

Additionally, it offers associate degree programs in Administration Technology, Allied Health, Arts and Sciences, Business Administration, Criminal Justice, Industrial Technology, Nursing, and Rehabilitative Services and through the Venango campus in Oil City.

### PROGRAM LISTING

Key:	*	Concentration only
	**	Certification only
	***	Minor program
	≈	Sub-Baccalaureate Certificate
	❖	Post-Baccalaureate Certificate

Updated program information is available at [www.clarion.edu/academic](http://www.clarion.edu/academic)

#### Accounting (B.S.B.A.)

Accounting\*\*\*

CPA\*

Industry\*

Internal Audit and Forensic Accounting\* ≈

#### Allied Health (A.S.)

Allied Health\*

#### Allied Health Leadership (B.S.)

#### Anthropology (B.A.)

Anthropology\*\*\*

Latin American and Caribbean Studies\*\*\*

#### Applied Technology (A.A.S.)

#### Art (B.A., B.F.A.)

Art\*\*\*

Art History\*\*\*

Graphic Design\*

#### Arts and Sciences (A.A.)

#### Athletic Coaching\*\*\*

#### Biology (B.S.)

Ecology and Evolutionary Biology\*\*\*,\*

Environmental Biology (B.S.)

Medical Technology (B.S.)

Molecular Biology/Biotechnology (B.S.)

Molecular and Cellular Biology\*\*\*

#### Business Administration (A.S.)

Business: Pre-MBA Track\*\*\*

Business: Traditional Track\*\*\*

#### Chemistry (B.S.)

Biochemistry\*

Business\*\*\*

Geochemistry\*

#### Communication (B.S.)

Communication Principles\*

Digital Media\*

Health Communication\*\*\*

Integrated Journalism\*

Public Relations/Advertising/Corporate Communication\*

Speech Communication\*\*\*

Social Media\*\*\*

Sports Media\*\*\*

#### Computer Science (B.S.)

Computer Science\*\*\*

Game Programming\*

#### CPA Exam Eligibility Certificate ❖

#### Criminal Justice (A.S.)

#### Criminal Justice Administration (B.S.)

#### Data Analytics\*\*\*

#### Early Childhood Education (A.S.)

#### Early Childhood Education (B.S.Ed.), certification for Pre K-4

Early Childhood-Special Education dual program

Early Childhood Education\*\*\*

#### Economics, Business (B.S.B.A.)

Economics\*\*\*

#### Engineering Coop. Programs

Engineering/Chemistry\*

Engineering/Mathematics\*

Engineering/Physics\*

#### English (B.A.)

Black Studies\*\*\*

Literature\*\*\*

Creative Writing\*\*\*

Professional Writing ≈

Professional Writing and Rhetoric\*\*\*

#### Environmental Geoscience (B.S.)

Environmental Geoscience\*\*\*

#### Finance (B.S.B.A.)

Finance\*\*\*

#### Film Studies\*\*\*

#### Geographic Information Systems ❖

#### Geography

Geographic Information Science\*\*\*

Geography\*\*\*

#### Geology (B.S.)

Geology\*\*\*

#### Gerontology\*\*\*

#### Head Injury and Concussion Management ≈

#### History (B.A.)

History\*\*\*

#### Human Services Case Management ≈

#### Human Resources Management (B.S.B.A.)

#### Information Systems (B.S.)

Information Systems\*\*\*

#### International Business (B.S.B.A.)

International Business\*\*\*

#### Leadership - Entrepreneurial Track\*\*\*

#### Leadership - Interdisciplinary Studies\*\*\*

#### Integrative Studies

Arts and Entertainment Management\*

- Athletic Coaching\*
- Communication\*
- Community Services\*
- Education\*
- English\*
- Geography and Sustainable Planning\*
- Global Understanding\*
- Library and Information Studies\*
- Paralegal Studies\*
- Science and Mathematics\*
- Theatre\*
- Women and Gender Studies\*
- Writing\*
- Management (B.S.B.A.)
- Marketing (B.S.B.A.)
  - Marketing\*\*\*
- Mathematics (B.S.)
  - Actuarial Science\*\*\*
  - Financial Mathematics & Actuarial Science\*
  - Mathematics\*\*\*
- Medical Imaging Sciences (B.S.)
  - Medical Dosimetry\*
  - Nuclear Medicine\*
  - Radiation Therapy\*
  - Radiologic Technology\*
  - Ultrasound\*
- Mid-Level Education (B.S.Ed.), certification for grades 4-8
- Mid-level (B.S.Ed.)/M.Ed. with Special Education concentration
- Military Science
  - Leadership\*\*\*
- Music\*\*\*
- Nursing (A.S.N., RN-B.S.N., BSN - 4 yr.)
  - Nursing Case Management ≈
- Nutrition and Fitness (B.S.)
  - Pre-Athletic Training
- Opioid Treatment Specialist ≈
- Paralegal Studies (B.S.B.A.)
  - Advanced Paralegal Studies ≈
- Philosophy (B.A.)
  - Philosophy\*\*\*
- Physics (B.S.)
  - Astrophysics\*
  - Condensed Matter Physics
  - Nanotechnology\*\*\*
  - Physics\*\*\*
  - Environmental Sustainability: Science and Policy\*\*\*
- Political Science (B.A.)
  - Political Science\*\*\*
- Pre-MBA Foundation Certificate ♦
- Psychology (B.A., B.S.)
  - Psychology\*\*\*
- Public Administration\*\*\*
- Real Estate (B.S.B.A.)
  - Real Estate\*\*\*
- Rehabilitative Sciences (B.S.)
  - Addictions\*
  - Court and Community Services\*
  - Intellectual Disabilities\*
  - Gerontology\*
  - Pre-OT: Physical and Psychosocial Disabilities\*
- Rehabilitative Services (A.S.)
- Respiratory Care (A.S.) (B.S.)
- Secondary Education (B.S.Ed.), certification for grades 7-12
  - Biology
  - Chemistry
  - Earth and Space Science
  - English
  - General Science
  - Mathematics
  - Physics
  - Social Studies
- Sociology (B.A.)
  - Sociology\*\*\*
  - Social Work\*\*\*
- Sociology/Psychology (B.A.)
- Spanish\*\*\*
  - Spanish for the Professions ≈
- Special Education (B.S.Ed.)
  - Applied Behavior Analysis\*
  - Assistant Applied Behavior Analysis and Competent Learner Model ≈
  - Early Childhood-Special Education dual program
  - Special Education
    - Diagnosis and Intervention Strategies for Students with Mathematical Disabilities\*\*\*
    - Disability Studies\*\*\*
- Speech Pathology and Audiology (B.S.) pre-professional degree
  - Speech Pathology and Audiology\*\*\*
- Sport Management (B.S.)
  - Sports Management\*\*\*
  - Sports Marketing\*\*\*
- Technology Leadership (B.A.S.)
- Theatre (B.F.A.)
  - Acting\*\*\*
  - Design/Technical Director\*
  - Musical Theatre\*
  - Technical\*\*\*
- Web Development\*\*\*
- Women and Gender Studies\*\*\*

## ACADEMIC AND STUDENT RESOURCES

### Cooperative Engineering Program

Vasudeva Aravind, Ph.D.

181 STC

Telephone: (814)393-2713

Email address: varavind@clarion.edu

Department Faculty: V. Aravind, C. Childers, J. Touster

Clarion University has cooperative engineering agreements with the School of Engineering at the University of Pittsburgh and with the Case Institute of Technology of Case Western Reserve University. Students in this program attend Clarion for three years and one of the engineering schools for two years, earning a B.S. degree in physics, chemistry, or mathematics from Clarion and an engineering degree from the engineering school. Students with a cumulative 3.0 GPA are virtually guaranteed admission to the engineering school. Students with a cumulative GPA between 2.75 and 3.0 are considered for admission to the engineering school.

### HONORS PROGRAM

Dr. Rod Raehsler, Director

315 Becht Hall

Telephone: 814-393-2585

Email address: honors@clarion.edu

Website: www.clarion.edu/honors

Clarion University's Honors Program is a community of academically talented students committed to seeking excellence in all areas of higher education. The Honors Program is for those individuals who desire professional success, demand academic excellence, and expect to create the future. The curriculum promotes development of life skills targeted for successful career outcomes. The Honors experience extends beyond the walls of the traditional classroom. Courses have included contemporary topics in the arts and humanities, sciences, and social sciences. Co-curricular themes prepare our Honors Program students to assume leadership roles.

Honors courses satisfy general educational requirements. Courses are taught as special topics and faculty instructors are recruited for their scholarly expertise. Students take a six-credit linked English and speech class and a three-credit humanities course in the freshman year. In the sophomore year, students take a three-credit mathematics or science course and a three-credit social sciences course. As juniors, students take a seminar that culminates in a project prospectus for the capstone experience. Honors 450 is the Senior Project delivered in a university-wide presentation. The following program standards must be maintained at the end of each academic year:

• Freshman Year	9 program credits	3.0	GPA
• Sophomore Year	15 program credits	3.25	GPA
• Junior Year	18 program credits	3.4	GPA
• Senior Year	18-plus program credits	3.4	GPA

Honors students major in every department within the university and receive pre-professional advisement. All course substitutions or changes in academic programs must be approved by the Honors Program director. Successful completion of the program is recognized at Commencement and is also noted on the official transcript. The Honors Program houses the Office of National Scholarship Advisement to promote and support applications for nationally competitive awards. Honors students are eligible for academic scholarships.

Each year a limited number of freshmen are selected for the Honors Program. To be considered for Honors Program admission, entering freshman must have a minimum SAT score of 1150 or equivalent ACT scores, achieve a minimum grade-point average of 3.65 or 92 percent, successfully complete an interview, and provide a short essay. Undergraduate students already enrolled or transfer students may also apply. If a student should fail to maintain the required GPA and course progression, the student will be placed on probation and have one semester to meet the requirements. A student who fails to achieve the required GPA and course progression by the end of the probationary semester will not be allowed to continue in the Honors Program or to continue to receive an Honors scholarship.

Program suspension may be appealed. A letter of appeal must be submitted to the Honors Program director within two weeks of the date in the letter of notification of termination in the program. The appeal will be reviewed by the Honors Council and action taken before the beginning of the following semester. The credit/no record option will not be available for courses carrying Honors credit.

### Honors Program Outcomes

1. Effective Communication skills (writing & speaking).
2. Critical Reasoning.
3. Practical application of the Liberal Arts.
4. Value & Mastery of Independent Research.
5. Professional dissemination.

### PRE-PROFESSIONAL HEALTH PROGRAMS

Website: www.clarion.edu/prehealth

Pre-Professional Health Programs at Clarion University are designed to foster motivated, caring, and communicative students who intend to pursue careers within a variety of healthcare professions: medicine, chiropractic, dentistry, optometry, pharmacy, physician assistant, physical therapy, veterinary medicine, or public health. These pre-professional programs provide a rigorous course of study under the mentorship of the Pre-Professional Committee for the Healing Arts. The Pre-Professional Committee's mission is to best prepare our students from all undergraduate degree programs seeking to pursue admittance into professional schools after graduating from Clarion. The Committee is composed of members from multiple academic departments (Biology, Chemistry, Sociology, and Nutrition and Fitness) who have strong interests in career advising.

Since professional schools require completion of a variety of pre requisite courses in the sciences to be considered for

admission, many of our pre-professional students major in biology or chemistry, degree programs that offer a strong foundation in basic science. However, professional schools do not require a subject-specific bachelor's degree from applicants, and students from diverse majors such as Athletic Training, Nursing, Psychology, and Sociology, can also be successful applicants by excelling in both their major and in science courses. Any non-science majors are encouraged to use their free electives for biology, chemistry, or other science-prerequisites not already included in their major requirements. An increasingly complex and global medical profession demands healthcare professionals to have broad cultural knowledge and excellent communication skills. As such, we encourage our students to excel in their humanities courses. Students geared towards a career in healthcare should also seek out volunteer and shadowing opportunities as early as possible. Additionally, leadership skills can be enhanced through participation in campus clubs and organizations or within the community.

Preparation for professional school begins in the student's freshman year. We encourage our incoming first-year students to express their career aspirations to their academic advisor during orientation, as course selection requires careful planning in order to meet the requirements of their chosen professional schools. Throughout the academic year, students are also encouraged to attend update meetings on the various professions, informal presentations by healthcare providers, and informational sessions on career preparation hosted by the Pre-Professional Committee for the Healing Arts. In order to remain up-to-date on developments in the field and various professional school requirements, committee members attend major national and regional conferences for pre-professional health advisors. In addition to course advisement, committee members provide students with information on admission's tests, such as the MCAT (Medical College Admission Test) and the GRE (Graduate Record Exam), and prepare students for entrance interviews at professional health schools. Committee members regularly compose and provide letters of recommendation to professional health schools, which is one of the most important parts of the admission's package.

The Pre-Professional Committee for the Healing Arts is pleased to offer the following early Acceptance Programs:

- 3+4/4+4 Doctor of Osteopathic Medicine (DO) with Lake Erie College of Osteopathic Medicine
- 3+3/4+4 Doctor of Pharmacy with Lake Erie College of Osteopathic Medicine
- 4+4 Doctor of Dentistry with Lake Erie College of Osteopathic Medicine
- 3+4/4+4 Doctor of Chiropractic Medicine with Logan University

## **ROTC-MILITARY SCIENCE**

### **Bret Rogowitz, Enrollment Officer**

Army Reserve Officers' Training Program and  
Minor in Leadership-Military Science Track  
321 Becht Hall  
Telephone: 814-393-2527  
Email address: brogowitz@clarion.edu  
Website: www.clarion.edu/rotc

In partnership with the Military Science Department at Slippery Rock University of Pennsylvania (SRU), Clarion University offers qualified students the opportunity to earn a commission as an officer in the United States Army. The Reserve Officers' Training Corps (ROTC) Program provides leadership training that students can apply throughout their careers regardless of major.

At Clarion University, your path to leadership excellence starts right here. Our on-campus program offers specialized training through both course and co-curricular activities. Whether you participate for a semester, two years, or a full four years, you'll learn leadership and management skills. Participation is open to all students, and there are a variety of opportunities for scholarships and financial aid.

## **STUDY ABROAD—INTERNATIONAL EDUCATION**

International Programs  
414 Becht Hall  
Telephone: 814-393-2340  
Email address: intlprograms@clarion.edu  
Website: www.clarion.edu/international-programs/studyabroad

Clarion University, as part of its mission to serve the educational needs of the citizens of the Commonwealth of Pennsylvania, is dedicated to strengthening the international and intercultural dimensions of its academic programs and activities. The leadership of the university recognizes the interdependence of nations and peoples throughout the world.

Clarion University is committed to providing a variety of study abroad and exchange programs. Study abroad programs offer students the opportunity to maintain enrollment at Clarion while attending an international university. Programs may be offered in both foreign and English language settings and may vary in duration.

International Programs administers and provides services and programs inclusive of but not limited to: promotion of student and faculty exchanges, development of sustainable partnership with international universities, and the coordination of student and exchange scholar immigration.

Applications for study abroad and the International Scholars Award are located in the Office of International Programs. Additional information is available at [www.clarion.edu/international-programs/study-abroad](http://www.clarion.edu/international-programs/study-abroad).

## **SUMMER SESSION**

The Summer Session is maintained for the benefit of regular Clarion University students, incoming freshmen, students in good academic standing at other institutions, graduates of approved colleges and universities, teachers who wish to meet certification requirements, certain high school

students, and any adults who wish to attend classes. In addition to the regular undergraduate and graduate course offerings, there are also workshops and special programs.

Clarion University and the surrounding area offer numerous opportunities for summer activities. There are multiple sessions offered. Dates are available online at [www.clarion.edu/academics/academic-calendar.html](http://www.clarion.edu/academics/academic-calendar.html). Registration begins each spring; schedules are available prior to registration each spring.

### **WINTER INTERSESSION**

The Winter Intersession was established to enable students to obtain additional credits outside the regular semesters. Only on-line classes are offered and students may take no more than one class during the Winter Intersession.

Classes run for just over three weeks. Dates are noted in the academic calendar. The session follows the standard add/drop refund period. Only limited library, student services, and office services (registrar, bursar, financial aid, etc.) are provided.

### **VETERANS' AFFAIRS**

Clarion offers the regular degree curricula to veterans and children of deceased veterans.

Credit for educational experience in the armed services is allowed on the basis of the recommendations of the American Council on Education.

The university grants a maximum of four credits in health and physical education for active military service of four months or more with honorable discharge or continued reserve status. Credit is normally given for NFSS 111 (two credits), and two activity courses of one credit each. To ensure credit is granted, veterans should provide an honorable discharge document (Form DD214) to the Office of the Registrar.

### **VISITING STUDENT PROGRAM**

The Visiting Student Program provides students in good academic standing who have completed a minimum of 12 credits in residence the opportunity to take advantage of courses, programs, or experiences offered at the other 13 institutions of the Pennsylvania State System of Higher Education. These experiences require advance approval of the student's department chairperson and college dean. Students may take a maximum of 24 credits via the Visiting Student Policy.

Applications and additional information are available at the Office of the Registrar.

### **CENTER FOR STUDENT SUCCESS**

**Ron Radaker, M.Ed., Director**

310 Becht Hall

Telephone: 814-393-1877

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

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

The Student Success Center provides a transformative academic environment conducive to student success.

Our mission is to assist students in becoming more independent, self-confident learners while empowering

students to persist to graduation.

We strive to enhance the mission of Clarion University by further developing the lifelong learning opportunities for students through the center's supportive services.

We will cultivate the potential of each student by providing college academic skills, such as time management, study skills, test taking skills, note taking, reading comprehension, vocabulary development, critical thinking skills, library research and success coaching.

### **The Center for First-Year Experience**

Dr. Rich Lane, Director

407 Becht Hall: 393-1769

Success Coaches:

Ms. Bonita Bailey: 416 Becht Hall – 393-2268

Ms. Dani McCauley: 402 Becht Hall – 393-2267

Mr. Matthew Mullen: 411 Becht Hall – 393-2269

Website: <http://clarion.edu/academics/the-center-for-first-year-experience/index.html>

The Center for First-Year Experience's mission is to provide a supportive environment to ease the transition of our first-year students into the academic, cultural, and social life of Clarion University. The opportunities and experiences the Center provides are designed to build the skills, knowledge, and values necessary to achieve academic, personal, and professional awareness.

The Center for First-Year Experience, located on the 4th floor of Becht Hall, is staffed by professional Success Coaches who:

- Work with First-Year students to develop realistic goals that contribute to their personal and academic success.
- Guide students as they make meaningful social connections on campus.
- Refer and connect students with relevant University resources.
- Help students develop a range of important skills, including:
  - Time Management
  - Study Skills
  - Note Taking
  - Test Taking
  - And more
- Serve as additional support for referred students who may be struggling academically.

Every in-coming First-Year student is assigned a Success Coach based on their major. While appointments are preferred, they are not required. To schedule an appointment, reach out directly to your Success Coach or stop by the 4th Floor of Becht Hall to speak with them.

## **FIRST-YEAR INQUIRY SEMINAR PROGRAM**

**Leah Chambers, Ph.D., Coordinator**

210D Davis Hall

Telephone: 814-393-2587

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

The First-Year Inquiry Seminar Program includes faculty from across colleges and disciplines who all teach INQ 100, First-Year Inquiry Seminar. This course, which is part of Clarion's General Education program, emphasizes the skills of effective collaboration (teamwork), inquiry, analysis, and information literacy. The development of these skills is essential not only to a student's success at the University but also to success after graduation as students transition into the workplace. INQ 100 is offered with a variety of themes each semester.

### ***Tutoring and Testing***

**Jeffrey Wardlaw, Ph. D., Coordinator**

325 Becht Hall

Telephone: 813-393-1875

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

The Center provides services to students who may encounter some form of difficulty with their courses and/ or need instruction in basic skills development. All services are free of charge. Services are available by either appointment and/or by walk-in.

Content tutoring is offered for most lower-level subject areas providing students with the understanding of basic concepts, ideas, and mechanical processes. Tutoring sessions give students the opportunity to secure in-depth clarification and to identify and apply specific reading and study skills required in their academic programs. Most tutoring sessions are one-to-one or small group instruction. Tutors who meet training and tutoring hour requirements receive College Reading and Learning Tutor Certification.

### ***Academic Resource Center – Venango Campus***

**Kyle Vickers, M.S., Coordinator**

319 Montgomery Hall

Telephone: 814-676-6591, ext. 1344

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

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

The Academic Resource Center at Venango campus provides peer tutors and professional staff who are dedicated to helping students with study skills and subject-related questions. The ARC is comprised of highly trained peer tutors, graduate assistants, and professional staff. A large percentage of the student body uses the ARC each semester. ARC staff help students develop academic skills as part of a plan designed to facilitate students' success in college. There is no cost to use the ARC.

### ***Disability Support Services***

**Ron Radaker, M.Ed., Coordinator**

310 Becht Hall

Telephone: 814-393-1877

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

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

The Office of Disability Support Services (DSS) functions as the university's primary vehicle for assisting students with documented disabilities. Students must initiate the process of receiving accommodations by contacting the coordinator of Disability Support Services to discuss their need for disability related services. 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. In addition, students must contact the Office of DSS 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. Additional information can also be found in the section, "Nondiscrimination on Basis of Disability" on page 31. Inquiries regarding services and facilities accessibility may also be obtained by contacting the Office for Social Equity, 210 Carrier Hall, 814-393-2109.

### ***Educational Talent Search Program***

**Rhonda J. McMillen-Toth, M.S., Director**

220 Ralston Hall

Telephone: 814-393-2071

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

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

As part of Clarion University's mission to serve community residents, Educational Talent Search (ETS) serves 900 participants annually in Clarion, Jefferson, and Venango counties. Talent Search assists people age 11-27 to complete secondary education programs and enroll or re-enroll in postsecondary education.

ETS provides such services as study skill instruction, campus visits, entrance exam preparation, post-secondary and career planning, financial aid information, cultural enrichment programs, and leadership training. Participants are selected based upon eligibility criteria established by the U.S. Department of Education, the program's funding agent.

### ***TRIO Student Support Services Program***

436 Becht Hall

Telephone: 814-393-1871

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

Students admitted to the TRIO Student Support Services Program are provided with developmental services which may include learning skills assistance, academic advising, and career and financial aid counseling. During the academic year, workshops and on-going services which focus on academic survival and learning-to-learn activities are offered. Students accepted into the program must meet eligibility requirements established by the institution and the U.S. Department of Education.

### **TRIO Upward Bound Program**

**Rhonda J. McMillen-Toth, M.S., Director**

220 Ralston Hall

Telephone: 814-393-2071

Email address: rmcmillen@clarion.edu

Website: www.clarion.edu/upwardbound

As part of the university's commitment to serving the community, the TRIO Upward Bound Program is designed to enhance the overall potential for college success in selected high school students from Clarion, Jefferson, Mercer and Venango counties. The program operates in two segments—the academic year component and the residential summer academy. Services such as tutoring, career exploration, and academic counseling are provided year-round. The six-week summer academy offers participants the opportunity to experience life on campus at Clarion University while receiving academic instruction, experiencing a variety of cultural and social activities, and participating in educational travel. Participants are chosen based on eligibility criteria established by the program in accordance with the U.S. Department of Education.

### **Minority Student Services**

**Rogers Laugand, Director**

412 Becht Hall

Telephone: 814-393-2043

Email address: laugand@clarion.edu

Website: www.clarion.edu/mss

The Office of Minority Student Services provides programs and opportunities for members of underrepresented groups, including African Americans, Hispanic Americans, Asian Americans and Native Americans, to share their cultures and experiences with each other and with members of other groups. The office supports a number of initiatives and groups, including: Black Student Union, Leadership Institute, Academic Excellence Program, UMOJA publication, Eyes on the Prize, Mentoring Program, Annual Minority Student Recognition Dinner, Minority Student Services Leadership Council, Community Outreach Programs, Men of Color Think Tank, Asian Students International Association, and Women United.

### **University Advising Services Center**

**Joseph Croskey, Ph.D., Director**

417 Becht Hall

Telephone: 814-393-2091

Email address: advising@clarion.edu

Website: www.clarion.edu/advising University

Advising Services Center serves as the primary source for advising Exploratory/Undecided and Associate of Arts – Arts and Sciences (AA ASAA) degree students. The office provides drop-in academic advising to all university students. Advising Services also serves as a resource for all faculty for professional development and answers to advising questions.

**PURPOSE:** To assist students in their academic growth and development; promote advisor-advisee relationships characterized by trust, mutual respect, and openness; and establish a climate of purposeful learning which maximizes student growth and matriculation to graduation.

### **Information Advisor/Advisee Roles and Responsibilities**

As an advisee you should:

1. keep in touch with advisor
2. make and keep appointments; email or call if changing an appointment
3. come with specific questions in mind
4. ask about other sources of information
5. be open concerning academic work, study habits, academic progress, etc.
6. build a class schedule which meets necessary academic requirements and is free of time conflicts
7. make decisions concerning careers, choice of majors, and selection of courses

Your advisor should:

1. post office hours
2. keep appointments or call if it is necessary to change or cancel an appointment
3. provide accurate and specific information
4. suggest other sources of information
5. listen and help solve problems
6. check schedule for appropriate selection of courses
7. suggest options concerning careers, choice of majors, and selection of courses

### **The Writing Center**

**Christopher McCarrick, D.A., Director**

312 Becht Hall

Email address: cmccarrick@clarion.edu

or wcdirector@clarion.edu

Website: www.clarion.edu/wc

The Writing Center supports all students in their efforts to become better writers and provides assistance with writing assignments in all subject areas.

The Writing Center is not a proofreading or editing service. It is a support service for any writer who values feedback as part of the learning/writing process.

Consultants at The Writing Center assist students at whatever stage of writing they need assistance. Writing consultants aim to motivate rather than control a writer by asking questions, offering feedback, and encouraging writers to talk through the thinking and planning process.

Writing consultants assist writers at the level of the writer's ability; therefore, written work reflects each writer's ability as well as personal style. In this way, the center assures faculty that writing turned in for evaluation is the student's work, and not that of a writing consultant.

Writing consultants are graduate and undergraduate students who undergo a careful screening process and participate in weekly training sessions. Writing consultants who meet training and tutoring hour requirements receive College Reading and Learning Tutor Certification.

## CLARION ONLINE

### Lynne M. Lander Fleisher, Director

121 Becht Hall

Telephone: 814-393-2778

Email address: lfleisher@clarion.edu

Website: www.clarion.edu/online

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

### Off-Campus Courses and Programs

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

## CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

### William Bailey, Director

419 Becht Hall

Telephone: 814-393-2323

Email address: careers@clarion.edu

Website: www.clarion.edu/career

### Mark Conrad, Coordinator of Career Services, Venango Campus

230 Montgomery Hall

Telephone: 814-676-6591, ext. 1373

Email address: mconrad@clarion.edu

Students are invited to visit the Center for Career and Professional Development in person or virtually to participate in our CU professional programs:

- Career exploration and planning
- Gaining experience and skills
- Job search preparation
- Alumni/Employer mentoring
- Live and virtual career fairs
- Campus, part-time, seasonal and full-time employment and internships
- Transition from student to professional
- Graduate and pre-professional application information
- Financial responsibility
- Social media

We use an online career management system, to help you manage your career action plan beginning in the freshman year and through graduation from Clarion. We also offer continued assistance to Clarion alumni. Connect with us in person or through email, SKYPE, Twitter or Facebook, or another social media.

We are an office which 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 graduate education.

## 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. The online student directory will be updated weekly.

### NONDISCRIMINATION ON THE BASIS OF DISABILITY

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and The Americans With Disabilities Amendments Act of 2008 have provided the framework for protecting individuals with disabilities against discrimination. 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 ensure:

1. No qualified individual with a disability may be excluded solely by such disability from any course, or courses of study.\*
2. Classes may be reassigned 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 qualified students with disabilities.\*
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, the students must provide the university with the necessary medical and diagnostic information to support their requests, including specifying what academic adjustments are needed.*

Information on services for students with disabilities may be obtained by contacting the coordinator of Disability Support Services, 109 Becht Hall, 814-393-2095. Additional information can also be found in the section, “Disability Support Services” on page 28 of this catalog.

Inquiries regarding services and facility accessibility may also be obtained by contacting the Director of Social Equity, 210 Carrier Administration Building, 814-393-2109.

## ACADEMIC POLICIES

Scholarship policy at Clarion University is formulated by the Subcommittee on Academic Standards, which is a subcommittee of Faculty Senate.

### ACADEMIC HONESTY

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.

Complaints of academic dishonesty may be brought against a student by any member of the academic community. 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. Sanctions extending beyond a particular course, such as suspension or dismissal from an academic program or from the university, can only be imposed as a result of complaints filed under the Disciplinary Procedures Code and addressed

through a formal hearing before the Conduct Board.

Instructors imposing a lowered or failing grade on an assignment or course as a result of a charge of academic dishonesty must inform the student in writing of the charge, as well as provide a copy to the Office of Student Conduct and Community Development. Students have the right to appeal instructor decisions related to charges of academic dishonesty either (1) through the grade appeal process outlined above (see *Student Code of Conduct, Academic Code, and Community Standards Handbook*), or (2) directly to the university Conduct Board by contacting the Office of Student Conduct and Community Development. A student may not appeal through both procedures. Should a student appeal through the second option, the board will schedule a hearing at which the faculty member will explain the charge and resultant academic action; the student shall then have an opportunity to address the allegation. The decision of the Conduct Board shall be final.

Rather than imposing a lowered or failing grade on an assignment or for a course, an instructor may choose to report an allegation of academic dishonesty directly to the Office of Student Conduct and Community Development. This process automatically results in a formal hearing before the university Conduct Board. Should the board find the student in violation of the academic honesty policy, the student may appeal the decision and/or penalty to the university president. The decision of the president shall be final.

### ACADEMIC STANDING

Undergraduate students must maintain a minimum cumulative grade point average (GPA) of 2.00 to be in good academic standing.

Students who fall below a cumulative grade point average of 2.00 will be placed on academic probation. Students with an approved AIP (Academic Improvement Plan) who are fulfilling their semester goals will be eligible to continue to register. Students are removed from probation once their cumulative GPA is 2.00 or higher.

Students not meeting the goals under the AIP are subject to a one-semester suspension and risk the loss of subsequent financial aid. If a student does not meet the AIP goals, the student can appeal for a revised AIP that must be endorsed by the student’s advisor and department chair of the student’s major, with final approval by the Office of Academic Affairs. Only one such appeal is permitted during a student’s time of programmatic study. If the appeal is not approved, the student will be suspended for one semester and must have an AIP for subsequent readmission.

### Procedure

1. An Academic Improvement Plan (AIP) will be initiated through the Office of Academic Affairs when a student’s cumulative GPA is less than 2.00 at the end of a fall or spring academic semester. The AIP may be up to 3 regular semesters in length.
2. The proposed AIP will be completed by the student’s advisor and/or department chair of the student’s major for review and recommendations.
3. The AIP, with the recommendation from the department chair, must be submitted to the Office of Academic

Affairs no later than 14 days prior to the beginning of the spring semester and 45 days prior to the beginning of the fall semester.

- The advisor and/or department chair shall approve any recommend changes to the AIP and inform the Office of Academic Affairs. Actions on all AIPs will be conveyed to the respective student advisor, department chair, and dean.

## 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.

## Calculation of Grade-Point Average (GPA)

Scholastic standing of students is determined on the basis of a grade-point system in which a grade of A equals four grade points per semester hour; B equals three; C equals two; D equals one; and F equals zero. The number of grade points earned in a single course for one semester is determined by multiplying the grade-point value of the course grade by the number of semester hours in the course; thus, a grade of A in a three-semester-hour course has a grade-point value of 12. A student's GPA at any specific time is determined by dividing the total number of grade points earned in all courses by the total number of grade hours. For example, if a student earned 30 grade points for 15 grade hours of course work in a single semester, his or her GPA for the semester would be 2.00.

At the end of each semester, a student's GPA is calculated for that semester and also for all the course work he or she has taken up to and including the semester just completed. The latter is known as the cumulative GPA.

Scholarship policy for two-year programs requires students earn a minimum GPA of 1.75 their first semester and a 2.00 their second semester and thereafter in order to be in satisfactory academic standing. The cumulative GPA should be 2.00 by the end of the second semester.

## 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.

## ACADEMIC RENEWAL

The academic renewal policy permits first baccalaureate undergraduate students, who return to Clarion University after a minimum three-year absence from the last semester of enrollment, the one-time option of having D and E/F coursework excluded from their grade-point average (GPA) calculation.

Students enrolled in a bachelor's degree program may have up to 18 semester hours of D and E/F coursework excluded from their GPA calculation. Students enrolled in an associate's degree program may have up to nine semester hours of D and E/F coursework excluded from their GPA calculation. Removal of D grades also removes credits earned from the student's academic record. These semester hours must have been completed at Clarion University prior to readmission. Students must complete a minimum of 12 semester hours with a grade point average of 2.00 in their first 12 semester hours of study after readmission while on provisional status. Students, who do not achieve a minimum of 2.00 while on provisional status in their first 12 semester hours of study, are not eligible for academic renewal. The courses, grades, and probationary actions will remain on the transcript with an appropriate notation of academic renewal approved.

Students may be readmitted through the Office of the Registrar. Students must successfully complete a minimum of 30 hours before receiving a baccalaureate degree. Students must successfully complete a minimum of 15 hours before receiving an associate degree. Once academic renewal is approved, it cannot be removed from your academic record.

Students who are interested in applying for financial aid should contact the Student Financial Services Office to discuss their eligibility for federal and state aid programs. Academic renewal does not guarantee financial aid eligibility.

## Procedures:

- To receive approval for academic renewal, a student must have a minimum of 3 year absence since their last semester of enrollment.
- The student must complete the Application for Readmission and have the minimum 12 semester hours with a grade point average of 2.0 in their first 12 semester hours after readmission.
- The student may then complete and submit an academic renewal to the Office of the Registrar. Academic renewal forms may be found at [www.clarion.edu/academics/registrar/forms](http://www.clarion.edu/academics/registrar/forms).

## ACADEMIC HONORS

Academic honors are recognized with a dean's list every semester and with the traditional honors designations of cum laude, magna cum laude, and summa cum laude at graduation.

To be included on the semester dean's list, students must be enrolled for a minimum of 12 graded credits; not including credits by proficiency examinations, incomplete grades, pass/fail, temporary Z grades, or credit-no-record courses; and achieve a semester GPA of at least a 3.50. In order to earn graduation honors, students must have earned at least 30 credits at Clarion. Students who graduate with the following cumulative GPAs will be recognized as honors graduates:

Cum laude	3.40 – 3.59
Magna cum laude	3.60 – 3.79
Summa cum laude	3.80 – 4.00

For the purposes of the commencement ceremony, graduation honors are based on the last graded term prior to commencement. Designation of graduation honors on the academic transcript are determined after submission of final grades and degrees are posted.

For information concerning honorary kinds of recognition that may be accorded by various colleges and departments, students should inquire at the office of their major department and/or the office of the dean of the college in which they are enrolled.

## ACADEMIC MINORS POLICY

A minor course of study is an additional course of study a student may take to focus interest in an area other than their major. All minors require at least 18 semester hours in a specified program of study which may be offered within one department or across several departments. Students must take 50% of the credits for the minor through Clarion University. All minors require a minimum grade point average of 2.00.

A student wishing to add an academic minor to their program must fill out a 'Change of Status' form with the student's academic advisor and obtain approval from the department offering the minor. Students may not minor in his or her major. Students cannot elect to take courses as credit-no-record in their minor. Students may also elect more than one minor course of study. Satisfactory completion of a minor(s) is shown on the student's academic transcript.

Minors will not be awarded after the degree is awarded with the following exception: Students who received their undergraduate degree from Clarion and return to take additional credits to complete a minor or complete a new minor must complete the requirements for the minor within two years of completion of the bachelor's degree.

## CLASS ATTENDANCE POLICY

Clarion University of Pennsylvania regards student participation in class as essential to the learning process. Therefore, regular classroom attendance is required of all students. Faculty members determine the absence policies for their own classes, except that participation in university sanctioned activities or active military service will be excused and the student will be given reasonable assistance when class work is missed.

It is understood that absence does not excuse the student

from course work and the responsibility to complete assignments on time. If a student knows a class must be missed, the instructor should be notified in advance and arrangements made to complete the work. The instructor is not required to give make-up examinations or accept class work missed as a result of an unexcused absence.

In the event of an unexpected prolonged absence such as a serious illness or military deployment, the Office of the Registrar should be notified as soon as possible so instructors can be informed of the reason for a student's absence. This information is provided to faculty as a courtesy and does not, in and of itself, constitute a valid excuse for the student's absence from class. A valid excuse will be granted to a student for military deployment following receipt of a copy of the military orders from the student's military command.

## 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 student center.

## SENIOR CITIZENS

Senior citizens, age 62 and older, may audit under-graduate courses for classes where space is available and are given a remission of tuition and fees. Course auditing grants students the privilege of regular class attendance. It does not include the taking of examination, writing of papers, recording or reporting of grades or other requirements generally associated with college credit. Courses are recorded as audits with no grades or credits earned.

Senior citizens who have not been admitted to the University are required to complete the appropriate admission process. Students can use the quick admit process to register for up to 12 credits without filling out an application for admission. Quick admit paperwork should be submitted to the Admissions Office.

To request a waiver of tuition and fees, students must contact the Admissions Office and fill out a Request to Audit a Course (Senior Citizen) form. All other related costs such as books and supplies must be paid by senior citizens. The intent to seek audit/waiver status must be done at the time of admission and registration. Contact the Office of Admissions at 814-393-2306 or 1-800-672-7171 to complete the process.

## AUDITING OF COURSES

With the permission of the instructor, interested persons 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 prior to 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. Students auditing a course will be required to pay appropriate tuition and fees unless you are a senior citizen (see senior citizen tuition-waiver policy).

### **CREDIT-NO RECORD COURSES**

After students have earned a minimum of 30 semester hours of credit and are in good academic standing, they may schedule a maximum of six courses or 18 semester hours for credit-no record. One such course may be taken each semester or summer session. Credit-no record is not available for winter intersession. This regulation does not apply to internships in the cooperative education program. All such internships are automatically credit-no record. Courses in one's major and minor fields may not be taken for credit-no record. Business students are not permitted to take any business courses, MATH 131, or MATH 232 for credit-no record.

Satisfactory work in a credit-no record course shall be shown on the transcript as CR, with no record and no credit for less than satisfactory work. Satisfactory work is defined as the equivalent of C grade or better under the letter grading system in use by the university. Students who desire to have a credit-no record course changed from CR to a letter grade must retake the course. Credit-no record courses are counted in determining the course load for a semester. Refer to the Registrar webpage for submission deadlines.

### **INDIVIDUALIZED INSTRUCTION/ INDEPENDENT STUDY**

A student seeking individualized instruction/independent study must initiate the request by completing the Petition for Individual Instruction and Independent Study form obtained from the dean of the college in which the course is offered, after preliminary discussions with both the advisor and possible instructor. Student is required to provide justification for why the individualized instruction/independent study should be granted.

#### ***Independent Study***

Independent study provides the opportunity to a student for a unique academic experience otherwise not available through regular curricular offerings. Independent study should not be confused with cooperative or internship courses which provide job experiences. A project description must be composed by the student and submitted along with the petition form.

#### ***Individualized Instruction***

Individualized instruction allows a student to take an unscheduled course required for completion of a program of study. The course must not be offered currently, and it should be shown as not scheduled for offering prior to the student's intended graduation.

### **CLASS STANDINGS**

Class standings (freshman, sophomore, etc.) are determined by credits earned rather than by semesters of residence: freshmen, 1-29 credits; sophomores, 30-59 credits; juniors, 60-89 credits; seniors, 90 or more credits.

### **COURSE NUMBERING**

Courses numbered 100 to 299 inclusive are primarily for freshmen and sophomores; 300 to 499 are primarily for juniors and seniors. Some courses numbered between 400 and 499 are acceptable for graduate credit. Courses numbered 500 and above carry graduate credit. Courses numbered 801 and above carry doctoral credit.

The university reserves the right to change the sequence and number of courses.

### **CREDIT HOURS**

One semester academic credit hour is equivalent to a minimum of 700 minutes of instruction (50 minutes x 14 weeks), exclusive of time for final examination. This is equivalent to 35 hours of instruction plus time for final examination for a three credit-hour course. At Clarion University of Pennsylvania, a three-credit lecture class is generally required to meet for 2,250 minutes, including the final examination period.

Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (Carnegie Unit of Credit).

### **ACADEMIC LOAD**

A full-time undergraduate student is one who is taking 12 or more credits. An undergraduate student having fewer than 12 credits is considered a part-time student. Only registered coursework in a given term is counted towards a student's full or part time status for that term. The work that a student may need to complete for an incomplete class from a previous term will not count towards a student's full or part time status for the current term.

In order to graduate within four years with a bachelor's degree, a student must average 30 credits a year or 15 credits in a semester. If a degree requires more than 120 credits, students must still satisfy all requirements for their degree program. Circumstances and abilities vary among students so each student should discuss credit load with their academic advisor. As a guideline, freshmen and students on academic probation are advised to take no more than 15 credits during their first semester.

During the Fall and Spring semesters, full-time students may register for 18 credits without special permission. Students wishing to register for 19 or more credits must have a cumulative GPA of 3.00 and written permission from their advisor and the dean of their college. Only in exceptional circumstances will a student be allowed to register for more than 21 credits. Additional tuition and fees are charged for all credits in excess of 18.

Students are permitted to register for one class during Winter Intersession. During the summer, students may register for 5 credits during the first summer session and 7 credits during the second and third summer sessions without special permission. Degree-seeking students wishing to register for additional credits during summer or winter intersession must obtain written permission from the dean of their college. Students are charged tuition and fees on a per-credit basis for all courses during the summer and winter intersession.

All scholastic standards noted above are subject to change by the university.

### **ACCELERATED BACHELORS TO MASTERS**

An accelerated program permits qualified undergraduate students with at least junior standing and a cumulative grade point average of 3.00 to take graduate coursework in order to get an early start on the master's program (limited to specific programs). A student must apply and be accepted into an accelerated program prior to enrollment in any graduate course(s).

Course selection is limited to courses that have been approved for the accelerated program. Students are limited to a maximum of 6 credits at the graduate level in a term.

Grades earned in graduate courses taken as an undergraduate in an accelerated program will be counted in the undergraduate grade point average. The courses taken as part of the accelerated program will also count towards the cumulative grade point average on the graduate transcript.

Students must maintain a minimum cumulative grade point average of 3.00 to remain in the accelerated program. Failure to demonstrate adequate progress in graduate courses, as defined by the department, or failure to maintain a 3.0 cumulative grade point average will result in a student being ineligible to continue in the accelerated program.

Students should meet with the graduate program coordinator regarding their interest in the accelerated program.

See Accelerated Bachelors to Master on the web at [www.clarion.edu/academics/registrar-office/for-students](http://www.clarion.edu/academics/registrar-office/for-students) for specific program listing.

### **GRADUATE CREDIT LOAD FOR UNDERGRADUATE SENIORS**

Undergraduate students within nine credits of graduation with a minimum cumulative grade-point average (GPA) of 3.0 are eligible to apply and earn graduate-level credit. Students who are interested in this option must meet with their undergraduate academic advisor and the appropriate academic graduate program coordinator prior to completing the appropriate paperwork.

Graduate areas of study reserve the right to limit student enrollment in graduate-level programs. Some graduate-level courses may have prerequisites and/or course expectations that prohibit the enrollment of undergraduate students. Students should speak with the appropriate academic graduate program coordinator for information regarding eligibility to enroll in a specific graduate course.

Credits earned under this program establish a permanent graduate-level record at Clarion University and are available

for transfer to other accredited institutions. Credits earned under the program are for graduate credit, separate from the undergraduate credits earned for the undergraduate degree, and will not be calculated in the student's undergraduate credit and quality-point total. Questions should be directed to the student's undergraduate advisor or Registrar's Office.

### **Procedures**

- a. Students must file a 'Request for Graduate Credit Registration Form' during the registration period for the intended semester. (This form is good for only one semester at a time; therefore, students are not automatically eligible to register for graduate credit the following semester.) Form is available online at [www.clarion.edu/registrar/forms](http://www.clarion.edu/registrar/forms)
- b. Courses to be taken must be identified on the application form before signatures and final approval. No substitutes are permitted.
- c. Students may not take more than two graduate-level courses per semester. A limit of nine graduate credits may be earned prior to formal admission as a graduate student.
- d. This form requires the signatures of the undergraduate advisor, department chair, graduate program coordinator, the dean of the program. Completed forms are to be returned to the Registrar's Office.
- e. Graduate credits earned may be transferred to another institution at the option of the receiving school.
- f. Tuition and fees: undergraduate students taking graduate courses will be charged undergraduate tuition and fees for all courses
- g. Return the completed, signed form to the Registrar's Office.

### **READMISSION**

Students who are absent for one or more semesters must apply for readmission in writing to the Office of the Registrar. The deadline is one week before the beginning of classes. Students seeking readmission with less than a 2.00 cumulative grade point average will need to contact the Office of Academic Affairs to initiate an Academic Improvement Plan to return. Students readmitted after an absence of two or more years must meet all requirements of their respective degree program as of the date of readmission.

### **RETURN FROM MEDICAL WITHDRAWAL**

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/registrar-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.

### **REPEAT GRADE POLICY**

Undergraduate students will be limited to a maximum of six repeats in their academic career. Within this six-repeat rule, a single course that is repeated for grade improvement will be limited to a maximum of three times. Therefore, a single course can only appear in a transcript a total of three times. Post-Baccalaureate students will follow the same policy as undergraduate students. This policy will not take into account course repeats taken prior to the fall 2009 semester.

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***

An undergraduate student is permitted five individual course withdrawals at Clarion University, which are recorded with a grade of W. Exceptions may be made for withdrawals due to documented extenuating circumstances with approval of the instructor, advisor, and dean of the student's program.

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. Students are limited to 5 class withdrawals within their career.

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, which are recorded with grades of WX, are not included in the limit of five individual course withdrawals. 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 Withdrawal From the University***

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/registrar-office/academicpolicies](http://www.clarion.edu/academics/registrar-office/academicpolicies).

#### **RETURN FROM MEDICAL WITHDRAWAL**

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.



# UNIVERSITY CURRICULA

## How do you want to be different at the end of your time in college?

The undergraduate educational journey will help you develop your intellectual skills, expand your knowledge, and help you clarify your values. All undergraduate curricula, with the exception of the two-year Associate of Science curriculum in Nursing, lead to a bachelor's degree and have a common core of 48 semester hours in general education. General education courses will complement the courses in your major to create an integrated educational experience. Careful consultation with your advisor will help you to create a coherent plan of study. Each course, as well as your co-curricular and extra-curricular experiences, can purposefully build toward reaching your goals of who you want to be when you graduate. Welcome to the Clarion journey.

Undergraduate education at Clarion University begins with course offerings and expands to co-curricular activities, student living arrangements, special cultural events at the university and in the larger community, and opportunities for relevant work through participation in assistantships, internships, undergraduate research, and student and community organizations. The university's curriculum enables you to acquire skills, knowledge and values necessary to attain your life's goals. We believe that you should graduate with a distinguished level of ability and with attitudes necessary to continue developing and refining those abilities. Thus, as a student of Clarion, we will provide learning opportunities for you:

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

## GENERAL EDUCATION DISTRIBUTION

### Goals and Purpose

A Clarion University education provides students with both a specialized and a liberal education. A specialized education provides a student with depth of knowledge in a particular vocation, profession, academic discipline, or area of study. General education aims to assist the student's development of skills which apply to all career areas and disciplines, and development as a person and an informed citizen for life within and beyond the university.

Students have the freedom to select an academic major for their area of specialization and elective courses in which they are interested. The general education curriculum provides students with the opportunity to explore a variety of subjects and develop skills that not only serve their interests but community needs as well. Here is an outline of general education requirements:

### General Education Requirements

- I. Liberal Education Skills (in writing, mathematics, and communication)—15 credit hours to include:
  - A. College writing and information literacy
  - B. A mathematics course
  - C. Freshman Inquiry Seminar
  - D. A selection of courses from computer information science, communication, elementary foreign language, English composition, logic, and mathematics.
- II. Liberal Knowledge (about society, its individuals, culture, and environment)—27 credit hours distributed among three categories:
 

A. Physical and biological sciences	9 credits
B. Social and behavioral sciences	9 credits
C. Arts and humanities	9 credits

At least two disciplines must be represented within each of the three categories.
- III. Health and Personal Performance (with focus on wellness, creative activities, and use of leisure time)—three credits to include:
 

A. Health and wellness (one course)	2 credits
B. Personal performance (one course)	1 credit
- IV. General Education Electives (for further exploration of areas of interest and continued broadening of studies)—sufficient course work to bring the total for general education to 48 credits from an approved list in areas of skills or liberal knowledge. These may not be in your major, and only one additional hour of personal performance is permitted.

### General Education Flags

Among the courses meeting requirements in both general education and the major, there are courses having “flags” or special designations.

These flags denote courses that address such practical qualities as the ability to understand and discuss values, to write effectively, to engage in quantitative reasoning, and to be information literate. You will need to be sure courses selected in general education and in the major show a total of six flags in the following categories:

#### In general education:

- \* One first-year **Values Flag**—promotes reflections on personal values, interpersonal values, and societal values.

#### In the major or general education:

- \* A second **Values Flag**—encourages exploration in human values, applied values, or ethics in a particular context.
- \* Two **Writing Intensive Flags**—engage in higher order reasoning and communication in specific disciplines. These two writing courses count for credit beyond general education as part of the total academic experience, either in the major or in support courses for the major.
- \* A **Quantitative Reasoning Flag**—to develop skills associated with learning from data, quantitative expression, evidence and assertions, and quantitative intuition.
- \* One **Applied Information Literacy Flag**—ability to use information to accomplish specific purposes, incorporate information into knowledge base and value system, and understand the legal and ethical issues of accessing and using information.

Students have the freedom to select the academic major and elective courses that are of interest. The general education curriculum provides the opportunity to explore a variety of subjects that not only serve student interests but community needs as well. Students may wish to consult the registrar website at [www.clarion.edu/registrar](http://www.clarion.edu/registrar) for a list of courses that satisfy general education requirements.



## COLLEGE OF ARTS AND SCIENCES

Dr. Laura Delbrugge, Dean  
 220 Marwick Boyd  
 814-393-2225  
 email: ldelbrugge@clarion.edu

### *Explore the Possibilities!*

According to a recent Forbes magazine article the top skills desired by employers of college graduates are the ability to: work in a team; make decisions and solve problems; plan, organize and prioritize work; and communicate verbally. These skills and many more are taught in the College of Arts and Sciences. The college has programs in the arts and humanities, social sciences, mathematics, the physical and biological sciences. These programs are designed for those who want to hone technical skills in a pre-engineering program, have hands on experience putting on a theatrical production, participate in a biology field experience or help run a television station, radio station or student newspaper.

Regardless of the field you choose, you will experience the college's general education courses. With more than 30 minors you can pursue a field of interest to complement a degree in any discipline. The skills taught in the college — teamwork, problem solving and communication — are what employers want.

### STUDENT SERVICES

Stop by the Dean's Office, located in Marwick Boyd if you have questions about degree programs.

### COLLEGE OF ARTS AND SCIENCES DEGREE LISTING

- Anthropology (B.A.)
  - Anthropology (Minor)
  - Latin American and Caribbean Studies (Minor)
- Art (B.A., B.F.A.)
  - Art (Minor)
  - Art History (Minor)
  - Graphic Design\*
- Biology (B.S.)
  - Ecology and Evolutionary Biology (Minor)\*
  - Environmental Biology (B.S.)
  - Medical Technology (B.S.)
  - Molecular Biology/Biotechnology (B.S.)
  - Molecular and Cellular Biology (Minor)
- Chemistry (B.S.)
  - Biochemistry\*
  - Geochemistry\*
  - Chemistry (Minor)

- Communication (B.S.)
  - Digital Media\*
  - Health Communication (Minor)
  - Integrated Journalism\*
  - Public Relations/Advertising/Corporate/Communication\*
  - Social Media (Minor)
  - Speech Communication (Minor)
  - Sports Media (Minor)
- Engineering Coop. Programs
  - Engineering/Chemistry\*
  - Engineering/Mathematics\*
  - Engineering/Physics\*
- English (B.A.)
  - Black Studies (Minor)
  - Literature (Minor)
  - Creative Writing (Minor)
  - Professional Writing and Rhetoric (Minor)
- Environmental Geoscience (B.S.)
  - Environmental Geoscience (Minor)
- Film Studies (Minor)
- Geography
  - Geographic Information Science (Minor)
  - Geography (Minor)
  - Geography Sustainable Planning\*
- Geology (B.S.)
  - Geology (Minor)
- History (B.A.)
  - History (Minor)
- Integrative Studies
  - Arts and Entertainment Management\*
  - Communication\*
  - Community Services\*
  - Education\*
  - English\*
  - Geography and Sustainable Planning\*
  - Global Understanding\*
  - Science & Mathematics\*
  - Theatre\*
  - Women and Gender Studies\*
  - Writing\*
- Mathematics (B.S.)
  - Actuarial Science (Minor)
  - Financial Mathematics and Actuarial Science\*
  - Mathematics (Minor)
- Military Science
  - Leadership (Minor)
- Music (Minor)
- Philosophy (B.A.)
  - Philosophy (Minor)
- Physics (B.S.)
  - Astrophysics\*
  - Condensed Matter Physics\*
  - Nanotechnology (Minor)
  - Physics (Minor)
  - Environmental Sustainability: Science and Policy (Minor)
- Political Science (B.A.)
  - Political Science (Minor)
- Sociology (B.A.)
  - Sociology (Minor)
  - Social Work (Minor)
- Sociology/Psychology (B.A.)
- Spanish (Minor)
  - Spanish for the Professions ≈
- Theatre (B.F.A.)
  - Acting\* (Minor)
  - Design/Technical Director\*
  - Musical Theatre\*
  - Technical (Minor)
- Women and Gender Studies (Minor)



## COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES

Phillip Frese, Dean  
 330 Still Hall  
 Telephone 814-393-2600  
 Text 814-682-6221  
[coba@clarion.edu](mailto:coba@clarion.edu)

Business is global and touches every aspect of our lives, from the artist selling paintings to the development of new applications for nanotechnology. Business processes, personal economics, finance, investments, accounting and management are areas that impact us daily. Advances in the use of data in driving business decisions have created exciting opportunities for our graduates. Students in the College of Business Administration and Information Sciences have a wide variety of majors and an even wider variety of careers to pursue.

The college has programs for non-business majors to help them with their personal financial planning and minors in accounting, economics, business administration, leadership and finance. You can minor in a business field as an undergraduate student, pursue an associate degree, earn a bachelor's degree or participate in our five-year Master of Business Administration (MBA) program. Our MBA and

MBA are available to all students from all majors.

Our career focus in the undergraduate program has led to an emphasis in two areas: global leadership and entrepreneurship. Regardless of major, you can easily focus your studies on global leadership or entrepreneurship. Want to join a major corporation? Follow our global leadership path. Want to create your own business? Follow our entrepreneurship path.

We believe it is never too early to start thinking about and preparing for your career. Our students engage with the Career Development Center during the freshman year, learning critical job hunting skills and tapping into resources that will help propel them toward success.

The business program is accredited by the AACSB International — The Association to Advance Collegiate Schools of Business — placing it among the top business programs in the world.

## **BACHELORS TO MASTER OF BUSINESS ADMINISTRATION EARLY START**

Clarion University students may apply to the accelerated bachelors to masters program in the MBA, earning up to 12 graduate credits, from core MBA courses, that would apply to the MBA program before the start of their senior year. Students must meet the regular MBA program acceptance criteria.

## **SCHOOL OF INFORMATION SCIENCES**

To better align faculty talent and leverage the strengths of related disciplines, Clarion University has created a School of Information Sciences, which is an integral part of the College of Business Administration and Information Sciences. The school includes two departments: Computer Information Science (CIS) and Library Science (LS).

In a constantly changing world, the fields of CIS and LS are in the center, designing, creating, archiving, transferring and maintaining the information, technology and systems that are central to the way the world works. The School offers a variety of minors and bachelor's degrees and houses the Master of Library Science and Master in Data Analytics (Big Data), which is available to all students from all majors.

## **COBAIS DEGREE LISTING**

All candidates for the Bachelor of Science or Associate of Science degrees in business administration are required to take a broad program of business foundation subjects and then choose a business field of specialization in one of the following areas:

- Accounting (B.S.B.A.)
  - Accounting (Minor)
  - Internal Audit-Forensic Accounting (Minor)
- Applied Technology (A.A.S.)
- Business Administration (A.S.)
  - Business Administration (Minor)
- Business Economics (B.S.B.A.)
  - Economics (Minor)
- Finance (B.S.B.A.)
  - Finance (Minor)
- Human Resources Management (B.S.B.A.)
- Integrative Studies: Paralegal (B.S.)
- International Business (B.S.B.A.)
  - International Business (Minor)
- Management (B.S.B.A.)
  - Leadership (Minor)
- Marketing (B.S.B.A.)
  - Marketing (Minor)
- Paralegal Studies (B.S.B.A.)
- Real Estate (B.S.B.A.)
- Technology Leadership (B.A.S.)

## **SCHOOL OF INFORMATION SCIENCES**

- Computer Science (B.S.)
  - Computer Science (Minor)
- Information Systems (B.S.)
  - Information Systems (Minor)
  - Web Development (Minor)
- Liberal Studies - Library and Information Studies concentration\*

*\*academic concentrations*



## COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Dr. Gwen Price, Dean  
 202 Stevens Hall  
 814-393-2146  
[gprice@clarion.edu](mailto:gprice@clarion.edu)

The Clarion University Education Preparation programs are responsible for the preparation of future educators in accordance with the guidelines and regulations of state and national accreditation. All programs within the College are nationally accredited by CAEP and approved by PDE. These programs are predominantly offered out of two departments, Education and Special Education, with all clinical experiences being coordinated through the Office of Field Services. The departments work collaboratively with the content disciplines across campus to prepare candidates in a wide variety of areas.

The Health Sciences and Human Services Departments within the CEHHS are home to programs offered on the Clarion campus, Venango campus, Pittsburgh, Somerset and online. The college delivers a personal and challenging academic experience, serving the region as the high-achieving, nationally accredited college of a comprehensive university. The college seeks motivated, career-oriented students of all ages and backgrounds who want to learn and grow in a supportive environment that promotes personal discovery and professional development.

The talented faculty and staff are deeply committed to serving students as individuals from whom they expect excellence and personal integrity. Its career-focused programs are offered through distinctive educational partnerships that address community and regional needs, and its students benefit from hands-on professional and technical preparation.

As a result, students gain a competitive edge in their fields and have expanding academic and career opportunities in high-demand professions. Graduates are socially, civically and academically prepared to be active citizens of the global society.

Venango campus also offers one-year certificate programs, a variety of professional development and personal enrichment courses, workforce training, Americorp opportunities, paraprofessional training and a summer enrichment program for students in K-8.

Clarion University is justifiably proud of its career ladder program offerings in a variety of fields, including health sciences, allowing students to access education at the level they are at in associate, bachelor and graduate degrees. The mission of the college is to educate future health care professionals in the fields of allied health, communication sciences and disorders, rehabilitation sciences, human



services, medical imaging sciences, nursing and sport sciences.

Students are prepared for growing employment opportunities in the human service fields such as addictions, mental health, children youth and families, eldercare, and intellectual disabilities. The undergraduate degree in speech pathology/speech and hearing science is pre-professional in nature and prepares students to attend graduate school in speech-language pathology or audiology. Students also may obtain a minor in speech pathology/speech and hearing science.

Clarion University now offers the most comprehensive ladder of nursing credentials and access points within the Pennsylvania State System of Higher Education. In addition, programs in the growing allied health field are available, to include allied health, respiratory care, medical imaging and allied health leadership. Cutting-edge programs are also available in coaching, sports management and criminal justice. These programs all feature plenty of opportunity for hands-on learning in the field through co-ops and internships.

### **CLARION UNIVERSITY PITTSBURGH SITE**

4900 Friendship Ave., Pittsburgh, PA 15224  
412-578-5239

The Pittsburgh Site of Clarion University, through the College of Health Sciences and Human Services, offers both professional and career programs in nursing. Clarion University offers undergraduate general education courses such as English, philosophy, and anatomy and physiology. The Pittsburgh site is located in the Bloomfield section of Pittsburgh. Students at the Clarion University Pittsburgh

Site come from a variety of backgrounds and experiences, including recent high school graduates, transfer and adult students.

### **CLARION UNIVERSITY SOMERSET SITE**

6022 Glades Pike, Suite 101, Somerset, PA 15501,  
814-701-4604

The Somerset Site of Clarion University, through the College of Health Sciences and Human Services, offers the Associate of Science in Nursing program. This facility is located within Founders Hall at the Somerset County Education Center, and features the state-of-the-art Wheeler Family Simulation Center. This program is offered in collaboration with Penn Highlands Community College and is greatly supported by the Somerset County Foundation for Higher Education.

## COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES DEGREE LISTING

- Allied Health (A.S.)
- Allied Health Leadership (B.S.)
- Business Administration (A.S.)
- Criminal Justice (A.S.)
- Criminal Justice Administration (B.S.)
- Early Childhood Education (A.S.),
- Early Childhood Education (B.S.Ed.), certification for Pre K-4  
Early Childhood-Special Education dual program
- Integrative Studies (B.S.)
  - Athletic Coaching\*
- Medical Imaging Sciences (B.S.)
  - Medical Dosimetry\*
  - Nuclear Medicine\*
  - Radiation Therapy\*
  - Radiologic Technology\*
  - Ultrasound\*
- Mid-Level Education (B.S.Ed.), certification for grades 4-8
- Mid-level (B.S.Ed.)/M.Ed. with Special Education  
concentration
- Nursing (A.S.N., RN-B.S.N., B.S.N.-4 yr.)
- Nutrition and Fitness (B.S.)
  - Nutrition and Fitness (Minor)
  - Pre-Athletic Training
- Psychology (B.A., B.S.)
  - Psychology (Minor)
- Rehabilitative Sciences (B.S.)
  - Addictions\*
  - Court and Community Services\*
  - Intellectual Disabilities\*
  - Gerontology\*
  - Pre-OT: Physical and Psychosocial Disabilities\*
- Rehabilitative Services (A.S.)
- Respiratory Care (A.S., B.S.)
- Secondary Education (B.S.Ed.), certification for grades 7-12:
  - Biology
  - Chemistry
  - Earth and Space Science
  - English
  - General Science
  - Mathematics
  - Physics
  - Social Studies
- Special Education Dual PreK-8/7-12 (B.S.Ed.)
  - Early Childhood-Special Education dual program
  - Special Education: Applied Behavioral Analysis
  - Diagnosis and Intervention Strategies for Students  
with Mathematical Disabilities (Minor)
  - Disability Studies (Minor)
- Speech Pathology and Audiology (B.S.) pre-professional degree
- Speech Pathology and Audiology (Minor)
- Sport Management (B.S.)
  - Sports Management (Minor)

*\*academic concentrations*



Clarion University offers a number of undergraduate majors and minors.

This section lists those programs alphabetically. While you may find the program of interest fairly quickly, we encourage you to look through the listing carefully since there may be additional programs you may find of interest.

The B.A. refers to Bachelors of Arts degrees that focus on the arts and humanities and typically includes a requirement of study in a language beyond English. Coursework in a language in high school may allow you to register in an advanced college course in that language. The B.S. refers to Bachelor of Sciences degrees. This degree requires additional study in mathematics and science. We encourage you to discuss the differences between the B.A. and B.S. degrees with your advisor since neither college degree is uniformly preferred for today's careers.

Students at Clarion have the opportunity to select a minor or a second major as part of their program of study. This additional study and credential often makes a student more attractive for their first career job or professional and graduate school. Again, talking with your advisor about these possibilities is strongly suggested.

For each program, you will find contact information including the name of the department chair, office, email and phone contact information. In addition to a description of the program, we list the program learning outcomes to help you better understand the knowledge and skills you will acquire by the time you graduate.

The required and recommended courses for your program of study are also listed. You should discuss these requirements when you meet regularly with your advisor. Successful students often develop a multi-semester plan of study to ensure graduating on time. Your faculty advisor can help you in developing this plan.

### **ACCOUNTING, B.S.B.A.**

Department Chair, Jeffrey Eicher, JD, CPA

334 Still Hall

Telephone: 814-393-2628

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

Faculty: K. Danvers, O. Kaymaz

Accounting is the theory and practice of organizing, preparing, maintaining, and auditing the financial records of an organization or an individual. There are three categories of accountants: 1) Industry Accountants who do the accounting work for one organization, 2) Public Accountants who do the work for many organizations, and 3) Internal Auditors-Forensic Accountants who investigate the accounting and other work done within organizations.

Clarion offers concentrations in all three categories: Internal Audit-Forensic Accounting, CPA, and Industry.

Full or part-time internships are available to qualified students. The department recommends a graduate-level business program to fulfill the 150 credit hour requirement for CPA licensure. This can be met by completing the MBA, MS ADA, or the MAcc at Clarion. Graduates go into the areas of public, internal audit, forensic accounting, corporate, government or not-for-profit accounting.

#### **Accountancy (B.S.B.A.) Degree Outcomes**

1. Students will be able to generate, analyze, and communicate accounting information for internal and external use.
2. Students will demonstrate analytical thinking skills through the interpretation of evidence and formulation of warranted conclusions.
3. Students will be able to employ technology to support data analysis and business decision making.
4. Students will show an awareness of the ethical dimensions of business through the ability to examine ethical issues and understand social forces shaping the environment of business

5. Students will demonstrate interdisciplinary competence across accounting, economics, finance, management, and marketing.

### Requirements

#### ACCOUNTING , B.S.B.A.

##### INTERNAL AUDIT-FORENSIC ACCOUNTING

**CONCENTRATION** ..... 30 Credits

**Required:** ACTG 350, 351, 364, 458, 464, 474, 484, 491, CIS 210, either DA 347 or DA 460

**INTERNAL AUDIT-FORENSIC ACCOUNTING MINOR**.. 18 Credits

This minor is available to students with any major from any college.

**Required:** ACTG 251, 458, 474, 484, 491, CIS 210, OR CIS 333

**CPA CONCENTRATION** ..... 33 Credits

**Required:** ACTG 350, ACTG 351, ACTG 352, ACTG 353, ACTG 364, ACTG 451, ACTG 453, ACTG 464, ACTG 454, LEGL 341 and an accounting major business elective

**INDUSTRY CONCENTRATION** ..... 24 Credits

**Required:** ACTG 350, ACTG 351, ACTG 364, (either 453, 454, or 474), DA 347, ACTG 352, 353, 453

**ACCOUNTING, MINOR** ..... 18 credits

The minor in accounting is available to students with any major from any college, including those in the College of Business Administration.

**Required:** ACTG 251, ACTG 252, ACTG 350. Also, ACTG 352 OR ACTG 353 AND six additional credits of 300- or 400-level courses selected in consultation with the student's minor advisor.

**C.P.A. EXAM ELIGIBILITY CERTIFICATE**..... 24 Credits

At least 15 credits must be taken through Clarion to earn the certificate: ACTG 251, ACTG 252, ACTG 350, ACTG 351, ACTG 352, ACTG 353, ACTG 364, ACTG 451, ACTG 453, ACTG 454, ACTG 458, ACTG 461, ACTG 464, 474, 484, 491.

**CERTIFICATE IN INTERNAL AUDIT AND FORENSIC ACCOUNTING**

This certificate will assist a graduate with a degree in something other than internal audit or forensic accounting to obtain employment in the fields of internal audit or forensic accounting.

At least 12 credits must be taken through Clarion to earn the certificate. ACTG 474, ACTG 484, ACTG 491, either ACTG 458 or CIS 210 or CIS 333

### ASSOCIATE OF SCIENCE, ALLIED HEALTH (ASAH)

Department Chair, Doug Knepp, Ph.D

226 Ralston Hall

Telephone: 814-393-1648

Email address: dknepp@clarion.edu

Website: www.clarion.edu/nhss

The 60-credit ASAH degree is a degree completion program for individuals who are already credentialed allied health professionals and who want to earn an associate degree.

Clarion University recognizes the value of an allied health professional's combined clinical education, professional credential, and acquired professional expertise. Thirty clinical credits will be awarded to individuals who have completed a formal accredited education program in a recognized allied health field and who hold the appropriate professional credential. Both the education program completed and professional credential earned must be acceptable to and approved by the College of Health Sciences and Human Services. Individuals who are eligible for this degree program will complete 30

credits of general education at Clarion University. All required course work is available to be taken online. Clarion University does not provide the clinical course work that is required for this degree program.

### Potential Program Candidates

Health professionals who may qualify for the ASAH degree include the following: diploma nurses, surgical technologists, paramedics, ophthalmic medical technicians, dental professionals, pharmacy technicians, medical imaging professionals, medical office professionals, medical assistants, physical therapy assistants, and others.

### ASAH Outcomes

1. Graduates will be able to describe career advancement opportunities for allied health professionals who hold academic degrees.
2. Graduates will be able to communicate effectively and professionally in a health care environment.

### ASAH Curriculum

The AS, Allied Health requires completion of a total of 60 credits—30 credits of science and general education course work that must be earned from Clarion University and 30 credits that are awarded for completion of a formal, accredited allied health educational program that is acceptable to and approved by Clarion's College of Health Sciences and Human Services.

### Sample Curriculum

#### I. Liberal Education Skills

- A. English Composition ..... 3 cr
- B. Math Competency..... 3 cr
- C. Liberal Education Elective ..... 3 cr

#### II. Liberal Knowledge ..... 15 cr

Choose courses from at least 2 of the following 3 categories.

At least 3 credits must come from Category A for a total of 15 credits.

- A. Physical and Biological Sciences
- B. Social and Behavioral Sciences
- C. Arts and Humanities

#### III. General Education Electives ..... 6 cr

#### IV. Approved Allied Health Professional Education .... 30 cr

\* Curriculum is subject to change.

### Evaluation of Clinical Coursework

Credits for completion of clinical course work will be considered on a case-by-case basis by Clarion's College of Health Sciences and Human Services and will be based on the following criteria:

- The education program must be in an allied health profession that is recognized by the Clarion's College of Health Sciences and Human Services as a health care profession.
- The allied health education program from which the applicant has graduated must meet one or both of the following criteria:
  1. The education program must hold accreditation in good standing with a formal national programmatic accrediting agency widely acceptable to the specific allied health profession and formally recognized by the U.S. Department of Education or the Council for

Higher Education Accreditation.

- The education program must be offered in a post-secondary institution of higher learning that has accreditation in good standing with a regional accreditor formally recognized by the U.S. Department of Education such as the Middle States Association of Colleges and Schools.

The allied health education program from which the applicant has graduated must have entailed a minimum of 450 contact hours.

### **Degree Conferral**

Upon successful completion of the ASAH, graduates will have earned an Associate of Science degree with a major in Allied Health from Clarion University.

### **ALLIED HEALTH LEADERSHIP, B.S.**

Department Chair, Doug Knepp, Ph.D.  
226 Ralston Hall  
Telephone: 814-393-1648  
Email address: [dknepp@clarion.edu](mailto:dknepp@clarion.edu)  
Website: [www.clarion.edu/nhss](http://www.clarion.edu/nhss)  
Faculty: R. Bloom, PhD, RT(R)

Clarion University's distance learning programs enable health care professionals who are busy balancing work and family obligations to realize academic success and career advancement.

The 120-credit Bachelor of Science degree in allied health leadership (BSAHL) is for individuals who wish to attain leadership roles in health care. This online program prepares graduates for entry level positions in health services management, health care education, medical sales, and other health care areas.

The BSAHL is an online bachelor's degree completion program for individuals who are credentialed health care professionals and who have earned a corresponding associate degree, certificate, or diploma in a recognized allied health field. Up to 60 clinical credits will be granted to eligible candidates. Additionally, general education course work completed at a regionally-accredited college or university will be considered for transfer into Clarion University in accordance with the university's transfer policy.

Clarion University's College of Health Sciences and Human Services determines eligibility for the BSAHL. Eligibility is based on the accreditation and length of the health education program that has been completed and the type of professional credential earned. Eligible students must then complete additional course work in science, general education, and allied health online at Clarion University.

### **Allied Health Leadership (BS) outcomes**

- Students will be able to use leadership theory to critique various styles of leadership.
- Students will be able to discuss ethical and moral obligations of allied health care leaders.
- Graduates will realize career advancement in a leadership position or be enrolled in a graduate program.

### **Admission Requirements**

Admission to the BSHAL program requires completion of an accredited education program in allied health, and professional credentialing, as approved by the School of Health Sciences. Additionally, applicants must meet the general admissions requirements of Clarion University.

### **Curriculum Outline**

#### **I. FUNDAMENTAL BUSINESS ADMINISTRATION COURSE WORK**

Course ID	Course Title	Credits
ECON 211	Principles of Macroeconomics.....	3
ECON 212	Principles of Microeconomics .....	3
ECON 221	Economics and Business Statistics .....	3
Total Credits.....		9

#### **II. CORE BUSINESS ADMINISTRATION COURSE WORK CREDITS**

ACTG 251	Financial Accounting .....	3
FIN 370	Financial Management .....	3
MGMT 320	Management Theory & Practice .....	3
MKTG 360	Principles of Marketing .....	3
Total Credits .....		12

#### **III. ALLIED HEALTH CLINICAL (OR CLINICALLY EQUIVALENT) 60 CREDITS**

AH 201	Introduction to the Health Care Environment.....	2
AH 301	Research Methods for Health Sciences.....	3
AH 401	Allied Health Leadership Capstone.....	3

Up to 60 clinical credits will be awarded for completion of a formal, accredited allied health education program and professional credentialing. Clinical credits will be awarded by the College of Health Sciences and Human Services on a case-by-case basis upon review of transcripts and professional credentials.

### **ANTHROPOLOGY, B.A.**

Department Chair, Barry Sweet, Ph.D.  
306 Founders Hall  
Telephone: 814-393-2205  
Email address: [bsweet@clarion.edu](mailto:bsweet@clarion.edu)  
Website: [www.clarion.edu/ssc](http://www.clarion.edu/ssc)  
Department Faculty: S. Prezzano

Do you ever wonder what it means to be human? Anthropologists seek to answer this question by investigating the human condition in all times and all places. Human genetics, the origin of our species, the rise and fall of civilizations, world languages, and the wide diversities of peoples, cultures, and religions are just some of the topics you can explore through anthropology. This discipline is the broadest social science and is unique in its cross-cultural and holistic perspectives. The program offers courses in all four of the anthropological sub-disciplines: biological anthropology, anthropological linguistics, archaeology, and cultural anthropology.

A major in anthropology provides a firm basis for exploring careers in museums, aid agencies, business, government, forensics, and teaching. Both majors and non-majors can take part in local and international field and laboratory experiences that provide the opportunity to contribute to current anthropological research. Completing the archaeological field school gives students hands-on experience in excavating an archaeological site. This course trains participants for immediate employment in public archaeology.

### **Anthropology (B.A.) Degree Outcomes**

1. Recognize what it means to be human and how bioanthropological, archaeological, ethnographic, and linguistic knowledge contributes to that understanding.
2. Identify the major theoretical and methodical approaches in the study of human biology, evolution, the archaeological past, and be able to apply this knowledge to real-life situations.
3. Identify the major theoretical and methodological approaches in the study of human cultures and languages and be able to apply this knowledge to real-life situations.
4. Demonstrate skills in communication anthropological knowledge effectively through writing, oral presentation, and data presentation.
5. Apply both qualitative and quantitative research methods to anthropological problems, complying with the ethical practices within the discipline.
6. Explain the holistic anthropological viewpoint on issues of cultural and ethnic diversity in past and present societies and draw comparisons between different cultures, describe cultural processes, and examine social issues from an anthropological perspective.

### **Requirements**

- ANTHROPOLOGY, B.A.** ..... 33-51 credits  
**Required:** ANTH 211, 213, 217, 362, 380, and 18 additional credits in anthropology chosen in consultation with a departmental advisor. In addition to 30 credits in anthropology, the following courses are required: SOC 211, GEOG 100, and 15 additional credits chosen from biology, history, earth science, geography, or sociology. Students may choose either foreign language competency or quantitative methods core.
- ANTHROPOLOGY, MINOR** ..... 18 credits  
 In addition to ANTH 211, anthropology students will complete nine credits of anthropology courses at the 300-level and an additional six credits of anthropology courses.
- LATIN AMERICAN AND CARIBBEAN STUDIES, MINOR** ..... 18 credits  
**Required:** 18 credits, chosen from a menu of interdisciplinary course. Courses must be chosen from at least two academic disciplines; at least nine credits must be at the 300- or 400-level.

### **APPLIED TECHNOLOGY, A.A.S.**

Department Chair, Tony R. Johns, Ph.D.  
 335 Still Hall  
 Telephone: 814-393-2626  
 Email address: tjohns@clarion.edu  
 Website: www.clarion.edu/AT

Program Coordinator, Tammy M. Dulaney, Ed.D  
 207 Frame Hall, Oil City, PA  
 Telephone: 814-393-1273  
 Email address: tdulaney@clarion.edu

The Associate of Applied Science in Applied Technology provides workplace ready training in many of Pennsylvania's high priority careers. Specialized training within the Applied Technology major include business and information management, CADD, carpentry and construction, computer and network systems support, maintenance, and repair, CNC operation and programming, electric utility - lineman, electronics engineering, electricity maintenance and construction, mechatronics and industrial maintenance, medical equipment technician, network and database professional, RHVAC, and welding and fabrication.

The Applied Technology programs utilize a creative partnership approach designed to prepare you for a career path leading to a wide range of technology and manufacturing opportunities, as well as leadership positions. Under this unique model, you complete general education, technology, and business courses either on campus or online and the technical component of the degree through licensed, certified, accredited, and/or otherwise approved technical education providers. Graduates receive an Associate of Applied Science degree from Clarion University. Transfer in your technical education, military and/or work experience and you could be half way to an associate degree.

### **Applied Technology (A.A.S.) Outcomes**

1. Apply technology effectively as an essential tool in industrial situations.
2. Apply management principles to industrial leadership positions.
3. Compose effective communication using both oral and written forms of communication.
4. Demonstrate appropriate technical skills in the student's chosen field of study.

### **Requirements**

**CLARION COURSEWORK** (Complete the following seven courses to equal 31 credits):  
 CIS 217; ENGL 111; MATH 114 or 131, 171, 232, 260, 270; PHSC 112 or 117 or PH 251; ECON 140 or FIN 170; COM 110 or 113, 200, 217, or ENGL 371, MGMT 120, ECON 221 or MATH 221, and 4 credits of free electives.

**TECHNICAL COURSES:** APT 299 or APT 399: Field Training (29 credits) Field training coursework is specific to desired concentration and is coordinated through the Applied Technology program director.

### **ART, B.A., B.F.A.**

Department Chair, Casey C. Teske, D.M.A.  
 Department of Visual and Performing Arts  
 223 Marwick-Boyd Fine Arts Building  
 Telephone: 814-393-2287  
 Email address: cteske@clarion.edu  
 Website: www.clarion.edu/art  
 Department Faculty: K. Colvin-Woodruff, M. Franchino, G. Greenberg, M. Kuntz, J. Rose

Are you a problem-solver? Do you imagine what hasn't been? Do you want to give form to your ideas? You may be an artist. Or perhaps you would just like to learn more about art in order to visit museums, start a collection, improve your visual literacy, or broaden your understanding of the world and its possibilities. Art is about all of these things. Living in a culture where visual communication is increasingly important, it's more critical than ever to understand how and why art affects the viewer.

The Clarion University Art Department boasts a diverse collection of faculty with a broad range of backgrounds and interests. The department's small student-faculty ratio ensures that you receive individual attention. Co-curricular professional opportunities are available through internships and employment in the department. Through art, learn to use your imagination, ambition, and talent to realize your ideas and become a citizen in a visual world.

**Art (B.A., B.F.A.) Outcomes**

1. Understand and effectively use principles of design (balance, rhythm, unity) and visual elements (line, color, etc.) in artworks that also show development and creation of personal forms of expression and unique visual language.
2. Display an understanding and skillful use of artistic mediums and techniques, and will also display an individualized use of the skills they have developed.
3. Display an understanding of the conceptual basis of their artwork, as well as its relevance and relationship to art historical precedents and contemporary practices.
4. Display professionalism in presentation and quality of both written and creative work, including use of supporting materials, bibliographies where applicable, and display critical thinking skills.
5. Display a record of solid production, the creation of a complete, unique and individual body of work, which will then be professionally displayed in a BFA or BA graduating exhibition or a professional portfolio review and critiqued and evaluated by the entire art faculty. This body of work will be utilized by students in their post-graduate art careers.

**Requirements**

- ART, B.A.** ..... 51 credits  
**Required:** ART 121, 124, 125, 126; ART 222 and 12 additional credits of 200-level ART courses; six credits of 300-level ART courses; ART 491 and three additional credits of 400-level ART courses; ARTH 110, 111; six additional credits in art history (one of which must be ARTH 414 or a special topics course on contemporary art); foundation review; progress review; portfolio review; and foreign language competency.
- ART, B.F.A.** ..... 72 credits  
**Required:** ART 121, 124, 125, 126, ART 222 and 18 additional credits of 200-level ART courses; 15 credits of 300-level ART courses; ART 491 and six additional credits of 400-level ART courses; ARTH 110, 111; nine additional credits in art history (one of which must be ARTH 414 or a special topics course on contemporary art); foundation review; progress review; exhibition review.
- ART, B.F.A. WITH CONCENTRATION IN GRAPHIC DESIGN**... 72 credits  
**Required:** ART 121, 124, 125, 126, ART 222, 250 and 15 additional credits of 200-level ART courses; ART 350, 351, 355 and six credits of 300-level ART courses; ART 491; six credits of ART 451 or three credits of 451 and three credits of 455; ARTH 110, 111; nine additional credits in art history (one of which must be ARTH 414 or a special topics course on contemporary art); foundation review; progress review; portfolio review.
- ART, MINOR** ..... 21 credits  
**Required:** two of the following: ART 121, 124, 125, 126; nine additional credits in ART; ARTH 110; three additional credits in ARTH (capstone).
- ART HISTORY, MINOR** ..... 18 credits  
**Required:** ARTH 110,111; nine additional credits in ARTH; three credits in ART (capstone).

**ARTS AND SCIENCES, A.A.**

The Associate of Arts is a liberal arts degree program administered by the office of the Dean of the College of Arts and Sciences. It is designed to provide the student with a range of experiences and a flexible educational program. Students who have already earned a Bachelors degree from Clarion or any other regionally accredited institution are not eligible to earn the AA degree.

**Arts and Sciences (A.A.) Outcomes**

1. Students will demonstrate their communication skills through either oral or written means.
2. Students will demonstrate critical thinking skills across a variety of disciplines.

**ATHLETIC COACHING**

Department Chair, Doug Knepp, Ph.D

226 Ralston Hall

Telephone: 814-393-1648

Email address: dknepp@clarion.edu

Website: www.clarion.edu/nhss

Department Faculty: C. Brennan-Caplan, K. Curreri, D. Katis,

D. Knepp, K. Schwabenbauer. R. Patterson

**ATHLETIC COACHING EDUCATION PROGRAM**

The athletic coaching education program is comprised of three distinct levels of specialization designed to meet the needs of all students interested in pursuing an education in the mastery of coaching. The minimum requirement for the athletic coaching program “Verification” is 13 credits. A total of 18 credits is required for successful completion of the athletic coaching program “Minor” which includes the Nationally Accredited Level III Athletic Coaching Certification. The B.S. Integrative Studies degree is also available with a concentration in Athletic Coaching. These programs were developed for students who intend to coach in interscholastic programs, youth sport or community recreation programs. It is not a degree program in physical education, but rather a specialized curriculum designed to provide those interested in coaching with a fundamental, educationally sound basis from which to pursue their coaching goals. The program is open to all students; however, the athletic coaching verification was specifically designed for education majors who want to combine coaching expertise with a teaching degree. Many non-education majors have found the athletic coaching program minor and certification to be an excellent addition to their current major. The B.S. Integrative Studies degree with a Concentration in Athletic Coaching is geared toward students who wish to pursue athletic coaching as a fulltime career in the collegiate or professional ranks.

**Athletic Coaching Verification, Minor, National Level III Certification, and Concentration**

Athletic Coaching (verification) requirements are 13 credits.

Athletic Coaching (minor) and nationally accredited Level III certification requirements are 18 credits.

B.S. in Integrative Studies with concentration in athletic coaching requires 29 credits in NFSS Coaching courses.

**Athletic Coaching Outcomes**

1. Demonstrate the character, integrity, and professional responsibility needed to assume a career in an athletic coaching field.
2. Develop a comprehensive plan for coaching a sport team that includes an off-season, pre-season, and in-season segment.
3. Publicly communicate and explain your own personal philosophy of coaching to a group of people.

4. Demonstrate a fundamental understanding of the basic offensive and defensive strategy of a particular sport.
5. Demonstrate an understanding of game day management, personnel management, budget planning, risk management, and equipment management as each pertains to the realm of successful athletic coaching.
6. Identify career opportunities in athletic coaching and provide strategies for pursuing employment.

### Requirements

**ATHLETIC COACHING (VERIFICATION)** .....13 credits

This option is designed for those students wishing to have athletic coaching as their area of emphasis.

#### Required:

ATSW 406	Athletic Injuries: Prevention, Recognition, and Evaluation .....	4
ATSW 407	Physiological Foundations of Coaching .....	3
ATSW 408	Principles and Problems of Athletic Coaching .....	3
ATSW 409	Kinesiological Foundations of Coaching .....	3

### MINOR IN ATHLETIC COACHING AND NATIONAL LEVEL III

**CERTIFICATION IN ATHLETIC COACHING** ..... 18 credits

Must include the courses above for the athletic coaching verification plus one of the following theory and techniques courses:

ATSW 350	Theory and Techniques of Coaching .....	2
ATSW 351	Theory and Techniques of Coaching Basketball .....	2
ATSW 352	Theory and Techniques of Coaching Baseball and Softball .....	2
ATSW 354	Theory and Techniques of Coaching Football .....	2

#### Required Athletic Coaching Field Experience:

COOP 444	Athletic Coaching Internship .....	3
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### B.S. INTEGRATIVE STUDIES WITH CONCENTRATION IN ATHLETIC COACHING.

Must include the courses listed above for the athletic coaching minor plus all of the following courses:

ATSW 286	Cardio Resistance Training .....	3
ATSW 333	Fitness for Wellness .....	3
ATSW 334	Food, Fitness, and Weight Management.....	3
ATSW 336	Sport Nutrition .....	3
ATSW 365	Sport Leadership .....	3
ATSW 367	Ethics in Sport .....	3
ATSW 435	Risk Management in Sport .....	3
ATSW 440	Sports Facility and Event Management.....	3

### BIOLOGY, B.S.

Department Chair, Andrew Keth, Ph.D.

253 Science and Technology Center

Telephone: 814-393-1734

Email address: aketh@clarion.edu

Website: www.clarion.edu/biology

Department Faculty: S. Boyden, N. Dias, H. Hampikian, A. Keth,

D. Lott, K. Regester, C. Scott, D. Smith, J. Thomas, A. Turner

The Department of Biology and Geosciences offer students several degree options depending on interest and long-term career goals. Four Bachelor of Science degrees are offered: biology, environmental biology, medical technology, and molecular biology/biotechnology. The major requirements for all degrees are similar in the first two years, allowing students to switch between degree options and to readjust career objectives. All degrees are designed to prepare the student for

success in the job market or pursuing advanced studies. For those students interested in a career in teaching, the Education Department offers a secondary education—biology degree and a secondary education—general science degree through the Department of Biology and Geosciences. Also available is a Teaching Certificate in Environmental Education for grades K–12. The Biology and Geoscience Department programs prepare students for a variety of health careers including pre-medical, pre-veterinary, pre-chiropractic, pre-pharmacy, pre-physicians assistant, pre-optometry, pre-physical therapy, and pre-dental. The necessary training to pursue other careers in the health sciences is also available through the Pre-Professional Program for the Healing Arts. Students more interested in ecology may choose the ecology and evolutionary biology concentration within the biology B.S. degree. Two minors in biology, with options in either molecular/cellular biology or ecology/evolutionary biology are available to non-majors interested in a more in-depth study of these aspects of biology. Whatever the degree or interest, the faculty in the Biology and Geosciences Department are committed to helping students reach their professional goals.

### Biology (BS) Degree Outcomes

1. Students graduating with a degree in biology will have the technical knowledge and practical skills to conduct quality science in the field and laboratory.
2. Students graduating with a degree in biology will have the analytical and quantitative skills to understand, and create meaning for, graphical and quantitative representations of data.
3. Students graduating with a degree in biology will know the theories, major concepts and mechanisms which underlie and explain observed biological phenomena.
4. Students graduating with a degree in biology will know how to locate meaningful scientific information, evaluate, and use needed information effectively.
5. Students graduating with a degree in biology will understand different forms of communication within biology, and will know how to communicate scientific information in appropriate ways (verbal, written, etc.).
6. Students graduating with a degree in biology will understand what constitutes a testable hypothesis, and components of effective experimental design.
7. Students graduating with a degree in biology will understand the difference between science, scientific practice, and other ways of knowing and learning.

### Requirements

**BIOLOGY, B.S.** .....53-59 credits

**Required:** BIOL 155/165, 156/166, 201, 202, 203, and six courses (18 to 23 credits) from approved biology electives at the 300 level or higher and/or BCHM 453, 454. Preprofessional students may substitute one Biology elective (300 level or higher) with BIOL 251. In addition to these 35 to 40 credits in biology, the following supplemental courses are required: MATH 221 or 222 or BIOL 402, and MATH 260 or 270; CHEM 153/163, 154/164, 251/261, 252/262; PH 251 and 252; and one science elective from the following: BCHM 453 or 454, CHEM 200-499; OR ES 200-499; GEOG 200-499; OR PH 200-499. In some instances, students may be advised to substitute CHEM 151/161, 152/162 for CHEM 153/163, 154/164 and PH 258/268 and PH 259/269 for PH 251 and 252.

**ENVIRONMENTAL BIOLOGY, B.S.** .....49-58 credits

**Required:** BIOL 155/165, 156/166, 202, 405, 493 or 494. A three-credit field experience competency is required, which can be fulfilled by taking a course at an approved field station OR by completing COOP 308/408. A three-credit methods competency is required and one is to be selected from the following: BIOL 410, 480, 484, ES 455, ANTH 375, CHEM 353/363, CHEM 358/368. Also required are 12 to 16 credits of electives selected from the following: BIOL 305, 306, 307, 341, 375, 382, 400, 402, 410, 411, 425, 427, 428, 440, 451, 456, 459, 460, 473, 474, 475, 477, 480, 484, 492, 493, 494, 497, 499. In addition to these 21-30 credits in environmental biology, five supplemental courses are required, choosing at least one course from each category: (Geoscience) ES 150, 255, or 260; (Earth Systems) ES 270, 280, 330, or ES/GEOG 385; (Spatial Analysis) ES/GEOG 210, 345, 400, 425, 460, 470, 481, or 490; (Sustainability) GEOG 115, 244, 310, PH/ENVR 261. Plus these four Chemistry courses are required: CHEM 153/163 and CHEM 154/164. In some instances, students may be advised to substitute CHEM 151/161 and 152/162 for CHEM 153/163 and 154/164. All students are required to take MATH 171 and MATH 221 or 222 or BIOL 402.

**MOLECULAR BIOLOGY AND BIOTECHNOLOGY, B.S.** .....58-61 CREDITS

**REQUIRED:** BIOL 155/165, 156/166, 201, 203, 341, 450, 483, 485, and nine to 12 credits, one course to be selected from BIOL 300-499, BCHM 453, or 454. Pre- professional students may substitute one Biology elective (300 level or higher) with BIOL 251. In addition to these 41 to 44 credits in biology, the following supplemental courses are required: MATH 221 or 222 or BIOL 402, and MATH 260 or 270; PH 251 or 252; CHEM 153/163, 154/164, 251/261, 252/262, BCHM 453/463; In some instances, students may be advised to substitute CHEM 151/161, 152/162 for CHEM 153/163, 154/164 and PH 258/268 and PH 259/269 for PH 251 and 252.

**MEDICAL TECHNOLOGY, B.S.** .....62-70 credits

The Medical Technology Program includes an academic preparation of three years (88 semester hours including general education) at Clarion and a 12-month course of clinical study in a hospital-based school of medical technology accredited by the National Accrediting Agency for Clinical Laboratory Sciences, (32 semester hours). Upon successful completion of two years of prescribed courses at Clarion, the student is eligible to apply for admission to a hospital school. Although application is made through the office of the coordinator of medical technology at Clarion, acceptance is at the discretion of the staff of the clinical school. Clinical school spaces are limited, and admission to the Medical Technology Program at Clarion does not guarantee admission to a clinical school. Clarion University maintains affiliations with seven clinical schools. Students may apply to accredited, non-affiliated schools, however, arrangements must be made through the coordinator.

After graduation from Clarion University, the student is eligible to take the American Society of Clinical Pathologists Board of Registry licensure/certification examination. Successful completion of the exam permits practice of the profession in most of the United States. However, some states require their own state examination for licensure. Further information on the exams can be obtained from the coordinator of medical technology.

The following courses are required during the three years at Clarion: BIOL 155, 156, 165, 166, 201, 203, 341, 444; CHEM 153, 163, 154, 164; MATH 171, and 221 or 222. Eight additional hours of chemistry chosen from CHEM 251, 252, 261, 262, 353, 358, 363, 368, and BCHM 453, 463.

Students in the program must maintain the following grade-point averages: first semester freshmen, 2.0 overall; second semester freshmen and first semester sophomores, 2.5 overall; thereafter 2.5 overall with a 2.5 in the major. Exceptions to any of these requirements must be approved by the coordinator

of medical technology. Specific information about courses, standards, and requirements established by the affiliated hospital schools are provided to enrolled students by the coordinator of medical technology. Students wishing to transfer into the program must be approved by the coordinator of medical technology and must plan to spend two years on the Clarion Campus, making up any course deficiencies.

Hospital school affiliates are: Allegheny Health Network - St. Vincent Hospital - Eric, PA, UPMC- Altoona Regional Medical Center - Altoona, PA, Conemaugh Health System - Johnstown, PA, Guthrie Health System - Sayre, PA, Pennsylvania College of Health Sciences - Harrisburg/Lancaster, PA, Susquehanna Health - Williamsport, PA, UPMC Chautauqua Women's Christian Association Hospital - Jamestown, NY.

**SECONDARY EDUCATION, B.S.ED.**

Certification for grades 7-12, Biology (see under Secondary Education, Biology).

**ECOLOGY AND EVOLUTIONARY BIOLOGY, CONCENTRATION WITHIN THE B.S. BIOLOGY** .....47-59 credits

BIOL 155/165, 156/166, 201, 202, 203, 382, 493 or 494 and FOUR courses from the following (12-14 credits): BIOL 305, 341, 360, 402, 405, 424, 425, 427, 428, 432, 451, 452, 456, 460, 470, 471, 473, 478, 491, 492, 493, 494, 497, 499. As many as 9 credits from this list may be entered under Liberal Knowledge. If entered there, the credits are not counted as supplemental courses in the major. In addition, the following courses are required: CHEM 153/163, 154/164, CHEM 251/261, 252/262; in some instances, students may be advised to substitute CHEM 151/161, 152/162 for CHEM 153/163, 154/164. Students must also complete 9 credits from the following list: ES 150, ES/GEOG 210, ES 225, 255, 260, 270, 280, 330, ES/GEOG 345, ES 360, 385, ES/GEOG 400, ES 404, ES/GEOG 425, ES 455, ES/GEOG 460, 470, 481, 490, BCHEM 453, 454, CHEM 265, 351, 353, 354, 359, MATH 271, 272, 321, 322, 350, 370, PH 254, 261, 410, any 300-400 level BIOL elective approved for Biology major credit.

**BIOLOGY MINOR, MOLECULAR/CELLULAR/ORGANISMAL**

Biology Minor, Molecular/Cellular

**Biology Track** .....18-19 credits

This minor provides students in chemistry, physics, pre-engineering, mathematics, and computer science a working knowledge of biology at all levels, but with an emphasis on molecular and cellular biology. The cross-disciplinary experience allows them to apply the expertise from their majors to emerging fields in nanobiology, biotechnology, genetic engineering, genomics, computational biology, and others.

**Required:** BIOL 155/165, 203, and 341, Then choose one course out of the following: 450, 483, or 485. In addition, one course from BIOL 300-499, BCHM 453 or 454.

**BIOLOGY MINOR, ECOLOGY/EVOLUTIONARY****BIOLOGY TRACK** .....18-20 credits

This program is designed for students who are in other majors but require a general knowledge of the fundamental concepts of biology, but with a focus on ecology/evolutionary biology aspects. These students will be provided with additional skills and experience to enhance their education.

**Required:** BIOL 156/166, 202, and 11-12 credits from the following: BIOL 305, 382, 402, 411, 425, 427, 428, 451, 456, 471, 473, 480, 484, 492, 493, 494, or 499.

**Environmental Studies**

The Environmental Studies Program introduces students to environmental problems confronting contemporary society and examines these problems from a multidisciplinary point of view. Students have the opportunity to learn the role of science in various environmental situations, as well as management policies. The departments of Chemistry, Mathematics and

Physics; Biology and Geosciences; and the Science Education Program are participants in the Environmental Studies program.

### **Pymatuning Laboratory of Ecology**

Through a unique cooperative program with the University of Pittsburgh, Clarion University offers a program of study in field ecology at the Pymatuning Laboratory of Ecology (PLE). Courses are taught by faculty from cooperating institutions. Sessions at Pymatuning are open to undergraduate and graduate students, are three weeks in length, and students normally reside on site.

The PLE is a field station dedicated to environmental education and ecological research. In PLE courses, direct observation and hands-on experience with living organisms under field conditions are combined with modern laboratory and computer techniques in the discovery of structure and function in ecological systems. PLE is located within Pymatuning State Park and overlooks Sanctuary Lake, part of an 11,000 acre tract of water, wetlands, and forest. The region contains many natural lakes, marshes, streams, and intact forests, making it an ideal location to study field biology.

### **SECONDARY EDUCATION—BIOLOGY/GENERAL SCIENCE**

The Biology and Geosciences Department offers in conjunction with the Education Department a program in secondary education – Biology. Also available is a multidisciplinary secondary education degree in general science. A Teaching Certificate in Environmental Education Grades 7-12 is also available.

### **BUSINESS ADMINISTRATION, A.S.**

Department Chair, Tony R. Johns, Ph.D.

335 Still Hall

Telephone: 814-393-2626

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

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

Department Faculty: S. Hurr, T. Johns, M. Olivas, N. Singh, C. Smith

The Associate of Science in Business Administration is designed to provide an opportunity in post-secondary education not found elsewhere within the service area of Clarion University. After earning the associate degree, students who wish to further their education may continue at the baccalaureate level on the Clarion Campus.

### **Objectives**

1. Ensure that each student has an exposure to general education and business fundamentals appropriate for associate-level degree education in business administration.
2. Prepare associate degree students for entry-level positions in business, industry, and government. Graduates may find jobs in sales, marketing, finance, or administrative areas of business.
3. Prepare aspiring students for entry into baccalaureate degree programs.

### **Business Administration (A.S.) Outcomes**

1. Show an Awareness of the Ethical dimensions of Business Issues.
2. Demonstrate Analytical Thinking Skills by the formulation of warranted, non-fallacious conclusions.
3. Demonstrate Effective use of Technology and Data Analysis: by demonstrating an Understanding of and ability to use common methods of statistical inference.

### **Requirements**

**GENERAL EDUCATION (MINIMAL REQUIREMENT (21 credits):** ENGL 111, two of: ENGL 371, COM 110, COM 113, COM 200, COM 217, ECON 211, ECON 212, FIN 170, and two General Education electives. Note: If ENGL 110 is required as a result of the placement exam, it will be used as three credits of the general education electives.

**BUSINESS CORE SUBJECTS (18 credits):** ACTG 251, ACTG 252, LEGL 240, CIS 217, MATH 131, and MGMT 120.

**GENERAL BUSINESS MANAGEMENT CONCENTRATION (15 credits):** MGMT 320, MKTG 360, ECON 221 or MATH 221, ECON 222 or RE 270 or LEGL 341 or MGMT 300+ or MKTG 300+, FIN 170 or higher. (Students who are planning on continuing on for their bachelor's degree in business should select ECON 222 & FIN 370 from the above choices.) Free electives 6 credits.

### **CHEMISTRY, B.S.**

Department Chair, Adam Roberts, Ph.D.

155 Science and Technology Center

Telephone: 814-393-2327

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

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

Department Faculty: D. Clark, J. Knaust, E. Lewis, A. Lockwood, J. Overly, J. Touster

Chemistry is the study of the properties and behavior of matter, which provides an important understanding of our world and how it works. A chemistry degree is a powerful springboard which can launch you into a fascinating and rewarding career. A bachelor's-level graduate in chemistry is able to assume a variety of positions in industry, government, or academia. In addition to our core program of study (B.S. Chemistry), students at Clarion can elect to pursue a concentration in Biochemistry, which is directed towards pre-pharmacy and pre-medicine students; a concentration in Geochemistry, which is directed towards employment petrochemicals; a cooperative program in chemical engineering; a B.S. Ed. certification to teach secondary school chemistry; or a minor in Chemistry. Furthermore, students can qualify to earn an American Chemical Society certified degree.

The Clarion University chemistry curriculum is approved by the Committee on Professional Training of the American Chemical Society and provides a strong foundation for further studies at the graduate level or a career in the chemical industry. The program provides students with a rigorous introduction to the fields of chemistry and biochemistry. The curriculum emphasizes experience with modern chemical instrumentation, current developments in chemistry, independent chemical research, and professional growth.

The department is small, which allows for a personal, caring atmosphere and an environment that encourages both intellectual growth and academic achievement.

**CHEMISTRY B.S. WITH GEOCHEMISTRY CONCENTRATION...75 credits**

**Required:** CHEM 151, 152, 161, 162, 251, 252, 261, 262, 265, 266, 353, 354, 358, 363, 364, 366, 367, 368, 470, ES 150, 255, 330, 370, and one of ES 350 or 390, MATH 270, 271, and PH 251, 252

**Chemistry and Biochemistry (B.S.) Degree Outcomes**

1. A graduate of this program will be able to demonstrate effective command of fundamental chemical concepts and application of those concepts to solve chemical problems.
2. A graduate of this program will understand the theory and operation of chemical/biochemical instrumentation/techniques used in modern clinical and research labs. In addition, graduates will have a practical level of ability in the evaluation and interpretation of data obtained from these instruments.
3. A graduate of this program will be able to effectively communicate in a scientifically appropriate style.

**Requirements****CHEMISTRY, B.S. ....73 credits**

**Required:** CHEM 151, 161, 152, 162, 251, 261, 252, 262, 257, 265, 266, 366, 367, 353, 363, 358, 368, 354, 364, 355, and 470. In addition to these credits of chemistry, the following courses are required: MATH 270, 271; PH 251/252 or 258/259. Also required are at least 12 credits with two courses from the following: BCHM 453, 463, 454; CHEM 359, 465, 466 or 471 and the remaining credits from BIOL 155, 165, 201, 203; MATH 272 or a higher numbered MATH course; PH 301 or a higher numbered PH course; CHEM 211; CIS 202 or a higher numbered CIS course; PHIL 317; ES 150, 260, 270, 280, or 360. Graduates who have met the above requirements and would like to earn a degree certified by the American Chemical Society must have taken BCHM 453 as well as either BCHM 463, CHEM 465, or CHEM 466.

**CHEMISTRY B.S. WITH BIOCHEMISTRY CONCENTRATION...72-73 credits**

**Required:** CHEM 151, 161, 152, 162, 251, 261, 252, 262, 353, 363, 358, 368, 354, 364, 470; BCHM 453, 463, 454; and either CHEM 265, 266 or additional upper level BCHM. In addition to these credits of chemistry, the following courses are required: MATH 270, 271; PH 251/252 or 258/259; BIOL 155, 165, 201 or 203, 341, and 483.

**SECONDARY EDUCATION, B.S.ED.**

Certification for grades 7-12, Chemistry (see under Secondary Education, Chemistry).

**CHEMISTRY MINOR .....21-24 credits**

**Required:** 8 Credits from: CHEM 154/164 (or CHEM 152/162) and CHEM 251/261; 10-12 Credits from: CHEM 353/363 (or CHEM 358/368), CHEM 265/266, CHEM 354/364 (or CHEM 355), or BCHM 453; and 3-4 Credits from: CHEM 252/262, CHEM 358/368, CHEM 366/367, CHEM 355, or BCHM 454.

The Chemistry Department also offers a cooperative chemical engineering program, a program in secondary education, and pre-professional programs in pharmacy, medicine, and business.

**COMMUNICATION, B.S.**

Department Chair, Lacey Fulton, Ph.D.

130 Becker Hall

Telephone: 814-393-2245

Email address: lfulton@clarion.edu

Website: www.clarion.edu/comm

Department Faculty: W. Adams, M. Crespo, L. Fulton, M. Kuehn, S. Kuehn, A. Lingwall, J. Lyle, N. O'Neil

A degree in communication offers many opportunities for students in a variety of exciting and rapidly expanding careers. The Department of Communication provides students a unique blend of broad-based communication and writing skills with the opportunity to concentrate in one of four specialty areas: digital media, integrated journalism, public relations/advertising/corporate communication and communication principles. Students prepare for their specialties through a strong core of required courses that reflect the foundations of the discipline. Once inside their concentration, students rely on this broad background as they immerse themselves in their chosen career area. The communication principles concentration provides flexibility for transfer students and those who may wish to explore elements from multiple concentrations. Capstone experiences such as internships provide a transition between the classroom and the professional world.

Minors in communication are an excellent way for students from any field to establish a foundation in several communication related areas. Health communication gives any major insight into how communication impacts all areas of health care. Social media provides students with skills related to the creation, management and maintenance of professional social media accounts. Speech communication prepares students with skills to inform and inspire others in almost any context. Sports media sets the stage for managing all aspects of media coverage for sporting events.

Expert faculty, outstanding equipment and facilities, and strong curriculum make the Department of Communication stand out among the competition. Becker Hall houses Eagle Media Productions, which provides oversight of our student media organizations- 91.7 WCUC FM, CU-TV, and the Clarion Call print/online newspaper. Our partnership with Athletics trains qualified students the opportunity to be a member of the audio/visual staff for events in Tippin Gymnasium. Our extensive Equipment Lending Room resources and cross-platform media production labs offer students the opportunity to practice and hone their skills beyond the confines of the traditional classroom. The Department of Communication also boasts affiliation with professional media organizations and offers student chapters of these organizations. Our graduates have found work in major broadcast markets, newspapers, advertising and public relations firms, media production, internal and external corporate communication areas, graphic design and web publishing, photography, event planning, sales, and non-profit organizations. Students also have been very successful in entering graduate school.

**Communication (B.S.) Degree Outcomes**

Communication majors will:

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.

**Requirements**

**B.S. IN COMMUNICATION ..... 72 CREDITS**

**Required:** COM 100 or 110, 113, 140, 303, 450, and 3 credits of 481; choose two Global Communication and Diversity courses from: COM 160, 200, 217, 312, 320, 321, 339, 420, 427, WGS 100, SOC 356, 362, PHIL 115, 215, 357, PS 210, PSY 300, 340, ECON 161; Choose two Integrative & Applied Learning courses from advisement; complete six credits of COM 481/482 Practicum/ Internship and a senior portfolio by advisement. Students must earn a "C" or better in COM 100, 110, 113, and 140 to continue in upper division 300-400 level COM courses and Communication majors must attain the minimum grade requirement of C or better in 300-400 level, upper division or graduate level COM courses; 42 out of 120 credits required for degree must be at 300/400 level.

**DIGITAL MEDIA:** Select 4 courses from among: COM220, 351, 353, 354, 357, 375, 455, 458, 459, 474, 477. Select 2 courses from among: COM248, 249, 340, 341, 344, 345, 371, 432, 441, 442, 443, 444, 446. Select 2 courses from among: COM300, 311, 317, 318, 360, 411, 448. Complete COM322 and 422.

**INTEGRATED JOURNALISM:** Choose 5 courses from among: COM248, 249, 340, 341, 344, 345, 371, 432, 441, 442, 443, 444, 446. Select 3 classes from among: COM220, 270, 351, 353, 354, 357, 375, 455, 458, 459, 474, 477. Complete COM322 and 422.

**PUBLIC RELATIONS, Advertising, Corporate communication:** Choose 3 courses from among: COM300, 311, 317, 318, 360, 411, 432, 448. Choose 3 courses from among: COM210, 214, 215, 217, 331, 332, 334, 410, 421, 424, 430. Choose 2 course from among: COM248, 249, 270, 340, 341, 344, 345, 371, 375, 441, 442, 443, 444, 446, 458, 474. Complete COM322 and 422.

**COMMUNICATION PRINCIPLES:** Choose 4 courses from among: Any COM class at the 100 level or higher. Choose 6 courses from among: Any COM class at the 300 level or higher.

**MINOR IN HEALTH COMMUNICATION..... 18 CREDITS**  
Complete COM 138, 438; select 3 courses from COM 200, 217, 311, 312, 320, 321, 332, 420, 421.

**MINOR IN SOCIAL MEDIA..... 18 CREDITS**  
Complete COM 123, 140, 317, 423; choose 2 courses from COM 270, 303, 315, 332, 357, 375, 458.

Minor in speech communication..... 18 credits  
Complete COM 110; choose two courses from COM 113, 200, 210, 214, 215, 217, 281, THE 155, THE 251; choose two courses from COM 300, 311, 312, 320, 321, 331, 332, 360, 410, 411, 420, 421; Complete COM 411 or 420.

**MINOR IN SPORTS MEDIA..... 18 CREDITS**  
Complete COM 148, 248, and NFSS 380; choose COM 346 or 432; choose COM 458 or 459; choose one course from COM 220, 270, 315, 317, 346, 432, 458, 459, NFSS 367, 370, 430,440.

**COMPUTER INFORMATION SCIENCE, B.S.**

Department Chair, Jeffrey Childs, Ph.D.

130 Becker Hall

Telephone: 814-393-2442

Email address: jchilds@clarion.edu

Website: www.clarion.edu/CIS

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

Welcome to the eye of the hurricane! In a world going through dramatic change, the field of Computer Information Science (CIS) stands at the center of the turmoil, designing, creating, and maintaining the technology and the systems that are central to the way the world works. Whether it's e-commerce, information retrieval via the World Wide Web, financial transactions at a local bank, or rockets blasting into space, computer scientists and information specialists are responsible for the hardware and software systems used for these endeavors. And although the changes in the world seem chaotic, there is calm at the center of the turmoil where the computer scientist and information specialist proceed methodically using the tools of industry, logic and mathematics and an evolving engineering discipline to shape this new world being built.

At Clarion, we have faculty who have many years of real world experience and many years of teaching and sharing that experience with students. Students develop software for a variety of computing platforms including mainframe and personal computers and the networks linking them together. Software experience includes C#, Python, Java and others. At Clarion, the CIS student gets the full attention of the faculty who are in the classroom and in the labs helping the students learn. There is a dramatic need for people to come join the ranks of the professionals that are quietly changing the world. If you are bright, energetic, and persistent and love to solve difficult problems in creative ways, come join us.

**Computer Science (B.S.) Degree Outcomes**

1. Students will be proficient in at least two modern, commercial programming languages.
2. Students will demonstrate an understanding of the complete System Development Lifecycle from planning and problem analysis through implementation and documentation.

**Information Systems (B.S.) Degree Outcomes**

1. Students will acquire a breadth of knowledge in computer hardware, software, networking, systems analysis, and business administration.
2. Students will demonstrate an understanding of the complete System Development Lifecycle from planning and problem analysis through implementation and documentation.

**Requirements**

**COMPUTER SCIENCE, B.S..... 60 credits**

**Required:** CIS 140, 202, 244, 253, 254, 270, 301, 306, 355, 356, 375, 402, 411, 412, 460; MATH 260 or 270; MATH 221, PHIL 311; and 15 credits of approved CIS electives.

**COMPUTER SCIENCE, B.S.,**

**WITH CONCENTRATION IN GAME PROGRAMMING.....60 CREDITS**

**Required:** CIS 140, 202, 244, 253, 254, 270, 301, 305, 306, 355, 356, 362, 363, 375, 377, 402, 411, 412, 460; MATH 260 or 270; MATH 221, PHIL 311; and 3 credits of approved CIS elective.

<b>INFORMATION SYSTEMS, B.S.</b> .....	60 credits
<b>Required:</b> CIS 110, 202, 206, 210, 217, 301, 303, 317, 330, 402, 403, 411; MATH 131, 232; ECON 211, 212; ECON 221 or MATH 221; ACTG 251, 252; FIN 370; MGMT 320; MKTG 360; and 6 credits of approved CIS electives.	
<b>COMPUTER SCIENCE, MINOR</b> .....	18 credits
<b>Required:</b> CIS 202, 244, 254; and 9 credits of approved CIS electives.	
<b>DATA ANALYTICS, MINOR</b> .....	21 credits
<b>Required:</b> CIS 217, DA 202, 227, 347, 430, 460, and a stats course	
<b>INFORMATION SYSTEMS, MINOR</b> .....	18 credits
<b>Required:</b> CIS 202, 301, and either CIS 110 or CIS 317 plus 9 credits of approved CIS electives.	
<b>WEB DEVELOPMENT, MINOR</b> .....	24 credits
<b>Required:</b> CIS 202, CIS 270, CIS 370, COM 371, COM 444, ART 124, ART 250 and 3 credits of approved Web Development electives.	

### **CRIMINAL JUSTICE, A.S.**

Department Chair, Jennifer May  
 108 Special Education Center  
 Telephone: 814-393-1779  
 Email address: jmay@clarion.edu  
 www.clarion.edu/chsrcj  
 Department Faculty: P. Klenowski

Clarion University's criminal justice associate degree program provides a solid, broad-based education in all five areas that comprise criminal justice education including policing, juvenile justice, criminology, law adjudication and corrections.

The Associate of Science in Criminal Justice is designed to provide students with the knowledge and skills necessary to work within the criminal justice system. Graduates from the program will be prepared to seek entry-level positions in municipal, county, and state police agencies. Additionally, students can pursue careers as correctional officers or as support-level staff in juvenile residential facilities. Moreover, positions within the private safety/loss prevention sector may be available. This program can now be taken online to accommodate family and work obligations.

#### ***Criminal Justice (A.S.) Outcomes***

1. Upon completion of the A.S. degree in criminal justice, students will be able to effectively delineate and explain the major branches of the American Criminal Justice System, particularly the roles and responsibilities of each of the individual branches.
2. Upon completion of the A.S. degree in criminal justice, students will be able to demonstrate the ability to comprehend the various theoretical paradigms that have been proffered to explain both individual and group criminal behavior.
3. Upon completion of the A.S. degree in criminal justice, students will be able to identify and apply major discipline-specific concepts, procedures, and practices.

#### ***Requirements***

<b>GENERAL EDUCATION</b>	CR.
ENGL 111: Writing II .....	3
Math Proficiency .....	3
Liberal Education Skills.....	3

Physical and Biological Sciences.....	3-4
Social and Behavioral Sciences .....	3
Arts and Humanities .....	3
NFSS 111 .....	2
<b>TOTAL</b> .....	<b>20-21</b>

### **CRIMINAL JUSTICE**

#### **Required Courses – 18 Credits**

CRJT 110 .....	3
CRJT 235 .....	3
CRJT 245 .....	3
CRJT 260 .....	3
CRJT 363/PS 363.....	3
CRJT 275 .....	3

#### **Additional Criminal Justice Courses – 9 Credits**

CRJT 250 or CRJT 255 or CRJT 325 or CRJT 399 .....	9
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#### **Related Courses—9 credits (Choose three from the following)**

MGMT 121 .....	3
PS 211 .....	3
PSY 111.....	3
PSY 211.....	3
PSY 354.....	3
SOC 211 .....	3
SOC 351 .....	3
SOC 361 .....	3

### **CRIMINAL JUSTICE ADMINISTRATION, B.S.**

Clarion University of Pennsylvania offer's a degree completion program providing individuals with a two-year degree the opportunity to earn a Bachelor of Science in criminal justice administration. The Bachelor of Science in criminal justice administration provides individuals with a two-year degree the opportunity to complete a four-year degree online, providing them with upward career mobility within the various criminal justice occupational fields such as corrections and law enforcement and court-related services such as probation, parole and rehabilitation.

The degree completion program offered at both Clarion and Venango Campuses as well as online, provides workers in the criminal justice field the flexibility to complete advanced coursework on a part-time basis around work and family obligations.

Students enrolled in the new program will study managerial theory, applied research and analysis, budget and finance, policy evaluation and analysis, legal liability, conflict resolution, and professional ethics.

The underlying goal of this degree is to provide an educational opportunity that will position both current criminal justice practitioners and traditional students for future leadership positions within the variety of fields that comprise the American criminal justice system.

Upon successful completion of the Bachelor's Degree in Criminal Justice Administration, students will be able to:

1. Identify and apply major discipline-specific leadership concepts, techniques, and practices to their chosen criminal justice occupations.
2. Delineate, explain, and assess current issues impacting the various branches of the American Criminal Justice System, particularly those deemed critical by local, state, and federal governments.
3. Demonstrate the ability to critically locate, analyze, and address occupational-related concerns that impact today's criminal justice practitioner.

4. Develop a holistic understanding of research methodologies that can be used to evaluate criminal justice programs, policies, and statutory decisions.

### Requirements

- Required lower-division (21 credits)  
CRJT 110, 235, 245, 260, 275, 363
- Required upper-division (27 credits)  
CRJT 330, 341, 350, 365, 370, 375, 400, 425, 450
- Recommended CJ-related electives (6 credits)  
CRJT 255, 304, 325, 328, 399
- Recommended majors related electives (6 credits)  
LEGL 240, 246, 340; MGMT 320, 321, 322, 324; REHB 126, 405, 410; ACTG 251, 252; PS 211; PSY 111, 122, 211, 260, 354, 355, 370; SOC 211, 361

### EARLY CHILDHOOD EDUCATION, A.S.

Department Chair, Jesse Haight, D.Ed.  
123 Stevens Hall  
Telephone: 814-393-2404  
Email address: [jhaight@clarion.edu](mailto:jhaight@clarion.edu)

The Associate of Science Degree in Early Childhood Education is designed to provide students with the knowledge and skills necessary to work directly with children from birth through age eight. Graduates from the associate degree program are educated to work with families and other professionals in a variety of child care-early education settings such as Head Start, child care centers, child development programs, public education classrooms, and early intervention programs. The program provides a strong foundation for individuals desiring to continue their education at the baccalaureate level. The associate degree program is offered completely online to provide the maximum flexibility for employed individuals. The program is designed to be completed on a part-time basis over a four-year period. The following program outline must be followed.

### Early Childhood (A.S.) 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.

### Sequence for Early Childhood Curriculum

FIRST SEMESTER	ECH 141, ECH 240
SECOND SEMESTER	ECH 231
THIRD SEMESTER	ECH 234
FOURTH SEMESTER	ECH 340
FIFTH SEMESTER	ED 350
SIXTH SEMESTER	ECH 341 and ECH 342
SEVENTH SEMESTER	ECH 343 and ECH 344

EIGHTH SEMESTER	SPED 418
NINTH SEMESTER	ECH 413
TENTH SEMESTER	MATH 211, PSY 211, ANTH 211, or SOC 211
ELEVENTH SEMESTER	Fine Arts and Humanities Physical-Biological Sciences
TWELFTH SEMESTER	Literature Choice

General Education course appropriate for degree will be available on a rotating basis. Students are encouraged to contact their academic advisor.

### ECONOMICS, B.S.B.A.

Department Chair, Barry Sweet, Ph.D.  
306 Founders Hall  
Telephone: 814-393-2205  
Email address: [bsweet@clarion.edu](mailto:bsweet@clarion.edu)  
Website: [www.clarion.edu/ssc](http://www.clarion.edu/ssc)  
Department Faculty: R. Raehsler, S. Trejos, P. Woodburne

Economics studies how our society organizes natural resources, labor, productive assets, and human ingenuity to produce goods and services. It studies the decisions of individuals, governments, and business firms, as they attempt to use their scarce resources in the most efficient way.

Clarion's Bachelor of Science in Business Administration (B.S.B.A) in Economics provides a variety of business skills. It combines economics course with other beginning and advanced business courses. The following five program tracks have been designated: monetary economics, quantitative economics, international economics, urban and public affairs, and general economics. Students select a track that is consistent with their interests and personal goals. Students from this program have been successful in graduate school, and in a range of careers immediately after graduation. A number of positions are open to economics graduates. A minor in economics is also offered, which complements most business majors.

The Economics Department at Clarion has an exceptionally high Ph.D. coverage, and its low student-faculty ratio for majors promotes high-quality instruction and personal attention. Economics is organized within the College of Arts and Sciences. All our students are within the College of Business Administration and Information Sciences, whose elite AACSB accreditation guarantees exceptional preparation in both economics and related subjects. Internships tailored to students' specific requirements can be arranged with banks, business, and other institutions. Located in Still Hall, the department has excellent classroom and computer facilities. Within individual courses, students are introduced to a variety of software packages and databases.

Associated with the Economics Department are the PEACE Club and the Omega chapter of Omicron Delta Epsilon, the international honor society in Economics.

### Economics (B.S.B.A.) Outcomes

- Students graduating with a degree in economics will be able to:
1. Demonstrate an understanding of the concepts, terminology, and models pertinent to economic analysis.
  2. Apply theory and methods to real world problems and events, particularly marginal benefit/cost analysis.

3. Demonstrate critical, integrative, and evaluative thinking particularly via application of quantitative methods to evaluate economic policies and decisions in ways relevant to economic theory.
4. Apply relevant quantitative tools and methods to economic problems, and evaluate/analyze output relevant to applied economic analysis.

### Requirements

#### **BUSINESS ECONOMICS B.S.B.A. .... 24 CREDITS**

**Required:** Econ 311, six credits in 300- or 400- level elective courses in economics or other business courses (may include LEGL 241), 15 credits in economics from one of the following tracks:

#### **MONETARY ECONOMICS TRACK: ..... 15 CREDITS**

**Required:** ECON 361, 370, 371.

Two additional economics courses or one economics course and FIN 476

#### **INTERNATIONAL ECONOMICS TRACK: ..... 15 credits**

**Required:** Three of the following four: ECON 312, 361, 363, and 461. Any two additional economics courses or any one additional economics course and MGMT 426

#### **QUANTITATIVE ECONOMICS TRACK: ..... 15 credits**

**Required:** ECON 309, 323, 470, and two additional economics courses.

#### **URBAN AND PUBLIC AFFAIRS TRACK: ..... 15 credits**

**Required:** ECON 314, 342, 351. Two additional economics courses or any one additional economics course and PS 375

#### **GENERAL ECONOMICS TRACK:..... 15 credits**

**Required:** Five courses in economics to be selected in consultation with and approved by the student's advisor

#### **ECONOMICS, MINOR ..... 18 credits**

The minor in economics is available to students with any major from any college, including those in the College of Business Administration and Information Sciences.

**Required:** Econ 211, 212, 310, 311. Six additional credits in 300- or 400- level economics courses selected in consultation with the student's minor advisor.

### **EDUCATION, B.S.ED.**

Department Chair, Jesse Haight, D.Ed.

123 Stevens Hall

Telephone: 814-393-2404

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

Department Faculty: P. Apple, L. Bonnett, J. Haight, M. Howe, C. Matthews, K. Murphy, A. Shannonhouse, K. Sprenger

The Education Department is committed to preparing outstanding graduates empowered as decision-makers and reflective practitioners. These individuals shall have the knowledge and skills necessary to take their place in society as professional educators, capable of meeting the needs of a diverse population in our rapidly changing society. The overall mission of the department is to develop educators who have mastered both general knowledge and specialized training, including a recognized body of knowledge in professional content and pedagogy, and a successful integration of technology into day-to-day instructional practices. Individuals will demonstrate an internalized

standard of excellence, will be prepared to meet professional employment requirements, and will be ready to assume responsibility for the exercise of professional judgment and for continued professional growth.

The experienced faculty of the Education Department at Clarion is committed to students and to the profession of teaching. Serving as academic advisors, faculty members encourage and help individual students attain their professional teaching goals. Student-centered classes and a variety of field experiences are offered in four specialized curricula in professional education: early childhood, mid-level, world languages and secondary education. Each curriculum meets the accreditation standards of professional groups such as the Council for the Accreditation of Education Preparation (CAEP).

### **Education Department 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.

### **Pre-K–4th Grade (Early Childhood and Elementary)**

The Pre-K–4<sup>th</sup> Grade (Early Childhood and Elementary) education program provides teacher candidates with multiple opportunities to gain the knowledge, skills, and dispositions necessary to become effective decision makers in a multicultural society. In a sequential format, early childhood candidates are inducted into the education core, proceed with a series of pre-methods courses, and engage in a sequence of field experiences that begin in the first semester of the program.

### **General Education**

The early childhood major should fulfill the general education requirements of the university.

### **Professional Competencies**

General education courses may be used to meet the following content competencies required for certification in Pennsylvania: literature and language, mathematics, and English.

### **Professional Education Courses**

The following courses are required of all Pre-K–4<sup>th</sup> Grade Education majors:

**PRE-K–4TH (ECH) CORE ..... 15 CREDITS**

ECH 141, 231, 235, 236, 245, 260, 326.

**SPECIAL EDUCATION CORE ..... 9 CREDITS**

SPED 418, 442, 443.

**PRE-K—K BLOCK ..... 18 CREDITS**

Must be taken concurrently:

ECH 301, 310, 322, 323, 325, ECH 410.

**GRADES 1–4 BLOCK** ..... 15 CREDITS

Must be taken concurrently:

ECH 413, 414, 415, 416, 417, 418, 419.

**STUDENT TEACHING** ..... 12 CREDITS

ECH 424, 425.

**EARLY CHILDHOOD EDUCATION, MINOR** ..... 18 CREDITS

**Required:** ECH 141, ECH 231 or ECH 260, ECH 234 or ECH 235, ECH 340, ECH 341, ECH 410

### **Mid-level Education: Grades 4-8**

Teacher candidates pursue an academic program that includes general education courses, professional education courses, and an area of concentration; i.e., English language and reading, mathematics, science, or social studies.

### **General Education**

The middle-level education major should fulfill the general education requirements of the university.

**Education Core:** ED 110, 122, 350, 417, EDML 322, 324, 325, 327, 329, 332, 333, 334.

**Special Education Core:** SPED 418, 441, 442.

**Student Teaching:** EDML 424, 425

#### **Middle-level Specialization (30 credits)**

– **English/Language Arts & Reading concentration:** ENGL 199, 282, 283, 346, 377, 441, 473. Choose one course in ENGL 258, 274, 349. Content Competencies: (ED 350, ENGL 386, 387, select one), SCED 205, (PHSC 111, 112, BIOL 111, ES 111, 140, select one), MATH 111, 170, 200, 211, HIST 120 or 121, HIST 111 or 112 or 113, PS 211, GEOG 100.

– **Mathematics concentration:** MATH 111, 170, 211, 216, MATH 200 or MATH 300, MATH 212 or MATH 357, MATH 213 or MATH 232 or MATH 260, or MATH 270, MATH 214 or MATH 340, MATH 201 or CPSC 201, MATH 217. Content Competencies: ED 122, 350, 417, SCED 205, ENGL 111, 263, (PHSC 111, 112, BIOL 111, ES 111, 140, select one), HIST 111 or 112 or 113, HIST 120, 121, PS 211, GEOG 100.

– **Sciences concentration:** BIOL 155, 156, 165, 166, 202, CHEM 153, 163, ES 280. Content Competencies: ED 122, 350, 417, ENGL 111, 283, EDML 332, 333, ES 111, HIST 111 or 112 or 113, HIST 120 or 121, PHSC 112, PS 211, SCED 205, 305, GEOG 100.

– **Social Studies concentration:** HIST 111, 120, 121, ECON 211, PS 211, GEOG 100, HIST 112, 113, 130, 131, 286, ANTH 211. Content Competencies: ED 122, 350, 417, SCED 205, (PHSC 111, 112, BIOL 111, ES 111, 140, select three), SCED 476, ENGL 111, 263, EDML 332, 333, MATH 111, 170, 200, 211.

### **Integrated Middle-Level/Special Education Education (Grades 4–8)**

Teacher candidates pursue an academic program that includes general education courses, professional education courses, and an area of emphasis; i.e., English/language reading, mathematics, science, or social studies. This course of study is integrated with a Master's in Education with Special Education Concentration. Please refer to the *Clarion University Graduate Catalog* for specific requirements at the graduate level.

### **Secondary Education**

Baccalaureate programs leading to certification in secondary education (7-12) are available in biology, chemistry,

earth science, English, general science, mathematics, physics, and social studies. Each program is designed to provide students with a thorough foundation in the teaching specialty and with the professional skills needed to work effectively with adolescents in a variety of learning environments.

### **General Education**

Secondary education students fulfill the general education requirements of the university. However, within certain majors there may be slight deviations from the pattern presented, and secondary students should check with the departmental office of the discipline in which they are majoring to ascertain any variations. Two college-level English (composition/literature) and math courses are required.

### **Professional Education Core Requirements (36 credits):**

ED 110, 122, 225, 327, 329, 350, 417, ED xxx (Methods in specific discipline), ED 424, 425, and SPED 418, 441, 442.

### **Secondary Certification Specialization**

Secondary education majors may choose areas of specialization from the following programs. A grade of C or better is required for each course in the major area of specialization.

### **Biology (38 semester hours)**

**Required Courses:** BIOL 155, 165, 156, 166, 201, 202, 203, 382, SCED 476, CHEM 154, 164, 251, 261.

**Electives (two required),** BIOL 341 and 405 recommended.

Prior to registration the student's advisor will approve courses taken as biology electives. In meeting general education requirements, the distribution in natural sciences and mathematics may be met with supplemental courses from the field of specialization. It is recommended the quantitative reasoning requirement be met by MATH 221 and the mathematics competency be met by MATH 171 or higher. Students should note no more than one non-laboratory elective may be included in credits for the biology specialization. Proficiency in earth science, Physics I or II, also required.

### **Chemistry (42 semester hours)**

**Required:** CHEM 151, 152, 161, 162, 251, 252, 257, 261, 262, 270, 271, 353, 354, 355, 358, 363, 364, 368, 456, and 470.

**Additional Requirements:** MATH 270, 271 and PH 251 or 252. Students who have taken CHEM 153 and 154 may be permitted, upon consideration of their performance, to substitute these courses for CHEM 151 and 152. A total of 30 semester hours in chemistry must be taken. Competency in biology and earth science (SCED 476) also required.

### **Earth Science (33 semester hours)**

**Required:** ES 150, 200, 250, 260, 270, 280, 476

10 credits in one of two specializations: Geology: ES 255, 260, 355, 360, 370; Planetarium Management: ES 201, SCED 485, COOP 497

#### **SECONDARY EDUCATION CORE (31 credits)**

**Required:** ED 110, 122, 325, 327, 329, 332, 425, SPED 418, 441, 442

**Supplemental Courses:** CHEM 154/164, four credits from biology, chemistry, or physics.

**Proficiencies:** CHEM 153/163, PH 251 or 252, BIOL 155/165.

### **English (42 semester hours)**

**Required:** ENGL 199, 200, 202, 220, 221, 222, 223, 282, 283, 303, 441, 473, 386 or 387, plus one of the following: ENGL 382, 382, 383, or 384.

#### **Additional English requirements (12 credits):**

Literature electives: nine credits from the 300/400 literature group. Non-print media competency also required.

**General Science (38 semester hours)**

A program specifically designed to prepare students to teach science at the junior high or middle school level. General science majors are not prepared to teach specialized high school courses such as biology, chemistry, physics, or earth science. Likewise, biology, chemistry, or physics majors are not prepared to teach general science unless their college program is broadened to include all of the required science courses of the general science curriculum. Students who desire to teach only specialized courses should major in the specific subject area.

**Required:** BIOL 155, 165, 156, 166, 202, SCED 476, CHEM 153, 163, 154, 164, PH 251, 252, ES 150, 200, 270, and 280, plus two one-credit seminars.

**Also Required:** Proficiency in precalculus (MATH 171) and statistics (MATH 221 or 321); Successful completion of SCED 460 and 499.

Majors in general science should not include BIOL 111, MATH 112, PHSC 111, PHSC 112, and ES 111 in their general education programs. Only upon satisfactory completion of all basic courses in the general science curriculum will a biology, chemistry, physics, or earth science major be recommended for an Instructional I certificate in general science.

**Mathematics (31-35 semester hours)**

**Required courses:** MATH 270, 271, 272, 300, 321, 340, 357, 370, 390, 451, 49, and MATH Elective (300 level or above).

**Also Required:** (6 credits) Junior High Strand: MATH 111, 221 or Senior High Strand: MATH elective (221, 285, above 300).

**Electives:** Prior to registration, the student's advisor will approve courses taken as mathematics electives. Majors must select PH 258 and/or CHEM 151 or 152 instead of basic PHSC 111-112, which do not count toward graduation. CPSC 201 Required.

Concurrent certification in physics is possible with the election of PH 258, 268, 259, 269, 351, 352, 353, 354, 371, 372, 461. Students admitted into both programs should substitute ED 335 for 339.

**Physics (38 semester hours)**

**Required:** PH 258, 268, 259, 269, 351, 352, 353, 354, 371, 372, 461.

**Electives:** Additional 12 credits in physics (300-level or higher).

**Proficiencies in Other Related Areas:** MATH 270, 271, 272, 350, CHEM 153, 163, BIOL 111-499 (5 credits), and SCED 476.

**Social Studies (42 semester hours)**

**Social Studies Specialization:** History Concentration (24 credits)

**Required:** History Concentration (24 credits), Political Science (six credits), Geography (six credits), ECON 211, 212, ANTH 211, PSY 211, SOC 211, SCED 476. Non-western culture competency (three credits.)

**ENGLISH, B.A.**

Department Chair, Leah Chambers, Ph.D.

210D Davis Hall

Telephone: 814-393-2587

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

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

Department Faculty: J. Bodziock, M. Downes, E. Foster, J. Knepper, R. Lane, H. Luthin, C. McCarrick, U. Pack, B. Roberts, A. Rosati, D. Sarbin, J. Smart, P. Terman, K. Welsch, L. Chambers, R. Shawgo

There are few undergraduate majors that provide a student with the critical literacy, multicultural awareness, and practical skills essential for success in any career as does English. Since writing and reading literature are forms of self-discovery, English majors learn how to express their own insights, values, and opinions, while deepening their appreciation and knowledge of the world. Close reading, analytical and

rhetorical writing, and critical/creative thinking are universally important skills that will serve students in English studies in a variety of rewarding and competitive careers. The worlds of education, teaching, law, human services, marketing, advertising, publishing, public relations, and management welcome and actively seek literate, critical thinkers who can write, read comprehensively, and develop convincing arguments with coherence and sharp focus.

English majors at Clarion University work with professors who are committed to teaching excellence. In our program, students can choose from a variety of writing, literature, and linguistics courses to develop a program to meet their needs and future goals. We offer a flexible curriculum that includes a blend of online and face-to-face courses. Beyond course work, students can become active in our English Club, Sigma Tau Delta (the International English Honor Society), Study-Abroad Program, student magazine (Tobeco), and the Visiting Writers Program. Emphasizing personal and professional growth, studying English provides students with the reading, writing, and critical thinking skills valued most by employers.

In addition to an English B.A., Clarion University also offers three English minors in Literature, Professional Writing, and Creative Writing and two certificate programs in Professional Writing and Creative Minor. These can all be earned online or in a blend of online and face-to-face courses. A minor or certificate is an ideal option for a student who wants to develop their reading and writing skills but is enrolled in a different major. However, students pursuing a B.A. in English are also eligible to earn their certificate in Professional Writing or Creative Writing as part of their program of study. Students should consult with their academic advisors before enrolling in a certificate program.

**English (B.A.) Degree Outcomes**

1. Acquire content knowledge in the field of English Studies, including a timeline of British and American literature (such as events, writers, movements, genres, etc.) and fundamental critical and rhetorical knowledge and skills.
2. Apply content knowledge of the field and skills as they read, write, and think critically and develop transferable skills.
3. Engage in ethical behaviors, such as the appropriate use of documentation of others' intellectual work and constructive participation in classroom discussion and in peer workshops.
4. Integrate content knowledge and rhetorical strategies and demonstrate transferable skills.

**Requirements**

**ENGLISH, B.A.** ..... 42 credits

The B.A. in English is offered both face-to-face and online.

**Required:** ENGL 199, 202, 282, 303, 404

In addition to these 18 credits, the students must also, in consultation with their advisor, select a Branch. Requirements for each branch are listed below:

**Breadth of Knowledge (12 credits):** In addition to the 15 credits of core requirements, students must take two, 200-level writing courses and two, 200-level literature courses.

**Depth of Knowledge (15 credits) :** Students may select any five English courses at the 300 or 400 level.

**SECONDARY EDUCATION, B.S.ED.**

Certification for grades 3-12 English (see under Secondary Education English).

In addition, the English Department offers three minors, one in literature and two in writing.

**ENGLISH: LITERATURE, MINOR..... 18 credits**

- A. ENGL 199: Introduction to English Studies  
This course is required of all students pursuing the minor in English: Literature. Ideally, it should be taken as the initial course in the program.
- B. Students pursuing the minor in English: Literature must successfully complete two of the 200-level survey courses listed below.  
ENGL 220: Early World Literature  
ENGL 221: Early British Literature  
ENGL 222: Later British Literature  
ENGL 223: American Literature  
ENGL 251: Introduction to African-American Literature
- C. Students must also successfully complete any three literature courses at the 300-/400-level

**ENGLISH: PROFESSIONAL WRITING, MINOR ..... 18 credits**

- A. Select two of the following (6 credits)  
ENGL 270: Genres of Writing  
ENGL 271: Writing and the Natural Sciences  
ENGL 273: Writing in the Health and Human Services Professions  
ENGL 274: Visual Argument  
ENGL 275: Argument and Persuasion  
ENGL 276: Writing for the Community  
ENGL 277: Topics in Writing  
ENGL 283: English Grammar and Usage
- B. Select four of the following: (12 credits)  
ENGL 363: Craft of Non-Fiction Prose  
ENGL 371: Workplace Writing  
ENGL 372: Technical Writing  
ENGL 374: Documentary Writing  
ENGL 375: Grant and Proposal Writing  
ENGL 376: Authors and Animals  
ENGL 377: Research Writing and Methodology  
ENGL 378: Applied Literacy Studies  
ENGL 473: Composition: Theory and Practice  
ENGL 475: The Profession of Editing

**ENGLISH: CREATIVE WRITING, MINOR..... 18 credits**

- A. Required:  
ENGL 260: Beginning Creative Writing  
ENGL 460: Advanced Creative Writing
- B. Additional required credits (two of the following):  
ENGL 361: Craft of Poetry  
ENGL 362: The Craft of Fiction  
ENGL 363: The Craft of Non-Fiction  
THE 356: Play writing and Script Construction
- C. Additional Required Credits: Select one course from each group.  
Group 1  
ENGL 130: Literary Experience  
ENGL 140: Drama as Literature  
ENGL 240: Movie Studies  
Group 2  
ENGL 258: Intro to American Folklore  
ENGL 326: Mod. & Contemporary American Literature  
ENGL 346: The Short Story  
ENGL 341: Modern Poetry  
ENGL 382 American Voices

**BLACK STUDIES, MINOR ..... 18 credits**

Required introductory courses ENGL 121 and three credits chosen from HIST 113, HIST 120, or HIST 121, plus 12 credits\* chosen from ART 280, COM 312, COM 410, COM 420, ENGL 251,

ENGL 356, ENGL 357, GEOG 310, MUS 253, SOC 351, SOC 362, or SOC 390. (\*9 credits must be at the 300 level and at least three disciplines must be represented).

**Certificate Programs in English****ENGLISH: PROFESSIONAL WRITING, CERTIFICATE..... 12 credits**

- A. Select one of the following (3 credits):  
ENGL 270: Genres of Writing  
ENGL 271: Writing and the Natural Sciences  
ENGL 273: Writing in the Health and Human Services Professions  
ENGL 274: Visual Argument  
ENGL 275: Argument and Persuasion  
ENGL 276: Writing for the Community  
ENGL 277: Topics in Writing  
ENGL 283: English Grammar and Usage
- B. Select three of the following (9 credits):  
ENGL 363: Craft of Non-Fiction Prose  
ENGL 371: Workplace Writing  
ENGL 372: Technical Writing  
ENGL 374: Documentary Writing  
ENGL 375: Grant and Proposal Writing  
ENGL 376: Authors and Animals  
ENGL 377: Research Writing and Methodology  
ENGL 378: Applied Literacy Studies  
ENGL 473: Composition: Theory and Practice  
ENGL 475: The Profession of Editing

**ENGLISH: CREATIVE WRITING, CERTIFICATE, 12 CREDITS**

- A. Required Course (3 credits):  
ENGL 260, Beginning Creative Writing
- B. Select three of the following (9 credits):  
ENGL 361: Craft of Poetry  
ENGL 362: Craft of Fiction  
ENGL 363: Craft of Non-Fiction  
ENGL 374: Documentary Writing  
ENGL 375: Autobiographical Writing  
ENGL 376: Authors and Animals  
ENGL 460: Advanced Creative Writing  
ENGL 475: The Profession of Editing

**ENVIRONMENTAL BIOLOGY, B.S. (See Biology)****ENVIRONMENTAL GEOSCIENCE, B.S.**

Department Chair, Andrew Keth, Ph.D.

253 Science and Technology Center

Telephone: 814-393-1734

Email address: aketh@clarion.edu

Website: www.clarion.edu/BIGS

Department Faculty: Y. Ayad, V. James, A. Vega, C. Zamzow

Those with a specific interest in environmental applications may wish to enroll in the environmental geoscience program. This is specifically designed to prepare students to work in the rapidly expanding environmental consulting field. Individuals who would like to teach in the public schools will want to investigate the Secondary Education–Earth and Space Science program. Those who would like to combine an interest in the earth with another field of study may want to enroll in a dual major or a minor in earth science. A distinctive feature of the environmental geoscience program at Clarion is the opportunity to include GIS (Geographic Information Systems) classes, which add a powerful mapping and spatial analysis tool to the skills of our graduates.

**Environmental Geoscience (B.S.) Outcomes**

- To understand the scientific method and theory development and demonstrate the ability to follow and/or generate standard scientific procedure.

- To understand physical earth and environmental processes and their manifestations.
- To understand major environmental concerns and human related issues.
- To apply knowledge of earth and environmental processes in problem solving.
- To obtain technical ability relative to environmental and geophysical data manipulation, analysis, and interpretation.
- To effectively communicate information relative to the discipline

**Requirements: (students must choose at least one concentration)**

- ENVIRONMENTAL GEOSCIENCE, B.S.** .....54-60 credits  
**Required:** ES 150, 260, ES/GEOS 385, 400, 470, and 455. **GIS Concentration required courses:** ES/GEOS 210, 425, 460, 481, 490, CIS 202. Students must select ONE course from the following: CIS 301 (CIS 202 is pre-requisite) or ES/GEOS 345 AND six credits from the following courses: BIOL 202, CIS 206, 270, 306, 330, 370, 402, MATH 225. **Geoscience Concentration required courses:** ES 255, 330, CHEM 153/163, 154/164. Students must choose up to EIGHT credits from the following Earth Science Electives: ES 350, 390, 360, 370 AND a Biology elective (3-4 credits) – fills Gen. Ed. Requirement. **Mineral Resources Exploration Concentration required courses:** ES 350, 360, 370, 390, CHEM 153/163, 154/164 AND students must choose MATH 260 or MATH 270 – fills Gen. Ed. Requirement. **Atmospheric/Oceanic Science Concentration required courses:** ES 140, 270, 280, PH 251, 252 AND students must choose MATH 260 or MATH 270 – fills Gen. Ed. Requirement.
- MINOR, ENVIRONMENTAL GEOSCIENCE** .....21-22 credits  
**Required:** ES 150, 260, 385, ES/GEOS 400, 470. Students must choose ONE of the following (3-4 credits): ES 140, ES/GEOS 210, ES 250, 255, 270, 280.
- MINOR, GEOGRAPHIC INFORMATION SYSTEMS (GIS)** .20 credits  
**Required:** ES/GEOS 210, 345, 400, 425, 470, 490.
- MINOR, ENVIRONMENTAL SUSTAINABILITY** ..... 18 credits  
**Required:** BIOL 202, 401, PH 261. Three elective courses, at least one from the following categories. Sustainable Science: ES 260, ES/GEOS 385, ENVR 490; Policy Electives: ANTH 214, 315, BSAD 340, ECON 363, GEOG 115, 310; PHIL 302.

The Biology and Geosciences Department also offers a program in secondary education.

**FINANCE, B.S.B.A.**

Department Chair, Jeffrey Eicher, JD, CPA  
 338 Still Hall  
 Telephone: 814-393-2626  
 Email address: eicher@clarion.edu  
 Website: www.clarion.edu/fin  
 Department Faculty: J. Eicher, J. Eichlin, J. Heavilin, F. Shepard

The finance curriculum prepares students for a variety of positions in financial institutions and other corporations, or for careers as financial planners. Because finance is a functional area in every organization, students are exposed in their finance electives to a wide range of choices.

**Finance (BSBA) degree outcomes**

- Demonstrate Business Disciplinary Competencies: Students will demonstrate knowledge in key business disciplines including accounting, economics, finance, management and
- Show an Awareness of the Ethical Dimensions of Business Issues: Students will attain the knowledge and ability to

examine ethical issues in business. They will achieve an understanding of the social forces shaping the environment of business.

- Communicate Effectively Orally and in Written Forms: Students will demonstrate effective oral and written communication skills.
- Demonstrate Analytical Thinking Skills: Students will be able to interpret evidence and formulate warranted, non-fallacious conclusions. Students will be able to analyze and interpret financial data, calculate investment returns and security prices, compute time value of money calculations, perform basic capital budgeting tests and compute the cost of capital, and calculate degrees of corporate leverage. Students will ultimately be able to make decisions on whether to accept or reject investment opportunities, to buy or sell securities, to finance assets with debt or equity, to pay dividends, and other finance related decisions.
- Understand Global Issues in the Functional Areas of Business: Students will understand the forces affecting businesses that operate in the global economy.
- Demonstrate Effective Use of Technology and Data Analysis: Students will understand and attain the ability to use common methods of statistical inference. This will include an understanding of data analysis and its use in business decision making. Pursuant to their study of finance students will be required to analyze risk and utilize these results to refine their financial decisions.

**Requirements**

- FINANCE (B.S.B.A.)** .....24 credits  
**Required:** *Corporate Finance Track* – FIN 371, 375, 460, 479, three courses from FIN 373, 374, 377, 463, 473, 474, 476, 478, 480, RE 373, 471, ECON 370 or 371, and a finance or business elective, which must be an international business course unless FIN 480 has been chosen as one of the three elective finance courses. *Personal Financial Planning Track*—FIN 373, 375, 460, 463, 473, 474; one course from FIN 371, 374, 377, 479, 476, 478, 480, RE 373, 471; and a finance or business elective, which must be an international business course unless FIN 480 has been chosen as the elective finance course.
- MINOR, FINANCE** ..... 18 credits  
**Required:** ACTG 251, Math 232 or Math 270, FIN 370, and three from the following: FIN 371, FIN 373, FIN 374, FIN 375, FIN 460, FIN/ACTG 463, FIN 476, FIN 373, FIN 375, FIN 377, FIN 378, FIN 479, FIN 474, FIN 478, FIN 480, RE 373, RE/MKTG 471

**GEOLOGY, B.S.**

Department Chair, Andrew Keth, Ph.D.  
 253 Science and Technology Center  
 Telephone: 814-393-1734  
 Email address: aketh@clarion.edu  
 Website: www.clarion.edu/BIGS  
 Department Faculty: Y. Ayad, V. James, A. Vega, C. Zamzow

Have you ever wondered how a mountain forms? Or where the water you drink comes from? Or where we are going to safely put the huge quantities of waste materials a modern society produces? Or why “fossil fuels” are called that? Or been captivated by dinosaurs or gemstones? Have you wondered about earthquakes, or landslides, or floods? If so, you may want to investigate geology—the science that studies

all of these and much more. As an intellectual field of study, geology attempts to understand how all the features of the earth are formed and in what historical sequence. As an applied field of study, geologists take the basic understanding of earth processes and attempt to predict where oil, gas, coal, and other earth resources are located and how best to extract them. They may also help to locate and predict geologic hazards such as earthquakes, volcanic eruptions, and landslides. Others may apply the knowledge of geologic processes to predicting human occupation sites for archaeologists, and then help interpret the environment when the site was occupied. Others, sometimes more correctly called paleontologists, use knowledge of planet earth to understand other planets in the solar system. A few even assist in solving crimes. Clearly, geology is a varied field of study with hundreds of sub-specialties within it.

In the Biology and Geosciences Department, students can get a strong foundation in the basics of geology with the geology degree, a beginning that would prepare them for graduate studies and employment in a number of commercial firms and governmental agencies.

**Geology (B.S.) Outcomes**

1. To understand the scientific method and theory development and demonstrate the ability to follow and/or generate standard scientific procedure.
2. To understand physical earth processes and their manifestations.
3. To apply knowledge of earth processes in problem solving.
4. To effectively communicate information relative to the discipline

**Requirements**

**GEOLOGY, B.S.** .....54-60 credits  
**Required:** ES 150, 250, 255, 330, 350, 355, 360, 370, 390, 455. Students must also complete NINE credits in: ES 225 260, 270, 280, 300, ES/GEOG 301, ES 320, 345, 375, 385, 400, 404, 425, 450, 470, 490; GEOG 125; BIOL 111, 155/165, 156/166, 202. (\*A field camp for 6-9 credits may be taken with another College or University.) A total of 9 credits from the Additional Required Credits (8-20) may be used in Liberal Knowledge area IIA. **Students must complete 16 credit hours in the following:** CHEM 153/163, 154/165, PH 251, 252; MATH 221 or 260.

**MINOR, GEOLOGY** .....19-20 credits  
**Required:** ES 150, 250, 260, 360. Students must choose ONE of the following (3-4 credits): ES 255, 330, 350, 355, 370, 390.  
*\*In cooperation with another college or university.*

**SECONDARY EDUCATION, B.S.ED.**  
 Certification for grades 7-12, Earth Science (see under Secondary Education Earth Science).

The Biology and Geosciences Department also offers a program in secondary education.

**HEAD INJURY AND CONCUSSION MANAGEMENT CERTIFICATE**

(See Rehabilitative Sciences)

**HISTORY, B.A.**

Department Chair, Barry Sweet, Ph.D.  
 306 Founders Hall  
 Telephone: 814-393-2205  
 Email address: bsweet@clarion.edu  
 Website: www.clarion.edu/history  
 Department Faculty: M. Robinson, M. Sanko

History is the discipline of critical inquiry into the human past. The history major introduces students to the study of causes and consequences of change through an examination of social, political, economic, cultural, and intellectual developments over time. The enterprise of history is much more than a recitation of facts and dates. It encourages students to examine the values of their society and those of other societies. It prepares students to read critically, think analytically, and argue logically about the events and forces that have shaped past and present worlds. These skills exhibited in research, writing, and presentations have served students well in a wide range of careers in business, law, public policy and advocacy, education, journalism, historical societies, museums, and archives.

The history faculty’s goal is to help students develop historical thought while preparing for a rapidly shifting job market. Our degree provides students with a technologically adapt education for the 21st century that focuses on skills in demand in the modern liberal arts market. Students will be challenged to blend traditional history and intercultural skills with background skills in communications, digital media, geographic information system (GIS) mapping, public history, computer science, and/or library science. Within the degree, students will be able to choose from a wide variety of courses in the history of the United States, Europe, Global, and a range of topical issues. These combined courses build a knowledge set that allow our students to pursue diverse and rewarding career opportunities.

In addition to the traditional history degree, the faculty offer a history minor that can be obtained in person or online. Students are also encouraged to work with the faculty to secure an internship in order to broaden their career pathways. At Clarion, students can study history as the foundation of a comprehensive, challenging liberal arts education while preparing themselves for numerous career opportunities.

**History Department: History (B.A.) Outcomes**

1. Students graduating from Clarion University with a B.A. in History will demonstrate breadth of knowledge in U.S. History.
2. Students graduating from Clarion University with a B.A. in History will demonstrate breadth of knowledge in European History.
3. Students graduating from Clarion University with a B.A. in History will demonstrate a breadth of knowledge in Non-Western History.
4. Students graduating from Clarion University with a B.A. in History will demonstrate critical thinking skills in the historical method including the importance of primary sources, historical context, and cause and effect in a chronological sense.
5. Students graduating from Clarion University with a B.A.

in History will demonstrate appropriate writing skills to develop a well-supported historical argument with proper use of citations.

### Requirements

**HISTORY, B.A.** ..... 42 credits  
**Required:** U.S. History – 12 credits; European History – 12 credits; history of other geographical areas – 6 credits; History electives – 6 credits; History 298 and History 400 are required. Students must complete a Foreign Language component and a Pre-Professional or Intercultural track.

### Secondary Education, B.S.Ed.

Certification for grades 7-12, Social Studies (see under Secondary Education Social Studies).

### History, Minor

**Required:** 18 credits (nine of which must be at 300- or 400-level).

### HUMAN RESOURCES MANAGEMENT, B.S.B.A.

(See Marketing and Management)

### INTERNATIONAL BUSINESS, B.S.B.A.

Department Chair, Barry Sweet, Ph.D.

306 Founders Hall

Telephone: 814-393-2205

Email address: bsweet@clarion.edu

Website: www.clarion.edu/ssc

Department Faculty: I. Boubacar, R. Raehsler, S. Trejos,

P. Woodburne

International Business is a multidisciplinary major within the Bachelor of Science in Business Administration (B.S.B.A.) degree that enhances the student's knowledge of the international environment within which United States and multinational businesses operate.

The major not only adds courses in international business and economics to the basic business administration core, but also includes international cultural coursework, language competency, and international experience requirements.

Clarion's international business major provides a curriculum that helps prepare students for careers in business, industry, and government in paths such as international securities analysis, economic development, global marketing, multinational finance, management of global enterprises, and many more. It also develops the skills needed for effective interaction with foreign businesses and government officials. Many of our faculty members travel regularly internationally to teach or consult including teaching in Russia and China and bring the benefit of their expertise to the students in our program.

The international experience requirement for the major can be met in one of several ways. Our international travel and student exchange experiences regularly send students to approximately eight countries each year. Internship opportunities exist for international business students in France, Ecuador, and Germany. The International Business Program coordinator works with every international business student on an individual basis to provide the type of international experience that is best suited for that student, including students with proficiencies in languages other than

the main languages offered at Clarion University.

A minor in international business is also available to complement any major.

### International Business (B.S.B.A.) Outcomes

Students graduating with a degree in international business:

1. will be able to demonstrate an understanding of international business concepts and trends and the ability to internationalize domestically developed business methods and practices.
2. will develop a greater degree of cross-cultural awareness related to business activity. They will develop an appreciation of the culture, business practices, and protocol observed in international markets.
3. will develop a deepened understanding of the impact the global environment has on international business activity.
4. will acquire an appropriate level of training in a second language to be able to effectively communicate with a wide range of agents in the global marketplace.
5. will acquire an advanced understanding of how each field in business incorporates international economic activity.

### Requirements

**INTERNATIONAL BUSINESS (B.S.B.A.)** .....24 credits

**Required:** ECON 361, MGMT 426, select six to nine credits from the following: ACTG 461, FIN 480, MKTG 469, select three to six credits (for a total of 18 credits in business administration courses): BSAD 341, ECON 312, ECON 363, ECON 461, select six credits from the department's international cultural course list. **Foreign experience requirement:** Students may meet this requirement in a variety of ways, including completing BSAD 437, COOP 321/421, interning with a foreign or international firm, completing a foreign study abroad experience, or other qualified experience. Students who opt for an internship in a foreign country are advised to take a commercial language course and should be Level II proficient in that language. **Modern language requirement:** Students must show competency in a language other than English. This will be accomplished by passing a nationally-recognized language proficiency exam at Level I as a minimum in any language covered by that examination or completing six credits of a foreign language at the 200 level or higher.

**INTERNATIONAL BUSINESS, MINOR** .....18 credits

**Required:** Students must complete 12-15 credits of upper-division international business courses from among the following: ACTG 461, BSAD 341, ECON 312, ECON 361, ECON 363, ECON 461, FIN 480, MGMT 426, MKTG 469. Students must complete 3-6 credits from the following: BSAD 437, COOP 321/421, study abroad, or a foreign language.

### INTEGRATIVE STUDIES, B.S.

Integrative Studies is a multidisciplinary degree program administered by the office of the dean in the College of Arts and Sciences, the College of Business and Information Sciences, and Education, Health and Human Services. The B.S. in Integrative Studies is a major program designed to provide (1) a structured program that encourages students to explore a diversity of academic skills and disciplines, (2) a liberal arts program for students who have not decided upon a specific school or major, and (3) an option for students who have a desire to specialize in a combination of courses for which a dedicated major does not already exist. It is not necessary

for students who enter the university undecided about a major to continue in integrative studies through graduation. Many students who begin in the integrative studies program develop interests that lead them to declare a specific major. Conversely, some students who have completed the core of a degree program opt for integrative studies when their career goals change. In order for students to pursue a dual degree or dual major with integrative studies as a baccalaureate student they must pursue a specific integrative studies concentration that does not duplicate their other degree or major. In the case of a post-baccalaureate student pursuing a integrative studies degree, he or she also must pursue a specific integrative studies concentration that does not in essence duplicate their existing degree.

### General Requirements

Admission requirements for the B.S. in integrative studies are the same as those for admission to the university. The degree is based upon the standard eight-semester sequence of courses and requires a minimum of 120 semester hours for graduation.

Academic standards for good standing in the program are the same as the university standards for good standing. To earn the B.S. in integrative studies, the student must complete 48 credits and have a minimum cumulative grade-point average of 2.00 for all course work.

### Specific Requirements

Forty-eight credits of general education classes as required by the university. Integrated Studies students additionally complete 24 credits in any courses numbered 100 and higher, and 24 credits in any courses numbered 300 and higher. An additional 24 credits of free elective coursework may be selected from any discipline. Maximum coursework in a single discipline is limited to 39 credit hours. A maximum of 30 upper division credits from ACTG, MGMT, MKTG, FIN, RE, and ECON can be applied towards the major requirements

### Integrative Studies (B.S.) Outcomes

1. Demonstrate a breadth of knowledge through studies in the arts, history, humanities, languages, mathematics, natural sciences, and social sciences.
2. Progressively develop the ability to think critically and imaginatively, formulate their own understanding and effectively communicate their ideas.
3. Understand and appreciate one's role as a citizen in the greater community and world, demonstrate an awareness of their own and others' values and ethical reasoning, consider and synthesize global, transnational, and intercultural perspectives and viewpoints, stressing the importance of civic participation.
4. Make connections among ideas and experience in order to synthesize and transfer Liberal Studies Program learning outcomes to their personal, academic, and professional pursuits.

### Requirements

#### INTEGRATIVE STUDIES, B.S.

**Requirements in major** ..... 48 credits

A minimum of 24 credits must be earned in coursework at or above the 300 level. No more than 39 credits may be represented in a single discipline.

#### INTEGRATIVE STUDIES, B.S.,

##### CONCENTRATION IN ARTS & ENTERTAINMENT MANAGEMENT ..... 48 CREDITS

**Required:** Required: ART/MUS/THE 139, 339; Management Core (15 credits): ACTG 251, FIN 370, MGMT 320, MKTG 360, LEGL 240; Internship (3 credits): MUS 490, THE 490, THE 495; 9 credits in any courses at the 300 level and above. Arts Core (15 credits) Choose from one discipline: ART - ARTH 111, 6 credits from: ART 121, 124, 125, 126, 6 credits with ARTH prefix MUSIC - 9 credits from MUS 125 126, 128, 160, performing ensembles; 6 credits from MUS 127, 161, 182, 240, 243, 244, 247, Any Music History Course, any course with MUSA prefix. THEATRE - THE 161, 254, 366. 3 credits from THE 350, 352, 367; 3 credits from THE 344, 359, 360 Required Proficiencies (courses can count in general education and must be completed with a grade of C or higher): ARTH 110, MUS 111. THE 253, COM 113, 300, MATH 221, ECON 211, 212

#### INTEGRATIVE STUDIES, B.S.,

##### CONCENTRATION IN COMMUNICATION ..... 72 credits

**Required:** COM 100, 110, and 140; 21 credits in courses numbered 100-higher; 24 credits in any courses numbered 300 or higher; 12 credits of Elective Courses in the Communication Department with at least nine of these credits at the 300/400 level.

#### INTEGRATIVE STUDIES, B.S.,

##### CONCENTRATION IN COMMUNITY SERVICE .... 48 Credits

**Required:** The Introductory Component Required Course may be satisfied by selecting one of the following: REHB 126: Intro to Human Services or SW 211: Principles of Social Work . The Diversity Component Required Course may be satisfied by selecting one of the following: PSY 220: Human Sexuality, PSY 300: Cross-Cultural Psychology, PSY 340: Psychology of Women , SOC 311: Social Stratification , SOC 362: Race and Ethnic Relations , or SOC 452: Sex, Gender, and Socialization . The Lower Level Course Requirement may be satisfied by taking two of the following: REHB 126: Introduction to Human Services, SPED 128: High Incidence Exceptionalities, ,SPED 129: Low Incidence Exceptionalities, SPED 245: Applied Behavior Analysis, SW 211: Principles of Social Work, SOC 236: Criminology, SW 225: Social Work with Children and Youth , or PSY 122: Drugs, Behavior, and Society. The Upper Level Course Requirement may be satisfied by selecting three of the following: PSY 354: Abnormal Psychology, PSY 320: Child Psychology, PSY 321: Adolescent Psychology, PSY 322: Psychology of Adulthood and Aging, PSY 325: Community Psychology, PSY 471: Introduction to Clinical Child Psychology, SOC 315: Social Welfare, SOC 351: Contemporary Social Problems, SOC 352: The Family, SOC 353: Sociology of Aging, SOC 361: Sociology of Deviance, SW 354: Special Topics in Social Work, SW 350: Gerontology Social Work Practices, REHB 405: Substance Abuse, REHB 410: Prevention and Treatment strategies in Substance Abuse., REHB 460: Models of Human Services Delivery System. One additional course chosen from among the Lower Level or Upper Level course requirements is also required. In addition 24 credits in any courses numbered 100 or higher is required to reach the 48 credits necessary for the major.

#### INTEGRATIVE STUDIES, B.S.,

##### CONCENTRATION IN EDUCATION..... 72 credits

**Required:** ED 110, 122, 225, 327, 329, 350, 417, and SPED 418 or ED 121, 350, ECH 235, 236, 341, 342 and SPED 128, 129; 48 credits of elective courses. A minimum of 24 credits must be at or above the 300 level.

#### INTEGRATIVE STUDIES, B.S.,

##### CONCENTRATION IN ENGLISH ..... 72 credits

**Required:** Two courses from ENGL 199, 130, 140, 160, 221, 222, 225, 226, 227, 228, 230, 231, 242, 243, 244, 249, 250, 254, 262, 265; Two writing courses from ENGL 200, 202, 207, 263, 297, 298, 301, 303, 304, 306, 307, 381, 404, 480. The same course may not be used to fulfill two core requirements. English electives: 12 credits at a 300-400 level. 15 additional English credits can be placed under free electives.

**INTEGRATIVE STUDIES, B.S., CONCENTRATION IN**

**GEOGRAPHY AND SUSTAINABLE PLANNING** ..... 72 credits  
**Required:** GEOG 100, 257, 310, GEOG/ES 385, 400, 470, and ES 150. One course from GEOG 250, 252, or 490; one course from GEOG 260, 265, or 310; one course from GEOG/ES 345, 425, 490; 39 additional credits at the 300 level or above.

**INTEGRATIVE STUDIES, B.S.,**

**CONCENTRATION IN GLOBAL UNDERSTANDING**... 72 Credits  
**Required:** Introductory course in Global Understanding GU/COM 160; Six credits of intermediate language courses; 12 Credits in Cultural Studies chosen from the following: ANTH 211, 216, 218, 245, 357; ARTH 111, 215, 216, 217; COM 312, 320, 360, 420; ENGL 227, 228, 380; FR 101-499; GER 101-499; SPAN 101-499; Arabic 103, 104, 151, 152, Chinese 103, GEOG 250, 254, 256, 260, 310, 315; HIST 217, 254, 255, 275, 286, 303, 305, 370; HON 240; COM 339; PHIL 215; PS 311, 35; 27 credits of general elective coursework to complete the major (at least 24 total credits in sections B, C, D of the major must be in any courses numbered 300-higher). Free electives to complete 120 credit degree requirement.

**INTEGRATIVE STUDIES, B.S.,**

**CONCENTRATION IN SCIENCE AND MATHEMATICS** 72 credits  
**Required:** Two of the following sequences: CHEM 153/163 and 154/164 or CHEM 151/161 and 152/162, BIOL 155/165 and 156/166, PH 251 and 252 or PH 258 and 259, MATH 270 and 271, ES 150 and 260; MATH 221 and an additional MATH 111-499; one course from ENGL 371, 372, 377; one course from ART 124, ES 210, ECON 211, 212, CIS 202, COM 214, MGMT 120, SPAN 251, 252, FR 251, 252; three courses (9-12 credits) of advanced coursework 200 level or higher that lists as a pre-requisite, a science or mathematics course sequence taken above or a COOP 300 or above (maximum of three COOP credits); additional credits in coursework numbered 300 or above to total 24; free electives to total 120.

**INTEGRATIVE STUDIES, B.S.,**

**CONCENTRATION IN THEATRE** ..... 72 credits  
**Required:** THE 161, 253, 254, 359, 360; two courses from THE 155, 201, 204, 301, 304, 310, 311, 321, 352, 361, 368, 369, 370, 461; two courses from THE 251, 262, 271, 362, 363, 364, 366, 367, 371; one course from THE 300-499; two courses from ENGL 140, 342, 343, 344, 345, 412, 413; 3 credits of THE 105. Remaining 30 credits in any courses numbered 100-499.

**INTEGRATIVE STUDIES, B.S.,**

**CONCENTRATION IN WRITING** ..... 72 credits  
**Required:** 24 credits in English writing courses; 15 credits in nonwriting English courses (literature, drama, movie studies, folklore, linguistics); 33 additional credits in any courses courses, excluding English.

**INTEGRATIVE STUDIES, B.S.,****CONCENTRATION IN WOMEN AND GENDER STUDIES** 72 credits

**Required:** 21 credits of women and gender studies courses; WGS 100: Survey of Women and Gender Studies; at least twelve other credits at the 300-400 levels. Eighteen credits to be selected from ANTH 216, 315; ART 216; ED/WGS 406; ENGL 265, 365; GEOG 315; HIST 230; HPE 370; PHIL 357; PSY 220, 340, 390; COM 281, 320; SOC 311, 352, 362, 452; WGS 200, 300, 311.

**INTEGRATIVE STUDIES, B.S., CONCENTRATION IN ATHLETIC COACHING** ..... 42 credits

**Required:** ATSW 286, 333, 334, 336, 365, 367, 406, 407, 408, 409, 435, 440, COOP 444, and choose one of the following: ATSW 350, 351, 352, or 354. A minimum of 39 credits must be at or above the 300 level. Students enrolled in this concentration are not eligible to receive the Minor or Verification in Athletic Coaching.

**INTEGRATIVE STUDIES, B.S.**

The Bachelor of Science in Integrative Studies at the Venango campus of Clarion University offers students the flexibility to earn the degree through a blended program of traditional classroom instruction and online courses. Students who choose the suggested curriculum plan can earn two degrees: an Associate of Arts in Arts and Sciences degree is awarded after earning 60 credits; a Bachelor of Science in Integrative Studies degree is awarded upon completion of the 120-credit program.

**LANGUAGES**

Department Chair, Leah Chambers, Ph.D.  
 210D Davis Hall  
 Telephone: 814-393-2587  
 Email address: [lechambers@clarion.edu](mailto:lechambers@clarion.edu)  
 Website: [www.clarion.edu/emod](http://www.clarion.edu/emod)  
 Department Faculty: K. O'Donnell, Y. Shao

Students who want to enhance their marketability upon graduation should learn a foreign language and become familiar with other world cultures. The study of languages and the development of cross-cultural understanding transform students into more enlightened, culturally sensitive citizens who can better perform in the global community and the world marketplace. To ensure Clarion University graduates are prepared for today's competitive job market, the Department of English and Modern Languages offers the following courses and programs:

- Minor in Spanish and Film Studies
- Certificate in Spanish for the professions
- Courses that fulfill foreign language, general education, or values flag requirements

We recommend students opt for a minor, combining two languages, or a language with other fields, such as business, communication, fine arts, the sciences, and the humanities. Recent graduates of the program have found employment as teachers throughout the nation. Others have gone to graduate school, or are pursuing careers with international corporations, the government, the military, or the foreign service.

Unique features of the program include:

- Competent and dedicated faculty—well-trained professionals who are native or near-native speakers of the language they teach, or have studied and lived extensively in countries where it is spoken. All are highly dedicated teachers who are on the cutting edge of foreign language pedagogy, and whose research interests are relevant to, and enhance their teaching.
- Low student-faculty ratio allows faculty to be accessible to students and to give them individual attention.
- An extensive video library is available to students, either as support to courses, or for personal enrichment.
- Tutoring is available to assist students who need extra support
- Overseas travel and study abroad programs for one summer, one semester, or an academic year
- Language clubs provide many special social and cultural events, including films, conversation and game nights, guest speakers, and field trips.

- National language honorary society, Alpha Mu Gamma, initiates outstanding language students each year.

**Requirements**

**SPANISH, MINOR ..... 21 CREDITS**

- A. **Required:** 6 credits (Prerequisite SPAN 151 or acceptable placement score).  
SPAN 152: Beginning Spanish II  
SPAN 251: Intermediate Spanish I
- B. Intermediate Electives – 6 credits (Prerequisite SPAN 251)  
SPAN 252: Intermediate Spanish II  
SPAN 253: Business Spanish  
SPAN 260: Hispanic Short Story  
SPAN 265: Intermediate Conversation  
SPAN 270: Spanish Phonetic
- C. Advanced Electives - 6 credits (Prerequisite 6 credits of Intermediate Electives)  
SPAN 281: Spanish for Oral and Written Proficiency I  
SPAN 282: Spanish for Oral and Written Proficiency II  
SPAN 300: Latin American Civilization  
SPAN 301: Spanish Civilization  
SPAN 340: Hispanic Film  
SPAN 344: Translation  
SPAN 417: Span Lang & Culture Immersion

**SPANISH FOR THE PROFESSIONS CERTIFICATE**

This certificate is geared toward students who anticipate working with the Hispanic population in a variety of professional fields including Health and Human Services, Business and others. Students will be required to complete 5 courses or a total of 15 credits, all of which can be made available online. Completers will have a basic knowledge of Spanish vocabulary and grammar and Hispanic culture in the U.S.

**Requirements**

**SPANISH FOR THE PROFESSIONS, CERTIFICATE ..... 15 CREDITS**

- A. Spanish Communication: 12 Credits  
(Prerequisite Spanish 151 or acceptable placement score)  
SPAN 152: Beginning Spanish II  
SPAN 251: Intermediate Spanish I  
**and two additional courses from:**  
SPAN 252: Intermediate Spanish II  
SPAN 253: Business Spanish  
SPAN 260: Hispanic Short Story  
SPAN 265: Intermediate Conversation  
SPAN 270: Intro to Spanish Phonetics and Pronunciation  
SPAN 281: Spanish for Oral and Written Proficiency I  
SPAN 282: Spanish for Oral and Written Proficiency II  
SPAN 300: Latin American Civilization  
SPAN 301: Spanish Civilization  
SPAN 305: Spanish for Professionals  
SPAN 340: Hispanic Film  
SPAN 344: Translation  
SPAN 352: Span Lit the Middle Ages to the Golden Age  
SPAN 353: Span Lit the Golden Age to the 20th Century  
SPAN 354: Modern Spanish Novel  
SPAN 360: Read Span-Am Lit Pre-Col-19th  
SPAN 361: Span-Am Lit Modernismo to 20th Century  
SPAN 362: 20th Cent Spanish-American Novel  
SPAN 401: ST. Hispanic Language and Culture

- SPAN 417: Span Lang & Culture Immersion
- B. Hispanic / Latino Cultures: 3 credits  
Spanish 304: Latino Cultures in the U.S.

**FILM STUDIES, MINOR ..... 18 credits**

Offering students an opportunity to study film from various points of view ranging from the aesthetic approach to an investigation of film’s philosophical or sociological content. Gives students the opportunity to study film critically and to have a hands-on experience in film making.

**LIBRARY SCIENCE**

Liberal arts students, regardless of their major, may qualify as provisional librarians under the Pennsylvania Library Code by successfully completing at least 12 library science credits (semester hours).

**LIBRARY SCIENCE**

Department Chair, Linda Lillard, Ph.D.  
209 Carlson Library  
Telephone: 866-272-5612  
Email address: llillard@clarion.edu  
Website: www.clarion.edu/libsci  
Department Faculty: S. Aristeguieta-Trillos, Xiaofeng Li,  
R. Clark, Y. Ha, M. Harhai, J. Krueger, L. Lillard, J. Maccaferri

Library science makes use of a wide variety of traditional and emerging technologies to meet the world’s information needs. Librarians and other information professionals work in a variety of institutional settings, including school library media centers, public libraries, academic libraries, and special libraries (including business, government, law, and medical libraries). Students learn how to acquire, organize, and provide access to information in all formats while gaining experience with a wide variety of information systems and developing advanced database search skills. Most professional library positions, however, require a master’s degree from an institution accredited by the American Library Association (ALA).

With a 3.0 GPA at the undergraduate level, students in any undergraduate program at the university can move into the ALA accredited Master of Science in Library Science program. Furthermore, if an undergraduate student in any university major is carrying a 3.0 GPA when reaching junior status, that student has the opportunity to participate in the accelerated bachelors to masters program in Library Science. The student is able to take 4 graduate courses during the next two years that receive undergraduate credit and then when the student enters the graduate program the courses go along, thus allowing the student to enter the graduate program with 1/3 of the MSLS degree already completed.

Clarion University has offered undergraduate library education since 1937 and is one of only three universities in Pennsylvania to offer an ALA-accredited master’s degree—permitting students in any degree program to progress from a bachelor’s degree to a master’s degree without changing universities. Faculty represent a variety of specializations, including school media librarianship, public librarianship, reference services, organization of information, and

information technology. Students have ready access to a variety of advanced information systems in the department's computer laboratory.

The Department of Information and Library Science offers one concentration.

**INTEGRATIVE STUDIES, B.S., CONCENTRATION  
IN LIBRARY AND INFORMATION STUDIES .....48 credits**

The B.S. in integrative studies with a concentration in library and information studies prepares students to work as paraprofessionals and provisional librarians in a variety of settings, including public libraries in Pennsylvania. It introduces students to the exciting worlds of information management and information transfer, in both traditional and emerging venues. The B.S. in integrative studies with a concentration in library science serves as an excellent preparation for studying toward a master's degree in library science.

***Integrative Studies (Library and Information Studies concentration) Outcomes***

1. Students will demonstrate knowledge of principles of libraries and information organizations in a contemporary society.
2. Students will demonstrate knowledge of public and technical services performed under the supervision of a librarian or information professional.
3. Under the supervision of a librarian or information professional students will be able to develop and implement programs and services appropriate to specific user groups, e.g., children, senior citizens, etc.

**Requirements**

**Required:** LS 255, 256, 355, 357, 359, 563. A minimum of 30 credits must be at the 300 level or above.

**MANAGEMENT, B.S.B.A.**

Department Chair, Tony R. Johns, Ph.D.

335 Still Hall

Telephone: 814-393-2626

Email address: tjohns@clarion.edu

Website: www.clarion.edu/mgmt

Department Faculty: S. Hur, T. Johns, M. Olivas, N. Singh,

C. Smith, G. Williams

In what type of vocation are you interested: bank manager, purchasing manager, human resource manager, recruiter, training specialist, compensation manager, small business owner or manager, health services manager, industrial production manager, planner, or consultant? As a management or human resources management major you will gain exposure to the knowledge and skills necessary to successfully enter your chosen career path. Two majors (management and industrial relations) and two tracks (general management, small business management) within the management major provide our students with the flexibility necessary to specialize in diverse areas of interest.

***Management (B.S.B.A.) and Human Resources (B.S.B.A.) Outcomes***

1. Management graduates will be able to demonstrate their knowledge in the key business disciplines of Management, Marketing, Finance, Accounting, and Economics by correctly answering questions on the ETS exam. Assessed in BSAD 490 as part of COBA's mature assessment plan for AACSB-International accreditation.
2. Management graduates will be able to combine their knowledge from the various business disciplines to create solutions to real-world problems and then communicate those solutions via written and/or oral format. Assessed in BSAD 490 as part of COBA's mature assessment plan for AACSB-International accreditation.
3. Management graduates will be able to demonstrate analytical thinking skills by assessing evidence presented to them, creating and evaluating alternative points of view, and then discriminate between the alternatives to judge the alternatives. Assessed in BSAD 490 part of COBA's mature assessment plan for AACSB-International accreditation.
4. Management graduates will have a working knowledge of global issues which will allow them to recognize and identify differences between cultures and will be able to demonstrate this knowledge by correctly answering questions on the global portion of the ETS exam. Assessed in BSAD 490 part of COBA's mature assessment plan for AACSB-International accreditation.

In addition:

MANAGEMENT GRADUATES will have a working knowledge of information systems as they pertain to business and be able to apply that knowledge to business situations. Assessed in MGMT 322: Business Computer Information Systems.

HUMAN RESOURCES GRADUATES will be able to complete a review of an employee's skills and job performance and create a plan for just compensation and; will be able to contribute to negotiations with union or non-union workers. Assessed in MGMT 482: Collective Bargaining and 483: Compensation Management.

**Requirements**

**MANAGEMENT (B.S.B.A.) .....24 credits**

**Required:** MGMT 321, 322, 324, and 426 and must select one of the following three tracks:

**General Management .....9 credits**

**Required:** Three courses from BSAD 437, MGMT 323, 420, 423, 427 428, 430, 445, 450, 463, 475, 482, 483, 485 or 486. One MKTG prefixed course of 300/400 level may be used toward fulfilling this requirement.

**Small Business Management .....9 credits**

**Required:** MGMT 323, 427, and 428.

**HUMAN RESOURCE MANAGEMENT (B.S.B.A.) .....24 credits**

**Required:** MGMT 324, 426\*, 475, 482, 483, 485, and 486. One course from BSAD 437, ECON 351, HIST 363, MGMT 321, 322, 463, PSY 350, SOC 321. One MKTG prefixed course of 300/400 level may be used toward fulfilling this requirement.

\*Student may substitute BSAD 437 for MGMT 426.

All majors must take an additional 3 credit-hour 300/400-level business course, or BSAD 341 or RE 271 to complete their 24-credit hour major.

A student may earn a double major in management and

human resources management by taking the required courses for each major and successfully completing two additional upper-level management (prefix) courses with a C or better grade.

**BUSINESS ADMINISTRATION, MINOR** .....21 credits

The business administration minor is intended to provide another academic option for non-business majors. Selection of this minor will broaden the academic pursuits of non-business majors, provide a credential that will make them more attractive to employers in the business sector, and serve as background for those intending to pursue the Master of Business Administration (M.B.A.) degree.

The business administration minor has two different tracks that are open to all students and a student may select either track depending on their personal interests. However, students who are planning to pursue the MBA degree should follow the pre-MBA track.

**TRADITIONAL TRACK:**

**Required:** ACTG 251 and 252, ECON 211 and 212, FIN 370, MGMT 320 and MKTG 360.

**PRE-MBA TRACK:**

**Required:** ACTG 251, ECON 211 and 212, ECON 221 and 222, FIN 370, MGMT 320 and MKTG 360.

**LEADERSHIP MINOR, ENTREPRENEURIAL**

**LEADERSHIP TRACK** .....21 credits

The minor in Leadership-Entrepreneurial Leadership Track is an extension of a university initiative to develop a broad based and interdisciplinary approach to leadership. The intent is to attract potential students as well as create an environment that emphasizes the overall development of entrepreneurial leadership skills and leadership potential in our students across disciplinary boundaries. As a result of working toward this minor, the student will gain exposure to a body of knowledge that emphasizes entrepreneurial concepts and entrepreneurial leadership development. As an extension to this minor track, the program will develop and promote experiential learning, cocurricular and community service learning activities. Students will be able to develop/enhance specific entrepreneurial leadership skills that can be extended to their academic major.

**Required:** 12 credits from the following: ACTG 251; MGMT 323, 427, 428.

**Electives:** Students must select six credits from one of the following options: Option A: MKTG 360, 361, 362, 363, 369, 491; MGMT 450. Option B: SOC 211, 311, 351, 362, 395; ECON 314.

**LEADERSHIP MINOR, INTERDISCIPLINARY TRACK** ..... 18 credits

The leadership minor is designed as an interdisciplinary program housed in the College of Business Administration and open to all students regardless of their major. The student will experience critical leadership principles through theory, application, and skill development. As a result, the program provides exposure to a body of knowledge emphasizing both leadership concepts and the development of leadership skills.

**Required:** 12 credits from the following: COM/MGMT 360, SOC 211, MGMT 320, PHIL 304, COM 200, PHIL 212, PS 211 and PHIL 308.

**Electives:** Students must select 9 credits from one of the following tracks. These electives must represent two different academic areas and must include at least one 300 or higher course. **(1) Individual Dimensions of Leadership:** COM 214, COM 312, MGMT 427, PHIL 111, PHIL 352, PHIL 360, PSY 111, PSY 211 **(2) Group Level Dimensions of Leadership:** ANTH 211, COM 311, COM 318, PHIL 111, PS 311, PS 354, SOC 340, SOC 351, SW 212; **(3) Organizational Dimensions of Leadership:** MS 110, MS 112, MS 201, COM 300, COM 317, MGMT 321, MGMT 423, MGMT 426, SOC 321, 340.

Students can also achieve a Minor in Leadership–Military Science Track by completing the Military Science Basic Course Program and Advanced Course Program.

It is recognized that a number of non-business curricula contain required business courses (e.g., information systems). For those students whose major requires specific upper-division business courses, a maximum of nine upper-division business course credits must be completed beyond those required for their non-business major program.

**MARKETING, B.S.B.A.**

Department Chair, Tony R. Johns, Ph.D.

335 Still Hall

Telephone: 814-393-2626

Email address: tjohns@clarion.edu

Website: www.clarion.edu/mktg

Department Faculty: S. Hur, T. Johns, M. Olivas, N. Singh,

C. Smith, G. Williams

Marketing is a process employed by contemporary organizations to discover and adapt to consumers' needs and desires. It includes advertising, consumer research, and selling, as well as other activities affecting the transfer of goods and services from seller to buyer.

Clarion's Marketing Program has a balanced curriculum and a well-qualified, diversified faculty. The program is relatively small, so students have the opportunity to become acquainted with faculty members. Students can plan their programs to fit their particular interests and needs. Marketing students can also choose the international business minor.

Marketing courses are involved with application software in Still Hall's microcomputer lab.

Listings of internships are available.

The American Marketing Association student chapter is very active on campus. Marketing has two honor societies, Alpha Mu Alpha and Mu Kappa Tau.

Clarion's program in marketing has been designed to prepare students for careers in advertising management, non-profit marketing, marketing research, physical distribution management, retailing management, and general marketing management. Types of entry-level positions available to graduates include: account executive, advertising manager, buyer, inventory control manager, marketing director, marketing research worker, media buyer, merchandise manager, product or brand manager, retail manager, salesperson, traffic and distribution services director, warehouse manager.

**Marketing (B.S.B.A.) Outcomes**

1. Students will be able to generate, analyze, and communicate marketing information for internal and external use.
2. Students will demonstrate analytical thinking skills through the interpretation of evidence and formulation of warranted conclusions.
3. Students will show an awareness of the ethical dimensions of business through the ability to examine ethical issues and understand social forces shaping the environment of business.
4. Students will demonstrate interdisciplinary competence across accounting, economics, finance, management, and marketing.

## Requirements

### MARKETING (B.S.B.A.) .....24 credits

**Required:** MKTG 461, 465, 469. Twelve credits of marketing electives (four courses) from the following: MKTG 361, 362, 363, 366, 369, 462, 463, 468, 491, and 495. One MKTG prefixed course of 300/400 level may be used toward fulfilling this requirement.

All majors must take an additional 3 credit-hour 300/400-level business course, or BSAD 341 or RE 271 to complete their 24-credit hour major.

### MARKETING (MINOR) ..... 18 credits

The minor in marketing is available to students with any major from any college, including those in the College of Business and Information Sciences.

**Required:** MGMT 120, MKTG 360, and either ECON 175 or ECON 212. Students will also need an additional nine credits of 300 or 400 level courses selected in consultation with the student's minor advisor.

## MATHEMATICS, B.S.

Department Chair, Adam E. Roberts, Ph.D.

155 Science and Technology Center

Telephone: 814-393-2592

Email address: aroberts@clarion.edu

Website: www.clarion.edu/math

Department Faculty: J. Beal, D. Bhattacharya, C. Childers,

D. Farnsworth, S. Gendler, D. Hipfel, B. Jackson, S. Johnson,

D. Madison, M. McConnell, K. Overmoyer, A. Roberts, D. Shifflet

Mathematics is the science of numbers and the abstract formulation of their operations. Quantitative skills acquired through this study are useful in career fields which include computer science, business, actuarial science, engineering, life and physical sciences, medicine, and research. Actuaries concentrate on the study of actuarial science and usually work for the government, an insurance agency, or a consulting firm. They interpret statistics to determine the likelihood of injury, sickness, death, or loss of property among various population groups and develop insurance rates and plans for these groups.

A departmental computer lab provides mathematics students with hands-on computer experience. The department is a part of the 3/2 Engineering Program with University of Pittsburgh and Case-Western Reserve University.

Entry-level jobs available to graduates in this field include: actuary, computer programmer, engineer, internal revenue agent, military intelligence officer, pension administrator, rate analyst, research mathematician, statistician, systems analyst, cryptanalyst, and teacher. Among the employers who hire graduates: banks, computer services, consulting firms, corporations, educational institutions, engineering firms, government agencies, insurance companies, manufacturing firms, pharmaceutical companies, and research and development laboratories. Most mathematics graduates go directly into the field where they can earn good salaries, even at entry level. A few go immediately into graduate schools for further study.

The Concentration in Financial Mathematics and Actuarial Science is an interdisciplinary program wherein students take courses in mathematics, finance, economics, accounting, and computational science. The degree prepares students for a wide variety of careers in the financial services sector and

actuarial industries. Students are also prepared for a range of graduate programs including applied mathematics, financial mathematics, finance, and economics. This course of study helps students develop a deep knowledge of mathematics, probability, statistics, and applications of these disciplines to finance. Students completing the degree program have completed coursework that prepares them for the first Chartered Financial Analyst (CFA) exam and the first two Society of Actuaries (SOA) exams.

Allied activities include a Mathematics Club open to all students, a weekly problem contest (at the end of the semester a prize is awarded to the student who solves the most problems), and Pi Mu Epsilon, a national mathematics honorary.

High school students who are interested in a mathematics career should take at least five years of mathematics: geometry, trigonometry, two years of algebra, and a third year of algebra or precalculus. It is not necessary to study calculus in high school.

## Mathematics (B.S.) Outcomes

1. Students will demonstrate proficiency in mathematics content.
2. Students will be able to formulate and communicate proofs in mathematics.
3. Students will be able to read and evaluate mathematical writing
4. Students will be able to communicate mathematics knowledge in both written and oral forms

## Requirements

### MATHEMATICS, B.S. IN MATHEMATICS.....57 credits

**Required:** MATH 270, 271, 272, 300, 390, seminar, and 30 credits in mathematics electives from 300-level courses and above, at least 12 credits of which must be at the 400 level. Additional required courses include: CPSC 201, 301, and PH 258. A minimum of C grade in MATH 270, 271, 272 and ENGL 111 is required.

### MATHEMATICS (COOPERATIVE ENGINEERING PROGRAM) 66 credits

**Required:** MATH 270, 271, 272, 300, 350, 370, and 18 credits in mathematics or approved engineering electives. In addition to these 39 credits, the following courses are required: PH 258, 268, 259, 269, 351, 352; CHEM 151, 161, 152, 162; CPSC 201. See also the Cooperative Engineering Program description on page 26.

### BS MATHEMATICS CONCENTRATION IN FINANCIAL

### MATHEMATICS & ACTUARIAL SCIENCE..... 74 credits

(58 credits counting in the major and 16 credits in general education)  
**Required:** CPSC 301, MATH 221, 270, 271, 272, 285, 300, 305, 321, 350, 360, 370, 390, 421, 490, FIN 370, 373, 375, 376, ACTG 251, 252. In addition to these credits the following courses are also required: CPSC 201, ECON 211, 212, and ENGL 371. A minimum of grade of C in MATH 270, 271, 272, and ENGL 111 is required.

### SECONDARY EDUCATION, B.S.ED.

Certification for grades 7-12, Mathematics (see under Secondary Education Mathematics).

### MATHEMATICS (MINOR).....20 credits

**Required:** MATH 270 or 260, MATH 271, and 12 credits of 272-level or higher mathematics courses.

### ACTUARIAL SCIENCE (MINOR) ..... 21 credits

**Required:** MATH 270, MATH 271, MATH 272, MATH 321, MATH 305, and MATH 221 or MATH 421

## **MEDICAL IMAGING SCIENCES, B.S.**

Department Chair, Doug Knepp, Ph.D.  
226 Ralston Hall  
Telephone: 814-393-1648  
Email address: [dknepp@clarion.edu](mailto:dknepp@clarion.edu)  
Website: [www.clarion.edu/chsrcj](http://www.clarion.edu/chsrcj)  
Department Faculty: R. Bloom

### ***Radiologic Technology and Ultrasound Concentrations***

Students who enroll in the medical imaging sciences program choose between the radiologic technology or ultrasound (diagnostic medical sonography) concentrations. Both concentrations are designed as two-plus-two programs. The medical imaging sciences program has an academic preparation of two years (60 semester hours of course work). The radiologic technology concentration continues with a two-year program of clinical study at an affiliated, hospital-based school of radiologic technology. All affiliated, hospital-based schools of radiologic technology are accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The ultrasound concentration continues with a two-year program of clinical study in sonography at Great Lakes Institute of Technology ([www.glit.edu/](http://www.glit.edu/)) that is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Clinical sites have limited space and competitive admission standards. Admission to the medical imaging sciences program does not guarantee admission to an affiliated clinical site for radiologic technology or ultrasound. At the completion of the second year of study, students who have been accepted to an affiliated clinical site (hospital program) attend the clinical site to which they have been accepted. Upon successful completion of the two-year course of study at the clinical site, the student is awarded the Bachelor of Science degree and is eligible to sit for the national certification examination in radiography or ultrasound. Successful completion of this examination entitles the graduate technologist to use the credentials Registered Technologist, Radiography (R.T.R.) or Diagnostic Medical Sonographer (DMS) and to practice as an entry level radiologic technologist or ultrasonographer.

Affiliated clinical sites in radiologic technology and ultrasound are subject to change.

### **Online Degree Completion Option for Credentialed Professionals**

Registered radiologic technologists who wish to earn the B.S. degree with a major in medical imaging and concentrations in radiologic technology, may complete required course work online.

### ***Other Medical Imaging Sciences Concentrations: Diagnostic Medical Sonography (Ultrasound), Nuclear Medicine, Radiation Therapy, and Medical Dosimetry***

Clarion's medical imaging program serves as an online degree completion program to individuals who are already credentialed professionals in diagnostic medical sonography, nuclear medicine technology, radiation therapy, or medical dosimetry and who wish to earn a Bachelor of Science degree.

Credentialed professionals opting for the concentration in diagnostic medical sonography, nuclear medicine technology, radiation therapy, or medical dosimetry will be awarded between 30–60 clinical credits for successful completion of a formal educational program that is accredited by the appropriate accrediting agency as follows:

- Commission on Accreditation of Allied Health Education Programs
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)

Clinical credits will be awarded based on the length of clinical education and is determined solely at the discretion of the School of Health Sciences.

Required course work for the medical imaging sciences degree completion concentrations may be completed online.

### ***Admission Policy***

Students interested in the medical imaging sciences program will be admitted to the university using the standard criteria for admission. Retention in the program requires the student to maintain a cumulative 2.0 GPA and attain a grade of C or higher in all required professional courses and all required science and major courses.

Students who apply for admission to an affiliated hospital's two-year clinical program typically do so in the second semester of their sophomore year. Application is made to a clinical site and acceptance is at the discretion of the admission committee of the clinical site. Students are accepted to clinical sites based on their university records, application materials, interviews with clinical site admissions committees, and other admissions criteria established by the clinical site. Only students who are given formal recommendation by the College of Health Sciences and Human Services may apply to clinical sites.

### ***Medical Imaging Sciences (B.S.) Outcomes***

1. Graduates will be able to demonstrate proficiency in performing all medical imaging examinations required to meet the competency requirements of the American Registry of Radiologic Technologists.
2. Students will be able to discuss the role of a medical imaging sciences professional, as a member of the larger health care team, in assuring continuity of patient care.

### ***B.S. in Medical Imaging Sciences Curriculum***

Although the medical imaging sciences program is designed to be completed in two academic years at Clarion or Venango Campus and two years at an affiliated hospital, part-time study is optional while completing general education course work. The curriculum outline for the general education portion of the program is as follows:

### **Sample Curriculum Plan\***

#### ***FIRST SEMESTER***

CHEM 145 Chemistry for Allied Health Students I .....	3
ENGL 111 English Composition .....	3
AH 101 Medical Terminology .....	3
AH 201 Introduction to the Health Care Environment .....	2
<sup>1</sup> Social & Behavioral Sciences Elective.....	3
Total Credits.....	14

**SECOND SEMESTER**

CHEM 146 Chemistry for Allied Health Students II.....	3
MATH 110 Intermediate Algebra.....	3
<sup>2</sup> Social & Behavioral Sciences Elective.....	3
<sup>3</sup> Arts & Humanities Elective.....	3
Personal Performance Elective .....	1
NFSS 111 Health Education.....	2
Total Credits .....	15

**THIRD SEMESTER**

BIOL 251 & 261 Anatomy & Physiology I with Lab.....	4
PHSC 112 Basic Physical Science: Physics and Astronomy .....	3
Arts & Humanities Elective .....	3
<sup>4</sup> Free Elective .....	2
Total Credits .....	12

**FOURTH SEMESTER**

BIOL 252 & 262 Anatomy & Physiology II with Lab.....	4
MATH 221 Mathematics Competency (Elementary Applied Statistics).....	3
Social & Behavioral Sciences Elective.....	3
AH 301 Research Methods for Health Sciences.....	3
Arts & Humanities Elective .....	3
Total Credits .....	16

**FIFTH - EIGHTH SEMESTERS**

Clinical program of study (contingent upon acceptance to clinical program) .....	up to 60
AH 401, Allied Health Leadership Capstone Course.....	3
<b>TOTAL REQUIRED CREDITS = 120</b>	

**Note Recommended Courses:**

- <sup>1</sup>PSY211 General Psychology  
<sup>2</sup>SOC211 Principles of Sociology  
<sup>3</sup>COM 113 Fundamentals of Speech

\*Curriculum subject to change.

MATH 050 is required for students who place into the course, but will *not* count toward meeting the requirements of the medical imaging sciences degree. ENGL 110 may be required of some students.

Credentialed medical imaging professionals completing this degree as a degree completion option will take BIOL 111 (Basic Biology, 3 credits), BIOL 224 (Human Biology, 3 credits), and PHSC 117 (Explorations of Physical Science, 3 credits) in place of BOL 251, 261, 252, 262 and PHSC 112.

Students must ensure that they meet all requirements for attending clinical sites. For links to clinical sites that contain admissions criteria, please visit [www.clarion.edu/medimage-bs](http://www.clarion.edu/medimage-bs).

Prerequisites to the Great Lakes Institute Diagnostic Medical Sonography program include: 1) college-level algebra, statistics, or a higher math, 2) physics (PHSC 112), and 3) medical terminology (AH 101). Students must consult directly with Great Lakes Institute of Technology for updated information prerequisites.

**MEDICAL TECHNOLOGY, B.S. (See Biology)****MILITARY SCIENCE-ROTC****Bret Rogowitz, Enrollment Officer**

Army Reserve Officers' Training Program and  
Minor in Leadership-Military Science Track  
321 Becht

Telephone: 814-393-2527

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

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

Department Faculty: E. Luke, SGT M. Rodriguez,  
B. Rogowitz, SFC H. Devries

Clarion University offers qualified students the opportunity to earn a commission as an officer in the U.S. Army. Students who complete both the Basic Course program and the Advanced Course program receive a minor in leadership-military science track from Clarion University. Students who complete the Basic Course program (or have validated it), the Advanced Course program, and the **ROTC Cadet Leader Course** receive a commission as an officer in the U.S. Army. The ROTC program and the minor provide leadership training that students can apply throughout their careers, be they in business, industry, technology, education, the physical sciences, or the humanities.

The ROTC program and the minor are divided into two phases: the Basic Course (freshman and sophomore years) and the Advanced Course (junior and senior years).

**Students who enroll in the ROTC program have the following benefits:**

- ROTC offers a comprehensive academic program in military leadership and teaches practical skills such as self-defense, adventure training, rappelling, marksmanship, orienteering, and first aid techniques.
- The end-state of completing both the Basic Course ROTC Program (MS 110, MS 112, MS 201, and MS 202) and the Advanced Course ROTC program (MS 301, MS 302, MS 401, and MS 402) results in receiving a minor in leadership-military science track.
- Equipment, ROTC textbooks, and uniforms are issued, without cost, to enrolled students.
- Students enrolled in the Basic Course (MS 110, MS 112, MS 201, and MS 202) may become eligible for full-tuition scholarships and enrollment in the ROTC Advanced Course.
- Students enrolled in the Advanced Course (MS 301, MS 302, MS 401, and MS 402) receive a cash stipend (\$300-\$500) each month for 10 months during the academic year and receive \$1,200 each year for books.
- Students who complete the advanced course and graduate from the university receive commissions as second lieutenants and serve in one of the three army components: Active Army, National Guard, or Army Reserve.

**ROTC/Minor in Leadership-Military Science Track Basic Course Program**

The first two years of military science (MS 110, 112, 201, and 202) provide a background of the historical role of military forces as well as current national military objectives. In addition, students develop basic leadership skills in problem solving and decision making and learn survival techniques, map reading, self-defense, rappelling, and marksmanship.

Participants of the basic course incur no commitment to enroll in the ROTC Advanced Course and incur no obligation for military service. Students may enroll or withdraw from any of the four courses in the ROTC Basic Course under the same provisions and in the same manner as the other academic courses at Clarion. Veterans of armed forces, junior ROTC and civil air patrol graduates, and students who complete the ROTC Basic Camp at Ft. Knox, Kentucky, may receive exemption from the ROTC Basic Course if approved by the professor of military science but they will not automatically receive academic credit for the course.

**Required courses:** Four (all courses include concurrent labs)

MS 110: Introduction to Military Science

MS 112: Fundamentals of Military Science

MS 201: Fundamental Tactical Operations and Leadership Techniques

MS 202: National Security and Fundamentals of Military Topography

### **ROTC Advanced Course Program**

*(requires ROTC Basic Course validation)*

To validate the ROTC Basic Course, a student must meet one of the following criteria:

- Complete MS 110, 112, 201, and 202
- Have served previously on active duty in the armed forces and received an honorable discharge
- Currently serve in the National Guard or Reserve and have completed basic training
- Have completed three or four continuous years of an accredited Junior ROTC or Civil Air Patrol program
- Complete the ROTC Cadet Initial Entry Training during the summer between their sophomore and junior years. *This option makes the ROTC program available to students with no previous military experience.*

Qualified students complete the ROTC Advanced Course as they fulfill the requirements for their undergraduate degree from Clarion University. Enrollment occurs in Fall of the junior year and, in addition to attending physical fitness training four times a week, students attend one seminar and one lab per week at Clarion Campus. Students who pursue graduate degrees at Clarion can also apply for the program as long as the graduate program is at least four semesters long. Students who complete the ROTC program can earn a commission as a second lieutenant and receive placement in one of 17 professional officer specialties in the U.S. Army, including military intelligence, military police, signal, medical service, and the corps of engineers. To learn more about the program, go to the Clarion Army ROTC Website at [www.clarion.edu/rotc](http://www.clarion.edu/rotc).

Four military science courses taken over two years (MS 301, 302, 401, and 402) plus attendance at the ROTC Cadet Leader Course comprise the ROTC Advanced Course and lead to a commission as an officer in the U.S. Army. To be eligible to enroll in the Advanced Course, a student must validate the ROTC Basic Course and meet these criteria: be a citizen of the United States, be physically fit and pass a physical examination, be an enrolled academic junior with at least a 2.0 GPA, be not less than 17 years of age but less than 30 by the anticipated graduation date, and be accepted by the professor of military science.

**Required courses:** Six (four include concurrent labs)

MS 301: Leadership and Modern Learning

MS 302: Study of Advanced Leadership Planning and Execution of Modern Combat Operations

MS 401: Management of the Military Complex

MS 402: Seminar in Military Management and Analysis

MS 350: ROTC Cadet Leader Course (CLC) five weeks in summer

MIL HIS: Must take a course that satisfies the Military History requirement

### **Program Benefits**

ROTC offers a comprehensive academic program in military leadership, adventure training, rappelling, marksmanship, land navigation, and first aid techniques. The Military Science Department provides equipment, ROTC textbooks, and uniforms without cost to enrolled students. Students enrolled in the Advanced Course receive a cash stipend (\$300-\$500 each month) for 10 months during the academic year and receive \$1,200 each year for books. Students who complete the Advanced Course and graduate from the university receive commissions as second lieutenants in the active army, national guard, or army reserve.

### **Scholarships**

All students, to include those who have completed the ROTC Cadet Leader Course and graduate students, may apply for one- to four-year scholarships through ROTC. To be fully eligible, applicants must meet these criteria: 2.5 GPA, full-time student, U.S. citizen, physically qualified, and administratively qualified. ROTC scholarships provide these benefits for each year the scholarship is in effect: full tuition, \$1,200 for books, and \$300-\$500 per month for 10 months of the school year. Call 814-393-2527 for application instructions.

### **MOLECULAR BIOLOGY, B.S. (See Biology)**

### **MUSIC**

Department Chair, Casey C. Teske, D.M.A.

223 Marwick Boyd Fine Arts Center

Telephone: 814-393-2287

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

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

Department Faculty: B. Register, C. Teske

**MUSIC, MINOR** .....20 credits

The Department of Music serves music minors who study music in the context of a broader liberal arts education offered through Clarion University. The department prides itself in creating a learning environment that focuses on individual student success. Each student is provided the personalized attention and mentoring necessary to be successful in the music program. Our small class sizes - average 12:1 student to faculty ratio - help to guarantee that each student's needs are met.

Students taking music courses are taught by experts in the music field; no graduate teaching assistants teach music courses at Clarion. All full-time music faculty have terminal degrees in music and maintain an active professional profile in their specialty areas. Additionally, all music faculty serve as academic advisors to music students, so our faculty are

intimately involved with the academic progress of each student.

**Required:** MUS 125 and 128, plus 16 additional credits from the following categories: Music Survey and Literature, Music Skills/Techniques, Music Electives, Music Ensembles, and a capstone Music History and Culture.

For more information please contact the Department of Visual and Performing Arts.

### **NURSING (ASN)**

Department Chair, Deborah Kelly, DNP, RN, CHPCA  
220 Montgomery Hall, Venango Campus  
Telephone: 814-393-1258  
Email address: [dkelly@clarion.edu](mailto:dkelly@clarion.edu)  
Website: [www.clarion.edu/nursing](http://www.clarion.edu/nursing)  
Department Faculty: M. Terwilliger, C. Weidle

The Associate of Science in Nursing, the Bachelor of Science in Nursing and the RN-BSN Completion program are accredited by The Accreditation Commission for Educating in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone: (404-975-5000; Fax: (404-975-5020; Email: [info@acenursing.org](mailto:info@acenursing.org); Web: [www.acenursing.org](http://www.acenursing.org) The Associate of Science in Nursing Program prepares nurses to exhibit integrity and ethical behavior, and to provide holistic patient centered care, with dignity and respect for diversity. The two-year Associate of Science in Nursing Program provides educational experiences that promote Human Flourishing, Nursing Judgment, Professional Identity, and a Spirit of Inquiry. The program encourages students to aspire towards excellence and provides the graduate with a foundation for further education.

### **Admission Requirements**

Applicants for the ASN program must meet or exceed the following admission criteria:

- Meet or exceed the Clarion University admission criteria.
- Q.P.A. of 2.75 or greater in high school and/or college.
- Recommended SAT scores of 950 or greater/ACT score of 18 or greater (required for Freshman applicants who have not been out of high school more than three years).
- Grades of “C” or greater in the three pre-requisite courses of chemistry, biology, and algebra within five years if taken in high school or ten years if taken in college.
- Obtain a score of 110 or greater on the National League for Nursing – PAX pre-entrance exam. Students who have a Q.P.A. of 3.8 or greater and grade of “A” in biology may be exempt from taking the exam.

### **Nursing (A.S.N.) Outcomes**

1. Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings. (Human Flourishing)
2. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family community context. (Nursing Judgment)
3. Integrate into practice one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for

diverse patients within a family and community context. (Professional identity)

4. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patients, families and communities. (Spirit of Inquiry)

### **Associate of Science in Nursing Degree Program Curriculum**

The ASN curriculum is delivered over 4 semesters (2 years) and students are required to complete a total of 60 credits. For more information about the ASN curriculum visit the Department of Nursing web page.

### **NURSING (BSN) AND RN-BSN COMPLETION PROGRAM**

Department Chair, Deborah Kelly, DNP, RN, CHPCA  
220 Montgomery Hall, Venango Campus  
Telephone: 814-393-1258  
Email address: [dkelly@clarion.edu](mailto:dkelly@clarion.edu)  
Website: [www.clarion.edu/nursing](http://www.clarion.edu/nursing)  
Department Faculty: R. Bilan, L. Bladen, R. Fenstermaker, L. Pierce, C. Stiller

### **Traditional BSN (Pre-licensure Program)**

The 4-year Bachelor of Science in Nursing (BSN) degree program is innovative in its approach to nursing education. Students must complete 120 credits to graduate. Unlike many nursing programs, students in Clarion’s BSN program will participate in nursing courses and critical thinking in preparation for practice beginning in the first semester. High-impact educational practices such as clinical experiences, nursing courses, collaborative assignments, leadership and role development, undergraduate research and a capstone project are incorporated throughout the curriculum. The program utilizes a highly successful clinical immersion model in which several instructional methods are used to support lectures and discussions. Simulation laboratories, volunteer experiences in health care agencies, and creative, hands-on experiences such as live standardized patient labs are in place throughout the freshman through junior years as components of clinical learning to support senior-level clinical preparation. In the senior year students will be immersed in clinical practice and will complete five clinical specialty rotations, after which they will participate in a clinical preceptorship. Capstone courses are offered in the final two semesters of the program resulting in a research proposal related to evidence-based practice.

### **Admission Criteria for the traditional BSN program:**

Applicants for the BSN4Y program must meet or exceed the Clarion University admission standards and are expected to meet the following additional criteria:

- SAT score of at least 950 or ACT score of at least 18 (math and verbal combined)
- High school or college GPA of at least 3.0 on a 4.0 scale
- Four units of high school English
- Three units of high school social studies

- Two units of high school science: one year of chemistry with a grade of “C” or better and one year of biology with a grade of “C” or better. (Science courses require a laboratory component)
- Two units of high school mathematics (one must be algebra with a grade of “C” or better and one course may be algebra II, trigonometry, geometry, or calculus).

Candidates who do not meet all the high school requirements listed above must take college level courses to meet the requirement(s). Clarion University courses or acceptable transfer courses from other colleges/universities or College Level Examination Program (CLEP) provide acceptable substitutions for the high school requirements. SAT or ACT scores are not required for transfer students or students who have been out of high school for more than 3 years.

Applicants are encouraged to apply early to reserve a seat.

### **BSN Program Outcomes**

The Clarion University of Pennsylvania BSN program prepares the graduate to:

1. Integrate scholarly inquiry, research, and theory into evidence-based nursing practice
2. Promote health and well-being for individuals, families, and communities including vulnerable and diverse populations
3. Provide leadership to initiate change within communities, the profession of nursing, and the health care delivery system
4. Apply clinical thinking skills to professional nursing practice
5. Communicate effectively with others in a variety of settings
6. Demonstrate professionalism in nursing practice

### **RN-BSN (BSN Completion Program)**

The RN-BSN program is intended to build upon the background and knowledge of registered nurses and to afford them the opportunity to continue their education at a professional level. The program’s primary goals are the provision of educational experiences designed to promote scientific inquiry, creative thinking, critical judgment, and personal development.

Clarion University’s RN-BSN program integrates liberal arts with career education at the RN level, establishing the basis for a variety of BSN learning activities that focus on professional nursing practice. In addition, the RN-BSN program at Clarion University provides a foundation for graduate education at the masters and doctoral level. Clarion University accepts transfer credits from other accredited colleges and universities.

### **RN-BSN (BSN Completion Program) Admission Requirements**

1. Graduated from either an associate or diploma program in nursing.
2. Hold current licensure as RN in the state that

you practice or have applied to take the licensure examination for registered nurses in that state prior to beginning any required nursing course.

3. Show evidence of scholarship as demonstrated by QPA of 2.5 on a 4.0 point system, or a comparable equivalent of a “C+” in previous education program.
4. Successfully complete the pre-entry lower division requirements from an accredited Diploma or Associate degree program.

Please refer to the RN-BSN Handbook for more specific details about the admission requirements.

### **Nursing (RN-B.S.N. Online) Outcomes**

Graduates are prepared to:

1. Integrate scholarly inquiry, research, and theory into evidence-based nursing practice
2. Promote health and well-being for individuals, families, and communities including vulnerable and diverse populations
3. Provide leadership to initiate change within communities, the profession of nursing, and the health care delivery system
4. Apply clinical thinking skills to professional nursing practice
5. Communicate effectively with others in a variety of settings
6. Demonstrate professionalism in nursing practice

Courses in the RN-BSN program are offered in an accelerated format. The nursing courses (NURS) are offered in 7.5-week terms. Two 7.5-week terms are offered each 15-week semester. Courses are offered year-round. Full-time and part-time options are available. The curriculum below assumes that the student has completed all the general education requirements. For more information about pre-requisites, please refer to the RN-BSN Student Handbook.

### **Requirements**

Total of 120 Credits with 30 credits completed at Clarion University

**Required Core Courses (Total 27 credits):** NURS 340, 342, 343, 345, 445, 457,470,492, 493

**Elective** (Total 3 credits):NURS 320, 322, 365, 368, 475 (see student handbook for other available electives)

### **NURSING CASE MANAGEMENT CERTIFICATE**

The primary purpose of this certificate program is to provide education in the specialty practice of Case Management. The certificate program provides an overview of the Case Management process that fulfills the didactic requirements to become nationally certified as a Case Manager. The role of the case manager includes a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet patient’s health needs (Commission for Case Manager Certification, 2019). Case Management is a specialty practice within the health and human services professions. A Case Manager helps patients to reach their optimum level of wellness through self-management by working with their support systems; the health

care delivery systems, including care providers, employers, and the various payer sources.

A Case Manager is not based on a specific health discipline or specialty. A Case Manager is interprofessional, with nurses, social workers, vocational rehabilitation counselors, physical and occupational therapists, and other licensed professional all assuming the role of a case manager. The unique diversity makes the practice and certification of a case manager dynamic as this certificate is written for all case managers and their colleagues regardless of their professional backgrounds. The certificate covers the nuances of the role of a case manager in various care settings.

### **Student Learning Outcomes**

After successfully completing this program, students will be able to:

1. Identify professional case management standards of practice, continuing education resources, and certification requirements.
2. Evaluate and apply ethical professional standards specific to case management practice
3. Construct a case management care plan with appropriate, measurable, and achievable goals and outcomes
4. Demonstrates the ability to implement and coordinate client care activities
5. List outcomes in numbered list.

### **Required Courses** (12 credits):

NURS 420: Principles of Case Management  
 NURS 421: Ethics in Case Management  
 NURS 422: Specialty Practices in Case Management  
 NURS 423: Case Management Process

Completion of this Case Manager Certification demonstrates the person possesses the education, skills, knowledge, and experience required to render appropriate services delivered according to sound principles of case management practice and fulfills the education category of the national certification exam.

### **NUTRITION AND FITNESS, B.S.**

Department Chair, Doug Knepp, Ph.D  
 226 Ralston Hall  
 Telephone: 814-393-1648  
 Email address: [dknepp@clarion.edu](mailto:dknepp@clarion.edu)  
 Website: [www.clarion.edu/nhss](http://www.clarion.edu/nhss)  
 Department Faculty: K. Curreri, C. Brennan-Caplan, D. Katis, D. Knepp, R. Patterson, K. Schwabenbauer

The Bachelor of Science in Nutrition and Fitness focuses on nutrition, physiology, and the numerous connections to health, wellness, fitness, and sport.

This major prepares students for employment in clinical, commercial fitness, strength and conditioning, cardiac rehabilitation, exercise physiology, and corporate or community-based wellness and fitness professions.

Through practical application and discussion of current issues, this program will also address how nutritional and physical activity programs: promote health, prevent lifestyle disease, facilitate rehabilitation, and enhance human

performance. Students will have the opportunity to tailor the nutrition and fitness program to meet their interests and needs.

The Nutrition and Fitness program prepares graduates to sit for certification examinations offered by professional organizations including American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), and National Academy of Sports Medicine (NASM).

### **Nutrition and Fitness Student Learning Outcomes**

Upon graduating with a BS degree in Nutrition and Fitness, students will be able to:

1. apply the principles and best practices of nutrition education, assessment and counseling, fitness assessment and exercise prescription;
2. communicate the importance of nutrition and fitness in a healthy lifestyle;
3. interpret and apply nutrition concepts to evaluate and recommend improved food choices for those with various medical conditions;
4. assess, plan, manage, and evaluate nutrition and fitness programs;
5. identify, analyze, and use reliable nutrition and fitness information effectively; and
6. display professional dispositions associated with entry-level nutrition and fitness professionals.

### **Requirements**

**NUTRITION AND FITNESS, B.S.** ..... 120 credits  
**Required Core Courses** (Total 37 credits): NFSS 160, 334, 402, 407, 421, 425, 426, 429, 431, 449, BIOL 251 & 261, BIOL 252 & 262.  
**Electives in Major** (Total 18 Credits) Choose 6 Electives courses from the following Athletic Training, Sport and Wellness classes: ATSW 286, 320, 333, 336, 340, 386, 400, 409, 427.  
**Required Proficiency Courses** (may also count as General Education requirements): HPE 111, PHIL 301, PYSCH 230, CHEM 205, CHEM 153 & 163, COM 113, ENGL 111, ENGL 207.

### **BS Nutrition and Fitness - Pre-Athletic Training**

Undergraduate students interested in obtaining a Master's degree in Athletic Training and sitting for the NATA Board of Certification Examination (BOC) may choose to complete the 3+2 option. Students will earn both an undergraduate and graduate degree in a five-year period. Clarion's Bachelor of Science degree in Nutrition and Fitness is an example of an undergraduate degree program that presents a viable option and seamless articulation with the Master of Science in Athletic Training.

Entrance to the two-year master's program will be granted to individuals who:

1. meet all Clarion University requirements for graduate admission;
2. hold a bachelor's degree from an accredited college or university with a minimum QPA of 3.0 (out of 4.0);
3. submit 3 letters of recommendation and an essay related to athletic training;
4. complete a successful interview with Clarion's athletic training faculty; and
5. satisfy all prerequisite course requirements of the proposed program.

## **OPIOID TREATMENT SPECIALIST CERTIFICATE** (See Rehabilitative Sciences)

### **PARALEGAL STUDIES, B.S.B.A. AND B.S.**

Department Chair, Jeffrey Eicher, JD, CPA  
338 Still Hall  
Telephone: 814-393-2626  
Email address: eicher@clarion.edu  
www.clarion.edu/fin

Clarion University's Paralegal Studies Program is designed to provide for the education of paralegals. A paralegal, or legal assistant, is a person qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs legal work for which a lawyer is responsible. A paralegal may not practice law.

Clarion University is one of only two institutions of higher education in the western half of Pennsylvania that have their paralegal program approved by the American Bar Association. This ensures its quality.

The Finance Department is composed of friendly and impassioned educators. The law courses are taught by experienced attorneys who do what they are teaching. Law touches everything, and our programs are designed for you to bring your passions to any cause that is dear to you. If helping humanity and bringing justice to the world by being part of a legal team is in your future, then paralegal is for you. The programs offered are specifically tailored to enable you to fulfill your dream.

#### ***BSBA Paralegal Studies***

The BSBA in Paralegal Studies is a unique and highly marketable paralegal business degree. It is both accredited by the most elite business organization, AACSB, and approved by the most elite paralegal approval organization, the American Bar Association. It provides graduates with the education to enter corporate legal departments, insurance agencies, and those law firms who represent them. We recognize that law practice is a business and that firms need expertise in the business field to manage their operations and to manage their paralegal staff.

#### ***BS Integrated Studies-Paralegal***

The B.S. in Paralegal is a liberal arts based degree that is also approved by the American Bar Association. The search for justice is a vital part of the human existence. Recognizing that this search for justice is not limited to the business world, our B.S. Integrated Studies-Paralegal is perfect for those students whose primary interest is not business. The program is designed so that whatever interests or passions drive you, those interests can be integrated into this paralegal bachelor's degree.

#### ***Mission Statement***

The mission of all the Clarion University Paralegal Programs is to instill the knowledge necessary to become an effective member of a legal team in the pursuit of justice. We will educate our students in the procedural and substantive aspects of the law and its ethical practice.

Graduates of a Clarion University Paralegal program will have the analytical and practical skills that are necessary to perform specifically delegated, substantive legal work under the supervision of an attorney. Our overriding mission is to prepare students to meet the challenges and problems confronting society with competence and ethical integrity.

Program Objectives- To prepare students for careers in the legal field or other careers impacted by the law.-To provide students with the knowledge to engage in legal research through multiple methods including West Law. -To educate students to apply the law to practical legal problems-To provide the fundamentals of substantive law to enable our graduates to effectively work in these areas -To provide a broad based education in general education skills -To provide our students with the ability to perform practical legal skills in the workplace

#### ***Learning Outcomes***

To be able to effectively complete legal research tasks  
To be able to effectively prepare legal documents  
To understand the ethical responsibilities of a paralegal  
To understand complicated issues of substantive law

#### ***Paralegal BSBA Requirements***

Paralegal BSBA .....33 credits

**Required:** LEGL 238, 341, 342, 348, 346, 340, 349, 440, 448; and two of the following courses: LEGL 343, 344, 339 347, or 428.

Paralegal Integrated Studies.....36 credits

**Required:** LEGL 238, 240, 341, 342, 348, 346, 340, 349, 440, 448; and two of the following courses: LEGL 343, 344, 339 347, or 428.

#### ***Certificate in Advanced Paralegal Studies***

We offer two ABA approved Paralegal certificates, one in Advanced Paralegal Studies and the other in Oil and Gas. The certificates are open to students who have completed a Bachelor's degree from a regionally accredited institution of higher education, or have completed no less than sixty credits from a regionally accredited institution of higher education, or are currently enrolled at Clarion University of Pennsylvania in a bachelors program. These certificates are twenty-four credit programs that can be easily completed as part of your current studies or used as a post-baccalaureate certificate. The certificates allow students to add law to their chosen career. There is no field anywhere that does not have a legal component. These certificates will allow you to be employed as a paralegal or to work as member of the legal team in the growing oil and gas industry.

#### ***Certificate in Advanced Paralegal Studies Outcomes***

1. The Paralegal graduate shall have an understanding of basic legal concepts
2. The Paralegal shall have an understanding of legal research methods.
3. The Paralegal shall have an understanding of the procedures and documents necessary to successfully aid an attorney

through the civil litigation process

4. The Paralegal shall be proficient at legal writing and be able to express in coherent and legal terms the results of legal research and the application of those legal principles to specific factual situations.
5. The Paralegal shall be able to draft documents that aid in the litigation process.
6. The Paralegal shall have a proficient understanding of computerized legal research including both the Internet and specific legal research data bases such as Westlaw.
7. The Paralegal shall have a well-rounded general education that shall aid the student in their career as a paralegal.
8. If the student selects Wills, Trusts and Estates, the student shall be able to draft wills and estate forms that shall enable the paralegal to be a successful aide during the entire probate process.
9. If the student selects Administrative Law, the student shall be able to aid the attorney in all aspects of administrative law and thorough and complete understanding of Social Security Disability and Unemployment Compensation.
10. If the student selects Real Estate Law, the student shall have a thorough understanding of the nature of property law and be able to draft all necessary documents for the transfer of real estate.
11. If the student selects Family Law, the student shall have a thorough understanding of the law of custody, divorce, and adoptions to enable the paralegal to be a successful aide to the attorney, both through their knowledge of the substantive law and proper document preparation.
12. If the student selects Environmental Law, the student shall have a thorough understanding of environmental law to enable the paralegal to be a successful member of a legal team engaged in protecting the environment.

### **Advanced Paralegal Studies**

**Requirements:** LEGL 240, 238, 342, 346, 348, 349; and two of the following courses: LEGL 340, 343, 344, 339, or 347

### **PHILOSOPHY, B.A.**

Department Chair, Barry Sweet, Ph.D.

306 Founders Hall

Telephone: 814-393-2205

Email address: bsweet@clarion.edu

Website: www.clarion.edu/philosophy

Department Faculty: T. Lavin, J. Phillips

Philosophy is unlike other disciplines in the breadth of its subject matter. Since philosophy discusses all aspects of life, it provides an opportunity to think about topics that range from the existence of God to the confirmation of scientific theories. Additionally, philosophy asks the “big” questions that form the foundation of our belief systems and are rarely discussed. Philosophy challenges you to answer questions ranging from “What is the nature of consciousness?” and “What makes life truly meaningful?” to “Why should I be moral?” Philosophy can help you to understand those issues that are most fundamental to your experiences.

The Clarion University faculty can provide you with an experience you cannot get from most other departments

of philosophy—two very different philosophical methods. Clarion’s faculty members are trained in analytic philosophy, the most popular style of philosophy within the United States, as well as continental philosophy, one of the most popular European styles, giving students the chance to use two very different approaches in their own studies. Thus, studying philosophy at Clarion will help you to understand those issues most fundamental to your own personal existence from a broad philosophical perspective.

### **Philosophy (B.A.) Outcomes**

1. Students graduating with a B.A. in Philosophy will be able to identify multiple sides of complex philosophical issues
2. Students graduating with a B.A. in Philosophy will be able to effectively construct and evaluate arguments in order to resolve complex philosophical issues
3. Students graduating with a B.A. in Philosophy will be able to correctly identify and effectively evaluate the ethical aspects of complex philosophical issues
4. Students graduating with a B.A. in Philosophy will be able to effectively apply historically important philosophical theories and schools of thought in order to resolve complex philosophical issues

### **Requirements**

**PHILOSOPHY, B.A.** ..... 30 credits  
**Required:** PHIL 111 or 311, PHIL 212 or 302 or 308; PHIL 115 or 211; PHIL 300 and 306; Philosophy electives 15 credits from among courses at the 300-level or above. Students must demonstrate some competence in a foreign language.

**PHILOSOPHY, MINOR** ..... 18 credits  
**Required:** PHIL 115 or 211; PHIL 111 or 212 or 215; PHIL 300 or 306, and nine credits of philosophy electives at the 300- or 400-level.

### **PHYSICS, B.S.**

Department Chair, Adam Roberts, Ph.D.

155 Science and Technology Center

Telephone: 814-393-2327

Email address: aroberts@clarion.edu

Website: www.clarion.edu/physics

Department Faculty: V. Aravind, C. Li, S. Montgomery

Physics is the science of matter, energy, and motion. It encompasses everything in nature from the behavior of the fundamental building blocks of matter to the large-scale evolution of the universe, galaxies, and black holes. Technological breakthroughs such as superconductivity, nanotechnology, and lasers would not have been possible without physics and physicists who have learned to use their knowledge of basic physical laws in novel and creative ways. At Clarion University, students will gain appreciation for nature by using the scientific method of investigation, and learn to effectively communicate their ideas both orally and in written form. Our small student-to-faculty ratio allows for greater one-on-one instruction. Current faculty at Clarion University specialize in astrophysics, plasma physics, materials physics, nanotechnology, and energy sustainability. Graduates from Clarion University pursue a variety of careers or go on to earn advanced degrees in physics, engineering, medicine, or related fields. Some of our students choose to take advantage of our cooperative engineering program with the University of Pittsburgh and Case Western

Reserve University, while others choose to apply their major to our highly successful program in secondary education. The physics department also offers concentrations in astrophysics and condensed matter physics along with minors in nanotechnology and environmental sustainability.

**Physics(B.S.) Concentration in Condensed Matter Physics**

**Learning Outcomes**

After successfully completing this program, students will be able to:

1. Appreciate the role of different type of bonding played in forming particular condensed matter. Know different atomic configurations of condensed matter, the concepts developed and the terminology used to describe them.
2. Know how such configurations/structures are determined and the techniques used in the process of structure determination. Know how different techniques used are connected to fundamental physics.
3. Know the underlying principle in an attempt to explain physical properties of different condensed matters, which is based on the application of fundamental physics such as thermodynamics, quantum physics, and mechanics. Appreciate the success and know the limitation.

**Physics (B.S.); Physics (B.S. – Astrophysics concentration) Outcomes**

1. The student will demonstrate a scientific knowledge of the core physics principles in Mechanics, Electromagnetism, Modern Physics, and Optics.
2. The student will determine the appropriate level of technology for use in: a) experimental design and implementation, b) analysis of experimental data, and c) numerical and mathematical methods in problem solutions.
3. The student will effectively communicate their knowledge of physics from basic concepts to specific detailed presentations through a variety of oral, written, and computational modalities.
4. The student will demonstrate a purposeful knowledge of scientific literature and ethical issues related to physics.

In addition:

(Astrophysics concentration only): The student will present detailed knowledge of astrophysical phenomena, research procedures, and associated skills specifically involved in astrophysical research.

(Cooperative Engineering concentration only): The student will demonstrate the ability to integrate scientific principles into real-world problems in engineering school.

**Requirements**

**PHYSICS, B.S.** ..... 66 credits  
**Required:** PH 258, 268, 259, 269, 351, 352, 353, 354, 371, 372, 461, and four additional physics courses at the 300 level or higher. In addition to these courses in physics, the following are required: MATH 270, 271, 272, 350; CHEM 153, 163; and three other courses selected from the sciences, mathematics, or computer science, not including physics.

**SECONDARY EDUCATION, B.S.ED.**

Certification for grades 7-12, Physics (see under Secondary Education Physics).

**PHYSICS, B.S., ASTROPHYSICS CONCENTRATION** ..... 72 credits  
**Required:** PH 258, 268, 259, 269, 301, 302, 351, 353, 354, 355,

356, 371, 461 and one course at the 300 level or higher. In addition to these courses in physics, the following are required: MATH 270, 271, 272, 350; CHEM 153, 163, 154, 164; and ES 201. Also take two of the following three courses: ES 200, ES 150, CPSC 201. This concentration is designed for physics students who are interested in applying the underlying principles of physics to the planets, stars, and galaxies. It is appropriate for all physics majors and strongly recommended for students planning to attend graduate school in either astronomy or astrophysics.

**PHYSICS, B.S. WITH CONDENSED MATTER PHYSICS CONCENTRATION... 64 CREDITS**  
**Required:** PH 258, 259, 268, 269, 351, 352, 353, 354, 355, 356, 357, 358, 371, 372, 461, 3 credits of 300 level or higher PH, CHEM 153, 154, 163, 164, and MATH 270, 271, 272, 350

**PHYSICS, MINOR** ..... 25 credits  
**Required:** (PH 251, 252) or (PH 258, 268, 259, 269), MATH 270 and 271, and three additional physics courses at the 300 level or higher. Note that some mathematics and physics courses are prerequisites or co-requisites of some of the upper-level classes. The minor in physics is designed for students from other science disciplines like biology, chemistry and mathematics who wish to see the interrelations of matter and energy at a higher level than provided in the introductory courses.

**NANOTECHNOLOGY, MINOR** ..... 38 credits  
**Required:** (PH 251, 252) or (PH 258, 268, 259, 269), PH 254, 270, and three additional science courses at the 300 level or higher. These three courses may be selected from the list of approximately 20 courses appearing on the minor’s checksheet. The minor in nanotechnology is designed for students from all disciplines in science and mathematics who wish to know more about the revolutionary breakthroughs in physics that allow scientists to organize and manipulate matter at the atomic scale. The minor in nanotechnology prepares students to perform interdisciplinary research on the biological, chemical, environmental, and mathematical aspects of nanoscience.

**ENVIRONMENTAL SUSTAINABILITY: SCIENCE AND POLICY, MINOR** ..... 18 credits  
**Required:** PH 261, BIOL 202, BIOL 405, and three courses from the list of sustainable science and policy courses on the minor’s checksheet. Sustainability is society’s ability to meet the needs of the present without compromising future generations’ ability to meet their own needs. This interdisciplinary minor focused on sustainability is designed to give both science and non-science students the opportunity to study complex environmental concerns and to synthesize the analytical skills of scientific disciplines with the policy skills necessary to solve real-world environmental problems.

The cooperative engineering programs in various fields of engineering, other than chemical and petroleum engineering, are also administered by the Physics Department.

**POLITICAL SCIENCE, B.A.**

Department Chair, Barry Sweet, Ph.D.  
 306 Founders Hall  
 Telephone: 814-393-2205  
 Email address: bsweet@clarion.edu  
 www.clarion.edu/ssc  
 Department Faculty: B. Sweet, K. Yenerall

Twenty-four centuries ago, the great philosopher Aristotle argued that politics was “the master science” because it determined how the knowledge obtained in all other disciplines is socially used. In our era of globalization, in which decisions made by the government of one country have increasing political, economic, and social ramifications in others, the validity of Aristotle’s argument is even more glaring. Moreover, the demand for graduates who understand local,

national, and global politics is greatly increasing. The political science major provides students with the tools necessary to understand the range of factors shaping the local, national, and global environments in which we live, to think critically and independently concerning pressing political issues, and to come to critically reasoned conclusions as to how we can organize the life we share with our fellow citizens and millions of people around the world.

Clarion University provides an especially favorable environment for the study of political science. An energetic, dedicated, and involved faculty instructs students in small classroom settings which permits a significant degree of faculty-student interaction. A favorable faculty-student ratio also permits considerable student access to faculty for the purposes of consultation, advising, and career planning. The small size of the program contributes to a sense of camaraderie and guarantees the individual attention students need. The political science faculty offer robust courses spanning a broad range of contemporary political science: American politics, constitutional law, state and local politics, international and comparative politics, political philosophy, politics and film, public administration, and political methodology.

### ***Criminal Justice Concentration***

Students with an interest in criminal justice have the option of pursuing a criminal justice concentration within the political science major. For students choosing the criminal justice concentration, degree requirements for the political science major are slightly different, as indicated below.

### ***Internships***

Political Science majors are encouraged to acquire experience through internships. In pursuit of that end, the Political Science Division offers a variety of internship experiences on a yearly basis. Past internship experiences have included working on political campaigns, field experiences with local and county government institutions, and working with interest groups. In addition, interested students are encouraged to participate in opportunities available in our nation's capital through a variety of internships and programs such as those offered by The Washington Center. Students receive academic credit for working as interns.

### ***Political Science (B.A.) Outcomes***

1. Students will demonstrate knowledge of the constitutional framework and primary functions of the legislative, executive and judicial branches of government.
2. Students will demonstrate knowledge of the role of pluralism, political parties, and organized interests in the American political system.
3. Students will demonstrate proficiency in democratic theory and practice, including its historical development
4. Students will demonstrate knowledge and awareness of political citizenship and public service, and the skills necessary to be engaged citizens in the political system.

### ***Requirements***

**POLITICAL SCIENCE, B.A.** ..... 51 credits  
**Required:** PS 110 or PS 210, 211, 311 or 352, 365 or 366, and 18 credits of political science electives. In addition to these 30 credits

in political science, the following courses are required: ECON 211, 212; SOC 211; and 12 credits from history, anthropology, or psychology. Students must demonstrate competence in either a foreign language or computer competency.

**POLITICAL SCIENCE, B.A., CONCENTRATION IN CRIMINAL JUSTICE** ..... 39 credits  
**Required:** PS 110 or PS 210, 211, 18 hours in PS 300-499; CRJT 110, 12 hours in additional criminal justice coursework. Students must additionally demonstrate competence in either a foreign language or quantitative skills.

**POLITICAL SCIENCE, MINOR** ..... 18 credits  
**Required:** PS 110 or PS 210, 211, 311 or 352, and nine additional credits to be selected at the 300 or 400 level.

### **PRE-PROFESSIONAL STUDIES**

Pre-Professional studies involves your university preparation for pursuing a career in many different career fields such as engineering, law, business administration, and the careers in the healing arts. It is more than just course work and majors; it is the guiding and instructing of the student who wishes more: to be more.

Clarion University has various affiliation agreements with other specific universities and their associated post-baccalaureate degree to a student who enters into the specific affiliation agreement and completes all the affiliation requirements. Most of the programs require two to three years at Clarion and then one to four years at the affiliated institution. Upon successful completion of studies at the accredited and affiliated school, the student will receive a baccalaureate degree from Clarion University. For specific information about the various affiliations with Clarion, see below and contact the coordinator or department in charge of the specific program.

Students must complete all requirements associated with the prescribed affiliation and must apply for graduation prior to entering the professional school. Students eligible to receive the baccalaureate degree shall be permitted to participate in the Clarion University graduation ceremony.

### ***Pre-Engineering***

Since curricular requirements vary among engineering schools and fields of specialization, students planning to transfer to a school of engineering must give careful consideration to the requirements of the institutions to which they intend to apply and, with the exception of those in the Cooperative Engineering Program, should plan to transfer no later than at the completion of their sophomore year. The following courses should be included in their programs at Clarion: MATH 270, 271, 272, 350, 370; CHEM 151, 152, 161, 162; CPSC 201; PH 258/268 and 259/269. Interested students should contact the Department of Chemistry, Mathematics and Physics.

### ***Pre-Law Studies***

No particular major is required for admission to law school because law schools desire a broad-based undergraduate education that will prepare a student to read, write, and think. However, because law deals with human institutions and values, some courses are recommended. English language and literature courses are indispensable. Students also should be aware of the institutional processes by which laws are made, and thus courses in political science and history are vital.

Economics and accounting are helpful as well. Philosophy and computer science courses can help develop essential logic and problem solving skills. For specific course recommendations or further information, interested students are strongly urged to contact the pre-law advisor in the Department of Political Science and Philosophy. Additionally, Clarion University students are also eligible to participate in “3+3” early admission and/or joint degree programs with Widener University School of Law and Duquesne University School of Law.

### **Pre-Master of Business Administration Option**

The College of Arts and Sciences, in cooperation with the College of Business Administration and Information Sciences, has prepared a program at the baccalaureate level which provides the basic courses needed for further graduate training for business careers. Undergraduate students intending to complete the pre-M.B.A. option will meet the university’s general education and special College of Business Administration and Information Sciences requirements, will complete an arts and sciences major of choice, and will be advised to enroll in specific business administration and related core courses. Students completing the suggested courses in business may meet the requirements for a business administration minor. Requests to declare this minor should be filed in the dean’s office of the College of Business Administration and Information Sciences. However, completion of the suggested undergraduate courses does not guarantee admission to any graduate business program. The courses provide the student with a background suitable for study at the graduate level.

The student, through consultation with the pre-M.B.A. advisor, will first take lower-division skills and general knowledge courses. These courses should help students assess their ability and interest in business subjects and may also provide background preparation for assistantships during their graduate study. The courses, or approved equivalents, include: ECON 211, 212; ECON 221 or MATH 221; ECON 222; CIS 217; MATH 131; ACTG 251, 252; and BSAD 240.

The upper-division courses suggested for the Pre-M.B.A. are FIN 370; MGMT 320, 425; and MKTG 360. Achievement of a 2.75 GPA is generally considered to be minimally acceptable for admission to the M.B.A. Program. Students seeking admission to the M.B.A. Program are encouraged to take the GMAT or GRE during the first semester of the senior year. Students completing a bachelor’s degree with a 3.25 GPA or higher will not be required to take the GMAT or GRE.

The arts and sciences pre-M.B.A. student may not take more than 30 undergraduate credits in the College of Business Administration and Information Sciences at Clarion unless formally admitted to Clarion’s M.B.A. Program. Changes in the requirements for admission to the upper-division courses, as well as in the list of suggested appropriate courses, may be made upon approval. Students should consult the pre-M.B.A. advisor before registration each term.

### **Pre-Medicine, Pre-Pharmacy, Pre-Dental, Pre-Chiropractic and Related Fields**

Students who enroll at Clarion intending to enter a professional school for the study of medicine, dentistry, optometry, podiatry, chiropractic, veterinary medicine, or pharmacy, are advised by the Pre-Professional Committee. While students may choose any academic major, they must complete sufficient course work in the sciences, mathematics, and liberal arts to meet admission requirements established by the professional schools. In addition to academic requirements, many professional schools expect applicants to have engaged in specific kinds of services related to the profession and to be able to demonstrate a knowledge of the profession through these services. Students must also take an admissions examination designed by the professional association to assist admissions committees in evaluating the applicant’s preparation for that profession. Such examinations (MCAT, DAT, GRE, etc.) normally are taken near the end of the junior year or the beginning of the senior year at Clarion. Clarion University has entered into a “3+4” and “4+4” affiliation agreement with Lake Erie College of Osteopathic Medicine (LECOM), whereby qualified Clarion students are guaranteed a seat at LECOM upon completion of the affiliation requirements. Clarion University has entered into a “2+3” and “3+3” affiliation agreement with LECOM School of Pharmacy, whereby qualified Clarion students are guaranteed a seat at LECOM upon completion of the affiliation requirements. Clarion University also has a “3+3” affiliation agreement with Logan College of Chiropractic whereby qualified Clarion students can complete their final year of college while beginning their chiropractic training.

Because the following courses usually are required by professional schools, it is recommended students complete the following work at Clarion:

BIOL	155:	Principles of Biology I
BIOL	165:	Principles of Biology I Laboratory
CHEM	153/163:	General Chemistry I
		OR
CHEM	151/161:	Chemical Principles I
CHEM	251/262:	Organic Chemistry I
PH	251:	General Physics I
MATH	270:	Calculus I
ENGL	111:	Writing II
CHEM	154/164:	General Chemistry II
		OR
CHEM	152/162:	Chemical Principles II
CHEM	252/262:	Organic Chemistry II
PH	252:	General Physics II

Students also must complete requirements for an academic major within a specific department. If the student chooses to major in one of the sciences, the above courses may be included in the major.

Requirements for admission to specific professional schools vary slightly; thus, the student must determine such requirements through the Pre-Professional Committee.

The Pre-Professional Committee will assist students in arranging to take admissions examinations and preparing admissions materials. For information, send inquiries to Department of Biology, Chair, Pre-Professional Committee.

To ensure proper advisement, students must contact the Pre-Professional Committee at once.

### **Pre-Pharmacy**

When applying to Clarion University, students may apply for admission into a “3+3” accelerated pharmacy program in affiliation with Lake Erie College of Osteopathic Medicine (LECOM) School of Pharmacy. In this program, students will spend three years at Clarion University (Phase I) as a Chemistry major with a concentration in Biochemistry and will have a guaranteed seat at LECOM upon successful completion of Phase I. At LECOM (Phase II), courses from the first year will count toward completion of the BS in Chemistry at Clarion. This program is highly competitive and high school seniors applying to Clarion should contact, the Admissions Office for details. Clarion also advises students who are applying to other pharmacy schools, or who wish to apply to LECOM but are not in the 3+3 program.

### **PSYCHOLOGY, B.A., B.S.**

Department Chair, Jeanne Slattery, Ph.D.  
226 Harvey Hall  
Telephone: 814-393-2295  
Email address: jslattery@clarion.edu  
Website: www.clarion.edu/psych  
Department Faculty: D. Ashcraft, R. Potter, J. Slattery, J. Qu

Are you interested in what makes people tick? For example, why do people help when you're standing by a country road, but don't when you're stranded on the interstate? Why do some people eat when they're depressed and others lose their appetites? What do humans and other animals have in common? What is the relationship between your early childhood experiences and your later adult life? Is your behavior determined more by your genes or your experience? If these kinds of questions are of interest to you, psychology may be the major for you. Psychologists study many issues relevant to the human condition. While some focus on how to help people with problems, others work to better select and train employees. While some psychologists are interested in how the brain determines behavior, others study how behavior changes as we age. Psychologists can be found in human service agencies, schools, industry, advertising, hospitals, and research laboratories. Furthermore, a background in psychology can give you a good foundation for careers in business, law, medicine, or religion.

The Psychology Department is a friendly department with dedicated teachers and advisors. It offers three majors and one minor to fit students' varying career interests. The department's faculty will help you prepare for your future career with individual attention, research opportunities, and supervised internships. While you might fall through the cracks at a larger school, you won't at Clarion. This is a great place to learn about psychology and yourself.

### **Psychology (B.S., B.A.) Outcomes**

1. Demonstrate psychology information literacy.
2. Interpret, design, and conduct basic psychological research.
3. Apply ethical standards to evaluate psychological science and practice.
4. Adopt values that contribute to community building at

both the local and global levels.

5. Demonstrate effective writing in multiple formats.
6. Exhibit effective presentation skills in multiple formats.
7. Enhance teamwork capacity.
8. Develop meaningful professional direction for life after graduation.
9. Describe key concepts, principles, and over-arching themes in psychology.
10. Develop a working knowledge of the content domains of psychology.
11. Describe applications that employ discipline-based problem solving.

### **Requirements**

**PSYCHOLOGY, B.S.** .....42 credits  
**Required:** PSY 211, 301, 311 (each with a grade of C or higher), PSY 310, PSY 351, PSY 354, PSY 355, and PSY 454, as well as one of PSY 456 or PSY 470. Additional courses to total 42 credits in psychology are required to complete the major. Only three credits of PSY 499 or COOP 468 may be used and must be included within the major. Students also must complete two courses MATH 111 or higher OR one course MATH 111 or higher with a Level four Math Placement.

**PSYCHOLOGY, B.A.** .....36 credits  
**Required:** PSY 211, 301, 311 (each with the grade of C or higher), 310, 354, 355, and either 456 or 470, plus at least 15 credits in psychology electives chosen in consultation with a departmental advisor. A minimum of 36 credits in Psychology is required to complete the major. Only 3 credits of PSY 499 or COOP 468 may be used to meet requirements in the major. In addition to the above, students are required to pass the final examination in either their 250 or 252 language course.

**SOCIOLOGY/PSYCHOLOGY, B.A.** ..... 42 Credits  
**Required:** Three Sociology courses and four courses chosen from Sociology or Social Work. In addition, PSY 211, PSY 301, PSY 310, and PSY 354 are required, as well as 9 credits of psychology electives at least six of which must be at the 300 or 400 level (only three credits of PSY 499 or COOP 468 may be used). In addition to the above, students are required to pass the final examination in either their 250 or 252 language course.

**PSYCHOLOGY, MINOR** ..... 18-20 credits  
Available to all undergraduate students.  
**Required:** PSY 211 and five other psychology courses (at least nine credits of which must be at the 300 or 400 level). A 2.0 GPA is required in the minor.

### **REAL ESTATE, B.S.B.A.**

Department Chair, Jeffrey Eicher, JD, CPA  
338 Still Hall  
Telephone: 814-393-2626  
Email address: eicher@clarion.edu  
Website: www.clarion.edu/fin  
Department Faculty: J. Eicher, J. Eichlin, J. Heavilin, F. Shepard

The real estate program is designed to prepare students for careers in brokerage, appraisal, management, finance, and investment in real estate.

### **Real Estate (B.S.B.A.) Degree Outcomes**

1. A student who graduates with a BSBA-Real Estate from Clarion University will be able to solve time-value-of-money problems.
2. A student who graduates with a BSBA-Real Estate from Clarion University will be able to appraise a property
3. A student who graduates with a BSBA-Real Estate from

Clarion University will be able to develop a population model.

- A student who graduates with a BSBA-Real Estate from Clarion University will be able to demonstrate proficiency in real estate principles and practices.

**Requirements**

**REAL ESTATE (B.S.B.A.)** ..... 24 credits  
**Required:** RE 270, LEGL 347, 373, 470, 471; three courses from RE 374, 377, 378, 472, 475, and FIN 478.  
 Real estate majors must select a three-credit international business course and a three-credit real estate or business elective.

**REHABILITATIVE SCIENCES, B.S., A.S.**

Department Chair, Jennifer May  
 108 Special Education Center  
 Telephone: 814-393-1779  
 Email address: jmay@clarion.edu  
 Website: www.clarion.edu/chsrej  
 Department Faculty: M. Kilwein, M. Lepore, E. Meyer-Stewart

**Rehabilitative Science (all degrees) outcomes**

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

**Associate of Science: Rehabilitative Services**

The Associate of Science in Rehabilitative Services, which is accredited by the Council for Standards in Human Service Education, trains people to work in human service practitioner roles with people with special needs, in human service agencies. They include, but are not limited to, the roles of life skills worker, life coach, classroom assistant and human development assistant. Because these roles vary, the program offers both specialized and generic competencies. The two-year program culminates with a supervised field experience in a human service agency. Students are responsible for providing their own transportation to and from field experience sites. Students who enroll in the associate degree program will work with nationally recognized faculty in the field. Qualified students who have earned a 2.5 GPA may continue their study toward a bachelor's degree in rehabilitative sciences and receive credit toward graduation for courses taken while earning an associate degree.

**GENERAL EDUCATION**

ENGL 111: Writing II.....	3
COM 113: Public Speaking.....	3
PSY 211: General Psychology .....	3
SOC 211: Principles of Sociology .....	3
Natural Sciences and Mathematics .....	3
Humanities .....	3
Personal Development and General Ed Electives .....	6
<b>TOTAL</b> .....	<b>24</b>

**REHABILITATIVE SERVICES CORE**

CRJT 110: Intro. to Criminal Justice .....	3
REHB 126: Intro to Human Services.....	3
REHB 227: Neuro. Dis. and Phys. Impairments.....	3
REHB 250: The Helping Relationship.....	3

REHB 295: Field Experience.....	6
REHB 378: Seminar for REHB 295 .....	1
SPED 245: Applied Behavior Analysis.....	3
NURS 368: Human Caring .....	3
SW 212: Social Work with Groups .....	3
PSY 310: Developmental Psych.....	3
Related Elective .....	5
<b>TOTAL</b> .....	<b>36</b>

**B.S. Degree in Rehabilitative Sciences**

The Rehabilitative Sciences Program is an interdisciplinary program that combines the expertise of the departments of psychology, sociology and nursing with the resources of the Department of Human Services, Rehabilitation, Health and Sports Sciences. The program prepares students for generalist human service positions in the areas of aging, developmental disabilities, court and community services, pre-OT: physical and psychosocial disabilities, or addictions treatment. Graduates of the program assume a variety of roles, including case managers, residential program managers, therapeutic staff support, day service directors, rehabilitation program specialists, children and youth personnel, substance abuse prevention specialists, activities directors, corrections and probation/parole and similar positions.

Clarion's Rehabilitative Sciences program is accredited by the Council for Standards in Human Service Education (CSHSE) and listed on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) registry for undergraduate programs. The program is highly regarded throughout Pennsylvania as a producer of high quality entry-level rehabilitation/ human service professionals. Students who enroll in Clarion's Rehabilitative Sciences Program will work with nationally recognized faculty in the field and will participate in a variety of on- and off-campus field experiences involving increasing levels of responsibility and culminating in a semester-long supervised field experience in a human services agency. Field experience opportunities are available throughout the region and state. Students are responsible for providing their own transportation to and from any field experience or internship placement(s). Acceptance into the Rehabilitative Sciences Program is contingent upon a 2.5 GPA in the first four semesters at Clarion and Act 33, Act 34 and FBI clearances.

**Program Requirements**

Area of Specialization

**I. REHABILITATIVE SCIENCE CORE..... 37 credits**

REHB 126: Intro to Human Services.....	3
REHB 227: Neurological Disorders and Physical Impairments .....	3
SPED 245: Applied Behavior Analysis.....	3
REHB 250: Helping Relationship.....	3
REHB 300: Introduction to Professional Counseling.....	3
REHB 370: Assessment in Human Services and Rehab.....	3
REHB 378: Seminar in COOP 377 .....	1
REHB 440: Principles of Psychiatric Rehab and Recovery.....	3
REHB 460: Models of Human Services Delivery Systems.....	3
REHB 470: Intervention Strategies in Human Services and Rehab.....	3
REHB 475: Administering Rehabilitation	

	Delivery Systems.....3
COOP 377:	COOP in Rehabilitative Sciences.....3
SW 212:	Social Work with Groups .....3

Concurrent with completion of the rehabilitative science core, students must complete one of the following options. These options are designed to provide students with opportunities to focus their studies on a particular human service consumer group or prepare for further study at the graduate-school level.

- A. ADDICTIONS .....23 credits**  
REHB 405, 410, 430, 495, 496. Related Electives (Choose 12 credits from ED, CSD, NFSS, NURS, PSY, REHB, SOC, SW, SPED)
- B. COURTS AND COMMUNITY SERVICES.....22 credits**  
LEGL 238 OR 240, LEGL 342 OR 346, CRJT 110, 255, REHB 405, 495, 496. Related Electives (Choose 13 credits from ED, CRJT, CSD, LEGL, NFSS, NURS, PSY, REHB, SOC, SW, SPED)
- C. INTELLECTUAL DISABILITIES .....23 credits**  
NFSS 333, CSD 125, SPED 211, REHB 495, 496. Related Electives (Choose 12 credits from ED, CSD, NURS, PSY, REHB, SOC, SW, SPED)
- D. GERONTOLOGY.....23 credits**  
NURS 365, PSY 322, SOC 353, REHB 430, 495, 496. Related Electives (Choose 12 credits from ED, CSD, NURS, PSY, REHB, SOC, SW, SPED)
- E. PRE-OT .....22 credits**  
AH 101, SPED 418, REHB 430, 495, 496. Related Electives (Choose 12 credits from ED, CSD, NURS, AH, PSY, REHB, SW, SPED)

### **Head Injury and Concussion Management Certificate**

The primary purpose of this certificate program is to provide education on a very topical issue in our society. Timely recognition and appropriate response is important in identifying and making adaptations for mild traumatic brain injury (MTBI) or concussion. Mild Traumatic Brain Injury (MTBI), also known as concussion, has become a growing public health concern, prevalent in both athletic and military settings. 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. Therefore, the concussion management certification provides the student with knowledge and skill in this important area, and prepares them to meet the challenges they will face as they enter into fields in rehabilitation science, education, and others.

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. The neurological, physical, psychological effects of concussion/MTBI and 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 and resiliency and protective factors supporting the recovery process.

The program will consist of four courses (12 credits):

- REHB 434: Post-Concussive Social and Emotional Wellness and Recovery
- NFSS 465: Controversies and Implication of Concussions (MTBI) in Sport
- SPED 476: Teaching Students with Traumatic Brain Injury
- CSD 411: Cognitive Communication Disorders in Traumatic Brain Injury

### **Human Services Case Management Certificate**

This certificate program provides an overview of the process of case management with relevant courses related to the function and purpose in working with clients in this capacity. The courses will provide fundamental knowledge of the role and theory behind case management with practical application of case studies; assessment types and their use within service planning; systematic design of agencies, managed care and accessing services; and, ethical consideration within the process of case management.

### **Learning Outcomes**

1. Develop working knowledge of the theoretical basis of case management approaches, its role and function in relation to the at-risk population of individuals served.
2. Develop awareness of assessment fundamentals, standardized instruments for use with specific populations and practical techniques and strategies, leading to the formulation of therapeutic treatment plans under case management.
3. Develop an in-depth knowledge of the organization and services of the most common human service delivery system, value of interagency collaboration, and their operations to prevent, educate and provide services to the constituent population.
4. Evaluate components of ethical dilemmas and analyze ethical standards specific to case management practice.

The program will consist of 4 courses delivered online in a 7-Week format:

- REHB 305: Case Management in Human Services
- REHB 370: Assessment in Human Services and Rehabilitation
- REHB 460: Models of Human Service Delivery Systems
- NURS 421: Ethics in Case Management

### **Opioid Treatment Specialist Certificate**

The primary purpose of the certificate program is to develop knowledgeable treatment specialists to deal with all aspects of the opioid abuse epidemic. This is a four course, online 12 credit certificate program that provides foundational and advanced information to students with an overview of opioid abuse and its prevention, education, and treatment. Students will learn in-depth diagnosis, detox, treatment and recovery aspects as well as empowerment of patients and advocacy for individuals as well as skill to influence legislation and public policy.

**Student learning outcomes:**

1. Develop working knowledge of commonly abused opioids and drugs, both legal and illegal.
2. Plan and evaluate prevention and treatment programs for opioid and other chemical dependency.
3. Assess client’s medical and psychosocial needs and assets for developing comprehensive treatment plans for opioid and other chemical dependencies.
4. Develop advocacy skills for individual clients and larger systems improvement.

**Courses Include:**

REHB 406 Opioid Abuse.....	3 credits
REHB 410 Prevention, Education, and Treatment of Substance abuse.....	3 credits
NURS 475 Comprehensive Treatment of Chemical Dependency .....	3 credits
REHB 421 Advocacy and Public Policy in Addictions and Recovery .....	3 credits

**RESPIRATORY CARE (A.S., B.S.)**

Department Chair, Doug Knepp, Ph.D  
 226 Ralston Hall  
 Telephone: 814-393-1648  
 Email address: dknepp@clarion.edu  
 Website: www.clarion.edu/nhss  
 Department Faculty: C. Harancher, G. Sambor

Respiratory care practitioners (respiratory therapists) evaluate and care for individuals who have breathing and other cardiopulmonary ailments ranging from moderate to life-threatening. Respiratory care practitioners work closely with other health care professionals to provide a wide range of diagnostic and therapeutic care to patients. As a respiratory therapist, you will serve a vitally important role, one that saves and improves lives.

Clarion University’s Associate of Science in Respiratory Care is a 24-month continuous program offered on the Venango campus. It begins with an academic preparation of one academic year (two semesters) and continues with a 14-month program of clinical study at Clarion University and at accredited affiliated clinical sites.

Following completion of 79 credits of course work at Clarion University and at affiliated clinical practicum sites, the student is awarded an Associate of Science degree with a major in Respiratory Care. Program graduates are eligible to sit for the credentialing examinations administered by the National Board for Respiratory Care (NBRC). Graduates who successfully pass both levels of the NBRC Therapist Multiple Choice Exam and the Clinical Simulation Examination will earn the credentials Registered Respiratory Therapist (RRT) and may work in a variety of health care settings as advanced level respiratory therapists after obtaining state licensure.

**Program Goal:**

To prepare graduates with demonstrated competencies in the cognitive (knowledge) psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered level respiratory therapists.  
 Learning Outcomes: Upon completion of the program the graduate should demonstrate:

1. The ability to comprehend, apply and evaluate clinical information relevant to their roles as registered respiratory therapists.
2. The technical proficiency in all skills necessary to fulfill their roles as registered respiratory therapists.
3. Professional behavior consistent with employer expectations as registered respiratory therapists.

Clarion University’s A.S. Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, TX 76021-4244, 817-283-2835, Fax: 817-354-8519, www.coarc.org.

**Associate of Science Respiratory Care Curriculum: Curriculum Plan for Full-Time Study**

Although the Associate of Science in Respiratory Care degree program is designed to be completed in 24 consecutive months (two semesters at Clarion University followed by 14 months of clinical education that includes two summer sessions), the first two semesters at Clarion University may be completed on a part-time basis. Clinical education must be completed on a full-time basis. Students may choose to change their major from A.S. to B.S. any time before the end of summer 1 without changing their curriculum plan.

**Respiratory Care A.S**

**FIRST SEMESTER (FALL I)**

AH 101 Medical Terminology.....	3
AH 201 Introduction to Health Care .....	2
BIOL 251 & 261 Human Anatomy & Physiology I with Lab .....	4
MATH 117 Math for Health Science.....	3
PHSC 111 Physical Science Chemistry.....	3
Semester Total: .....	15

**SECOND SEMESTER (SPRING I)**

BIOL 252 & 262 Human Anatomy & Physiology II with Lab .....	4
BIOL 260 Microbiology.....	3
ENGL 111 College Writing II .....	3
PSY 211 General Psychology .....	3
RESP 101 Introduction to Respiratory Care .....	3
<b>SEMESTER TOTAL: .....</b>	<b>16</b>

**THIRD SEMESTER (SUMMER I)**

RESP 121 Clinical Application of Respiratory Care I .....	2
RESP 201 Cardiopulmonary Anatomy and Physiology .....	3
RESP 202 Cardiopulmonary Pathophysiology .....	2
RESP 203 Cardiopulmonary Pharmacology .....	2
RESP 231 Intermediate Respiratory Care .....	3
Semester Total: .....	12

**FOURTH SEMESTER (FALL II)**

RESP 206 Selected Topics in Respiratory Care .....	3
RESP 220 Clinical Application of Respiratory Care II .....	3
RESP 301 Advanced Respiratory Care .....	3
RESP 302 Pulmonary Function Testing .....	1
RESP 303 Mechanical Ventilation & Critical	

Care I .....	4
Semester Total: .....	14
<b>FIFTH SEMESTER (SPRING II)</b>	
RESP 304 Neonatal & Pediatric Respiratory Care.....	4
RESP 320 Clinical Application in Respiratory Care III .....	3
RESP 403 Mechanical Ventilation & Critical Care II	4
Semester Total: .....	11
<b>SIXTH SEMESTER (SUMMER II)</b>	
RESP 305 Advanced Clinical Concepts .....	3
RESP 306 Case Studies - Clinical Simulations.....	2
RESP 401 Advanced Life Support & Case Study .....	2
RESP 420 Clinical Application in Respiratory Care IV .....	4
Semester Total: .....	11
Total Credits: .....	79

### RESPIRATORY CARE (B.S.)

Clarion University's Bachelor of Science in Respiratory Care program prepares tomorrow's respiratory specialists in one year less than traditional bachelor's degree programs. With a bachelor's degree, respiratory therapists are positioned to become leaders in the field of Respiratory Care. Respiratory therapists with a bachelor's degree can advance their careers into areas such as administration, research and education. Clarion University's Bachelor's Degree in Respiratory Care is a 3 year (33 month) continuous program offered on the Venango campus. In addition to foundational coursework taken by associate degree students, bachelor level students are required to complete additional coursework in general education. Bachelor level students will also have advanced respiratory coursework in research, advanced pathophysiology and will complete a capstone clinical experience. Following completion of 120 credits of course work at Clarion University and at affiliated clinical practicum sites, the student is awarded a Bachelor of Science degree in Respiratory Care. Program graduates are eligible to sit for the credentialing examinations administered by the National Board for Respiratory Care (NBRC). Graduates who successfully pass both levels of the NBRC Therapist Multiple Choice Exam and the Clinical Simulation Examination will earn the credentials Registered Respiratory Therapist (RRT) and may work in a variety of health care settings as advanced level respiratory therapists after obtaining state licensure.

#### Program Goals:

1. To prepare graduates with demonstrated competencies in the cognitive (knowledge) psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists.
2. To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in research. (B.S. only).

#### Learning Outcomes:

Upon completion of the program, the graduate should demonstrate:

1. The ability to comprehend, apply and evaluate clinical

- information relevant to their roles as registered respiratory therapists.
2. The technical proficiency in all skills necessary to fulfill their roles as registered respiratory therapists.
3. Professional behavior consistent with employer expectations as registered respiratory therapists.
4. The ability to utilize evidence-based medicine in clinical practice. (B.S. only).

Clarion University's Bachelor of Science in Respiratory Care, #210517, Venango Campus, holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care ([www.coarc.com](http://www.coarc.com)).

This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation."

Students may move from the A.S. to B.S. any time before the end of summer 1 and still maintain their current curriculum plan.

### B.S. Curriculum plan for Full-time Study

<b>FIRST SEMESTER (FALL I)</b>	
AH 101 Medical Terminology.....	3
BIOL 251 & 261 Human Anatomy & Physiology I with Lab .....	4
ENGL 111 College Writing II .....	3
MATH 117 Math for Health Science.....	3
PHSC 111 Physical Science Chemistry.....	3
Semester Total: .....	16
<b>SECOND SEMESTER (SPRING I)</b>	
AH 201 Introduction to Health Care .....	2
BIOL 252 & 262 Human Anatomy & Physiology II with Lab .....	4
BIOL 260 Microbiology.....	3
RESP 101 Introduction to Respiratory Care .....	3
Social & Behavioral Elective (NURS 320 or PSY 211).....	3
Semester Total: .....	15
<b>THIRD SEMESTER (SUMMER I)</b>	
RESP 121 Clinical Application of Respiratory Care I .....	2
RESP 201 Cardiopulmonary Anatomy and Physiology .....	3
RESP 202 Cardiopulmonary Pathophysiology .....	2
RESP 203 Cardiopulmonary Pharmacology .....	2

RESP 231 Intermediate Respiratory Care .....	3
Semester Total: .....	12
<b>FOURTH SEMESTER (FALL II)</b>	
COM 113 Public Speaking .....	3
RESP 206 Selected Topics in Respiratory Care .....	3
RESP 220 Clinical Application of Respiratory Care II .....	3
RESP 301 Advanced Respiratory Care .....	3
RESP 302 Pulmonary Function Testing .....	1
RESP 303 Mechanical Ventilation & Critical Care I .....	4
Semester Total: .....	17
<b>FIFTH SEMESTER (SPRING II)</b>	
AH 301 Research Methods for Health Sciences .....	3
MATH 221 Elementary Applied Statistics .....	3
RESP 304 Neonatal & Pediatric Respiratory Care.....	4
RESP 320 Clinical Application in Respiratory Care III .....	3
RESP 403 Mechanical Ventilation & Critical Care II .....	4
Semester Total: .....	17
<b>SIXTH SEMESTER (SUMMER II)</b>	
General Education Requirement .....	3
RESP 401 Advanced Life Support & Case Study .....	2
RESP 402 Advanced Cardio Pulmonary Pathophysiology .....	2
RESP 420 Clinical Application in Respiratory Care IV .....	4
Semester Total: .....	11
<b>SEVENTH SEMESTER (FALL III)</b>	
Arts & Humanities Elective .....	3
NFSS 111 Health Education .....	2
RESP 404 Simulations in Respiratory Care .....	3
RESP 405 Evidence-Based Medicine in Respiratory Care .....	3
Social & Behavioral Requirement .....	3
Social & Behavioral Requirement .....	3
Semester Total: .....	17
<b>EIGHTH SEMESTER (SPRING III)</b>	
AH 401 Allied Health Leadership Capstone .....	3
Arts & Humanities Elective .....	3
Free Elective .....	3
NFSS 100 Personal Performance .....	1
RESP 305 Advanced Clinical Concepts .....	3
RESP 306 Case Studies - Clinical Simulations .....	2
RESP 421 Clinical V: Capstone .....	3
Semester Total: .....	18
Total Credits: .....	120

### **Clinical Education**

During the clinical phase of both respiratory care programs, students will attend classes and clinical practicum five full days per week with some days spent in formal respiratory care classes taught at Clarion University and other days spent at assigned clinical sites. Students will also be required to periodically attend specialty respiratory care rotations at local and regional health care organizations. Significant travel is

required of respiratory care students. Reliable transportation is therefore essential and is at the expense of the student. Additionally, some weekend and evening rotations may be required.

Several local and regional health care organizations serve as clinical sites for the respiratory care program. Student preference cannot be considered in clinical site placement.

### **Admission Policy**

Admission to the respiratory care program is contingent upon vacancy in the program. Applicants are required to meet the standard admission criteria for Clarion University. Students are admitted via a rolling admissions process. Once the respiratory care program is filled, students will be admitted to the following year's class. Students applying after the program is filled may be considered for enrollment in general education courses for the first year while waiting for admission to the respiratory care program.

Suggested prerequisites:

- Students who have not had within the past five years one year of high school or college biology with a minimum grade of "C" are encouraged to take Basic Biology (BIOL 111) before starting the respiratory care program.
- Students who place into Math 050, based on math placement test results, are encouraged to take Math 050 before starting the respiratory care program.

### **Pre-Clinical Requirements:**

The pre-clinical requirements listed below must be satisfied before summer semester of freshman year. All pre-clinical requirements are at the student's expense.

- Satisfactory physical examination.
- Child abuse history clearance • Satisfactory results of a screening for illegal drug use
- FBI fingerprinting and criminal background clearance.
- Current Basic Life Support for Health Care Provider (CPR) certification by the American Heart Association.
- Documentation of health insurance during clinical rotations.
- Documentation of the purchase of an individual malpractice insurance policy in the amount of one million dollars (\$1,000,000.00) for each claim and three million dollars (\$3,000,000.00) in the aggregate. The cost of this 2-year policy is currently under \$100 but is subject to change.

Pre-clinical requirements are subject to change. Refusal to comply with or failure to meet all of the criteria prior to the beginning of Summer I will prohibit the student from continuing in the respiratory care program. Only students who have met the above criteria and have completed all science and general education requirements will be permitted to start respiratory care clinical practicum. Clinical education begins each May. Any costs incurred to meet the pre-clinical practicum requirements of the respiratory care program are nonrefundable even if a student is unable to continue in the program.

**SOCIOLOGY AND SOCIAL WORK**

Department Chair, Barry Sweet, Ph.D.

306 Founders Hall

Telephone: 814-393-2205

Email address: bsweet@clarion.edu

Website: www.clarion.edu/sociology

Department Faculty: C. Petrisans, J. Walsh

The field of sociology explores the social and cultural influences on social behavior, the dynamics of social interaction and inequality, social institutions, change, and social problems. The sociology major is beneficial to anyone who is interested in working closely with people and, in this sense, career possibilities are practically unlimited. Types of entry-level jobs available to graduates in sociology include: social service agencies, community organizations, and government agencies, as well as business. Sociology also teaches skills that are beneficial and related to further studies in law, criminology, teaching, social work, and business.

The sociology program provides students with knowledge in areas such as theory, research methods, inequality, family, social problems, deviance, and conflict resolution. The interdisciplinary nature of our department offers students the unique opportunity of taking social work classes as part of the sociology degree. We offer students a Bachelor of Arts in Sociology, as well as minors in sociology and social work. Internships are required of all social work minors and highly recommended for all sociology majors and minors. Professional organizations for majors include Alpha Kappa Delta, a national sociology honorary society and the Sociology/Social Work Club.

**Sociology (B.A.) Outcomes**

1. Students will be able to communicate effectively using oral and written communication.
2. Students will demonstrate knowledge of social theory
3. Students will demonstrate knowledge of the scientific method and demonstrate the ability to critically analyze written information within sociology.
4. Graduates will recognize diversity and inequality in American society and its implication for social change and social justice.
5. Graduates of the BA degree in Sociology will develop skills useful in future employment and civic engagement.

**Requirements**

**SOCIOLOGY, B.A.** .....52-53 credits

**Required:** SOC 211, 310 or 312, 450 or 451 and 27-31 additional credits in sociology, up to 12 credits in social work courses can be counted toward the major and chosen in consultation with a departmental advisor. In addition, the following courses are required: ANTH 211, PS 211, either ECON 221 or MATH 221 or PSY 230. Additional supplemental courses (0-6 credits) to be selected from Social Work, Anthropology (except Anth 211), Economics, History, Psychology, or Political Science (except PS 211). Students must also demonstrate competence in either a foreign language or computer science (CIS110, 202, 217, 301).

**SOCIOLOGY/PSYCHOLOGY, B.A.** ..... 42 Credits

**Required:** Three Sociology courses and four courses chosen from Sociology or Social Work. In addition, PSY 211, PSY 230, PSY 260, and PSY 354 are required, as well as 9 credits of psychology electives at least six of which must be at the 300 or

400 level (only three credits of PSY 499 or COOP 468 may be used). In addition to the above, students are required to pass the final examination in either their 250 or 252 language course.

**SOCIOLOGY, MINOR** .....18-19 credits

**Required:** 18 credits, SOC 211 and five other sociology courses (three of which must be at 300 or 400 level).

**SOCIAL WORK, MINOR** .....18 credits

**Required:** SW 211, 212 and either SW/SOC 499 or SW 399.

Additional required courses (nine credits) in Social Work or related Sociology Courses.

**SPANISH**

**SEE LANGUAGES.**

**SPECIAL EDUCATION, M.S., B.S.**

Department Chair, Dr. Lorie K. Taylor

109 Special Education Center

Telephone: 814-393-2480

Email address: ltaylor@clarion.edu

Website: www.clarion.edu/department/spec

Department Faculty: A. Conner-Love, C. Ketley, Y. Kim, L. Taylor

**Special Education: Applied Behavior Analysis Concentration**

The application of behavioral principles to change behavior in a therapeutic direction can be accomplished in a variety of settings such as schools, private settings, residential facilities, clinics and even various health care settings. The board assistant behavior analyst (BCaBA), under supervision, helps promote the activities of individuals with autism, pervasive developmental disorder, traumatic brain injury, and other situations where behavioral excesses and behavioral deficits interfere with the quality of life. In the past few years the need for these professionals has grown with a 184% increase from 2017-2019 (Behavior Analyst Certification Board, 2019). Individuals who graduate from this program and complete their supervision hours will be eligible to apply to sit for the BCaBA certification test and must practice under the supervisor of Board Certified Behavior Analyst (BCBA). We also offer an accelerated, bachelors to masters, program to help students who wish to become BCBA certified.

**Student Learning Outcomes:**

1. Students will master effective educational practices for students with challenging behavioral support and instructional needs.
2. Students will use of the most effective and efficient educational practices to develop learners' repertoires and effect their behavior in areas of addressed needs.
3. Students will learn how to implement strategies in a service delivery model under the supervision of those with additional certification.
4. Students will learn to generate caring and supportive interactions and engage in ethical practice.

Students enrolled in this program will take courses from the special education core as well as from the applied behavior analysis Concentration core below.

**APPLIED BEHAVIOR ANALYSIS CONCENTRATION CORE**

ED 160: Technology for the 21st Cent. Student .....	3
SPED 412 Foundations of Behavior Analysis and CLM .....	3
SPED 413 ABA/CLM Instructional Methods, Procedures and Tools .....	3
SPED 431 Autism Spectrum Disorders .....	3
SPED 433 Program Curricula Design and Monitoring .....	3
SPED 437 Contingencies to Engineer Learning.....	3
SPED 438 Professional and Ethical Standards .....	3
SPED 476 Students with Traumatic Brain Injury .....	3
COOP 376 (over two semesters) .....	12
COOP 476 one semester) .....	6

**Initial Preparation in Special Education PreK-12**

Those prepared as special educators are teachers who have received specialized training and certification to teach students with cognitive, behavior, and/or physical/health disabilities. Special education, arguably one of the most challenging fields of education, requires teachers to use a variety of creative and critical thinking skills to develop and implement alternative instructional strategies and/or accommodations for individuals with disabilities.

The Special Education Program is nationally accredited and is highly regarded throughout the Mid-Atlantic region as a producer of high quality and skillful teachers. Personnel from school districts throughout the United States regularly visit Clarion campus to recruit graduates from the Special Education Program. Students who are accepted in Clarion's Special Education Program will work with faculty who are experts in the field and earn the opportunity to participate in a variety of field experiences involving increasing levels of responsibility and culminating in a student teaching experience. Student teaching generally occurs in districts in the Clarion region, but also includes sites in urban areas. It should be noted that students are responsible for providing their own transportation to their field sites.

Early in the professional studies, students focus on an in-depth understanding of the specific disabling conditions, relevant variables and assessment procedures and their related implications for learning, intervention and instruction. During this period of study, the student is required to engage in specified field experiences that move the student from observation into direct experience and application of empirically-based strategies and instruction with individuals with disabilities.

In the next phase, the student further extends and refines the knowledge and skill base through applications in specifically selected field placements and supervised projects. During the final undergraduate semester, the student engages in student-teaching experiences under joint supervision and guidance of a selected cooperating professional and department faculty. The program is currently approved by the Pennsylvania Department of Education.

**Special Education (all degrees) Outcomes**

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

**PROFESSIONAL EDUCATION AND AREA OF SPECIALIZATION CERTIFICATION CORE**

SPED 111: Intro to Spec. Ed. & MTSS .....	3
SPED 211: Intellectual Disabilities .....	3
SPED 230: Social & Emotional Disturbances .....	3
SPED 234: Physical Disorders & Health Impairments in the Special Ed Classroom .....	3
SPED 245: Applied Behavior Analysis .....	3
SPED 350: Contemporary Issues in SPED .....	3
SPED 345: Secondary Transition & Vocational Services.....	3
SPED 384: Word Analysis & Special Reading Instruct.....	4
SPED 411: Educational Assessment Practicum.....	1
SPED 414: Intro. to Gifted .....	3
SPED 422: Special Education Classroom Administration .	1
SPED 426: Clinical Practicum for High Incidence Disabilities .....	1
SPED 427: Clinical Practicum for Low Incidence Disabilities .....	2
SPED 428: Assistive Technology .....	3
SPED 432: Specific Learning Disabilities .....	3
SPED 444: Methods & Practicum - High Incidence .....	3
SPED 446: Methods & Practicum - Low Incidence .....	3
SPED 450: Student Teaching.....	3-6
SPED 455: Professional Seminar .....	1
SPED 462: Educational Assessment.....	3
SPED 468: Special Education Policy .....	1
SPED 482: Special Mathematics Instruction .....	3
SPED 492: Special Mathematics Instruction II .....	3

**Integrated Middle Level Baccalaureate and Master of Education with Special Education Concentration (ED 4-8/Special Education Pre-K-8)**

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

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

SPED 462: Educational Assessment
SPED 482: Special Math Instruction
SPED 245: Applied Behavior Analysis
SPED 384: Word Analysis & Special Reading Instruction

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 would count on the undergraduate record and as competencies completed for the Master's of Education with Special Education Concentration.

**Integrated Secondary Level Baccalaureate and Master of Education with Special Education Concentration (ED 7-12/Special Education 7-12)**

Clarion University students have a unique opportunity to complete a program with both secondary 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 .....	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 mid-level undergraduate program  
Student Teaching will occur after SPED 544 & 546 (block)

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

### **Special Education (Pre-K -12th Grade)/ Pre-K-4th Grade (Early Childhood)**

Many employment opportunities exist in the state of Pennsylvania and throughout the country in pre-school and special education programs. The School of Education offers a program of study which will provide students with the academic preparation for dual certification in special education and early

childhood education. Students who complete this program, and successfully pass the PDE required tests are qualified to teach in special education programs and early childhood programs (pre-K-4), as well as in special education infant stimulation and preschool programs. Completion of the following requirements will lead to dual certification in special education and early childhood education:

#### **PRE-K – 4TH GRADE (EARLY CHILDHOOD) CORE ... 12 CREDITS**

ED 121: Human Development and Learning .....	3
ECH 235: Observation: Constr ECH Base.....	3
ECH 236: Assess & Plan: Using EC Base .....	3
ED 350: English Language Learners .....	3

#### **SPECIAL EDUCATION CORE..... 20 CREDITS**

SPED 111: Introduction to Spec. Ed. & MTSS .....	3
SPED 211: Intellectual Disabilities.....	3
SPED 230: Social & Emotional Disturbances .....	3
SPED 234: Physical Disorders & Health Impairments in the Special Ed Classroom.....	3
SPED 245: Applied Behavior Analysis.....	1
SPED 350: Contemporary Issues in SPED .....	3
SPED 345: Secondary Transition & Vocational Services .....	3
SPED 384: Word Analysis & Special Reading Instruct.....	4
SPED 414: Intro. to Gifted.....	3
SPED 432: Specific Learning Disabilities .....	3
SPED 455: Professional Seminar .....	1
SPED 462: Educational Assessment .....	3
SPED 468: Special Education Policy.....	1
SPED 482: Special Mathematics Instruction .....	3
SPED 492: Special Mathematics Instruction II .....	3

#### **PRE-K – K BLOCK..... 15 CREDITS**

Must be taken concurrently	
ECH 310: Family-Community Collaboration .....	3
ECH 322: Curriculum Bases for Learning and Teaching...	3
ECH 323: Language, Literacy, and the Young Child .....	3
ECH 325: YC as Theory Builders .....	3
ECH 301: Child Development and Guidance .....	3

#### **SPED BLOCK..... 13 CREDITS**

SPED 411: Educational Assessment Practicum .....	1
SPED 422: Special Education Classroom Administration...	3
SPED 426: Clinical Pract for High Inc. Dis.....	1
SPED 427: Clinical Pract for Low Inc. Dis .....	1
SPED 428: Assistive Technology .....	2
SPED 444: Methods and Practicum – High Incidence .....	3
SPED 446: Methods and Practicum – Low Incidence .....	3

#### **GRADES 1 – 4 BLOCK..... 18 CREDITS**

Must be taken concurrently	
ECH 414: Learning and Teaching Language and Literacy 1-4 .....	3
ECH 415: Learning and Teaching Mathematics: 1-4 .....	3
ECH 416: Learning and Teaching Social Studies: 1-4 .....	3
ED 417: Advanced Educational Technology .....	3
ECH 410: Motor Development and Learning .....	3

#### **STUDENT TEACHING..... 12 CREDITS**

ECH 424: Student Teaching .....	6
SPED 450: Student Teaching .....	6

#### **ADDITIONAL GENERAL EDUCATION TO TOTAL..... 126 CREDITS**

#### **DIAGNOSIS AND INTERVENTION STRATEGIES FOR STUDENTS WITH MATHEMATICAL DISABILITIES (MINOR) 18 credits**

The Minor in Diagnosis and Intervention Strategies for Students with Mathematical Disabilities is designed to provide educators in-depth knowledge of students with specific learning disabilities, as well as a variety of alternative methods to meet the instructional needs of students with disabilities or at risk for academic failure in mathematics.

**Required:** 3 credits from the following prerequisites—  
 SPED 128 AND 129, or 418; Sped 432, 442, 482, 492  
 And select 3 credits from the following—SPED 441 or 443

**DISABILITY STUDIES (MINOR)** ..... 18 credits

The minor in Disability Studies prepares students to take into account the diversity of the populations that they serve and prepares them to consider issues of accommodations, inclusion, and accessibility.

**Required courses:** SPED 110, 112; choose 1 course in SOC 311, 315, 351, 390; choose 1 course in PHIL 301, 308; choose 1 course in COM 331, 430, ENGL 318; choose 1 course in LEGL 250, PS 110, 211, 364, 375. (9 credits must be at the 300 level or above)

**SPECIAL EDUCATION (MINOR)**..... 18 credits

The minor in Special Education is designed for non-special education certification students to have more than introductory knowledge of students with disabilities and their instruction.

**Required:** 3 credits from the following prerequisites—  
 SPED 128 AND 129, or 418; SPED 245, 442  
 Select 3 credits from the following—SPED 381, 482, 492;  
 Select 3 credits from the following—SPED 441, 443  
 Select 3 credits from the following—SPED 211, 230, 432

**Special Education Non-Certification, Applied Behavior Analysis Concentration**

These This concentration within the special education degree is designed for those individuals who want to serve those iwth disabilities but do not want to take on the role of a teacher. These professionals serve individuals y overseeing and implementing behavior change plans written by Board Certified Behavior Analysts (BCBA) wherever applied behavior analysis services are rendered, including but not limited to, schools, classrooms, residential facilities, treatment facilities, hospitals and various other settings. Individuals who finish this concentration will be prepared accordingly to be a Board Certified Assistant Behavior Analyst (BCBA). Graduates will be eligible to sit for the BCBA certification exam.

**Courses include:**

SPED 111	Introduction to Spec. Ed & MTSS .....	3
SPED 211	Intellectual Disabilities.....	3
SPED 230	Social and Emotional Disturbances.....	3
SPED 234	Physical Disorders & Health Impairments in the Special Ed Classroom.....	3
SPED 245	Applied Behavior Analysis.....	3
SPED 350	Contemporary Issues in SPED .....	3
SPED 345	Secondary Transition and Vocational Services...	3
SPED 428	Assistive Technology.....	2
SPED 432	Specific Learning Disabilities.....	3
SPED 446	Methods and Practicum - Los Incidence .....	3
SPED 455	Professional Seminar .....	1
SPED 468	Special Education Policy.....	1

**APPLIED BEHAVIOR ANALYSIS CONCENTRATION**

ED 160	Tech for the 21st Century Student.....	3
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SPED 412	Foundations of Behavior Analysis and CLM.....	3
SPED 413	ABA/CLM Instructional Methods, Prodedures and Tools.....	3

**Assistant Applied Behavior Analyst and Competent Learner Model Certificate**



This 5 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 Assistant Behavior Analyst exam. This certificate will develop knowledge in the areas of curriculum design, Applied Behavior Analysis, professional and ethical standards, and the CLM.

Student Learning Outcomes:

1. Students will master effective education practices for learners with challenging behavioral support needs.
2. Students will use the most effective and efficient educational practices to develop learners’ repertoires in areas of addressed needs.
3. Data based evaluations of performance will be used to teach the effective practices to mastery and evaluate the level of competence in using them to develop learners’ repertoires.
4. Students will learn to generate caring and supportive interactions.
5. Mastery of these concepts will meet the Behavioral Analysis Certification Board task list for Assistant Applied Behavior Analyst and Competent Learner Model Service Delivery Standards.

**Courses Include:**

SPED 412	Foundations of Behavior Analysis and CLM.....	3
SPED 413	ABA/CLM Instructional Methods, Procedures, and Tools.....	3
SPED 433	ABA/CLM Program Curricula Design and Monitoring .....	3
SPED 437	Contingencies to Engineer Learning .....	3
SPED 438	Professional and Ethical Standards .....	3

**SPEECH PATHOLOGY AND AUDIOLOGY, B.S.**

Department Chair, Kristina Dworek, Au.D.

111 Keeling Health Center

Telephone: 814-393-2504

E:mail: kdworek@clarion.edu

Department Faculty: N. Armstrong, M. Brydon, K. Dworek, S. Hall, J. Jarecki-Liu, M. McCarthy, K. Staub,

www.clarion.edu/speechpath-bs

Leading to the Bachelor of Science in Speech Pathology and Audiology degree, this pre-professional program is designed to prepare the student for graduate study and the completion of professional requirements at that level. Full professional status, including certification by the American Speech-Language-Hearing Association and appropriate state licensure, requires completion of the master’s degree.

In addition to the undergraduate program, the department offers a graduate degree in speech pathology and makes provisions for teacher certification following the completion of the Master of Science degree. The master of science 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, MD 20850, 800-49802071 or 301-296-5700.

### **Speech Pathology (B.S.) Outcomes**

1. Students will demonstrate knowledge of principles of basic science and normal development in relation to speech, language and hearing.
2. Students will demonstrate knowledge of characteristics, causes, and treatment methods for speech, language and hearing disorders.
3. Students will be able to apply and integrate discipline-specific knowledge to develop appropriate clinical management plans.
4. Students will demonstrate knowledge of professional and ethical standards of conduct.

### **Requirements**

**SPEECH PATHOLOGY AND AUDIOLOGY, (B.S.)** ..... 54 credits  
**Required:** CSD 125, 150, 156, 251, 257, 258, 352, 353, 460, 463, 467, 472, 475; ED 121; CIS 217; Psychology elective; SPED or Rehab Sci course; Coursework in Biology, Coursework in Chemistry or Physics and MATH 221, PSY 301 or ECON 221

**SPEECH PATHOLOGY AND AUDIOLOGY (MINOR)**..... 18 credits  
 The minor in Speech Pathology and Audiology is designed for any student interested in obtaining knowledge of basic human communication processes and individuals with communication disorders. A 2.0 GPA is required in the minor.

**Required:** 3 credits - CSD 125

Select 6 credits from the following—CSD 150, 156, 251, 257, 258<sup>1</sup>;  
 Select 9 credits from the following—CSD 352, 353, 460, 463<sup>2</sup>, 465, 475

<sup>1</sup> Prerequisite is CSD 257

<sup>2</sup> Prerequisite is CSD 460

### **Sequence of Courses**

<i>FIRST SEMESTER</i>		<i>c.h.</i>
CSD 125:	Introduction to Communication Disorders.....	3
CSD 150:	Speech Science .....	3
<i>SECOND SEMESTER</i>		
CSD 156:	Phonetics and Phonology.....	3
<i>FIRST OR SECOND SEMESTER</i>		
BIOL	Biology Course .....	3
PHSC	Physical Science Course.....	3
<i>THIRD SEMESTER</i>		
CSD 251:	Anatomy of Speech and Hearing Mechanisms .....	3
CSD 257:	Developmental Sequences in Language and Speech.....	3
<i>FOURTH SEMESTER</i>		
CSD 258:	Language Disorders in Children.....	3
	(pre-requisite CSD 257)	
<i>FIFTH SEMESTER</i>		
CSD 352:	Speech Disorders .....	3
<i>SIXTH SEMESTER</i>		
CSD 353:	Adult Communication Disorders.....	3
<i>SEVENTH SEMESTER</i>		
CSD 460:	Introduction to Audiology .....	3
CSD 467:	Clinical Observation.....	3
CSD 475:	Augmentative and Alternative Communication .....	3
<i>EIGHTH SEMESTER</i>		
CSD 463:	Aural Rehabilitation .....	3

(pre-requisite CSD 460)

### **SEVENTH OR EIGHTH SEMESTER**

CSD 472: Seminar in Speech Science.....3

### **Five Year B.S. to M.S. in Speech -Language Pathology**

The Five Year Bachelor's (B.S.) to Master's (M.S.) degree in Speech-Language Pathology is a program that will be offered to highly motivated, academically talented incoming freshman who are interested in completing their Bachelor's and Master's degrees in Speech-Language Pathology at an accelerated pace. Each year a limited number of freshmen are selected for this program. Students who qualify for this special track and remain in good academic standing are **guaranteed** an uninterrupted continuation into their graduate studies by securing a seat in the Master's program. The GRE requirement which is necessary for application into the traditional graduate program will also be waived for students admitted into this program.

**Please note:** *This is an invitational alternative to the traditional course of study (pre-professional to graduate program over six years) that continues to be offered in the program.*

### **Academic Requirements**

- A composite math and verbal SAT score of at least 1050 or 20 ACT.
- A minimum high school QPA of 3.5 out of 4.0.
- Evidence of extracurricular activities in high school.

### **Academic Maintenance**

- Maintain a 3.3 out of 4.0 cumulative GPA and 3.5 out of 4.0 GPA in core courses (see last page).
- Meet with assigned academic advisor once every semester.
- Participate in a speech, language and hearing screening by their fourth semester.
- Successfully complete a progress interview upon completion of their fourth semester.

### **Failure to Maintain Requirements**

- Student falls below a 3.3 out of 4.0 cumulative GPA and/or a 3.5 out of 4.0 GPA in core courses.
- Student failed to participate in the speech, language, and hearing screening by their fourth semester.
- Student did not pass the speech, language, and hearing screening and did not follow screening recommendations by their fourth semester.
- Student did not successfully complete the progress interview upon completion of the fourth semester.

If a student falls below a 3.3 out of 4.0 cumulative GPA and/or a 3.5 out of 4.0 GPA in core courses he/she will be placed on a one semester probation for a chance to improve their GPA up to required standards. Failure to maintain one or more of these requirements will result in placement on the traditional track as long as the minimum requirements for the customary program are met. **The student will also**

**forfeit their guaranteed seat in the graduate program and will complete the customary application process that accompanies the traditional program.**

**Cohort**

- Students in the Five Year B.S. to M.S. Program track will follow a designated cohort designed by members of the Five Year B.S. to M.S. Program Committee and will be assigned an advisor whom is a member of the committee.
- The designated cohort will result in completion of undergraduate studies in three years (which may include summer and/or winter intersessions) and completion of graduate studies in two years (ASHA satisfied). Students wishing to opt out of the Five Year B.S. to M.S. program must contact their advisor and will continue in the traditional program track.
- Students in this program must complete all of their undergraduate credits prior to taking graduate courses. 120 credits must be completed within three years (transfer credits may count toward this requirement). **Students should understand that in order to complete their undergraduate requirements in three years, they may need to enroll in summer and/or winter intersessions at CUP or another institution which may be subject to scholarship guidelines and may not be covered by financial aid.** Program may vary depending upon dual enrollment and/or college credits completed in high school.
- We currently are not accepting transfer students into this program.

**SPORT MANAGEMENT, B.S.**

Department Chair, Doug Knepp, Ph.D  
 226 Ralston Hall  
 Telephone: 814-393-1648  
 Email address: dknepp@clarion.edu  
 Website: www.clarion.edu/nhss

Department Faculty: C. Brennan-Caplan, K. Curreri, D. Katis, D. Knepp, R. Patterson, K. Schwabenbauer

The Sport Management Program is comprised of three curricular choices: Bachelor of Science in Sport Management, Minor in Sport Management, and a Minor in Sport Marketing. All of these choices offer a focused curriculum designed to provide students with the knowledge and skills specifically applicable to sport and recreation organizations.

The Bachelor of Science in Sport Management will prepare individuals for employment in athletic administration at the youth, scholastic, collegiate and professional levels as well as facility and personnel management for various types of sport and recreation facilities. Sport management career opportunities are available in accounting, finance, sales, marketing, human resources, law and other disciplines related to the sport industry. The Bachelor of Science in Sport Management degree program will provide students with a solid foundation in sport-related business fundamentals including economics, general management, marketing, and human resource management. According to the U.S. Bureau of Labor Statistics, the sport industry requires excellent all-around skills at every level of sport operation. Sport Management involves

strategy and execution in the front office as well as event and facility management in addition to other preparation to support the foundation of successful sporting endeavors.

The 21 credit Minor in Sport Management includes anchor courses such as Sport Management and Sports Facilities and Event Management as well as an internship opportunity. The minor can easily be added to any other major degree program.

The 18 credit minor in Sport Marketing is designed to provide an opportunity for our students to develop a deeper understanding of basic marketing principles as they pertain to working in the ever expanding world of sports. The minor is intended as an additional option for both BS Marketing and BS Sport Management majors as well as anyone interested in this subject. Traditional BS Marketing students will be able to further their understanding of the specific techniques that apply to working with sport, and our Sport Management majors will be able to take additional courses that will help prepare them for future endeavors specializing in marketing sport. This is a minor that can be earned by students in any major. The skills learned when earning this minor will equip the student with a basic understanding of the principles associated with marketing sports and will supplement their preparation for entry level positions in this and related disciplines.

**Sport Management (BS) Outcomes**

The student learning outcomes for the Bachelor of Science degree in Sport Management are based on COSMA accreditation standards. Students graduating with a Bachelor of Science degree in Sport Management will be able to:

1. demonstrate content knowledge related to the principles and practice of sport management;
2. describe the various venues of sport management and the evolution this discipline as a profession;
3. communicate the importance of sport as a medium for integrating gender issues, ethnic, religious, and disability interests in society;
4. interpret and demonstrate knowledge of sport leadership theory and application;
5. demonstrate an understanding of ethical theory by applying personal ethics to the various issues in the business of sport management;
6. set up a sport budget with income and expenditures;
7. identify and apply various areas of law to the sport industry;
8. identify, access, understand, and evaluate peer-reviewed, reliable sport management information and use the information effectively;
9. demonstrate an understanding of the employment opportunities available within the field; and
10. develop and display the positive dispositions associated with an entry-level sport management professional.

**Requirements**

**SPORT MANAGEMENT, (B.S.)** ..... 60 credits

**Required Core Courses (Total 42 credits)**

MGMT 320, NFSS 360, 365, 367, 370, 375, 377, 380, MGMT 430, ATSW 435, 440, 447, ECON 211

**Electives in major (Total 12 Credits)**

Choose four electives in from NFSS course offerings

**Related Electives: (Credits to total 120 for graduation)**

with permission of ATSW advisor

**SPORTS MANAGEMENT MINOR** .....21 credits

**Required:**

MGMT 120 Intro to Business .....	3
ECON 211 Principles of Macro Economics .....	3
NFSS 375 Sport Marketing .....	3
NFSS/MGMT430 Sport Management .....	3
NFSS 440 Sport Facility Management .....	3
COOP 447 Internship in Sport Management .....	3

Choose one of the following:

SOC 410 Sociology of Sport .....	3
OR: NFSS 370 Gender in Sport .....	3
OR: NFSS 380 Foundation of Sport in American Society ...	3

**SPORT MARKETING MINOR** ..... (18 Credits)

**Required:**

MKTG 360 Principles of Marketing .....	3
NFSS 375 Sport Marketing .....	3
NFSS 362 Sport Sales, Fundraising and Sponsorship .....	3

*Additional Courses (Choose 9 NEW credits from below – MUST be outside of major)*

MKTG 361 Marketing Management .....	3
MKTG 362 Retail Management.....	3
MKTG 363 Integrated Marketing Communication .....	3
MKTG 369 Services Marketing .....	3
MKTG 461 Marketing Research.....	3
MKTG 462 Personal Selling and Sales Management.....	3
MKTG 465 Marketing Problems .....	3
MKTG 486 Buyer Behavior.....	3
MKTG 491 Digital Marketing & Analytics.....	3
NFSS 380 Sport in American Society .....	3
NFSS/MGMT 430 Sport Management .....	3
NFSS 440 Sport Facility Management .....	3
NFSS 441 Sport Event Operations .....	3
COM 315 PR Principles and Practices .....	3
COM 317 Strategic Communication Principles and Practices	3
COM 432 Sports Promotion and Publicity .....	3
COOP 467 Internship in Sport Marketing .....	3

**TECHNOLOGY LEADERSHIP, B.A.S.**

Department Chair, Tony R. Johns, Ph.D.

335 Still Hall

Telephone: 814-393-2626

Email address: tjohns@clarion.edu

www.clarion.edu/mgmt

The Bachelor of Applied Science degree with a major in Technology Leadership (BAS-TL) prepares industrial technology practitioners for a career in technology supervision and management. The degree builds on their technical knowledge base obtained through professional and military experience, an associate degree, or technical/trade school education.

The BAS-TL is designed to articulate with Clarion University's ATMAE-accredited Associate of Applied Science in Industrial Technology (AAS-IT) or Administration Technology (AAS-AT) degrees. It is also designed to articulate with accredited technical and community college programs across the Commonwealth and beyond. Technology Leadership graduates will be positioned to move on to Clarion University's Master of Business Administration degree program. The Bachelor of Applied Science is a 121 credit hour degree program, in which a minimum of 60 credits are awarded from a technical training

or workforce development degree program in an approved area of specialization.

Coursework for the program can be completed face-to-face or online, allowing working professionals to achieve academic goals while also meeting family and work demands.

**Technology Leadership (B.A.S.) Outcomes**

1. Apply technology effectively as an essential tool in industrial situations.
2. Apply management principles to industrial leadership positions.
3. Compose effective communication using both oral and written forms of communications.
4. Analyze safety principles within industrial leadership positions.

**MAJOR COURSES (45 credits)**

ACTG 251 Financial Accounting .....	3
ACTG 252 Managerial Accounting .....	3
APT 120 Introduction to Industrial Technology.....	3
APT 250 Industrial Safety .....	3
APT 301 Issues in Applied Technology .....	3
FIN 370 Financial Management.....	3
MGMT 120 Introduction to Business.....	3
MGMT 320 Management Theory & Practice .....	3
MKTG 360 Principles of Marketing.....	3
300+ Business Elective .....	3
300+ Business Elective .....	3
300+ Business Elective .....	3
300+ Elective.....	3
300+ Elective.....	3
300+ Elective.....	3

**TECHNICAL EDUCATION/FIELD TRAINING** **28**

**THEATRE, B.F.A.**

Department Chair, Casey C. Teske, D.M.A.

223 Marwick-Boyd Fine Arts Building

Telephone: 814-393-2287

Website: www.clarion.edu/theatre

Department Faculty: R. Bullington, R. Levy, E. Powers

Theatre at Clarion University is an undergraduate program offering the Bachelor of Fine Arts degree. The program provides classroom and practical experience that enriches the lives of students and produces live theatre that enhances the cultural life of the university and the surrounding community. Education takes place not only in the classroom but also in theatrical laboratories and the world at large. Practical experience through dynamic and ambitious theatrical productions supplement classroom training. Many graduates are currently working in professional theatres.

Minor programs in theatre with concentration areas of acting and technical theatre are available to students regardless of major. Participation in most departmental performance activities is open to all students regardless of major.

The Bachelor of Fine Arts degree is open only to students through prepared audition or portfolio review. Dates for these auditions are scheduled each semester. Contact the Department of Visual & Performing Arts for more information.

**Theatre (BFA) outcomes**

1. Students will be knowledgeable of the role of Theatre in

- society throughout the major eras of Western History.
- Students will have demonstrated research skills and ability to put them into practice.
  - Students will have the ability to analyze the variety of Dramatic Literature in order to develop a critique, performance or design.
  - Students will have demonstrated the ability through technique and theory to communicate effectively to an audience.
  - Students will be able to work cooperatively with others, contribute artistically and lead.

### Requirements

**THEATRE, B.F.A.** ..... 72 credits

- Concentration in Acting: Required:** THE 161, 201, 204, 251, 253, 254, 352, 359, 360, 361, 363, 368, 369, 370, 403, 461, ENGL 140; three credits selected from THE 262, 271, 364, 366, 367; and three credits from ENGL 254, 263, 339, 342, 343, 344, 345, 412, 413; three credits from among THE 262, 271, 365, 366, 367 and 3 credits from among ENGL 344, 345, 412, 413; six credits chosen from COOP 384, 484, THE 120, 261, 262, 271, 301, 310, 311, 321, 322, 333, 344, 350 or 351, 352, 356, 364, 366, 367, 371, 388, ENGL 254, 263, 339, 342, 343, 344, 345, 412, 413, and MUS 131; twelve credits from THE 105, 205, 305 and 405. Also required are an audition and an approved Graduation Project.
- Concentration in Musical Theatre: Required:** THE 201, 204, 253, 254, 301, 310, 311, 312, 350, 351, 361, 368, 403, 461, MUS 111, 125, 128, 131, 160, 161, 182, MUSA 126/226; six credits selected from THE 344, 359, 360, three credits from a combination of four credits from the following: MUSA 130/330, 131/132 or 331 and three credits from THE 161, 261, 262, 271, 304, 322, 333, 344, 352, 356, 363, 366, 367, 370, 371, 388, 490, COOP 384, 484; twelve credits from THE 105, 205, 305 and 405. Also required are an audition and an approved Graduation Project.
- Concentration in Technical Theatre: Required:** COM 113; ENGL 140; THE 161, 253, 254, 261, 262, 271, 350, 351, 359, 360, 362, 363, 364, 366, 367, 371, 404; three credits selected from ART 211, 212, HIST 111, 112, ANTH 211; (Design Track) nine credits chosen from ART 121, 124, 125, 126, 222, 224, 230, 250, 280, 355, COM 208; six credits selected from THE 322, 344, 352, 388, ART 260, 270, ENGL 130, 254; (Stage Management Track) nine credits chosen from COM 100, 208, 214, 311, 312, 320; and six credits from THE 322, 344, 352, 388, ENGL 130, 202, 254, ECON 140; twelve credits from THE 105, 205, 305 and 405. Also required are a portfolio review and an approved Graduation Project.
- Selection/Retention Standards for B.F.A./theatre majors:**  
Students must demonstrate potential for excellence in acting or technical design by means of an assessment audition and/or a portfolio of designs during their first semester on campus. Auditions to assess progress are held annually.

After completing a total of 60 credit hours, or prior to entering their junior year, B.F.A. students must appear before the theatre staff and demonstrate the following: a minimum 2.50 GPA in at least 12 credits within the required core curriculum and a written statement of career goals. At the time of this review, the theatre staff will inform the B.F.A. theatre student of any program deficiencies and specify a time limit for removing the deficiencies. Students who fail to meet the retention standard will be dropped from the B.F.A./theatre program. Students may appeal the decision of the theatre staff through the appropriate channels: department chair, dean, and vice president for academic affairs.

All B.F.A. candidates must complete a graduation project. The project is assigned by the faculty, or approved by the faculty if it involves an off-campus internship, and must be completed during the student's last three semesters. Students must register for THE 403, 404, or 495 and work

under the supervision of a project advisor. The goal of the B.F.A. graduation project is to provide evidence of critical thinking, enthusiasm for process, and a deep understanding of the student's work in their specific area of concentration.

**THEATRE: ACTING, MINOR** ..... 18 credits

**Required:** THE 253, 254; six credits selected from THE 204, 251, 310, 352, 361, and the capstone course of either THE 359 or 360.

**THEATRE: TECHNICAL, MINOR** ..... 18 credits

**Required:** THE 253; nine credits selected from THE 261, 262, 271, 362, 364, 366, 367; and the capstone course of either THE 359 or 360.

### WOMEN AND GENDER STUDIES PROGRAM

207/209 Harvey Hall

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

For questions about the WGS degree programs, contact the office of the College of Arts and Sciences Dean.

The Women and Gender Studies Program at Clarion University is an interdisciplinary community where students gain an understanding of gender issues across cultures. Our values include respect for diversity, open-mindedness, and self-exploration. We strive to cultivate supportive relationships between you and faculty, to make connections between personal experience and intellectual development, and to take action for social justice. Our programs enhance your preparation no matter what your major and we prepare you to be an involved, informed and empowered citizen.

Women and Gender Studies courses in humanities, education, business and social sciences promote peer interaction, knowledge application, and contribution to societal change. By studying knowledge about women and gender that in the past has been omitted, distorted, or minimized in the university curriculum, you learn to think critically and creatively. Outstanding professors from across disciplines teach students how to think locally and globally about the intersections of sex and gender with race, ethnicity, sexuality, class, ability, religion, age, and nationality.

With a minor or concentration in women and gender studies, you develop problem-solving and cross-cultural communication skills that are highly sought by employers and where women and girls or men and boys make up the majority of the customer base or clientele.

**WOMEN AND GENDER STUDIES MINOR** ..... 18 credits

To earn a minor in women and gender studies, the student must complete 18 credits of women and gender studies courses, including WGS 100: Survey of Women Studies; WGS 490: Seminar in Women Studies; and at least six other credits at the 300-400 level. Twelve credits are to be selected from ANTH 216, 315; ART 216; ED/WGS 406; ENGL 265, 365; GEOG 315; HIST 230; HPE 370; PHIL 357; PSY 220, 340, 390; COM 281, 320; SOC 311, 352, 362, 452; WGS 200, 300, 311.

Students enrolled in the integrative studies degree program may earn a concentration in women and gender studies by completing 21 credits of women and gender studies courses, including WGS 100: Survey of Women and Gender Studies; and at least nine other credits at the 300-400 level. Eighteen credits are to be selected from ANTH 216, 315; ART 216; ED/WGS 406; ENGL 265, 365; GEOG 315; HIST 230; HPE 370; PHIL 357; PSY 220, 340, 390; COM 281, 320; SOC 311, 352, 362, 452; WGS 200, 300, 311, 490.

# COURSE DESCRIPTIONS

<p><b>ACTG 251 Financial Actg</b> <b>3.00</b> Examines the principles and procedures for collecting, recording, summarizing, and reporting financial information. Offered each semester at Clarion and fall annually at Venango.</p> <p><b>ACTG 252 Managerial Actg</b> <b>3.00</b> Analyzes aspects of accounting that aid managers. Includes budgeting, cost behavior and systems, alternate choice decisions, international accounting aspects, and cash flow. Prerequisites: ACTG 251. Offered each semester at Clarion and spring annually at Venango.</p> <p><b>ACTG 350 Intermediate Accounting I</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. Prerequisite: ACTG 252. Each semester.</p> <p><b>ACTG 351 Intermediate Accounting II</b> <b>3.00</b> Examines accounting theory and practice. Includes accounting for current and long-term liabilities, corporate equity, pension plans, long-term leases, income taxes, accounting changes, and cash flows. Emphasizes developing the student's technical and problem-solving ability. Prerequisite: ACTG 350 or consent of instructor. Each semester.</p> <p><b>ACTG 352 Cost Actg</b> <b>3.00</b> Analyzes cost principles, procedures, systems, controls, and analysis. Considers standard cost systems with the two basic cost accounting systems. Stresses cost accounting as a tool for management decision-making based on management information systems. Includes flexible budgets, accounting for by-products and joint products, transfer pricing, and environmental costs. Prerequisite: ACTG 252. Each semester.</p> <p><b>ACTG 353 Federal Taxes</b> <b>3.00</b> Examines federal income, estate, and gift taxation. Considers problems of compliance with the law by individuals, partnerships, corporations, estates, and trusts. Prerequisite: ACTG 252. Each semester.</p> <p><b>ACTG 364 Auditing I</b> <b>3.00</b> A study of the purposes, the ethical and legal environment, financial analysis, and selected auditing techniques and procedures. Emphasizes developing the student's technical writing ability. Prerequisite: ACTG 350. Offered each semester.</p> <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 454 Comparative Actg Systems</b> <b>3.00</b> Helps students develop a holistic approach to the concepts and practices for the examination and exploration of accounting systems. Discusses specialized accounting systems in detail, depending on the interest and desires of students. Prerequisites: ACTG 350 and CIS 217.</p> <p><b>ACTG 458 Forensic Accounting and Fraud</b> <b>3.00</b> 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: Sophomore standing or by permission of the instructor. Offered as needed.</p>	<p><b>ACTG 461 International Accounting</b> <b>3.00</b> 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.</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 464 Auditing II</b> <b>3.00</b> 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 350 - Intermediate Accounting I. Offered as needed.</p> <p><b>ACTG 474 Internal Auditing</b> <b>3.00</b> The course will cover internal audit from a broad perspective that includes information technology, business processes, and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, audit techniques, and emerging issues. The course covers the design of business processes and the implementation of key control concepts and uses a case study approach that addresses tactical, strategic, systems, and operational areas. Business improvements in the effectiveness and efficiency of business processes and controls will be covered in the areas of operations, finance and technology. Prerequisites: Sophomore standing or by permission of the instructor. Offered as needed.</p> <p><b>ACTG 480 Accounting Practicum</b> <b>9.00</b> 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 350 or 352 or 353 or 364. Offered as needed.</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</p>
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	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.	
<b>ACTG 499</b>	<b>Special Topics in Actg</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.	<b>3.00</b>
<b>AH 101</b>	<b>Medical Terminology</b> Teaches principles of medical word building that support understanding and use of the language of medicine and also enhance understanding of the English language. Includes study of medical term components, medical abbreviations, specialized terminology related to body systems and related pathology, diagnostic examinations, clinical and laboratory procedures, oncology, and pharmacology. Students will apply their knowledge of and skills in medical terminology to speak, read, and write the language of medicine and to understand health care information as a future healthcare provider, patient, and caregiver. Open to both health care majors and non health care majors. Fall, annually and in other academic terms as needed.	<b>3.00</b>
<b>AH 201</b>	<b>Introduction to Health Care</b> This course will familiarize students with health care organizations, the health care system, and the clinical environment in relationship to the student's role as a future health care practitioner. Topics will include the structure, organization, and function of hospital systems and staff; documentation and medical records; professional development and professionalism; the role and function of professional societies and membership; safety and emergency response; body mechanics; HIPAA; infection control; communication in the health care environment in relationship to continuum of care; ethical and legal responsibilities of health care practitioners; current trends in health care; and employment opportunities for health care professionals.	<b>2.00</b>
<b>AH 290</b>	<b>Allied Health Clinical I</b> Within the Associate of Science in Allied Health degree program, AH 290 will facilitate transference of a block of 1 to 15 credits for completion of a formal, accredited clinical educational program in a health profession that is recognized by the American Medical Association. The clinical program of study must entail a minimum of 450 contact hours.	<b>15.00</b>
<b>AH 299</b>	<b>Allied Health Clinical II</b> Within the Associate of Science in Allied Health degree program, AH 299 will facilitate transference of a block of 1 to 15 credits for completion of a formal, accredited clinical educational program in a health profession that is recognized by the American Medical Association. The clinical program of study must entail a minimum of 450 contact hours.	<b>15.00</b>
<b>AH 300</b>	<b>Allied Health Clinical III</b> Within the Associate of Science in Allied Health degree program, AH 300 will facilitate transference of a block of 1 to 15 credits for completion of a formal, accredited clinical educational program in a health profession that is recognized by the American Medical Association. The clinical program of study must entail a minimum of 450 contact hours.	<b>15.00</b>
<b>AH 301</b>	<b>Research Methods for Health Sciences</b> Develops in students a working knowledge of research methods necessary to create new health and medical sciences knowledge. Teaches students a systematic and principled way of locating and evaluating health and medical scientific publications and empirical evidence in support of effective clinical practice and professional decision making. Students gain knowledge and skills in locating, evaluating, and using scholarly health care literature that will inform their effective functioning as information literate students and health care professionals. Prerequisite: AH 201 of permission of instructor, ENG 111. Prerequisite or Co-requisite: ECON 221 or MATH 221. Offered fall and spring as needed.	<b>3.00</b>
<b>AH 310</b>	<b>Allied Health Clinical IV</b> Within the Associate of Science in Allied Health degree program, AH 310 will facilitate transference of a block of 1 to 15 credits for completion of a formal, accredited clinical educational program in a health profession that is recognized by the American Medical Association. The clinical program of study must entail a minimum of 450 contact hours.	<b>15.00</b>
<b>AH 400</b>	<b>Allied Health Clinical VII</b> Within the Department of Allied Health, AH 400 will facilitate transference of a block of 1 to 15 credits for completion of a	<b>15.00</b>
<b>AH 401</b>	<b>Allied Health Leadership Capstone</b> Exploration and execution of health care leadership and management concepts and health care practices in relation to health care clinical environments. Students will apply knowledge and skills acquired in their college and clinical experiences to reflect on "real world" health care leadership situations and challenges that will inform their effective functioning as entry-level health care leaders. Students will use new knowledge of health care leadership to formulate a personal leadership plan that will serve as a guide in their ongoing personal and professional development. Prerequisites: 1) In final year of a baccalaureate-level health care program in Allied Health and, 2) completion or near completion of an allied health clinical program. Offered fall and spring as needed.	<b>3.00</b>
<b>AH 410</b>	<b>Allied Health Clinical VIII</b> Within the Department of Allied Health, AH 410 will facilitate transference of a block of 1 to 15 credits for completion of a formal, accredited clinical educational program in a health profession that is recognized by the American Medical Association. The clinical program of study must entail a minimum of 450 contact hours.	<b>15.00</b>
<b>AH 420</b>	<b>Allied Health Clinical IX</b> Within the Department of Allied Health, AH 420 will facilitate transference of a block of 1 to 15 credits for completion of a formal, accredited clinical educational program in a health profession that is recognized by the American Medical Association. The clinical program of study must entail a minimum of 450 contact hours.	<b>15.00</b>
<b>ANTH 211</b>	<b>Humans and Culture</b> Introduces students to the nature of humanity and the human condition by exploring contemporary and past societies. Applies the four-field approach, emphasizing human diversity, origins of humans and culture, language, and archaeology. Each semester.	<b>3.00</b>
<b>ANTH 213</b>	<b>Biological Anthropology</b> Surveys the human species in time, place, and culture, and investigates factors underlying human variation. Prerequisite: ANTH 211, or one semester in Biology. Alternate years.	<b>3.00</b>
<b>ANTH 214</b>	<b>Culture and Sustainability</b> Examines the functional interrelationships of humankind and the biophysical environment. No prerequisite. Alternate years.	<b>3.00</b>
<b>ANTH 216</b>	<b>Gender and Culture</b> Introduces the study of the lives of women in cross-cultural perspective. Explores gender issues including sexual division of labor, inequality, changing position of women in families, and the role of women in development. Alternate years.	<b>3.00</b>
<b>ANTH 217</b>	<b>Intro to Archaeology</b> Introduces students to theory and methods used in archaeological inquiry. Explores the history of archaeology, key researchers in the field, and important discoveries.	<b>3.00</b>
<b>ANTH 218</b>	<b>Buried Cities &amp; Lost Civ</b> Introduces students to archaeology and to what archaeologists do. Provides a long-term perspective on human history starting with the first archaeological sites over 2.5 million years old. Addresses some of the more popular theories about the prehistoric human past. Alternate years.	<b>3.00</b>
<b>ANTH 220</b>	<b>Archaeological Mysteries</b> Examines several popular mysteries both real and fake about the past. Topics include Stonehenge, the peopling of the South Pacific, lost continent of Atlantis, space aliens and archaeological sites, the creation of the pyramids, and non-Native Americans explorations of the Americas. With the Internet, television, and newsprint routinely disseminating fantastical stories about the past, how can students determine what stories are accurate? This course will help students learn how to separate fact from fiction and how to develop skills in evidence-based reasoning based on archaeological methods. Offered fall and every other year.	<b>3.00</b>
<b>ANTH 242</b>	<b>Intro to American Folklore</b> Introduces the major genres of American folklore: legend, tale, folk belief, song and ballad, and material folk culture; and various folk groups in America: occupational, gender, ethnic, age, regional, and their traditions. Analyzes examples	<b>3.00</b>

of American literature and American popular culture through an examination of their American folk elements. Provides students with fieldwork experiences and methods of analysis of oral, customary, and material traditions. No prerequisite. Offered as needed.

- ANTH 245 Peoples & Cultures of Latin America 3.00**  
Introduces the rich variety of ethnic groups and cultures of contemporary Latin America, including Central and South America. Topics will include social structures, economic organization, gender roles, religion, political systems, ethnic identity, and globalization. Focus will be on indigenous peoples, with an emphasis on their role in national societies and the international economy.
- ANTH 250 Archaeology of Native North America 3.00**  
Examines the development of North American Indian cultures from the beginning of human migration in the late Pleistocene to the coming of Europeans. Emphasizes human interrelationships with the various New World environments in time and space which led to the rise of prehistoric cultures, food production, trade, etc. No prerequisite. Every second year.
- ANTH 262 Introduction to English Linguistics 3.00**  
Introduces students to the modern science and practice of linguistics. Addresses the nature of language and its analogs in nature, as well as the diversity of human languages, with focusing primarily on the phonological, morphological, and syntactic patterns of language we all know very well: Modern English. Also examines its regional and social varieties, and certain highlights of its historical development. No Prerequisite. Offered as needed.
- ANTH 265 Bones - Identification and Analysis 3.00**  
Biological anthropology course focusing on human skeletal anatomy. During the semester, students will be introduced to and learn the anatomical landmarks and features used to identify and differentiate the 206 bones that make up the average adult human skeleton. In addition, students will also be exposed to and obtain hands-on experience with the basic types of data collected from skeletal remains including age, sex, stature, and ancestry, all of which comprise key components of the biological profile. These data commonly serve as basis for bioarchaeology and forensic anthropology research. Prerequisite: Introductory Anthropology (200) or Biology (100-200). Offered fall, alternating years.
- ANTH 300 Laboratory Methods in Archaeology 3.00**  
Provides a hands-on overview of the major analytical methods in archaeology and a basic understanding of both the practical application of standard methodologies, and the questions archaeologists address. Prerequisite: ANTH 211. Alternate years.
- ANTH 315 Ending Poverty 3.00**  
Introduces the field of development anthropology, including its applied aspects. Explores the history of development theory; models of cultural change; contemporary issues of poverty and globalization; models of program design. Provides students with a practical background in project design, assessment, and management. Prerequisite: Sophomore standing. Alternate years
- ANTH 352 Topics in Folklore 3.00**  
Provides intense study of one or more aspects of folklore study. Focuses on one or more folk groups, a particular folk genre, folklore and popular culture, or folklore and literature. Offers students a fieldwork experience-collection, transcription, classification-and methods of analysis of oral traditions. Open to all majors. No prerequisite. Offered as needed.
- ANTH 357 Aztec, Inca, & Their Ancestors 3.00**  
Surveys Indian cultures from the beginnings in the Late Pleistocene to the coming of the Conquistadors. Emphasizes cultural developments, the rise of states, native agriculture, and the development of arts and crafts, including architecture and ceremonial art. No prerequisite. Every second year.
- ANTH 361 Witchcraft, Magic, Rel 3.00**  
Provides cross cultural comparative analysis of human environment with the supernatural. Explores the role of religion and theories dealing with the nature and function of various aspects of supernaturalism from an anthropological perspective. No prerequisite. Every second year.
- ANTH 362 History and Methods of Anthropology 3.00**  
Provides a general overview of the history of anthropology as an academic discipline, combined with a survey of

anthropological theory and research methods. Alternative years. Prerequisite: ANTH 211 plus at least 3 additional credits in anthropology, or permission of instructor.

- ANTH 364 American Voices 3.00**  
Examines the history of language in the USA from colonial to modern times. Provides an introduction to American dialectology and sociolinguistics, emphasizes the great diversity and vitality of American English. Covers the causes and mechanisms of linguistic change, the role of language differences in society, and the relevance of dialectology to language teaching. Pays special attention to the regional speech patterns of Western Pennsylvania. Open to all majors. No prerequisite. Offered as needed.
- ANTH 366 Race & Ethnic Relations 3.00**  
Background of racial and ethnic identity. Examines contemporary aspects of inter-ethnic and inter-racial group relations. Considers proposals for alleviating and resolving problems and their implications. Prerequisite: SOC 211 or permission of the instructor. Once annually.
- ANTH 374 Research Seminar In Anth 3.00**  
Investigates how to research, write, and present a substantive anthropological project. Each student will work on an individualized project by developing a research design, performing background research, collecting and analyzing data, and writing a formal paper that will be presented in class. Prerequisite: Junior or Senior standing. Spring, alternate years
- ANTH 375 Archaeological Field Sch 9.00**  
Provides undergraduates with a practical and technical background in modern archaeological research. Includes an introduction to cultural contexts. Covers all phases of field investigation, including site reconnaissance, site survey and testing, site mapping, controlled excavation, specimen recovery techniques, and information recording procedures. Includes laboratory methods such as catalog and preservation procedures.
- ANTH 376 Adv Arch Field School 9.00**  
Provides students with additional training in archaeological field methods. Students obtain supervisory skills and experience in site interpretation and report writing. Students will also learn applied archaeological (Cultural Resources Management) field techniques. ANTH 376 is offered concurrently with ANTH 375. Prerequisite: ANTH 375.
- ANTH 380 Language and Culture 3.00**  
An introduction to linguistic anthropology. Focuses on the main areas of intersection between language and culture. Topics may include: animal communication systems; primate language studies; the evolution of language; linguistic diversity; linguistic relativity (a.k.a. the Sapir/Whorf Hypothesis); language endangerment and revival; nonverbal communication; linguistic field methods; ethnopoetics; sociolinguistics; language and identity; language and gender; and the ethnography of speaking. From an examination of such topics, students will learn to see how people use language to create and maintain their cultures, and to recognize the ways in which language itself influences human thought and behavior. No prerequisite. Offered as needed.
- ANTH 426 Special Topics in Biological Anthro & Archaeology 3.00**  
Focuses on a single topic of interest in Biological Anthropology and Archaeology. Course content varies. Topic will be announced in advance. Prerequisite: ANTH 211 or permission of instructor.
- ANTH 427 Special Topics In Cultural Anthropology 3.00**  
Focuses on a single topic of interest in cultural and/or linguistic anthropology. Course content varies. Topic will be announced in advance. Prerequisite: ANTH 211 or permission of instructor.
- ANTH 451 Qualitative Research Methods 3.00**  
Qualitative research seeks to integrate the lived experience with principles from the scientific method. This course is designed to provide an overview of qualitative research methods and techniques used for conducting sociological research such as case studies, nonobtrusive methods, participant observation, choices of observer status role, recording data, uses of technical equipment, key informants, interviewing techniques, and ethical considerations in employing such methods and procedures. The course examines the use of these methods and techniques in both academic and applied research. Prerequisite: SOC 211, SW 211 or SW 212.

<b>APT 120</b>	<b>Introduction to Industrial Technology</b> This course presents an overview of the careers that comprise the field of industrial technology and the primary process dominating U.S. manufacturing. Topical areas include: the concept of technology, overview of materials and manufacturing, network technology, electrical & electronics, robotics, energy technologies, electric utility technology, safety, and other topics that apply to industrial technology. Students will work hands-on in primary technology concentrations and get a first-hand look at area businesses that utilize the concentration offered within the program.	<b>3.00</b>	<b>APT 450</b>	<b>Aviation Law and Safety</b> This course is designed to include an explanation of the basic principles and is a technically comprehensive case study of the components that constitute the aerospace industry, philosophy of law, the origin of law, Constitutional law and its evolution, United States common law, legal research, aviation security, ownership, airmen, consumerism, manufacturer's liability, insurance, and airports and the proprietary function. Prerequisite: AVIP 139, 231, 233, 238.	<b>3.00</b>
<b>APT 250</b>	<b>Industrial Safety</b> This new course is an overview of industrial safety in business and industry. The course will cover aspects of safety incidents and associated costs, the recognition of industrial hazards, OSHA, and other safety issues pertinent to industrial organizations.	<b>3.00</b>	<b>APT 460</b>	<b>Crew Resource Management and Lab</b> This course is designed to include an explanation of the basic principles and is a technically comprehensive look into the theory and practice of crew resource management. In this course, the discovery that the human element can be the cause of aircraft accidents is determined, and a detailed examination of the reasons attributes and warnings can prevent such. This is a capstone course designed to develop a detailed understanding of the organizational behavior, interpersonal relationships skills, and other critical behavioral dynamics of professional flight crews. Prerequisite: AVIP 139, 231, 233, 238.	<b>3.00</b>
<b>APT 275</b>	<b>Aviation Training Coursework</b> Performance-oriented FAA required coursework and ground school. Analysis and training in aeronautics, air traffic control, flight theory, aviation weather, private pilot flight, aircraft systems, aircraft propulsion, commercial pilot flight I, and avionics.	<b>18.00</b>	<b>APT 470</b>	<b>Aviation Security and Policy</b> This course is designed to include and explanation of the basic principles and is a technically comprehensive study of the threats to national security as it pertains to aerospace. This course encompasses airport security, the Transportation Security Administration, air piracy, hijacking, prohibited articles, aircrew security procedures, terrorism, and prevention. This is a comprehensive reference that examines the persistent threats to aviation security that led up to the terrorist attacks of September 11th, describes subsequent terror plots against aviation assets, and explores U.S. efforts to counter and mitigate these threats. Prerequisite: AVIP 139, 231, 233, 238.	<b>3.00</b>
<b>APT 299</b>	<b>Applied Technology Field Training</b> Performance-oriented field training in technical fields using industrial machines and computers. Includes math and blueprint skills, sufficient to operate various complex machine, tooling or computer equipment. Analyzes and troubleshoots the problems of production. Emphasis is on developing student competency in equipment operation and troubleshooting. Credit only for students enrolled in the AAS-IT degree.	<b>18.00</b>	<b>APT 301</b>	<b>Issues in Applied Technology</b> This capstone course to the Associate of Applied Science in Industrial Technology degree will prepare students for the career opportunities that exist upon graduation. Students will apply extensive technical writing and oral presentations to practical applications that exist in the workplace. Research in the field of industrial technology will take place, along with research into career development and job procurement. Problem solving activities related to industrial situations will be presented and analyzed, as well as current topics in industrial technology. Offered Each semester.	<b>3.00</b>
<b>APT 330</b>	<b>Turbine Engine Theory</b> This course is designed to include an explanation of the basic principles and is a technically comprehensive study of the components that constitute a gas turbine aero-engine and examines each part's design and function in practice. Prerequisite: AVIP 139, 231, 233, 238.	<b>3.00</b>	<b>ART 121</b>	<b>Foundation Drawing</b> Develops the drawing skills of students. Emphasizes observation, analysis, basic pictorial composition, and spatial organization. Students draw primarily from direct observation, exploring a variety of drawing media, processes, and attitudes. Required of all art majors. Each semester.	<b>3.00</b>
<b>APT 340</b>	<b>Applied Aircraft Transport Category Systems</b> This course is designed to include an explanation of the basic principles and is a technically comprehensive study of the components that constitute the aerospace industry, historical perspectives, regulators and associations, the general aviation industry, the airline industry, economic interests of the airlines, airline management, forecasting methods, airline passenger marketing, pricing demand and output determination. Prerequisite: AVIP 139, 231, 233, 238.	<b>3.00</b>	<b>ART 124</b>	<b>Digital Art Foundations</b> This course will introduce students to basic computer software and hardware related to the creation, documentation, and presentation of art. The course looks at digital media as an investigative and creative tool in art and design, and as a method of communication. Topics and programs covered include, but are not limited to, digital photography, scanning, Photoshop, and PowerPoint. Fall and Spring semesters annually	<b>3.00</b>
<b>APT 375</b>	<b>Advanced Aviation Training Coursework</b> Advanced standing performance-oriented FAA required coursework/ground school. Advanced analysis and training in instrument flight theory, instrument pilot flight, commercial pilot flight II & III, commercial pilot theory, aviation law, applied flight dynamics, instructor theory & flight airplane, flight instruction instrument, crew resources management, human factors & physiology of flight, multi-engine pilot flight, aviation security & policy, and turbine engine theory & lab.	<b>18.00</b>	<b>ART 125</b>	<b>Color And Design</b> A study of two-dimensional design concepts and their applications. Emphasizes the principles and elements of design. Required of all art majors. Fall Semester and on demand.	<b>3.00</b>
<b>APT 376</b>	<b>Principles of Airport Facilities Management</b> Introduction to the many functions that are involved in the operation and management of an airport. Includes an analysis of the development of the airport-airway system, airport legislation, airport planning and airport operations.	<b>3.00</b>	<b>ART 126</b>	<b>3-D Design</b> Explores three-dimensional design forms to gain a deeper understanding of the elements and principles of design. Required of all art majors. Spring Semester.	<b>3.00</b>
<b>APT 399</b>	<b>Applied Technology Advanced Field Training</b> Advanced standing performance-oriented field training in technical fields using industrial machines, computers and aviation specific applications. Advanced analysis and troubleshooting in specific industrial technology concentration areas. Safety, handling techniques, advanced process and procedure, quality management, advanced manufacturing, and leadership-level analytical implementation. Prerequisite: Junior level and above. Offered each semester.	<b>18.00</b>	<b>ART 139</b>	<b>Introduction to Arts Management</b> Introduces the varied and diverse responsibilities of arts managers. Topics include arts management history and philosophy, arts leadership, arts organizations and organizational design, strategic planning and decision making, financial and fund raising practices, human resources and labor, marketing and client/artist relations as it pertains to the arts, arts and entertainment law, and career development. Offered annually.	<b>3.00</b>
			<b>ART 218</b>	<b>Intro To Hist Of Photography</b> Surveys the history of photography from 1827 to the present. Developments in photographic processes, styles and movements in photography, and the work of individual photographers will be covered. This class is aimed at art students and also at students from a variety of disciplines who are interested in art, history, or modes of visual representation.	<b>3.00</b>
			<b>ART 222</b>	<b>Drawing Concepts</b> Continues exploration of a variety of drawing media and techniques in order to solve more complex pictorial and spatial problems. Encourages development of individualized responses. Prerequisites: ART 121. Each semester.	<b>3.00</b>

- ART 223 Figure Drawing II 3.00**  
Continues exploring the figure and its expressive potential. In-depth analysis of anatomy, including musculature and surface features. Expanded media and problem solving. Offered concurrently with ART 122. Prerequisites: ART 121, 122. Spring Semester.
- ART 224 Figure Drawing I 3.00**  
Develops students' knowledge of human anatomy. Emphasizes an intuitive approach to recording the figure. Students work directly from the skeleton and models, analyzing the figure, and exploring a variety of media and pictorial problems. Required of all art majors. Spring Semester.
- ART 228 Intro to Jewelry 3.00**  
This course provides initial experiences in and an overview of traditional and contemporary jewelry design, materials, forming, fabricating, and surfacing processes and techniques against a background of contemporary and historical applications.
- ART 230 Intro to Ceramics 3.00**  
This course provides initial experiences in traditional hand building and wheel forming techniques and an introduction to and overview of ceramic technology and processes against a background of contemporary and historical developments and applications.
- ART 250 Introduction to Graphic Design 3.00**  
Introduces graphic design, typography, and computer graphic modes and functions. Focuses on state-of-the-art industry software and creativity. Each semester.
- ART 260 Intro to Painting 3.00**  
Introduction to oil painting. Students explore basic materials and techniques of painting. Stresses fundamentals of pictorial organization and visual expression; includes introduction to Contemporary and Art Historical painting. Offered each semester.
- ART 270 Introduction to Printmaking 3.00**  
This course provides an introduction to the history, theory, and practice of printmaking. Through group and individual projects, demonstrations, lectures, and readings, students will learn several traditional printmaking techniques, and they will gain an understanding of printmaking history as well as critical theory that surrounds the medium.
- ART 280 Introduction to Sculpture 3.00**  
This course introduces students to a variety of sculptural materials, methods, and concepts as a viable contemporary practice. This course concentrates on the basics of sculptural form building, with an emphasis on spatial awareness and problem solving.
- ART 300 Special Topics 3.00**  
Topics of interest in various areas of art. The instructor selects the format. Offered when faculty available.
- ART 301 Intro to Museum and Gallery Studies with Field Trips 3.00**  
This course introduces students to contemporary and historical art, first hand, through visits to museums and galleries in Pittsburgh or other nearby areas such as Buffalo and Cleveland. The course will expose students to art ranging from the conventional to the experimental and will also provide the students with an introduction to the vibrant art scene in Pittsburgh and surrounding areas. Appropriate for both art majors and non-majors.
- ART 330 Intermediate Ceramics 3.00**  
This course facilitates the refinement of hand building techniques and throwing skills in conjunction with formal and conceptual considerations. Clay body formulation and glaze calculation, development and testing are introduced while experience is gained in firing various kiln types. Emphasis is placed on continuing aesthetic and technical development and the ability to critically evaluate an individualized approach to form function and content. Prerequisite: ART 230. Fall and Spring annually
- ART 339 Technology in Arts Management 3.00**  
This course will explore foundational experiences with digital tools and resources used by arts organizations to gather, manage, manipulate and present data; to effectively work with media professionals in advertising, public relations and strategic communication to attract audiences and to plan, promote and publicize events. The legal, ethical and responsible use of digital information including privacy, intellectual property and copyright is emphasized. Additionally, students will explore career and professional development and digital resources used by arts managers to perform management functions. Offered annually.
- ART 350 Intrm Graphic Des I - Typgr 3.00**  
Continues exploring layout, typography, and computer graphics. Students build on the skills and knowledge acquired from Introduction to Graphic Design to produce a professional portfolio. Emphasizes advanced computer software techniques and typography. Prerequisite: ART 250 Introduction to Graphic Design. Fall semester annually
- ART 351 Intermediate Graphic Design II 3.00**  
This course incorporates all previous knowledge acquired in Introduction to Graphic Design and Graphic Design I - Typography. Coursework is based on student-initiated projects, independent research, and professional development. Students are expected to be self-motivated and capable of working in an interdisciplinary and mature fashion. Prerequisite: ART 350 Graphic Design I - Typography. Spring semester annually
- ART 355 Illustration 3.00**  
Entry-level studio course introduces students to a variety of drawing and painting media. Industry standard computer software is also taught. Encourages utilization of the principles of design, creative problem-solving, and the integration of illustrations into media. Prerequisite: Sophomore standing. Spring semester annually
- ART 360 Intermediate Painting 3.00**  
Encourages integration of conceptual concerns and thematic focus in painting. Experimentation with subject and materials; working toward developing a personal aesthetic direction in relation to Contemporary art. Regular critiques and assignments. Prerequisite: ART 260. Each semester
- ART 370 Intermediate Printmaking 3.00**  
This course offers students the opportunity to discover the possibilities of print media as a viable contemporary practice. Students will explore ways that photographic, mechanical, and electronic tools have influenced both artistic production and the dissemination of art. Through group and individual projects, demonstrations, lectures, and readings, students will be asked to consider the varied potential of the two-dimensional multiple for visual communication. Screenprinting, photo-litho, photo-etching, and transfer/copier processes are introduced. Prerequisite: ART 124, ART 270. Spring semester annually
- ART 380 Intermediate Sculpture 3.00**  
This course introduces students to a variety of sculptural materials, methods, and concepts as a viable contemporary practice. Coursework and projects produced are self-governed with a strong focus on artistic value, conceptual clarity, and cultural and art historical contexts. Through group and individual projects, demonstrations, lectures, and readings, students will be asked to consider the varied potentials of sculptural form. Prerequisite: ART 126, ART 280. Fall or Spring semester annually
- ART 426 Senior Drawing 3.00**  
Capstone course allows students concentrating in drawing to develop their work for the B.F.A. exhibit. Offered concurrently with other drawing courses. Prerequisites: ART 424 and 425. Each semester.
- ART 431 Advanced Ceramics 3.00**  
This course facilitates the development self-directed research and explorations, focusing on the creation and refinement of a cohesive body of work reflecting an individualized aesthetic based on the technical competency to actualize, the critical insight to evaluate, the verbal and writing skills to articulate, and the facility to professionally exhibit and document. Prerequisite: 6 Cr. Hr. of ART 330 - Intermediate Ceramics. Fall and Spring semester annually
- ART 451 Advanced Graphic Design 3.00**  
This course incorporates all previous knowledge acquired in Introduction to Graphic Design and Graphic Design I - Typography and Graphic Design II - Photography. Coursework is based on student-initiated projects, independent research, and professional development. Students are expected to be self-motivated and capable of working in an interdisciplinary and mature fashion. The goal is a professional digital and hard-copy portfolio. Prerequisite: ART 351 Graphic Design II - Photography. Fall and Spring semester annually
- ART 452 Advanced Illustration 3.00**  
Advanced studio course using a variety of drawing and painting media and industry standard computer software. Encourages use of the principles of design, creative problem-solving, and the integration of illustrations into media to create a professional portfolio. Prerequisite: ART 355 - Illustration. Spring semester annually

<b>ART 461</b>	<b>Advanced Painting</b> Integrating conceptual concerns and thematic focus in painting and working toward developing a personal aesthetic direction in relation to Contemporary art in preparation for BFA Exhibition. Regular critiques and assignments. Prerequisite: ART 360. Each semester	<b>3.00</b>		
<b>ART 471</b>	<b>Advanced Printmaking</b> This course offers students the opportunity to further explore the possibilities of print media as a viable contemporary practice. Coursework is based on student-initiated projects, independent research, and professional development. Students are expected to be self-motivated and capable of working in an interdisciplinary and mature fashion. Prerequisite: Permission of Instructor. On demand.	<b>3.00</b>		
<b>ART 481</b>	<b>Advanced Sculpture</b> This course offers students the opportunity to expand upon a variety of sculptural materials, methods, and concepts as a viable contemporary practice. Coursework and projects produced are self-governed, and should focus on artistic value, conceptual clarity, and cultural and art historical contexts. Prerequisite: Permission of Instructor. Fall or Spring semester annually	<b>3.00</b>		
<b>ART 491</b>	<b>Senior Seminar</b> This course involves preparation, research, proposal development, and studio exploration for the senior B.F.A. exhibition requirement or B.A. capstone project. Students will have the opportunity to present their research and artwork for discussion and critique in a group environment. Focus will be placed on the preparation of a comprehensive portfolio, and forming a statement that incorporates the understanding one's work in relation to current works by mature artists. Prerequisite: The student must co-register with any 400-level studio class and Permission of Instructor. Fall semester annually	<b>3.00</b>		
<b>ARTH 110</b>	<b>Visual Arts</b> Introduces art appreciation. Deals with the form and content of art as well as the processes and products of art. Enriches the student's awareness and understanding of visual art forms. Each semester.	<b>3.00</b>		
<b>ARTH 111</b>	<b>Survey Of World Art</b> Surveys art and architecture from around the world in its cultural context. Spring semester annually	<b>3.00</b>		
<b>ARTH 216</b>	<b>Women in Art</b> Explores the achievements of women artists; images of women in art; the role of women in art history, theory, and criticism; and the museum and gallery environment as they relate to women. Offered on demand.	<b>3.00</b>		
<b>ARTH 217</b>	<b>Intro to Latin American Art</b> An introduction to selected art traditions in the Spanish and Portuguese and French-speaking western hemisphere, including ancient, medieval, and contemporary examples. Contributions of native African, European, and other cultures will be considered.	<b>3.00</b>		
<b>ARTH 300</b>	<b>Special Topics in Art Hist</b> Topics of interest in various areas of art history. The instructor selects the format. Prerequisite: Sophomore standing. Offered on demand	<b>3.00</b>		
<b>ARTH 312</b>	<b>Italian Renaissance Art</b> Surveys the art and architecture of the Italian Renaissance from the Italo-Byzantine style to the advent of the Baroque. Prerequisite: None, but ARTH 212 suggested. Offered alternate fall semesters or on demand.	<b>3.00</b>		
<b>ARTH 313</b>	<b>19th Century Art</b> Surveys the art and architecture of Europe and America in the 19th century from Romanticism through Art Nouveau. Prerequisite: None, but ARTH 212 is suggested. Offered alternate fall semesters or on demand.	<b>3.00</b>		
<b>ARTH 314</b>	<b>20th Century Art</b> Surveys the art and architecture of Europe and America in the 20th century, its historical and cultural context, and the development of modernism and postmodernism. Offered spring semester, biannually and on demand.	<b>3.00</b>		
<b>ARTH 315</b>	<b>Asian Art</b> Surveys the arts of South, Southeast, and East Asia. Examines aspects of the culture and history of Asia with an emphasis on the arts historical and social context. Prerequisites: Sophomore standing.	<b>3.00</b>		
<b>ARTH 317</b>	<b>Art/Arch of Ancient Greece</b> Explores the visual art and architecture of the ancient Aegean world, including the Cycladic cultures, the Minoans and	<b>3.00</b>		
				Mycenaeans, and particularly Archaic, Classical, and Hellenistic Greece. Includes consideration of the cultural context of the art and basic principles of ancient archaeology.
<b>ARTH 411</b>	<b>Modernism: Art 1850 - 1950</b> Surveys art and architecture of Europe and the United States between 1850 and 1950, its historical and cultural context, and its connection to concepts of modernity. Prerequisite: Sophomore standing. Fall semester, every two years	<b>3.00</b>		
<b>ARTH 412</b>	<b>Changing Times: Art of the 60's</b> Surveys the art of the sixties, its historical and cultural context. Prerequisite: Sophomore standing. Spring semester every two years	<b>3.00</b>		
<b>ARTH 414</b>	<b>Topics in Contemporary Art</b> This course introduces contemporary art and theory. It covers art and artists from the 1960s to the present. This class deals with conceptual issues facing today's artists and introduces the main currents in contemporary critical theory. It is aimed at students who: 1) have a strong interest in contemporary art; 2) are interested in recent critical theory and its applications in visual art; 3) are artists or other students in the humanities planning to attend graduate school.	<b>3.00</b>		
<b>BCHM 453</b>	<b>Biochemistry</b> 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.	<b>3.00</b>		
<b>BCHM 454</b>	<b>Biochemistry II</b> 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.	<b>3.00</b>		
<b>BCHM 463</b>	<b>Biochem Lab</b> 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.	<b>1.00</b>		
<b>BIOL 105</b>	<b>Freshman Biology Seminar</b> This seminar is intended for new freshmen planning to major in any area of Biology. This course will enable students to (1) explore and understand various majors, minors, curricula, and career options in Biology; (2) become familiar with Biology Department faculty, research interests and opportunities; (3) identify and /or utilize department, campus and community resources that will enhance their academic program; and (4) develop and apply strategies to facilitate the learning process. Restricted to Biology majors.	<b>1.00</b>		
<b>BIOL 111</b>	<b>Basic Biology</b> Deals with the principles of biology. Includes cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and people's interrelationship with their biological environment. Briefly reviews the classification of plants and animals. Credit not to be applied toward biology major. Each semester.	<b>3.00</b>		
<b>BIOL 130</b>	<b>Are Bacteria Your Best Friend or Worst Enemy?</b> Your body is composed of 10 times more bacterial cells than human cells. Are you interested in finding out why these microorganisms are integral to your very existence? On the other hand, how can bacteria help you while also making you sick enough to miss class? Bacteria are essential to all life's processes but they are also responsible for the death of millions of people every year. In this course you will investigate the good, the bad, and the ugly in regards to the effects of bacteria on the human body. You will learn how to use scientific research and data to demystify common myths and misconceptions regarding bacteria in health and disease. You will debate both whether bacteria are indeed your best friend or your worst enemy. Emphasis will be on the exploration of scientific literature, discussion, evaluation of news articles, and presentation of information. Students will develop key	<b>3.00</b>		

skills in information literacy, critical thinking, and team work. The seminar-style format of this course emphasizes student engagement and learning through collaboration, with a focus on both small-group and whole-class discussion and projects.

<b>BIOL 155</b>	<b>Prin of Biology I</b>	<b>3.00</b>	Introduces fundamental concepts of biology focusing on the characteristics of living things, cell function, biological information, storage and retrieval, and organismal structure and function. Presents concepts in the context of current evolutionary theory. Three hours lecture weekly. For biology majors. All science and science education majors and biology minors must concurrently register for BIOL 165
<b>BIOL 156</b>	<b>Prin of Biology II</b>	<b>3.00</b>	Introduces fundamental concepts of biology focusing on organismal structure and function, adaptation, behavior, and ecology in the context of current evolutionary theory. Three hours lecture weekly. For biology majors. All science and science education majors and biology minors must concurrently register for BIOL 166. Spring, annually.
<b>BIOL 165</b>	<b>Prin of Biology I Lab</b>	<b>1.00</b>	Laboratory exercises augment and integrate course material emphasized in BIOL 155. Three hours laboratory weekly. For biology majors. Must be taken concurrently with BIOL 155 unless it is being repeated. Fall, annually.
<b>BIOL 166</b>	<b>Prin of Biology II Lab</b>	<b>1.00</b>	Laboratory exercises augment and integrate course material emphasized in BIOL 156. Three hours laboratory weekly. For biology majors. Must be taken concurrently with BIOL 156 unless it is being repeated. Spring, annually.
<b>BIOL 201</b>	<b>Genetics</b>	<b>3.00</b>	A study of the principles of inheritance in plants and animals, including humans. Topics include Mendelian genetics, linkage recombination, cytogenetics, and molecular genetics. Three lecture hours and one recitation hour weekly. Prerequisites: Completion of BIOL 155, 156, 165, and 166, with a grade of a C or better or permission of instructor. Fall and Spring, annually.
<b>BIOL 202</b>	<b>Principles of Ecology</b>	<b>3.00</b>	Examines the interaction of organisms and their biotic and abiotic environment, population dynamics and interactions, community structure and function, and ecosystem energetics and biogeochemistry. Two lecture and three laboratory hours weekly. Prerequisites: Completion of BIOL 155, 156, 165 and 166 with a grade of C or better, or permission of instructor. Fall and Spring, annually.
<b>BIOL 203</b>	<b>Cell Biology</b>	<b>3.00</b>	Examines structure, biochemistry, and function of plant and animal cells. Three lecture and two laboratory hours weekly. Prerequisites: BIOL 155, 156, 165, 166, CHEM 151 or 153, 161 or 163, 152 or 154, 162 or 164, all with a C or better or by permission of instructor. Offered each semester.
<b>BIOL 211</b>	<b>Environmental Science and Sustainability</b>	<b>3.00</b>	Humans are changing the global environment in profound ways but the consequences are not widely understood. This course will examine current environmental issues from a scientific perspective and explore how science can be best used to shape sound environmental law and regulation, public lands, types and sources of air and water pollution, and other environmental issues of current interest. Environmental issues of local and regional importance will be emphasized. Three lecture hours weekly. Credit not to be applied toward a biology major.
<b>BIOL 224</b>	<b>Human Biology</b>	<b>3.00</b>	This course focuses on the biology of the human organism. Recent scientific and medical advances as they relate to the development of public policy are interwoven through topics covered. The biology of our aging human population including issues such as infection, autoimmunity, cancer, as well as respiratory, cardiovascular, and urinary system decline, will be discussed. Credit not to be applied toward a biology major or biology education certification. Annually.
<b>BIOL 251</b>	<b>Human Anatomy &amp; Physiology I</b>	<b>3.00</b>	Analyzes the normal structure of the human body and how it functions. Focuses on skeletal, muscular, nervous, sensory, endocrine, and reproductive systems and their interrelationships. Three lecture hours weekly. Offered fall, annually.
<b>BIOL 252</b>	<b>Human Anatomy &amp; Physiology II</b>	<b>3.00</b>	Continuation of BIOL 251, Anatomy and Physiology I. Includes the integumentary, immune, circulatory, respiratory, urinary and digestive systems and their interrelationships. Three lecture hours weekly. Prerequisite: Biol 251 or permission of Instructor. Offered spring, annually.
<b>BIOL 260</b>	<b>Microbiology</b>	<b>3.00</b>	Examines microorganisms, including viruses, bacteria, fungi, and protozoa, emphasizing those associated with human health and disease. Considers immunity and resistance to infectious diseases and to their epidemiological and public health aspects. Laboratory emphasizes pathogenic bacteria and the bacteriological and microscopic techniques. Two lecture and three laboratory hours weekly. Not for biology majors. Pittsburgh Campus, annually.
<b>BIOL 261</b>	<b>Human Anatomy &amp; Physiology I Lab</b>	<b>1.00</b>	Laboratory exercises augment and integrate course material emphasized in BIOL 251 with emphasis on anatomy and select physiology activities. Focuses on skeletal, muscular, nervous, sensory, endocrine, and reproductive systems. Two laboratory hours weekly. Must be taken concurrently with BIOL 251 unless it is being repeated. Offered fall, annually.
<b>BIOL 262</b>	<b>Human Anatomy &amp; Physiology II Lab</b>	<b>1.00</b>	Laboratory exercises augment and integrate course material emphasized in BIOL 252, and continuation of BIOL 261. Focuses on integumentary, immune, circulatory, respiratory, urinary, and digestive systems. Two laboratory hours weekly. Must be taken concurrently with BIOL 252 unless it is being repeated. Offered spring, annually.
<b>BIOL 305</b>	<b>Vertebrate Zoology</b>	<b>3.00</b>	Surveys the biology and classification of vertebrate animals. Covers trends of in vertebrate evolution and compares the resulting morphological and niche diversity. Two lecture and three laboratory hours weekly. Prerequisites: Completion of two semesters of Introductory Biology. Offered alternate years.
<b>BIOL 306</b>	<b>General Botany</b>	<b>3.00</b>	A survey of the structure, function and diversity of non-vascular and vascular plants from an evolutionary perspective. Topics will include structure, function, organization and evolution of plant cells and tissues, photosynthesis and nutrition, water uptake and balance, hormonal control of growth, reproduction and dispersal, and classification and systematics. Two lecture and three laboratory hours weekly. Prerequisite: BIOL 155, 156, 165, 166 or equivalent courses.
<b>BIOL 307</b>	<b>General Mycology</b>	<b>3.00</b>	A survey of Kingdom Fungi, with particular emphasis on the mushrooms, molds, yeasts, smuts, rusts and slime molds. Topics include the morphology, physiology, biochemistry, systematics, ecology and evolution of fungi. Laboratory stresses identification of higher fungi, laboratory techniques and field mycology. Two lecture and three laboratory hours weekly. Prerequisite: Completion of BIOL 155 and BIOL 156 or permission of instructor. Fall, alternate years
<b>BIOL 341</b>	<b>General Microbiology</b>	<b>4.00</b>	A study of microorganisms, including bacteria, viruses, fungi. Extensive laboratory work includes isolation, staining, culturing, and identification of microorganisms. Examine prokaryotic cell architecture, microbial physiology, methods or controlling the growth of microbes, microbial genetics, medical microbiology, and applied and environmental microbiology. Two lecture periods and two laboratory periods weekly. Prerequisites: BIOL 155, 156, 165, 166 and BIOL 201 or 202, CHEM 151 or 153, 161 or 163, 152 or 154, 162 or 164, all with a C or better. Or Permission of Instructor. Each semester.
<b>BIOL 370</b>	<b>Systems Neuroscience</b>	<b>3.00</b>	This course provides a comprehensive overview of the brain and its systems covering relevant anatomy, system-level physiology, neurological conditions, and research techniques. Topics covered include action potentials and neurotransmission, neural circuits, somatosensation, motor function, visual system, olfactory system, auditory and vestibular systems, sleep and circadian rhythms, learning and memory, motivation and reward, and emotional processing. Three lecture hours and one recitation hour weekly. Prerequisites: Completion of BIOL 155, 156, 165, 166, and 203 with a grade of C or better. Offered spring semester, odd numbered years.

<b>BIOL 375</b>	<b>Herpetology</b> Students will study the ecology and evolution of amphibians and reptiles. Topics to be studied include behavior, morphology, physiology, taxonomic diversity, systematic practice, evolutionary biology, and conservation biology. Course includes a substantial field component. Taught summer session, Pymatuning Laboratory of Ecology. Prerequisite: BIOL 202	<b>3.00</b>	<b>BIOL 411</b>	<b>Wildlife Ecology &amp; Mgmt</b> An in-depth approach to the ecology and management of wildlife species - birds, mammals, amphibians and reptiles - at scales ranging from populations to landscapes. Lecture and discussion will focus on current topics in wildlife ecology and management such as the dynamics of exploited populations, non-game wildlife, population regulation by predators, parasites, and diseases, habitat evaluation and management, and restoration of wildlife populations. Laboratory will emphasize descriptive and investigative studies of wildlife in local ecosystems. Two lecture and three laboratory hours weekly. Prerequisite: BIOL 202 or equivalent. BIOL 305 desirable.	<b>3.00</b>
<b>BIOL 382</b>	<b>Evolution</b> Analyzes evolution and its links with other areas of biology. Includes the history of evolutionary thought, species concepts and speciation processes, phylogenetic patterns and their reconstruction, diversity of life, and the mechanisms of evolution. Satisfies the second value flags of the university general education requirements. Three lecture hours weekly. Prerequisites: Completion of two semesters of introductory biology or permission of the instructor.	<b>3.00</b>	<b>BIOL 425</b>	<b>Fisheries Biology</b> Examines ecology of fish populations, including taxonomy identification, age and growth, population estimation and analysis, food habits, management, and environmental requirements. Emphasizes data analysis and application of microcomputers in fisheries work. Two lecture and three hours of laboratory or field work weekly. Prerequisites: Completion of a course in ecology or permission of instructor and PA fishing license required. Alternate years.	<b>3.00</b>
<b>BIOL 400</b>	<b>Special Topics</b> Advanced topics in various areas of biology. The professor selects a format most suitable to the study. May be offered on request of students, subject to staff availability. Enrollment by consent of the instructor. On demand.	<b>6.00</b>	<b>BIOL 427</b>	<b>Field Botany</b> Field-based course emphasizing the identification and natural history of common vascular plants native to western Pennsylvania and methods used to study them. Course will be taught at a time when the spring flora is conspicuous. Spring, alternate years.	<b>3.00</b>
<b>BIOL 402</b>	<b>Biometry</b> Intro to the collection, analysis, and presentation of biological data. Fundamental aspects of designing and executing descriptive and experimental studies emphasizing biological research. Stresses applications to undergraduate and graduate research in progress in the Department of Biology. Three lecture hours per week. Spring, alternate years.	<b>3.00</b>	<b>BIOL 428</b>	<b>Ornithology</b> Deals with the biology of birds. Lectures cover topics such as classification; internal and external adaptations for flight, migration, nesting, feeding habits, behavior, ecology, and physiology. Two lectures and three laboratory or field trip hours per week. Prerequisite: Junior or higher standing in biology or permission from the instructor. Spring, even numbered years.	<b>3.00</b>
<b>BIOL 405</b>	<b>Ecological Applications</b> Case history approach to the analysis and possible resolution of both terrestrial and aquatic environmental problems. Students analyze problems from a number of perspectives, including the biological, in an assessment of the problem. Incorporates sample design, cost considerations, data collection, and analysis into the assessment. Overall assessment of problems and possible resolutions will be conveyed both orally and in a written format. Intended as a capstone for students in the Applied Ecology Program, but appropriate for other students who meet prerequisites. Satisfies the writing intensive and second values flags of the university general education requirements. Prerequisites: BIOL 202 or permission of the instructor, BIOL 493 and 494 are recommended. Spring, alternate years.	<b>3.00</b>	<b>BIOL 430</b>	<b>Biology Of Cancer</b> This course presents an in depth overview of both the scientific and clinical aspects of cancer with an emphasis on the cellular, molecular, and genetic models of cancer development in humans. Topics include: cancer epidemiology, biochemical processes of malignant process, TNM classification, modern advances in tumor biology and molecular biology including the effects of a variety of agents (chemical, radiation, viruses, and oncogenes) that cause human cancer. Furthermore, the course examines the major types of cancer as well as present methods of cancer prevention and treatment. Three lecture hours weekly. Prerequisite: BIOL 201 and BIOL 203. Fall, alternate years.	<b>3.00</b>
<b>BIOL 406</b>	<b>Cell Culture and Tissue Engineering</b> Focuses on the theory and practice of growing primary cells and cancer cell lines, and the engineering of tissues in culture. Students also learn the theory and practice of quality control procedures and long term storage of mammalian cultured cells and tissues. Newer advances in stem cell isolation, differentiation, and tissue banking will also be covered. 2 lecture hours daily, 3 laboratory hours daily; offered summer 1 alternate years. Prerequisite: BIOL 203 or permission of instructor.	<b>3.00</b>	<b>BIOL 444</b>	<b>Immunology</b> Study of the mammalian immune system. The course will focus on the parts of the system and how they function together to produce the varied and complex regulated responses that provide innate and adaptive immunity. The course will also incorporate case studies involving dysfunction and pathophysiology of the immune system. Since this course is required for medical technology majors, essential laboratory principles and skills involving microscopy (light and fluorescence), ultraviolet and visible spectroscopy, affinity chromatography, mammalian virus culture, enzyme linked immunosorbent assay, electrophoresis and blotting are presented. Three lecture hours weekly and three laboratory hours weekly. Prerequisites: BIOL 201, 203, 341; CHEM 251, 261, 252, and 262, all with a C or better. Spring annually.	<b>4.00</b>
<b>BIOL 407</b>	<b>Advances in Manipulation of Cell Fate</b> Focuses on highly technical laboratory training in the methods to change cells outside the body. Manipulated cells can then be re-introduced to the body as therapies or used alternatively in various experimental applications. Isolation of particular cell types, fusion of two different cell types to obtain a desired hybrid, dedifferentiation into stem-like cells and re-differentiation into new cell types are the three projects the students undertake in the course. The results obtained will be examined for intellectual property development potential. 2 lecture hours and 3 laboratory hours daily; offered in Summer 1 only, alternating years. Prerequisite: BIOL 203 or permission of instructor.	<b>3.00</b>	<b>BIOL 445</b>	<b>Molecular Mechanisms of Microbial Pathogenesis</b> Examines mechanisms of pathogenicity utilized by bacteria, viruses and eukaryotic microorganisms at the molecular level. Topics include the mechanics of bacterial secretion systems, specialized extracellular structures, toxins, host-pathogen interactions, horizontal gene transfer, intracellular pathogens, viral replication, viral pathogenesis, viral genetics and mechanisms of anti-microbial action. Three lecture hours weekly. Prerequisite: BIOL 203 and BIOL 341 at a grade C or above.	<b>3.00</b>
<b>BIOL 410</b>	<b>Field Meth in Environ Biol</b> A field-based course designed to give students hands-on experience in the various methods needed in environmental studies. The course will focus on the environmental assessment of terrestrial and aquatic habitats and the impacts of perturbations on flora, fauna, and natural landscapes. Summer, on demand.	<b>3.00</b>	<b>BIOL 446</b>	<b>Pathogenic Microbiol</b> Study of the infectious agents of mammals and the diseases that result from infection by these agents. The course will focus on bacterial agents, their diagnosis and treatment. The laboratory portion of the course incorporates experiential learning of diagnostic procedures and case studies involving	<b>4.00</b>
<b>BIOL 410</b>	<b>Field Meth in Environ Biol</b> A field-based course designed to give students hands-on experience in the various methods needed in environmental studies. The course will focus on the environmental assessment of terrestrial and aquatic habitats and the impacts of perturbations on flora, fauna, and natural landscapes. Summer, on demand.	<b>3.00</b>			

examples of pathogenic organisms. Three lecture hours and three laboratory hours weekly. Prerequisites: BIOL 201, 203, 341; CHEM 251, 261, 252, and 262, all with a C or better. Fall annually.

- BIOL 450 Cell Physiology 4.00**  
Study of the regulatory processes that occur within the eukaryotic cell that govern homeostasis and allow for adaptive change. The course will focus on membrane biochemistry, transport, protein sorting, cell signaling, cytoskeletal nanomotors, and cell specialization. The laboratory portion of the course incorporates experiential learning of basic procedures that allow experimentalists to uncover the workings of the eukaryotic cell. Three lecture hours and three laboratory hours weekly. Prerequisites: BIOL 201, 203, 341; CHEM 251, 261, 252, and 262, all with a C or better. Spring annually.
- BIOL 451 Animal Physiology 3.00**  
Study of the comparative physiology of animals, including water and ion regulations, circulation, respiration, nutrition, nervous activity, endocrine functions, and responses to temperature, light, gasses, and pressure. Two lecture and three laboratory hours weekly. Prerequisites: BIOL 201, 203; CHEM 251, 261, 252, and 262, or permission of instructor.
- BIOL 455 Endocrinology 3.00**  
This course is designed to provide a broad overview of vertebrate endocrinology, which is the study of the endocrine system and hormone production. Hormones have a role in most physiologic functions, from energy availability to reproduction and behavior. Their signaling is complex and fascinating. In addition to the pituitary, thyroid, pancreas or reproductive organs, tissues including the heart, kidney, liver, skin, fat, bone and brain also have endocrine functions. This course will explore the anatomy, biochemistry and physiology of the endocrine systems and the pathophysiology of endocrine disorders. The course will also introduce principles of clinical diagnosis and management of endocrine abnormalities. Three lecture hours and two laboratory hours per week. Pre-requisite: BIOL 203 and also by permission of the instructor. Offered fall, alternate years.
- BIOL 456 Entomology 3.00**  
General study of insects, including structure, physiology, classification, economic importance, and ecology. Two lecture and three hours of laboratory or fieldwork weekly. Prerequisite: Completion of two semesters of introductory biology or permission of instructor. Alternate years.
- BIOL 460 Comp Vertebrate Anatomy 4.00**  
Traces the most important trends in the evolution of basic structures in vertebrate lines and conveys an appreciation of how the mammals came to possess the combination of characters that make this group unique. Three lectures and three laboratory hours weekly. Prerequisites: Two semesters of Intro Biology, or permission of instructor. Frequency: Alternate years
- BIOL 464 Developmental Biology 3.00**  
The course focuses on the major processes in multi-cellular development and embryogenesis as well as their underlying biochemical mechanisms. Throughout the semester, students will study various processes, such as cell differentiation, intra and inter-cellular induction, and organismal morphogenesis. The class will primarily focus on animal or vertebrate development. Though, invertebrate and plant models will also be examined. Prerequisites: BIOL 201 and BIOL 203. Offered fall, alternate years.
- BIOL 473 Freshwater Ecology 3.00**  
Field-oriented study of the physics, chemistry, and biology of standing and flowing inland waters. Prerequisite: Completion of two semesters of introductory biology or permission of instructor. Alternate years.
- BIOL 474 Marine and Freshwater Invertebrate 3.00**  
Examination of the ecological adaptations of aquatic invertebrates with emphasis on their adaptations and trophic relationships. Two lecture and three laboratory hours weekly. Prerequisite: Complete two semesters of Introductory Biology. Offered fall, alternate years.
- BIOL 475 Wetland Ecology 3.00**  
Wetlands are an important transitional habitat from terrestrial to aquatic systems. They provide services that are critical to the health and functioning of the ecosystem, but in many ways wetlands defy easy definition. This class will investigate the different types of wetlands, the properties that define

wetlands, the benefits they supply to the ecosystem and society, and the history and present status of ecosystem management. Taught summer session Prerequisite: BIOL 202

- BIOL 477 Forest Ecology 4.00**  
An in-depth approach to the structure, function and dynamics of forest ecosystems at multiple scales. Lecture and discussion will focus on current topics in forest ecology and management such as major forest types and climate, influence of physical factors like soils and hydrology on forest ecosystem function, the importance of disturbance, herbivores and pathogens in structuring forest ecosystems, and the concept and practice of sustainability in forest management. Laboratory emphasizes descriptive and investigative studies of local forest ecosystems. Two lecture and three laboratory hours weekly. Prerequisite: BIOL 202 or equivalent. BIOL 306 desirable. Fall, alternate years.
- BIOL 480 Quantitative Methods in Terrestrial Environmental Bio 3.00**  
This course will focus on the practical skills required to test hypotheses and solve problems in terrestrial ecosystems. Lecture will explore the quantitative and analytical methods most often used by environmental biologists, drawing liberally on applied examples. Students will learn the statistical and analytical principles that form the foundation for sound sampling programs and experiments. Laboratories will be aimed at gaining experience in the applications of these methods. There will be a strong focus on the proper use of field and laboratory equipment. We will explore methods used in terrestrial ecosystems, and we will emphasize the development of skills that are most often sought after by potential employers. Our local field sites offer a rich array of opportunities to use technology to better understand the environment, and this course will strive to focus on environmental issues of regional importance. Two lecture hours and three laboratory hours per week. Offered fall, alternate.
- BIOL 480 Quantitative Methods in Terrestrial Environmental Bio 3.00**  
This course will focus on the practical skills required to test hypotheses and solve problems in terrestrial ecosystems. Lecture will explore the quantitative and analytical methods most often used by environmental biologists, drawing liberally on applied examples. Students will learn the statistical and analytical principles that form the foundation for sound sampling programs and experiments. Laboratories will be aimed at gaining experience in the applications of these methods. There will be a strong focus on the proper use of field and laboratory equipment. We will explore methods used in terrestrial ecosystems, and we will emphasize the development of skills that are most often sought after by potential employers. Our local field sites offer a rich array of opportunities to use technology to better understand the environment, and this course will strive to focus on environmental issues of regional importance. Two lecture hours and three laboratory hours per week. Offered fall, alternate.
- BIOL 483 Molecular Biology 4.00**  
Study of the structural and functional relationships of the major biological macromolecules, emphasizing nucleic acid biology. Laboratory emphasizes current systems, methods, and applications of biotechnology, including recombinant DNA techniques. Two lecture and four laboratory hours weekly. Prerequisites: BIOL 201, 203, 341; CHEM 251, 261, 252, and 262, all with a C or better. Annually.
- BIOL 484 Quantitative Methods in Aquatic Environmental Biology 3.00**  
This course will focus on the practical skills required to test hypotheses and solve problems in the aquatic ecosystem. Lectures will explore the quantitative and analytical methods most often used by aquatic scientists, drawing liberally on applied examples. Students will learn the statistical and analytical principles that form the foundation for sound sampling programs and experiments. Laboratories will be aimed at gaining experience in the applications of these methods. There will be a strong focus on the proper use of field and laboratory equipment. We will explore methods used in the study of aquatic ecosystems, and we will emphasize the development of skills that are most often sought after by potential employers. Our local field sites offer a rich array of opportunities to use technology to better understand the environment, and this course will strive to focus on environmental issues of regional importance. Two lecture hours and three laboratory hours per week. Prerequisite: BIOL 156/166 and CHEM 154/164. Offered fall, alternate years.

<b>BIOL 485</b>	<b>Biotechnology</b> Advanced topics in the current systems, methods, and applications of nucleic acid and protein biotechnology. Two lecture and four laboratory hours weekly. Prerequisite: Completion of a course in molecular biology or permission of instructor. Annually.	<b>4.00</b>	
<b>BIOL 492</b>	<b>Animal Behavior</b> Study of the biological concepts of animal behavior. Investigates sensory receptors, internal mechanisms, genetics, learning and habituation, social organization, and communication. Lecture topics include techniques of observation and experiments in animal behavior. Three lecture hours weekly. Prerequisites: Completion of courses in principles of ecology and genetics or permission of instructor. Alternate years.	<b>3.00</b>	
<b>BIOL 493</b>	<b>Comm &amp; Ecosys Dynamics</b> In-depth approach to the structure, function, and dynamics of ecological systems at community, ecosystem, and landscape scales. Lecture and discussion focus on current topics such as niche theory, the regulation of community structure, food webs, ecological stability, diversity, succession, and energy and material cycles. Laboratory emphasizes field-based descriptive and investigative studies of local communities and ecosystems. Three hours lecture and three hours laboratory weekly. Prerequisites: Completion of a course in principles of ecology, basic statistics highly desirable, or permission of instructor. Fall, alternate years.	<b>4.00</b>	
<b>BIOL 494</b>	<b>Population Biology</b> Investigates the empirical, experimental, and theoretical aspects of the structure, growth, and evolution of biological populations. Takes a holistic approach to how population genetics and population ecology interact to produce observed population structure and dynamics. Two hours lecture/discussion and three laboratory hours weekly. Prerequisites: Completion of a course in principles of ecology and applied calculus or permission of instructor. Alternate years.	<b>3.00</b>	
<b>BIOL 495</b>	<b>Undergraduate Sem I</b> Extensive exposure to primary scientific research articles in their field of studies allows the students to critically assess modern experimental techniques and theories. Furthermore the students will practice critical thinking and communication skills required for professional scientists. Students will critique each seminar via written reviews as well as verbal discussions; focusing conclusion, and analysis of student presentations. Prerequisite: BIOL 201 and BIOL 203. Required for Molecular Biology/Biotechnology majors. Fall, annually.	<b>3.00</b>	
<b>BIOL 499</b>	<b>Undergrad Res in Biology</b> Gives upper-level undergraduate students an experience in biological research. Students identify problems for investigation and complete all phases of study, including writing a research report. Prerequisites: Second semester junior or senior standing with a 3.0 QPA overall, a 3.0 QPA in biology or the consent of the department. Limited to a total of four credits during undergraduate career. Students seeking approval for a BIOL 499 project must complete the BIOL 499 registration form securing signatures of the academic advisor and project director. BIOL 360 and 499 may not be used for the same project.	<b>4.00</b>	
<b>BSAD 237</b>	<b>Global Studies Travel Seminar</b> This seminar course is designed to give students an opportunity to travel internationally for a two week period to at least three centers of business and culture. The tour includes lectures and company or institutional visits. The third week will be used to summarize the visits and complete term projects. Students will need to pay for the cost of travel in addition to tuition expenses.	<b>3.00</b>	
<b>BSAD 437</b>	<b>International Business Seminar</b> Focuses on developing an understanding of the problems and opportunities faced by international organizations. In order to best achieve both micro and macro perspectives in the study of international aspects of the business, students visit businesses abroad for discussions with top-level executives. In addition to international travel, the students will meet with the instructor for a series of briefing and debriefing sessions. An additional three credits may be taken (for a total of six) on an individualized basis. Prerequisite: MGMT 320. Junior standing.	<b>6.00</b>	
<b>BSAD 490</b>	<b>Adm Decision Making</b> Requires students to synthesize what had been learned in the separate business fields and to utilize this knowledge in the analysis of complex problems. Emphasizes organizational	<b>3.00</b>	
	and industry research and its application to strategic decision making. Capstone course for a degree in business administration. Prerequisites: ACTG 252, ECON 212, ECON 221 or MATH 221, MGMT 320, MKTG 360, FIN 370, and senior standing. Each semester.		
<b>BSAD 491</b>	<b>Independent Study</b> Explores in depth a problem or area of business under the direction of a faculty member of the college. Prerequisites: 2.75 GPA and consent of both instructor and department head. Maximum credit granted in BSAD 491 is six credits.	<b>3.00</b>	
<b>BSAD 494</b>	<b>Bus Executive Lecture</b> Introduces students to successful business practices. Several prominent business men and women from the local area give a series of lectures concerning their business philosophies and practices. Assists students in bringing together knowledge attained from the business curriculum and suggesting practical applications of that knowledge. Prerequisite: MGMT 320.	<b>1.00</b>	
<b>CHEM 100</b>	<b>Prep for Chemistry</b> Emphasizes development of verbal, mathematical, and abstract reasoning skills, and a basic scientific vocabulary needed to more fully explore the science of chemistry. Designed for students who may not have sufficient background for college chemistry. Placement is restricted to freshman science majors or permission of the instructor.	<b>3.00</b>	
<b>CHEM 141</b>	<b>Freshman Seminar</b> Required of all freshman chemistry majors, this course provides an orientation to the university, to the faculty, and to the programs within the chemistry department including, among other topics, advisement, opportunities, curriculum and scheduling, faculty expectations, laboratory safety procedures, facilities, career options, professional societies. The academic component, involving common readings, assignments, discussions, and attendance at seminars, is part of the course requirements.	<b>1.00</b>	
<b>CHEM 145</b>	<b>Chemistry for Allied Health Sciences I</b> This course is the first semester of a two-semester sequence covering the main topics in general, organic, and biological chemistry as they relate to the health sciences field. Topics include atoms and molecules, chemical reactions, bonding, energy in chemical reactions, phases of matter, kinetics and equilibrium, acids and bases, nuclear chemistry, and an introduction to hydrocarbons and organic chemistry. Three hours lecture. Fall annually.	<b>3.00</b>	
<b>CHEM 146</b>	<b>Chemistry for Allied Sciences II</b> This course is the continuation of CHEM 145. CHEM 146 covers the principles of organic chemistry by functional groups plus the biochemistry of proteins, enzymes, carbohydrates, lipids, neurotransmitters and hormones. All topics are taught with an emphasis on health-related topics. Three hours lecture. Spring, annually.	<b>3.00</b>	
<b>CHEM 151</b>	<b>Chem Principles I</b> Explores atomic theory, gases, solids, liquids, chemical bonding, and molecular structure. Intended for chemistry program majors and co-op engineering students. CHEM 151 and 152 comprise the foundation for all subsequent courses in the major sequence. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 161). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 161. Three hours lecture. Fall annually.	<b>3.00</b>	
<b>CHEM 152</b>	<b>Chem Principles II</b> Includes second law, equilibrium, acids and bases, electrochemistry, kinetics, and coordination chemistry. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 162). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 162. Prerequisite: CHEM 151. Three hours lecture. Spring, annually.	<b>3.00</b>	
<b>CHEM 153</b>	<b>General Chemistry I</b> Initial course in the fundamental concepts of chemistry for students not majoring in chemistry; it can serve as a preparation for CHEM 251 or as a general education elective. Includes atomic theory and structure, stoichiometry, chemical bonding, and the physical states of matter. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 163). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 163. Prerequisite: C or better in MATH 110 or appropriate placement as determined by the Department of Chemistry, Mathematics, and Physics. Additionally, any student with credit for Math 131, 171, 232, 260, or 270 is also permitted to take CHEM 153. Three hours lecture. Offered each semester.	<b>3.00</b>	

<b>CHEM 154</b>	<b>General Chemistry II</b>	<b>3.00</b>	Continuation of CHEM 153. Includes a discussion of solutions, thermodynamics, equilibria, kinetics, acids and bases, and oxidation-reduction. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 164). Lecture may be repeated alone provided lab has been passed. Co-Prerequisite: CHEM 164. Prerequisite: CHEM 153. Three hours lecture. Spring, annually.		
<b>CHEM 161</b>	<b>Chem Prin I Lab</b>	<b>1.00</b>	Laboratory exercises to exemplify and augment the material in CHEM 151. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 151). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 151. Three hours laboratory. Fall, annually.		
<b>CHEM 162</b>	<b>Chem Principles II Lab</b>	<b>1.00</b>	Laboratory exercises to exemplify and augment the material in CHEM 152. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 152). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 152. Prerequisite: CHEM 161. Three hours laboratory. Spring, annually.		
<b>CHEM 163</b>	<b>General Chem I Lab</b>	<b>1.00</b>	Laboratory exercises to exemplify and augment the material in CHEM 153. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 153). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 153. Three hours laboratory. Fall, annually.		
<b>CHEM 164</b>	<b>General Chem II Lab</b>	<b>1.00</b>	Laboratory exercises to exemplify and augment the material in CHEM 154. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 154). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 154. Prerequisite: CHEM 163. Three hours laboratory. Spring, annually.		
<b>CHEM 205</b>	<b>Nutrition</b>	<b>3.00</b>	Introduces the basic principles of human nutrition. Explores the structure of proteins, fats, carbohydrates, vitamins, and minerals and their role in metabolism. Analyzes nutritional needs of various age groups, nutrition and disease, and recent research in nutritional problems. Prerequisite: PHSC 111, CHEM 145, CHEM 151, or CHEM 153.		
<b>CHEM 211</b>	<b>Science and Society</b>	<b>3.00</b>	Describes the process of science as an ongoing and continuously developing means of describing the natural world. Examines what science is and how it is done. Promotes science literacy. Emphasizes written and oral communication skills as well as the ability to understand important topics in science, along with the policy and ethical questions raised. Open to students in all academic areas.		
<b>CHEM 251</b>	<b>Organic Chem I</b>	<b>3.00</b>	Examines bonding, structure, stereochemistry, nomenclature, and the mechanisms of free radical substitution, nucleophilic substitution, electrophilic addition and electrophilic aromatic substitution. Emphasizes organic syntheses, reactions, and methods. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 261). Lecture may be repeated alone provided lab has been passed. Co/Prerequisites: CHEM 261. Prerequisite: CHEM 151,152 or 153, 154. Three hours lecture. Fall, annually.		
<b>CHEM 252</b>	<b>Organic Chem II</b>	<b>3.00</b>	Continuation of CHEM 251. A discussion of functional groups, their preparation and reactions. Emphasizes synthesis and mechanisms. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 262). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 262. Prerequisite: CHEM 251. Three hours lecture. Spring, annually.		
<b>CHEM 254</b>	<b>Intro Organic Chem</b>	<b>3.00</b>	Surveys the field of elementary organic chemistry, emphasizing nomenclature, simple reactions and mechanisms, and the structure of organic compounds, together with their relation to biology. Does not count toward the requirements for a major in chemistry and must be taken concurrently with CHEM 264 unless it is being repeated. Co/Prerequisite: CHEM 264. Prerequisite: CHEM 152 or 154. Three hours laboratory.		
<b>CHEM 257</b>	<b>Organic Spectroscopy</b>	<b>3.00</b>	Applies modern spectroscopic techniques to the determination of the structures of organic compounds. Discusses the techniques of infrared, nuclear magnetic resonance, and		mass spectroscopy, emphasizing their application toward the elucidation of structures of organic compounds. Presents necessary theoretical background and applications. Required of all chemistry majors. Prerequisites CHEM 252 or consent of instructor.
<b>CHEM 261</b>	<b>Organic Chem I Lab</b>	<b>1.00</b>	Consists of experiments using important techniques, natural product isolation, and synthesis using modern instrumental methods. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 251). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 251. Prerequisites: CHEM 162 or 164. Three hours laboratory. Fall, annually.		
<b>CHEM 262</b>	<b>Organic Chem II Lab</b>	<b>1.00</b>	Complex synthesis and organic qualitative analysis using modern instrumentation. Emphasizes the important spectroscopic methods of infrared and nuclear magnetic resonance spectroscopy and mass spectrometry. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 252). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 252. Prerequisite: CHEM 261. Three hours laboratory. Spring, annually.		
<b>CHEM 264</b>	<b>Intro Org Chem Lab</b>	<b>1.00</b>	Introduces important techniques, synthesis, and functional group analyses of organic compounds. Must be taken concurrently with CHEM 254 unless it is being repeated. Co/Prerequisite: CHEM 254. Prerequisite: CHEM 162 or 164. Three hours laboratory. Fall, annually.		
<b>CHEM 265</b>	<b>Inorganic Chemistry I</b>	<b>3.00</b>	Explores topics in contemporary inorganic chemistry. Special attention will be given to: atomic structure, bonding, group theory, molecular orbital theory and solid state chemistry, and chemistry of the main group. Prerequisite: CHEM 251 and Co-requisite: 266.		
<b>CHEM 266</b>	<b>Inorganic Chemistry Laboratory I</b>	<b>1.00</b>	Explores topics in contemporary inorganic chemistry. Students will use models and software to simulate, explain, and visualize chemical phenomena related to atomic structure, group theory, molecular orbital theory, and solid state structure. Students will be introduced to a range of laboratory techniques used in the synthesis, purification, and characterization inorganic compounds. Prerequisite: CHEM 261 and Corequisite: CHEM 265.		
<b>CHEM 270</b>	<b>Chemical Information</b>	<b>1.00</b>	Covers sources, organization, and the effective use of chemical information. Includes working safely with chemicals, regulatory agencies and their role in ensuring safety and environmental quality, and critical evaluation of scientific literature. Discusses aspects of both printed and computer-based chemical information sources. Problem assignments provide illustration and practice in effective searching of the chemical literature. Co-requisites: CHEM 251, 261. One hour lecture.		
<b>CHEM 271</b>	<b>Intro Inorganic Chem</b>	<b>2.00</b>	Introduces coordination and descriptive inorganic chemistry. Laboratory focuses on the properties and reaction chemistry of the elements and inorganic compounds. Prerequisite: CHEM 152/162. Fall, annually.		
<b>CHEM 311</b>	<b>Drugs: From Discovery To Mkt</b>	<b>3.00</b>	A study of the drug development and the pharmaceutical industry. The course will, follow the path that new drugs take from their discovery in the laboratory, through in vitro testing, clinical trials, to final Food and Drug Administration (FDA) approval and post-market surveillance. Attention will be paid to the role of the FDA, and ethical issues at every step along the path to market. Students will also examine drugs as molecules and how they function physiologically, as well as a look at the major in vivo targets of drugs. Prerequisite: PHSC 111 or BIOL 111 or equivalent. Spring annually.		
<b>CHEM 351</b>	<b>Intro Analytical Chem</b>	<b>3.00</b>	Explores the theory and applied techniques and instrumentation of analytical chemistry for majors in the allied health and other biological professions. Includes separation procedures and spectrophotometric, volumetric, and electroanalytical methods. Geared toward the analytical chemistry needs of the allied health and biological professions. Does not count toward the requirements for a major in chemistry. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 361). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 361. Prerequisite: CHEM 152 or 154. Three hours lecture.		

<b>CHEM 353</b>	<b>Analytical Chem I</b> Serves students both in chemistry and in related fields. Includes spectrophotometric and volumetric methods of chemical analysis. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 363). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 363. Prerequisite: CHEM 251. Three hours lecture. Fall, annually.	<b>3.00</b>	
<b>CHEM 354</b>	<b>Physical Chem I</b> Concerned primarily with the principles of thermodynamics. Discusses kinetics in the latter portion of the term. Applies the laws of thermodynamics to many problem-solving situations. Uses calculus heavily, and requires a basic familiarity with the handling of simple differentials and integrals. Kinetics is treated from experimental and mechanistic points of view. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 364). Lecture may be repeated alone provided lab has been passed. Co/Prerequisites: CHEM 364. Prerequisites: CHEM 152, 162; PH 252 or 259; MATH 271. Three hours lecture. Fall, annually.	<b>3.00</b>	
<b>CHEM 355</b>	<b>Physical Chemistry II</b> Develops both the classical wave formulation and the concept of operators as approaches to the study of quantum mechanics. Students solve simple one-electron problems. Extends groundwork to molecular problems. Examines spectroscopy in detail, particularly as a tool in the determination of molecular structures. Discusses powder and single-crystal X-ray diffraction techniques and investigates their use as research tools. Prerequisite: CHEM 152 & 162, PH 252 or 259, and MATH 271. Three hour lecture. Offered spring, annually.	<b>3.00</b>	
<b>CHEM 358</b>	<b>Analytical Chem II</b> An introduction of the theory, fundamental principles, and application of modern instrumentation to the analysis of chemical systems. This lecture course must be scheduled concurrently with its corresponding laboratory (CHEM 368). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 368. Prerequisite: CHEM 251. Three hours lecture. Spring, annually.	<b>3.00</b>	
<b>CHEM 359</b>	<b>Advanced Organic Chem</b> A study of reaction mechanism, synthetic methods, and structure elucidations. Emphasizes modern physical organic chemistry and the correlation of structure and reactivity. Prerequisites: CHEM 252. Three hour lecture. Spring occasionally.	<b>3.00</b>	
<b>CHEM 361</b>	<b>Intro Analytical Chem Lab</b> Laboratory exercises exemplify and augment topics included in CHEM 351. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 351). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 351. Prerequisite: CHEM 162 or 164. Three hours laboratory.	<b>1.00</b>	
<b>CHEM 363</b>	<b>Analytical Chem I Lab</b> Laboratory exercises exemplify and augment topics included in CHEM 353. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 353). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 353. Prerequisite: CHEM 261. Three hours laboratory. Fall, annually.	<b>1.00</b>	
<b>CHEM 364</b>	<b>Phys Chem I Lab</b> Involves experiments in the areas of thermodynamics and kinetics to reinforce what is taught in the lecture course. To be taken concurrently with CHEM 354. Experiments include bomb calorimetry, construction of a simple two-component phase diagram, and stopped-flow, fast-action kinetics. Three hours of laboratory. Co-requisite: CHEM 354. Offered fall, annually.	<b>1.00</b>	
<b>CHEM 365</b>	<b>Physical Chem II Lab</b> Involves experiments in the areas of quantum mechanics, molecular spectroscopy, and crystallography. Experiments include obtaining rotational-vibrational spectra of a diatomic molecule utilizing Fourier Transform Infrared Spectroscopy (FTIR), and analyzing a powdered crystalline sample using X-ray diffraction. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 355). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 355. Prerequisite: CHEM 364. Three hours laboratory.	<b>1.00</b>	
<b>CHEM 366</b>	<b>Inorganic Chemistry II</b> Explores topics in contemporary inorganic chemistry. Special attention will be given to coordination chemistry	<b>3.00</b>	and organometallic chemistry. This lecture course must be scheduled concurrently with its corresponding laboratory. (CHEM 367). Lecture may be repeated alone provided lab has been passed. Co/Prerequisite: CHEM 367. Prerequisite: CHEM 265. Three hours lecture
<b>CHEM 367</b>	<b>Inorganic Chemistry II Lab</b> Explores topics in contemporary synthetic inorganic chemistry. Students will gain an understanding of a range of laboratory techniques used in the synthesis, purification, and characterization inorganic compounds. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 366). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 366. Prerequisite: CHEM 266. Three hours laboratory.	<b>1.00</b>	
<b>CHEM 368</b>	<b>Analytical Chem Lab II</b> Laboratory exercises exemplify and augment topics included in CHEM 358 and the analytical techniques of spectroscopy, chromatography, and mass spectrometry. This laboratory course must be scheduled concurrently with its corresponding lecture (CHEM 358). Laboratory may be repeated alone provided lecture has been passed. Co/Prerequisite: CHEM 358. Prerequisite: Chem 261. Three hours laboratory. Spring, annually.	<b>1.00</b>	
<b>CHEM 400</b>	<b>Special Topics</b>	<b>3.00</b>	
<b>CHEM 455</b>	<b>Adv Physical Chem</b> Concerned primarily with statistical mechanics and additional aspects of quantum mechanics such as molecular modeling and potential energy surfaces. Prerequisite: CHEM 355. Offered occasionally.	<b>3.00</b>	
<b>CHEM 456</b>	<b>Adv Inorganic Chem</b> Extends and compares various concepts of bonding and molecular structure, encountered in previous courses, to gain appreciation of their uses and shortcomings. Includes acid-base theory, nonaqueous solvents, and coordination chemistry. The descriptive chemistry includes recently discovered compound types as well as classical periodicity and periodic anomalies. Prerequisite: CHEM 354 or consent of the department. Three hours lecture. Fall, alternate years.	<b>3.00</b>	
<b>CHEM 459</b>	<b>Demos in Chemistry</b> Studies are made of various demonstration techniques with students devising and applying each with many examples. Emphasizes the study of material the Chem. Study Committee of the American Chemical Society prepared for the purpose of vitalizing high school chemistry courses. Prerequisites: CHEM 151, 152, and at least one other major course. Offered occasionally.	<b>3.00</b>	
<b>CHEM 461</b>	<b>Adv Inorg/Org Lab</b> Involves complex synthesis of inorganic and organic compounds. Uses sophisticated techniques and contemporary instrumentation in the synthesis, analysis, and characterization of these inorganic and organic compounds. Two hours laboratory.	<b>2.00</b>	
<b>CHEM 465</b>	<b>Chemical Research</b> An independent laboratory problem in some field of chemistry of special interest to the student. Admission only by consent of the instructor and the approval of the department chair.	<b>3.00</b>	
<b>CHEM 466</b>	<b>Chemical Research</b> An independent laboratory problem in some field of chemistry of special interest to the student. Admission only by consent of the instructor and the approval of the department chair.	<b>3.00</b>	
<b>CHEM 470</b>	<b>Chemistry Seminar</b> This course is an introduction to chemistry literature presentations. Students will learn how to search the chemistry literature for topics of current interest using databases, compilation of a bibliography, preparation of an abstract, and presentation of a poster and seminar. Prerequisites: CHEM 354. Three hours lecture. Spring annually.	<b>3.00</b>	
<b>CHEM 471</b>	<b>Advanced Topics in Chem</b> Presents topics of current interest. Topics vary from year to year. Discusses topics such as non-aqueous solvents, solid state chemistry, polymers, chemical physics, group theory, stereochemistry, organometallics, and recent developments in spectroscopy. Prerequisite: CHEM 355 (may be taken concurrently). Offered occasionally.	<b>3.00</b>	
<b>CHEM 485</b>	<b>Prob Chem Ed</b> 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.	<b>3.00</b>	

<b>CHIN 103</b>	<b>Introduction to Chinese Languages and Cultures I</b> <b>3.00</b> Introduces basic facts about Chinese languages and cultures. Topics include Chinese customs, current affairs, and contributions to literature, art, science, and technology of the world. Course taught in English.		
<b>CHIN 151</b>	<b>Elementary Chinese I</b> <b>3.00</b> Introduces the Chinese language, emphasizing all language skills - listening, speaking, reading and writing.		
<b>CHIN 152</b>	<b>Elementary Chinese II</b> <b>3.00</b> Continuation of CHIN 151: Elementary Chinese I. Prerequisite: CHIN 151 or placement based on evaluation.		
<b>CIS 110</b>	<b>Intro to Computer Concepts</b> <b>3.00</b> Surveys the need for, and roles of, computer information systems in contemporary society. Designed to satisfy the need of students from every discipline to be computer literate, and provides the necessary basis for further computer-related studies. Emphasizes computer requirements in organizations, history, hardware concepts, programming, application software, systems development, and computer operations.		
<b>CIS 140</b>	<b>Essential Topics in Discrete Mathematics for Comp Sci</b> <b>3.00</b> An introduction to the discrete mathematics essential for course work in computer science. Elementary coverage of proofs including mathematical induction, sets, functions, relations, boolean algebra, number theory, combinatorics, analysis of algorithms including recursive algorithms, matrices and the logic of control and data storage through hand computation. This course should be taken in a computer science major's first year. It is a prerequisite for upper division required major courses in the Computer Science major. A successful student should be able to apply the concepts taught to problem solving in computer science.		
<b>CIS 202</b>	<b>Intro Programming and Algorithms I</b> <b>3.00</b> Introduces algorithms and translation of algorithms into a programming language. Student will create algorithms and computer programs that implement those algorithms. Will learn programming language syntax and programming fundamentals including variables, input and output, arithmetic and logical operations, control flow (sequence, selection, iteration), file access and modular development. Computer language used may change over time, but an example language would be C# (C Sharp). Offered fall, spring and summer.		
<b>CIS 206</b>	<b>Intro to Java Programming</b> <b>3.00</b> Introduces the Java programming language. Designed to expose Information Systems majors to a second programming language (after C#). Involves programming Java applets and Java applications. Students learn the core of the language including its data types, arithmetic statements, selection statements, repetition statements, arrays, and string processing features. Object oriented programming concepts are introduced but are not the focus of the course. Other topics include Java's windowing toolkits, file input and output, exception handling, and the Java security model. Prerequisite: CIS 202 with a grade of C or better. Not for credit for CS majors.		
<b>CIS 208</b>	<b>Introduction to Robotics Programming</b> <b>3.00</b> Introduction to Robotics Programming is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotic in conjunction with the programming skills learned in previous courses through programming of autonomous mobile robots. Course information will be tied to lab experiments: students will work in groups to build and test increasingly more complex mobile robotic algorithms, Prerequisite: CIS 202 or instructor-approved equivalent programming experience. Offered once every two years in Spring.		
<b>CIS 210</b>	<b>Introduction to Cybersecurity</b> <b>3.00</b> Introduces students to principles of cybersecurity. Topics will include cryptography, security protocols, common cyber attacks, and defense mechanisms. Forms the basis for more advanced studies in cybersecurity. Offered every semester.		
<b>CIS 217</b>	<b>Spreadsheets and Office Apps</b> <b>3.00</b> Introduces the basic concepts of microcomputers and software applications. Includes commonly available software packages and graphics. No prerequisite.		
<b>CIS 230</b>	<b>Practicum in CIS</b> <b>2.00</b> Provides undergraduates with an introduction to the role of computer specialists in the everyday operation of a computer laboratory. Supplies real experience in such routine exercises as interacting with computer users to field problems and		
<b>CIS 244</b>	<b>Intro Prog &amp; Algo II</b> <b>3.00</b> Examines complex problem-solving techniques, top down design, and program debugginh and testing. Prerequisite: "B" or better in CIS 202 or permission of instructor.		complaints, machine event logging, and performing simple tasks to keep machines operating. A maximum of six credits of the practicum may be applied toward graduation. Prerequisite: CIS 217 or permission of the instructor.
<b>CIS 253</b>	<b>Comp Org/Asb Lang</b> <b>3.00</b> Consists of two major parts: (1) an introduction to assembly language programming and (2) an introduction to computer organization and the structuring of major hardware components. Students develop a basic understanding of the mechanics of information transfer and control and the fundamentals of logic design. Prerequisite: CIS 202.		
<b>CIS 254</b>	<b>Data Structures</b> <b>3.00</b> Introduces the structuring of data in computer programs. Topics include static, dynamic, and persistent memory, linked lists, stacks, queues, trees, and hash tables. The major concepts are reinforced through programming assignments using algorithms illustrating the power of each data structure. Prerequisite: CIS 244.		
<b>CIS 270</b>	<b>Client-Side Web Programming</b> <b>3.00</b> Student will explore front-end, client-side web development emphasizing programming in a client-side programming language such as JavaScript or VBScript. Human-computer interface issues will also be explored as well as basic web page markup (HTML, XHTML) and display (CSS). Student will also look at HTML validation issues and implications of different browser usage on web page rendering. Prerequisite: CIS 202 with a grade of C or better.		
<b>CIS 301</b>	<b>Comp Sys Analysis</b> <b>3.00</b> Study of informational needs and patterns of information flow within a large organization. Emphasizes the analysis and design of computer software systems. Examines ethical and legal issues related to information systems. Prerequisite: CIS 202 (with a grade of C or better).		
<b>CIS 303</b>	<b>Local Area Networks</b> <b>3.00</b> Study of the technology of local area networks. Includes LAN design, topology, hardware, standards, protocols, and network operating systems. Includes significant hands-on experience building a LAN; and installing network interface cards and cable. Prerequisites: CIS 202 with a grade of C or better.		
<b>CIS 305</b>	<b>Art Intell Decision Make</b> <b>3.00</b> Surveys the thinking and some of the pioneering efforts in the area of artificial intelligence (AI), integrated with more traditional approaches to decision-making. Applies AI principles through the use of logic programming languages. Prerequisite: CIS 202 with a grade of C or better.		
<b>CIS 306</b>	<b>Object Oriented Programming</b> <b>3.00</b> Introduces a popular object-oriented programming language. Emphasizes object-oriented features of the language: classes and objects, encapsulation, inheritance, and virtual functions. Exposes students to both the syntax and semantics of the language. Applying these features, students complete several small programming projects. Smalltalk and Java are examples of a language that might be chosen. Prerequisite CIS 206 or CIS 244.		
<b>CIS 312</b>	<b>Special Topics in Computing</b> <b>3.00</b> Provides for focused study of a special interest topic in computing using learning formats selected by the instructor as best suited for the particular course. Prerequisites for particular course set by the instructor.		
<b>CIS 317</b>	<b>Microcomputer Maintenance Conc &amp; Tech</b> <b>3.00</b> Covers the installation, configuration, upgrading, troubleshooting and repair of microcomputer hardware. Includes basic networking concepts and printers. Knowledge of safety and common preventive maintenance procedures is stressed. No prerequisites.		
<b>CIS 318</b>	<b>Autonomous Robotics</b> <b>3.00</b> This course aims to introduce students into the holistic design of autonomous robots to include sensors and intelligence. The course contains modules state estimation robot vision, Simultaneous Localization and Mapping and object detection, and path planning. A semester-long student project helps to equip student with robot development skills. Prerequisite: CIS 208 and either CIS 244 or CIS 206. Offered once every two years in spring.		

<b>CIS 330</b>	<b>Information Systems Programming</b> In-depth study of event-driven programming with a concentration on the retrieval, updating and reporting of information stored in a database. Prerequisite: "C" or better in CIS 202 or permission of instructor.	<b>3.00</b>	<b>CIS 403</b>	<b>Data Communications</b> Focuses on the OSI model of data communications and uses the model as the basis for discussions of protocols, topologies, transmission media, and communications security. The TCP/IP protocol suite is examined in detail. Prerequisite: CIS 303.	<b>3.00</b>
<b>CIS 333</b>	<b>Information Systems Auditing &amp; Security</b> Analyzes the information system audit process, provision and evaluation of controls in all aspects of information system operation, and the provision and maintenance of computer security. Stresses internal controls while examining specific controls and security. Prerequisite: CIS 303.	<b>3.00</b>	<b>CIS 406</b>	<b>Mobile Application Development</b> This course introduces mobile application development for devices such as smart phones and tablets. Students will learn skills for creating and deploying mobile applications on a popular platform including topics such as the development environment, user interfaces, audio, persistence, location, sensors, and graphics. Examples of current platforms are Android and IOS. Prerequisite: CIS 206 or CIS 306. Fall annually.	<b>3.00</b>
<b>CIS 355</b>	<b>Operating Systems I</b> Covers the functions of operating systems, the design of operating systems at the register transfer and programming levels, and the important relationships between operating systems and computer hardware. Prerequisites: CIS 253 and 254.	<b>3.00</b>	<b>CIS 411</b>	<b>Systems Development Project</b> Students develop a computer-based solution to a real problem obtained from the university or the community. Working as a member of a group/team, students evaluate an existing system; identify alternative solutions; select a solution; develop a project plan; and design, implement, test, and document the system. Utilizes current technology whenever possible, including microcomputers, and a relational database. Prerequisites: Senior CS or IS major.	<b>3.00</b>
<b>CIS 356</b>	<b>Analysis of Algorithms</b> Analysis of algorithms represented in computer programs. Topics include correctness and performance of code used in searching, sorting, and solving mathematical problems. Prerequisites: CIS 140 and CIS 254.	<b>3.00</b>	<b>CIS 412</b>	<b>Parallel Processing</b> Studies the architecture, algorithms, and programming that are involved with parallel processing. Students will learn how parallel architecture affects the design of parallel algorithms and parallel programming. Architectures shall include the prevailing message passing and shared memory architectures. Students will learn how to design parallel algorithms and how to think in parallel. Students will learn how to write parallel programs, using a prevailing parallel programming language. Programming may be done by remotely using an account at a supercomputer center, using serial computers that are working together to solve a problem (a cluster), or using an individual computer which has multiple processors within it. Prerequisites: CIS 253 and CIS 254	<b>3.00</b>
<b>CIS 362</b>	<b>Programming for Two-Dimensional Games</b> This course introduces concepts and techniques for the programming of two-dimensional games. Students will learn about the basics of making two-dimensional games, as well as how to work with a two-dimensional game engine environment (for example, GameMaker Studio). Additionally, students will construct at least one two-dimensional game during this course. This course focuses on the programming behind creating games in a commonly used language for that purpose (for example, GML or C++), and as such will also reinforce many important programming concepts from other courses. Prerequisite: CIS 306. Offered fall, alternate years.	<b>3.00</b>	<b>CIS 422</b>	<b>Internship in Computers</b> Provides students the opportunity for practical computer experience in commercial, industrial, governmental, or other participating organizations. Prerequisite: CIS 253 or 330. Junior or senior standing.	<b>12.00</b>
<b>CIS 363</b>	<b>Programming for Three-Dimensional Games</b> This course introduces concepts and techniques important for the programming of three-dimensional games. Students will learn about the basics of making three-dimensional games, as well as how to work with a three-dimensional game engine environment (for example, Unity). Additionally, students will construct at least one three-dimensional game during the course. This course focuses on the programming behind creating games in a commonly used language for that purpose (for example, GML or C++), and as such will also reinforce many important programming concepts from other courses. Prerequisite: CIS 306. Offered fall, alternate years.	<b>3.00</b>	<b>CIS 435</b>	<b>Machine Learning</b> 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.	<b>3.00</b>
<b>CIS 370</b>	<b>Server-Side Web Programming</b> Covers web programming focusing on the web server side of the client/server architecture. Students will learn the fundamentals of secure, dynamic, web application development using one or two of the most popular tool sets. Topics covered include web server setup, database setup, user authentication, session management, client/server interaction, and using the tool set to develop database driven web sites. One example of a tool set would be PHP as the programming language, MySQL as the database, and Apache as the web server. Prerequisite: CIS 270: Client-Side Web Programming	<b>3.00</b>	<b>CIS 460</b>	<b>Programming Lang &amp; Comp Theory</b> Introduces automata theory and Turing machines as well as the associated formal languages. Students will explore the construction and implementation of programming languages allowing the student to choose and use programming languages in a competent manner. Students will also explore different programming paradigms, such as robotics programming and parallel programming. Prerequisites: CIS/MATH 140 and CIS 254.	<b>3.00</b>
<b>CIS 375</b>	<b>Software Engineering</b> Introduces the student to the basic concepts and ideas surrounding the discipline of software engineering. The student will analyze and design and implement one or more software projects. The language used will vary. A knowledge of class inheritance is expected before entering the course. Prerequisites: CIS 254 or CIS 306.	<b>3.00</b>	<b>CIS 470</b>	<b>Project Management</b> 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.	<b>3.00</b>
<b>CIS 377</b>	<b>Computer Graphics</b> Provides an overview and application of the principles and tools of computer graphics. Includes characteristics of graphical display devices, graphics software primitives, representation, manipulation, and display of two- and three-dimensional objects, interactive graphics and the graphical user interface, and animation. Includes graphics programming projects. Prerequisites: CIS 254.	<b>3.00</b>	<b>COM 100</b>	<b>Intro to Mass Media</b> Systematic study of mass media and their support industries. Includes historical and critical perspectives of legal, ethical and social issues surrounding the influence of the mass media	<b>3.00</b>
<b>CIS 402</b>	<b>Database Design and Implementation</b> A study of data base management systems with hands-on experience. Students investigate the analysis, design, implementation, and maintenance of a modern data base management system. Prerequisite: CIS 301. Offered in fall.	<b>3.00</b>			

	on audiences, characteristics and functions of the mass media, career options, employment trends, and competencies required of a mass media professionals. Each semester.	
<b>COM 101</b>	<b>Debate</b> Students earn one to three credits through participation on the Debate Team by successfully completing the terms of the Contract for Credit in SCT Activities, subject to approval by instructor and department chair. No more than three credits may be taken in SC 101 during any one semester. Students should not enroll in SC 101 and 256 for credit concurrently. Each semester.	<b>3.00</b>
<b>COM 110</b>	<b>Intro to Human Comm</b> A theoretical overview of the concepts involved in the human communication process.	<b>3.00</b>
<b>COM 113</b>	<b>Public Speaking</b> Introduces the long tradition of public speaking, examines the role of public speaking in a multicultural world, applies the principles of research, organization and delivery to preparation and presentation of speeches, presents techniques students can use to combat stage fright, teaches application of listening and critical thinking skills, and provides coaching for delivering a minimum of three in-class speeches designed for a variety of contexts. Each semester.	<b>3.00</b>
<b>COM 123</b>	<b>Exploring Social Media</b> An introduction to the concepts and theories used in planning and creating a social media campaign. Current and past social media are examined to distinguish the differences in message creation across multiple media. Translating messages to social media, strategies for a successful social media campaign and industry terms are discussed.	<b>3.00</b>
<b>COM 138</b>	<b>Introduction to Health Communication</b> This course is designed to help students identify, analyze and apply concepts, theories and methodologies related to health communication. Emphasis will be placed on communication theories related to behavior change, normative messaging, information processing and management, and related communication competencies in health care settings.	<b>3.00</b>
<b>COM 140</b>	<b>Writing for Media</b> Develops fundamental skills in writing and/or visualizing for a variety of media forms. Emphasizes print and broadcast newswriting, advertising copywriting, and public relations writing. Prerequisite: ENG 111 or consent of instructor. Each semester.	<b>3.00</b>
<b>COM 148</b>	<b>Introduction to Sports Communication</b> An overview of the field of sport communication, specific topics include models of sport communication, media involvement with sports industries including sport advertising, public relations, media relations. After successfully completing this course, students will understand unique characteristics of communication connected with covering sporting news and events, trace the historical development of sports journalism, summarize the various types of sport media, including blogging, broadcasting, social media, online and print sports news, explain the functions of media support industries associated with sport communication, including public relations and advertising.	<b>3.00</b>
<b>COM 157</b>	<b>Digital Equipment Workshop</b> The Digital Equipment Workshop is required of all students who plan on checking out equipment for media projects. In an intensive course and time frame digital photography, video and audio acquisition and lighting equipment are studied and basic operation is demonstrated. May be taken for repeat credit as new technology is acquired up to a total of 3 credits. (1-3 credits)	<b>3.00</b>
<b>COM 160</b>	<b>Intro to Global Understanding</b> Introduces students to global perspectives that shape how we facilitate and coordinate interactions with people from different backgrounds through the use of verbal and nonverbal codes.	<b>3.00</b>
<b>COM 200</b>	<b>Interpersonal Comm</b> Focuses on the study of interpersonal communication, specifically the investigation of major theories and research in the field and the application of those theories to improving the students' interpersonal skills.	<b>3.00</b>
<b>COM 208</b>	<b>Intro to Film</b> This course is designed to help the student become literate in the language of film. It will introduce terminology, history, theory and technology of film. The student will take a critical look at the cinema, and will analyze the theory and techniques used by directors and writers, critique a variety of works in a number of film genres.	<b>3.00</b>
<b>COM 210</b>	<b>Intro to Rhetorical Theory</b> Investigates, on a fundamental level, the historical and conceptual development of the major theories of rhetorical discourse. Applies theories from classical to contemporary to analysis of the spoken word. Stresses speech making and criticism of historical and current political rhetoric.	<b>3.00</b>
<b>COM 214</b>	<b>Bus &amp; Prof Speaking</b> Develops professional presentation skills. Students learn how to effectively adapt presentations to business audiences and professional contexts as well as manage the constraints associated with technical material and sales objectives. Prerequisites: COM 113.	<b>3.00</b>
<b>COM 215</b>	<b>Argumentation &amp; Debate</b> Study of argumentation in the area of academic debate and the legal world. Emphasizes applying theories and techniques of argumentation to developing analytical abilities, reasoning, use of data, and evidence to support arguments.	<b>3.00</b>
<b>COM 217</b>	<b>Listening</b> Explores the process and integral role of listening in human communication from both a theoretical and practical perspective. Identifies different listening skills appropriate for diverse types and purposes of listening. Examines ineffective and effective listening behavior and the consequences of both in every day interactions for a variety of contexts including personal, professional and mass mediated.	<b>3.00</b>
<b>COM 220</b>	<b>On-Camera Performance</b> This course is designed to develop those skills needed to effectively communicate in front of the camera. The course will explore the principles and applications of various performance techniques involved in a video or film production, and will provide extensive knowledge and practice in the forms and styles of performance for the camera.	<b>3.00</b>
<b>COM 248</b>	<b>Sports Writing and Reporting</b> Focuses on writing for print, broadcast and new media. After successfully completing this course, students will: understand reporting strategies, be able to interview on and off camera, understand and use sports jargon, understand and use sports statistics, and write hard news and various features for sports. Specific topics include reporting strategies, interviewing techniques, stylistic considerations and storytelling techniques.	<b>3.00</b>
<b>COM 249</b>	<b>News Reporting</b> This course develops basic reporting skills for beginning journalism students including interviewing, gathering and verifying information, covering a beat, and coverage of various types of news. The focus of the course is to help students develop in-field news reporting techniques. Prerequisite: COM 140.	<b>3.00</b>
<b>COM 270</b>	<b>Introduction to Video Production</b> Provides initial instruction on communicating via motion and passage of time. Includes the syntax of motion and production techniques in video and animation. Each semester.	<b>3.00</b>
<b>COM 281</b>	<b>Great Women Speakers</b> Examines the speeches primarily of American women whose public speaking has had a significant influence on our lives and our culture. Includes the study of speeches and other public communication concerning various social and political issues, movements and causes from 1800 to the present day. Involves analysis and criticism of the content and delivery of speeches.	<b>3.00</b>
<b>COM 300</b>	<b>Comm in Organization</b> Students develop personal communication competencies in contemporary organizations and gain an understanding of the design and function of communication systems within organizations.	<b>3.00</b>
<b>COM 303</b>	<b>Media Production Planning</b> COM 303, Media Production Planning is a survey class of Graphic Design, Web, Film and Video production processes. Students will learn specific steps for those types of productions as well as how those processes can help to coordinate projects in Advertising, Public Relations, Journalism and other media. Students will also learn real-world management principles, and fundamental budgeting and scheduling skills.	<b>3.00</b>
<b>COM 311</b>	<b>Small Group Decision Making</b> Trains students to help groups to make decisions. Utilizing techniques such as Nominal Group Technique, Ideawriting, Delphi Method, and Interpretive Structural Modeling, students will help outside clients to make decisions or solve problems.	<b>3.00</b>

<b>COM 312</b>	<b>Communication &amp; Conflict</b>	<b>3.00</b>	This is a performance course designed to help students understand, practice, and improve their communication skills when dealing with conflict. Emphasis is placed on developing communication competencies required for successful management and resolution of conflict when dealing with people one-on-one, in small groups, and at work.	video production; new digital technologies and formats for broadcasting, and new multimedia technologies. Developing careers and challenges to older professions will be discussed in the context of mass media industry trends. Prerequisite: COM 100.
<b>COM 313</b>	<b>Journalism Prin &amp; Pract</b>	<b>3.00</b>	Examines the history and theory of the practice of journalism paying particular attention to First Amendment issues, the language of the media, changing conditions of information, ethics, and closely examining the role and organizations of a democratic press.	<b>COM 331</b> <b>Communication &amp; Dissenting Voices</b> <b>3.00</b> Introduces the student of rhetorical theory to the tools for analysis of individuals and groups which seek change in the political and social sphere, outside the normal decision-making process.
<b>COM 314</b>	<b>Advertising Prin And Practices</b>	<b>3.00</b>	Introduces students to the basic principles, theories and applications of the advertising field. Examines advertisements historical background, planning and management, media strategies, creative development, international issues, and social and legal effects.	<b>COM 332</b> <b>Methods of Persuasion</b> <b>3.00</b> Study and practice in persuasive speaking. Includes general theories of persuasion, the role of persuasion in a democratic society, and introduces modern experimental research.
<b>COM 315</b>	<b>P R Prin &amp; Practice</b>	<b>3.00</b>	Provides fundamental instruction in public relations practices, including program planning and evaluation, working with the media, writing for public relations, and coordinating special events and functions. Explores the structure, ethics, and process of public relations in business, institutions, and American society through readings and discussion. Prerequisite: COM 100 and grade of C or above in COM 140. Note: Undergraduate students completing COM 315 may enroll in COM 551. Annually	<b>COM 333</b> <b>Environmental Rhetoric</b> <b>3.00</b> Explores the interface of the environmental science community, the policy-making community, and the public, and analyzes the persuasive and argumentative strategies used by each community in dealing with various environmental issues (such as climate, waste, fuel, and development issues).
<b>COM 316</b>	<b>Broadcasting Prin &amp; Pract</b>	<b>3.00</b>	Overview of the broadcasting industry, including history, technical aspects, station and network organization, sales, ratings, programming, and social and ethical influences. A foundation course for radio-TV career preparation, related fields of communication, and the development of knowledgeable consumers of broadcast media.	<b>COM 334</b> <b>Media Ethics &amp; Responsibility</b> <b>3.00</b> Prepares future professional communicators to make informed media decisions. Provides a historical, legal, cultural, and philosophical context for judgment of continuing and emerging issues in mass media fields, and creates an experimental frame through discussion, simulation, and modeling. No prerequisites.
<b>COM 317</b>	<b>Strategic Communication Principles and Practices</b>	<b>3.00</b>	Introduces students to the basic principles, theories, and applications of strategic communication with an integrated approach to advertising, public relations, marketing, and organizational communication. Examines integrated marketing communication's historical background, processes, planning, and implementation. Media strategies, creative development, international issues, and social and legal effects are applied to strategic communication promotions.	<b>COM 339</b> <b>Global Mass Communication</b> <b>3.00</b> Enables students to effectively interact with the new culturally diverse audience and workforce in the American business and industry. Covers the latest innovatively designed resources on cultural diversity, global mass communication competencies, and positive attitudes. Includes imaginative conceptualization techniques of designing mass media messages suited to the new realities of cultural diversity.
<b>COM 318</b>	<b>Principles and Practices of Event Planning</b>	<b>3.00</b>	This course identifies the many facets of creating, planning and executing an event including creating the timeline, budget, event schedule, and promotion. This course also employs specific communication strategies connected to event planning, such as targeting media and audiences with ethical and diversity considerations.	<b>COM 340</b> <b>Newswriting</b> <b>3.00</b> Explores the principles and practice of evaluating, gathering, and writing the fundamental news story and news feature. Includes the preparation of copy for publication, interviewing, and laboratory experience. Prerequisite: COM 140.
<b>COM 320</b>	<b>Communication &amp; Gender</b>	<b>3.00</b>	Investigates the effects of gender roles on communication behaviors, such as naming behavior, language acquisitions, professional orientation, conflict management, self-image, dress, and social roles.	<b>COM 341</b> <b>Publications Editing</b> <b>3.00</b> Provides fundamental instruction in editing skills, copy editing, headline writing, typography, photographs, copy control, and layout. Examines the role and responsibilities of the editor. Prerequisite: COM 140.
<b>COM 321</b>	<b>Nonverbal Communication</b>	<b>3.00</b>	Increases awareness of students in the areas of nonverbal communication. Describes and analyzes the various concepts of nonverbal communication, applies them to actual situations, and relates them to the entirety of the communication process.	<b>COM 344</b> <b>Investigative Journalism</b> <b>3.00</b> Focuses on the skill and techniques used to gather in-depth information for investigative reporting. Students will learn interviewing research, and organizational skills. In addition, the legalities and practicalities of information access will be covered. All of these skills will culminate in the production of an investigative journalism project spanning both written and recorded media. Prerequisite: COM 140.
<b>COM 322</b>	<b>Communication Research</b>	<b>3.00</b>	Introduces students to quantitative research principles guiding mass communication professionals working in areas such as broadcasting, public relations, advertising and journalism. Topics include audience measurement principles, polling research, survey construction and analysis, focus group research, mass media content analysis, and statistical analysis. Calculator required. Prerequisites: COM 100.	<b>COM 345</b> <b>Newswriting for Internet Media</b> <b>3.00</b> This course develops reporting, writing and editing skills for internet delivery. Students understand the continuum of the cycle of news demanded by internet news sources, and the fundamental differences between online and traditional media. The internet requires reporters and writers to think differently about the structure, appearance and detail in news stories. Students will report, write and edit news stories for the internet that are interactive and nonlinear. Prerequisite: COM 140.
<b>COM 324</b>	<b>New Mass Media Tech &amp; Prof</b>	<b>3.00</b>	Introduces students to new mass media technologies that are changing the role of mass communication professionals working in broadcasting, public relations, advertising, and journalism. Topics include evolving mass media implementations of the Internet to reach audiences, evolving copyright issues and their impact on the mass media; discussion of new World Wide Web technologies such as animation formats, streaming media, and digital	<b>COM 346</b> <b>Sports Broadcasting: Recorded and Live Performance</b> <b>3.00</b> Focuses on foundations of sports reporting on air, both audio and visual media. Covers on air interviewing, sports anchoring, live play by play, constructing sports documentaries, and other recorded and live sports talent duties.
				<b>COM 351</b> <b>Field Production</b> <b>3.00</b> Provides students with training in television production and experience in the application of communication theory and production techniques. Integrates skills in writing, photography, audio and graphics in a total production context. Prerequisite: COM 270.
				<b>COM 353</b> <b>Studio Production</b> <b>3.00</b> Develop basic skills in studio production techniques, including producing, crew positions, lighting, and on-camera talent. Prerequisite: COM 270.

- COM 354 Audio Production 3.00**  
Covers theory and advanced techniques of audio production for radio and video, from conception through completion, emphasizing multitrack, non-destructive and non-linear production. Prerequisite: COM 270.
- COM 357 Post Production 3.00**  
This course is designed to introduce and research the various aspects of digital and film postproduction editing. The course will include the aesthetics and techniques of editing, application of editin techniques on Final Cut Pro, the video signal and components, and the role of the editor. Final Cut Pro certification is possible upon successful completion of this course and the Final Cut Prio certification exam. Prerequisite: COM 270.
- COM 360 Leadership Communication 3.00**  
The course provides an overview of the role of communication in leadership in a variety of contexts, including interpersonal, small group, intercultural, organizational, and public sphere. It includes theoretical and experiential approaches to effective leadership communication. Students will analyze their personal leadership styles and develop leadership communication skills.
- COM 371 Publications Design 3.00**  
This course teaches principles of visual communication in print and electronic publications. Students gain design and production skills through extensive application of these principles to a wide variety of publications. Prerequisite: COM 140.
- COM 372 Screenwriting 3.00**  
This course is designed to concentrate on the development, execution and formatting of a narrative short script. Designed in a lecture/workshop format, students will produce a polished log line, synopsis, treatment, character profiles, and twenty-minute screenplay. The course will also cover distribution, marketing strategies, and pitching a script.
- COM 375 Photography 3.00**  
Provides basic principles of photography and intermediate principles of photojournalism. Study of camera and digital photography processing using programs such as Photoshop including the production of photographs for news, advertising, scientific, and instructional use. Camera required.
- COM 410 Rhetorical Criticism 3.00**  
Involves study and application of the major types of rhetorical criticism, including both traditional and contemporary approaches. Utilizes various critical forms to analyze and criticize actual speeches and other forms of the spoken word.
- COM 411 Organization Communication Seminar in Consulting 3.00**  
Focuses on the roles and responsibilities of the communication consultant, emphasizing the latest consulting processes, assessment procedures, problem diagnoses, intervention strategies, and client presentations. Designed to facilitate hands-on learning and practical applications. Students will work with outside organizations in completing a communication consulting project. No prerequisite.
- COM 420 Cross-Cultural Comm 3.00**  
Examines the role played by culture in developing personal attitudes, values, and behavior, and to apply this awareness to communicating across cultural differences in a variety of situations, including interviewing, group discussion, and negotiation.
- COM 421 Comm Theories & Pract Applica 3.00**  
Surveys the elements and processes critical to human communication behavior and compares influential communication theories. Emphasizes practical applications of theories.
- COM 422 Communication Law 3.00**  
Introduces students to legal principles guiding mass communication professionals working in areas such as broadcasting, public relations, advertising, and journalism. Includes legal principles related to freedom of the press, libel, privacy, copyright, access to government documents, the rules and regulations of the Federal Communications Commission and the Federal Trade Commission, and the impact of new media technologies on legal principles concerning First Amendment, copyright, privacy, and mass media regulations. Prerequisites: COM 100. Each semester.
- COM 423 Social Media for Professional Communication 3.00**  
This course develops proficiency in the strategic use of social media in professional communication industries such as advertising, public relations, broadcasting, corporate communication, digital cinema, and journalism. Students will learn strategies for integrating, evaluating and planning social media in professional communication campaigns. Students will develop skills using social media to share professional content, conduct research, engage consumers and stakeholders, as well as craft digital messages that reach targeted audiences. Focus is on professional practices in communication industries. Students will recognize effective digital communication messages, examine examples of professional social media campaigns, and then engage social media tools to create social media plans for professional communication clients. Prerequisite: COM 140.
- COM 424 Mass Media Critical Analysis 3.00**  
Explores critical methodologies and analysis of electronic media content and programming, emphasizing aesthetic, historical, social, cultural, and industrial factors affecting audience response. Prerequisite: COM 270.
- COM 427 Ethnicity, Gender & The Media 3.00**  
This course investigates the role of ethnicity and gender in a variety of media. The course critically analyzes how the media have historically portrayed women and people of color, how they portray these groups today in a diverse, global media environment, and how these portrayals have influenced public opinion and public policy. The course also examines the historical and current role of women and minority communities in the media business.
- COM 430 Advocacy Campaigns 3.00**  
Campaign Advocacy involves the strategies, actions and proposed solutions to influence decision making at the local, state and federal level. It is designed to promote positive changes that affect people and their environments. Campaign Advocacy can be used to protect rights or change unfair, discriminatory or abusive practice. It is used to gain eligibility for services or change the nature and quality of services to better meet the needs of the individual. It is also used to assist in the removal of barriers and limitations wich work to prevent full access to full participation in community life.
- 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 promotions 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 438 Current Issues in Health Communication 3.00**  
This course is designed to expand on the concepts, theories and methodologies related to health communication. Emphasis will be placed on quantitative thinking, digital engagement and outcomes based message design. Current trends, issues and technological influences will be explored. Prerequisite: COM 138.
- 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 442 Newswriting Electronic Media 3.00**  
Provides students with advanced instruction and experience in writing and reporting news for radio and television. Topics include script types and formats, leads, writing for the eye and ear, interviewing techniques, feature writing, packages, readers and teasers and investigative research and reporting techniques. Prerequisites: COM 140.

<b>COM 443</b>	<b>Public Relations Writing</b> 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.	<b>3.00</b>	<b>COM 477</b>	<b>Presentation Graphics</b> Design and production of graphic materials for the presentation of information in training sessions, sales and stockholder meetings, and other small and large group situations. May be taken concurrently with COM 214.	<b>3.00</b>
<b>COM 444</b>	<b>World Wide Web Publication Design</b> Develops competencies in writing and editing copy for World Wide Web media. Students will learn to structure web sites, layout copy, use color and text effectively, position images, and deploy sound and video. Students develop skills in editing public relations, advertising, and news-oriented web sites. On demand.	<b>3.00</b>	<b>COM 481</b>	<b>Practicum in Communication</b> Provides students with pre-professional development experiences through participation in designated workshops, training sessions, and co-curricular activities designed to promote the effective practice of communication skills critical to success as communication professionals.	<b>9.00</b>
<b>COM 446</b>	<b>Advertising Copywriting</b> Introduces student to the theories and skills required to write effective advertising copy to market products, services and ideas. Students will learn copywriting techniques for media forms that are both traditional (print, broadcast and outdoor), as well as nontraditional (Internet and other interactive media). Topics include research, creative concepts and execution. Prerequisites: COM 314 or COM 315 or COM 317.	<b>3.00</b>	<b>COM 482</b>	<b>Internship</b> Students apply theory and techniques to communication tasks of a cooperating business, industry, agency, or institution. Students must obtain approval of a detailed proposal before registering for the course. The determination of credit hour production is to be made in consultation with the internship advisor, in compliance with the media organization's policies, and in consideration of the intensity of the internship experience. Prerequisites: 80 credits completed, and a minimum of 2.5 QPA.	<b>12.00</b>
<b>COM 448</b>	<b>Integrated Communication Campaigns</b> This course provides theory and skills to create an integrated communication campaign for a selected product, company, person or service. Students will explore the processes of research, strategic planning, tactics and evaluation in creating and managing integrated communication campaigns. Students will study and analyze existing campaigns and the course culminates in an integrated communication campaign developed for an actual client. The integrated approach to campaigns assists students in practicing skills in public relations and advertising. Prerequisite: COM 443 or COM 446.	<b>3.00</b>	<b>COM 490</b>	<b>Independent Study</b> Selected topics for research and/or performance projects in speech communication and theatre. Prior to registration, students need to obtain an advisor who will direct their study. Approval by appropriate dean required.	<b>3.00</b>
<b>COM 450</b>	<b>Career Planning for Communication Professionals</b> Serves as the primary skill building and strategy seeking experience for the practicum and internship program within the Department of Communication. Provides the basis for career entry and growth. extensive writing, research and individual professional development sessions are involved. Prerequisite: Junior standing.	<b>3.00</b>	<b>COM 499</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.	<b>3.00</b>
<b>COM 455</b>	<b>Digital/Film Directing</b> This course is designed to provide the students with hands-on experience as a single camera director. Students will critique professional directors and examine directing theories and techniques. Students will apply theory and techniques of script breakdown, directing talent and blocking, camera placement, shot execution and communication of the director's vision to crew and talent. Students will direct a narrative short or one-act screenplay. Prerequisite: COM 270.	<b>3.00</b>	<b>COOP 301</b>	<b>Coop Anthropology</b>	<b>12.00</b>
<b>COM 458</b>	<b>Sports Photography</b> Focuses on digital photography of sports, including still and moving images. After successfully completing this course, students will: learn how to photograph athletic events, and receive instruction in the use of digital still and video cameras. Specific topics include shooting techniques, use of telephoto lenses, working in all types of lighting conditions and ethical considerations in photography.	<b>3.00</b>	<b>COOP 302</b>	<b>Co-Op Phil</b>	<b>12.00</b>
<b>COM 459</b>	<b>Sports Digital Audio and Video Production</b> Focuses on live coverage of sporting events and the production of video based sports documentary materials. After successfully completing this course, students will: learn the process of producing media coverage of live sporting events, produce live coverage of a sporting event as a control room staff member, produce live coverage of a sporting event as a camera person, and shoot and edit part of a post-production of sports documentary materials. Specific topics include mobile broadcast solutions, directing and technical directing, camera techniques, graphics, slow motion, microphone placement and polar patterns, storytelling and video editing. Prerequisite: COM 270.	<b>3.00</b>	<b>COOP 303</b>	<b>Co-Op Political Science</b>	<b>12.00</b>
<b>COM 474</b>	<b>Advanced Web Site Design</b> Provides students with advanced design strategies and techniques for implementing world wide web sites. Topics include advanced strategies for structuring web sites aimed at journalism, broadcasting, corporate, and public relations functions, structural designs to meet a variety of audience needs, working with advanced web design layout strategies and techniques, and implementing web-based multimedia formats. Prerequisite: COM 444. On demand.	<b>3.00</b>	<b>COOP 304</b>	<b>Co-Op Sociology</b>	<b>12.00</b>
			<b>COOP 305</b>	<b>Co-Op Social Work</b>	<b>12.00</b>
			<b>COOP 306</b>	<b>Co-Op Art</b>	<b>12.00</b>
			<b>COOP 308</b>	<b>Co-Op Biology</b>	<b>12.00</b>
			<b>COOP 309</b>	<b>Co-Op Environ Science</b>	<b>12.00</b>
			<b>COOP 310</b>	<b>Co-Op Outdoor Ed</b>	<b>12.00</b>
			<b>COOP 311</b>	<b>Co-Op Science Ed</b>	<b>12.00</b>
			<b>COOP 312</b>	<b>Co-Op Chemistry</b>	<b>12.00</b>
			<b>COOP 313</b>	<b>Co-Op Communication</b>	<b>12.00</b>
			<b>COOP 314</b>	<b>Co-Op Advertising</b>	<b>12.00</b>
			<b>COOP 315</b>	<b>Co-Op Journalism</b>	<b>12.00</b>
			<b>COOP 316</b>	<b>Co-Op Public Relations</b>	<b>12.00</b>
			<b>COOP 317</b>	<b>Co-Op Radio</b>	<b>12.00</b>
			<b>COOP 318</b>	<b>Co-Op Tv</b>	<b>12.00</b>
			<b>COOP 319</b>	<b>Co-Op Computer Science</b>	<b>12.00</b>
			<b>COOP 320</b>	<b>Co-Op Accounting</b>	<b>12.00</b>
			<b>COOP 321</b>	<b>Co-Op International Bus</b>	<b>12.00</b>
			<b>COOP 322</b>	<b>Co-Op Banking</b>	<b>12.00</b>
			<b>COOP 323</b>	<b>Co-Op Finance</b>	<b>12.00</b>

COOP 324	Co-Op Management	12.00	COOP 364	Co-Op Music Marketing	12.00
COOP 325	Co-Op Marketing	12.00	COOP 366	Co-Op Physics	12.00
COOP 326	Co-Op Real Estate	12.00	COOP 368	Co-Op Psychology	12.00
COOP 327	Co-Op Economics	12.00	COOP 369	Co-Op Counseling	12.00
COOP 328	Co-Op Administration	12.00	COOP 370	Co-Op Student Life Serv	12.00
COOP 329	Co-Op Office Management	12.00	COOP 371	Co-Op Student Affairs	12.00
COOP 330	Co-Op Mgt Library Sci	12.00	COOP 372	Co-Op Acad Supp Serv	12.00
COOP 332	Co-Op Early Childhood	12.00	COOP 374	Co-Op Human Relations	12.00
COOP 333	Co-Op Elementary Ed	12.00	COOP 376	Co-Op Sped	12.00
COOP 334	Co-Op Secondary Ed	12.00	COOP 377	Co-Op Rehab Sciences	12.00
COOP 335	Co-Op Education	12.00	COOP 378	Co-Op Learn Disab	12.00
COOP 336	Co-Op English	12.00	COOP 379	Co-Op Ment Retard	12.00
COOP 337	Co-Op Writing Center	12.00	COOP 381	Co-Op Speech Pathology	12.00
COOP 338	Co-Op Geography	12.00	COOP 382	Co-Op Audiology	12.00
COOP 339	Co-Op Earth Science	12.00	COOP 383	Co-Op Speech	12.00
COOP 340	Co-Op Urban Planning	12.00	COOP 384	Co-Op Theatre	12.00
COOP 341	Co-Op Health & Safety	12.00	COOP 385	Co-Op/Respiratory Care	6.00
COOP 342	Co-Op Physical Ed	12.00	COOP 386	Co-Op Nursing	12.00
COOP 343	Co-Op Recreation	12.00	COOP 387	Co-Op Med Tech	12.00
COOP 344	Co-Op Coaching	12.00	COOP 388	Co-Op Allied Health	12.00
COOP 345	Co-Op Athletic Training	12.00	COOP 388 provides as elective co-operational educational experience for allied health students who have achieved junior standing. COOP 388 will augment concepts and skills learned in technical studies and Clarion courses in a structured and supervised clinical environment that enhances independent and effective functioning as a health care professional. Students electing COOP 388 must be enrolled in or have completed an approved technical educational program and must have a minimum 2.5 QPA at Clarion or in technical course work. Co-op experiences must be approved in advance by the Allied Health Chair. COOP 388 is offered as credit-no-record. Prerequisite: Enrollment in or completion of an approved technical health care educational program and approval by Allied Health Department Chair.		
COOP 346	Co-Op Water Safety	12.00	COOP 389	Co-Op Continuing Ed	12.00
COOP 347	Co-Op Sport Management	12.00	COOP 390	Co-Op Academic Services	12.00
COOP 348	Co-Op History	12.00	COOP 391	Co-Op Financial Aid	12.00
COOP 349	Co-Op Humanities	12.00	COOP 392	Co-Op Research	12.00
COOP 350	Co-Op Library Science	12.00	COOP 393	Co-Op Admissions	12.00
COOP 351	Co-Op Media	12.00	COOP 395	Co-Op L E I P	12.00
COOP 352	Co-Op Math	12.00	COOP 396	Co-Op Paralegal	12.00
COOP 355	Co-Op French	12.00	COOP 397	Co-Op Planetarium	12.00
COOP 356	Co-Op German	12.00	COOP 398	Co-Op Women & Gender Studies	12.00
COOP 357	Co-Op Russian	12.00	COOP 401	Intrn-Anthropology	12.00
COOP 358	Co-Op Spanish	12.00	COOP 402	Intrn-Phil	12.00
COOP 360	Co-Op Music	12.00			
COOP 361	Co-Op Piano	12.00			
COOP 362	Co-Op Instrumentals	12.00			
COOP 363	Co-Op Vocal	12.00			

COOP 403	Intrn-Political Science	12.00	COOP 443	Intrn-Recreation	12.00
COOP 404	Intrn-Sociology	12.00	COOP 444	Intrn-Coaching	12.00
COOP 405	Intrn-Social Work	12.00	COOP 445	Intrn-Athletic Training	12.00
COOP 406	Intrn-Art	12.00	COOP 446	Intrn-Water Safety	12.00
COOP 408	Intrn-Biology	12.00	COOP 447	Intrn-Sport Management	12.00
COOP 409	Intrn-Environ Ed	12.00	COOP 448	Intrn-History	12.00
COOP 410	Intrn-Outdoor Ed	12.00	COOP 449	Intrn-Humanities	12.00
COOP 411	Intrn-Science Ed	12.00	COOP 450	Intrn-Library Science	12.00
COOP 412	Intrn-Chemistry	12.00	COOP 451	Intrn-Media	12.00
COOP 413	Intrn-Communication	12.00	COOP 452	Intrn-Math	12.00
COOP 414	Intrn-Advertising	12.00	COOP 455	Intrn-French	12.00
COOP 415	Intrn-Journalism	12.00	COOP 456	Intrn-German	12.00
COOP 416	Intrn-Public Relations	12.00	COOP 457	Intrn-Russian	12.00
COOP 417	Intrn-Radio	12.00	COOP 458	Intrn-Spanish	12.00
COOP 418	Intrn-Tv	12.00	COOP 460	Intrn-Music	12.00
COOP 419	Intrn-Computer Science	12.00	COOP 461	Intrn-Piano	12.00
COOP 420	Intrn-Accounting	12.00	COOP 462	Intrn-Instrumentals	12.00
COOP 421	Intrn-International Bus	12.00	COOP 463	Intrn-Vocal	12.00
COOP 423	Intrn-Finance	12.00	COOP 464	Intrn-Mus Marketing	12.00
COOP 424	Intrn-Management	12.00	COOP 466	Intrn-Physics	12.00
COOP 425	Intrn-Marketing	12.00	COOP 468	Intrn-Psychology	12.00
COOP 426	Intrn-Real Estate	12.00	COOP 469	Intrn-Counseling	12.00
COOP 428	Intrn-Admin	12.00	COOP 470	Intrn-Student Life Serv	12.00
COOP 429	Intrn-Off Management	12.00	COOP 471	Intrn-Student Affairs	12.00
COOP 430	Intrn-Mgt Library Sce	12.00	COOP 472	Intrn-Acad Supp Serv	12.00
COOP 432	Intrn-Early Childhood	12.00	COOP 474	Intrn-Human Relations	12.00
COOP 433	Intrn-Elementary Ed	12.00	COOP 476	Intrn-Sped	12.00
COOP 434	Intrn-Secondary Ed	12.00	COOP 477	Intrn-Rehab Sciences	12.00
COOP 435	Intrn-Education	12.00	COOP 478	Intrn-Learning Disab	12.00
COOP 436	Intrn-English	12.00	COOP 479	Intrn-Ment Retard	12.00
COOP 437	Intrn-Writing Center	12.00	COOP 480	<b>Intern-Allied Health</b>	<b>12.00</b>
COOP 438	Intrn-Geography	12.00	COOP 480 provides an elective internship experience for allied health students who have achieved senior standing. COOP 480 serves as a culminating clinical/professional experience that reinforces independent and effective functioning of students as health care professionals and facilitates consideration of leadership dynamics in health care environments. Students electing COOP 480 must be enrolled in or have completed an approved technical educational program and must have a minimum 2.5 GPA at Clarion or in technical course work. Internships must be approved in advance by the Allied Health Chair and the SONAH Director. COOP 480 is offered as		
COOP 439	Intrn-Earth Science	12.00			
COOP 440	Intrn-Urban Planning	12.00			
COOP 441	Intrn-Health & Safety	12.00			
COOP 442	Intrn-Physical Ed	12.00			

	credit-no-record. Prerequisite: Enrollment in or completion of an approved technical health care educational program and approval by Allied Health Department Chair.	
COOP 481	<b>Intrn-Speech Path</b>	12.00
COOP 482	<b>Intrn-Audiology</b>	12.00
COOP 483	<b>Intrn-Speech</b>	12.00
COOP 484	<b>Intrn-Theatre</b>	12.00
COOP 486	<b>Intrn-Nursing</b>	12.00
COOP 487	<b>Intrn-Med Tech</b>	12.00
COOP 489	<b>Intrn-Continuing Ed</b>	12.00
COOP 490	<b>Intrn-Academic Services</b>	12.00
COOP 491	<b>Intrn-Financial Aid</b>	12.00
COOP 492	<b>Intrn-Research</b>	12.00
COOP 493	<b>Intrn-Admissions</b>	12.00
COOP 495	<b>Intrn-L E I P</b>	12.00
COOP 496	<b>Internship-Paralegal</b>	12.00
COOP 497	<b>Intrn-Planetarium</b>	12.00
COOP 498	<b>Intern-Women &amp; Gender Studies</b>	12.00
CPSC 101	<b>Intro to Computational Science</b>	3.00
	This course is an introduction to the interdisciplinary field of Computational Science, which integrates mathematical modeling and visualization to solve problems in the physical, life, behavioral, and social sciences. Students will acquire skills in the development of scientific knowledge using experimentation with models and simulation of scientific systems. Prerequisite: MATH 171 or permission of the instructor.	
CPSC 201	<b>Surv Computational Sci Tools</b>	3.00
	This course presents methods and tools used to implement concepts in mathematics and computational science. The tools will include mathematical and statistical functions such as matrix manipulation and linear algebra, polynomials and interpolation, data analysis and statistics, and optimization. This course will prepare students for further work in mathematics and computational science. Prerequisite: MATH 171. Each semester.	
CPSC 301	<b>Adv Computational Science</b>	3.00
	This course combines a formal presentation of classical methods of design optimization with detailed instruction in the application of these methods using software tools. It introduces students to the symbolic, numerical, and graphic features of these software tools and integrates this powerful combination in the translation of many algorithms into applied optimization techniques with animation. Prerequisite: MATH 260 or MATH 270	
CPSC 490	<b>Projects Computational Science</b>	3.00
	This course applies computational science methods and tools to real-world applications in a semester-long project in the student's major field of study. This is the capstone course in computational science. Prerequisite: CPSC 301	
CRJT 110	<b>Intro to Criminal Justice</b>	3.00
	Provides an overview of the justice system including processing offenders. Examines the nature of criminal law, causes of criminal behavior and discusses the roles of various agencies including police, courts, and corrections. Fall and Spring semesters.	
CRJT 235	<b>Criminology</b>	3.00
	Examines historical and contemporary attempts to explain the origins of criminal behavior and society's reaction to it from a variety of perspectives. Provides students with an understanding of how these theories have influenced the present criminal justice systems. Annually	
CRJT 245	<b>Corrections</b>	3.00
	Provides students with an overview and analysis of the management and organization of correctional institutions. Discusses current practices and trends in the area of corrections including treatment of criminal personalities. Annually	
CRJT 250	<b>Probation and Parole</b>	3.00
	This course will provide a foundational and practical understanding of the role of probation and parole in American society. More specifically, a detailed history of these two forms of punishment will be examined followed by their current role and value in the American Criminal Justice System. Various topics will be examined including the direct use and application of these forms of punishment, the necessary treatment and aftercare needed to reduce recidivism as part of the punishment process, and the future of these two forms of community-based correctional options. Prerequisite: CRJT 110. Offered spring/summer annually.	
CRJT 255	<b>Juvenile Justice</b>	3.00
	Examines the formal and informal methods of dealing with the problems of juvenile crime, including the ways in which procedures differ from those involving adult offenders. Provides an analysis of recent trends in juvenile courts and the control and treatment of juvenile offenders. Offered fall or as needed.	
CRJT 260	<b>Policing</b>	3.00
	Provides an overview of issues in policing and law enforcement as well as an examination of the practices of police agencies in the United States. Examines organizational structures for delivering police services and issues concerning police and community interactions. Annually	
CRJT 275	<b>Substantive Criminal Justice Law</b>	3.00
	Examination of the preliminary crimes of solicitation, conspiracy, and attempt. An analysis of the specific elements of crimes against the person and crimes against property. A consideration of defenses to alleged criminal behavior is also undertaken. Offered fall or as needed.	
CRJT 300	<b>Applied Police Patrol Tactics</b>	3.00
	This applied course prepares students to perform the duties of police and public safety officers, including various patrol activities that include traffic control and accident assessment, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment identification and application, report preparation and other routine law enforcement responsibilities. Prerequisite: CRJT 260 or permission of CRJT Program Coordinator. Offered annually as needed.	
CRJT 304	<b>Crime, Politics &amp; Public Policy</b>	3.00
	Course treats the ways in which government treats crime as a public policy matter, with a predominant focus on legislative and executive branch activity. Topics may vary somewhat from year to year. Examples of policies to be examined and evaluated include: reducing the incidence of crime, the politics of imprisonment, punitive and restorative justice, decriminalization, drugs and crime, death penalty, gun control, hate crimes, "zero tolerance" approaches, pornography, corporate crime, organized crime, and terrorism. The constitutional and legal framework of policies will also be considered.	
CRJT 325	<b>Special Topics in Criminal Justice</b>	3.00
	This course will investigate special topics within the criminal justice system.	
CRJT 328	<b>Ethics and Criminal Justice</b>	3.00
	This course is a survey of ethical issues for practitioners within the criminal justice system. Topics include: ethics of decision-making, origins of the concept of justice, dilemmas of police officers as crime fighters and public servants, fighting corruption, ethics and investigative methods, ethics as it relates to punishment, institutional and community corrections.	
CRJT 330	<b>Advanced Theoretical Criminology</b>	3.00
	This required course will provide an advanced examination of criminological theory will be conducted. Students will identify, apply, and analyze the various criminological paradigms and how each impacts the main components of the criminal justice system, including the work of the criminal justice practitioner. Prerequisite: CRJT 110, 235 or permission of the instructor. Offered fall or as needed.	

<b>CRJT 341</b>	<b>Legal Liability and the Criminal Justice Practitioner</b>	<b>3.00</b>	This required course will provide insight into both civil and criminal legal liability issues facing criminal justice practitioners. Specific and current legal topics for those working in the key areas of the criminal justice system will be examined. Federal civil rights actions, tort actions, and criminal sanctions, against law enforcement, corrections, and court system personnel will be examined in detail. Prerequisite: CRJT 275 or permission of the instructor. Fall or as needed.				
<b>CRJT 350</b>	<b>Current Controversies in Criminal Justice</b>	<b>3.00</b>	This course will examine current issues that impact the criminal justice system. Topics for discussion will vary but may include (but are not limited to): Issues in Diversity, Critical Issues in Policing, Issues in Corrections, Terrorism, Issues within the Courts, Issues in Corrections, Comparative Criminal Justice, Media and Crime, and Computer Crime. Prerequisite: CRJT 110 or permission of the instructor. Offered fall or as needed.	<b>CRJT 422</b>	<b>Correctional Counseling and Assessment</b>	<b>3.00</b>	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.
<b>CRJT 363</b>	<b>Criminal Procedure</b>	<b>3.00</b>	A study of the law as it relates to arrest, search, and seizure with emphasis on present controlling legal decisions and historical development, philosophy, and public policy issues underlying these decisions. Prerequisite: PS 211, CRJT 110 or permission of instructor. Annually	<b>CRJT 425</b>	<b>Administration and Management of Criminal Justice Organizations</b>	<b>3.00</b>	This required course provides the student with a comprehensive understanding of various topics related to the administration and management of our nation's formal criminal justice organizations. Organizational and managerial theories along with specific and current issues/topics relevant to the daily operations of each branch of the criminal justice system will be examined and explored. Prerequisite: CRJT 110. Spring or as needed.
<b>CRJT 365</b>	<b>Special Population in Criminal Justice</b>	<b>3.00</b>	This required course provides a detailed look at various special populations that have been impacted and continue to be impacted by the American Criminal Justice System. Some groups to be examined include various racial and ethnic groups, the elderly, females, juveniles, the mentally ill, and the mentally disabled. Prerequisite: CRJT 110. Fall or as needed.	<b>CRJT 450</b>	<b>Senior Seminar in Criminal Justice</b>	<b>3.00</b>	This required course is the capstone class for the entire bachelor's degree program in Criminal Justice Administration. Senior Seminar in C.J. seeks to synthesize knowledge and skills acquired in lower-division courses through a series of culminating assignments, including a final analytical research paper. Prerequisite: CRJT 400. Spring or as needed.
<b>CRJT 370</b>	<b>Victimology</b>	<b>3.00</b>	This required course seeks to introduce the student to the role of the victim in the crime equation. Course content addresses theories directly related to both individual and group victimization. In addition, systematic responses to crime victims will also be examined so that a more formative understanding and appreciation of victims of crime can be ascertained. Prerequisite: CRJT 110. Offered fall or spring as needed.	<b>CSD 125</b>	<b>Intro to Communication Disorders</b>	<b>3.00</b>	Introduces communication disorders. Encompasses the variety of problems humans may have in speech, language, and hearing. Focuses on the nature of such problems, their causes, their impacts on people, methods for their evaluation, and methods for their management. Includes an overview of cultural effects on communication and an orientation to the professions of speech-language pathology and audiology. Offered in fall, annually.
<b>CRJT 375</b>	<b>Leadership Methods and Approaches in Criminal Justice</b>	<b>3.00</b>	This required course will explore the necessity of leadership as it pertains to the various levels of the criminal justice system. The lectures, resource materials and activities are designed to provide both intellectual and experiential opportunities to examine various leadership-based challenges faced by current criminal justice professionals working in the field. While the criminal justice system only loosely conforms to the concept of a true system, the need for leaders to think in terms of an integrated criminal justice system will be emphasized. Prerequisite: CRJT 110 or Permission of the instructor. Fall or as needed.	<b>CSD 150</b>	<b>Speech Science</b>	<b>3.00</b>	Analyzes models of the speech mechanism. Emphasizes normal aspects of the physiology and acoustics of speech production. Fall, annually.
<b>CRJT 399</b>	<b>Criminal Justice COOP</b>	<b>6.00</b>	Internship opportunities for students in their particular area of interest with local or state institutions.	<b>CSD 156</b>	<b>Phonetics &amp; Phonology</b>	<b>3.00</b>	Introduction to the study of the physical aspects of speech. Focuses on production, perception, and transcription of the English phonemes using the International Phonetic Alphabet (IPA) as well as the acoustic and articulatory properties of each sound. Offered spring, annually.
<b>CRJT 400</b>	<b>Research Methods in Criminal Justice</b>	<b>3.00</b>	This required course introduces students to the fundamental concepts and research methods used in criminal justice. Provides students with an understanding of how and why criminologists conduct various types of research and the ultimate impact it has on laws, policy, formal justice-related procedures, and the larger community. Prerequisite: CRJT 330. Offered fall or as needed.	<b>CSD 251</b>	<b>Anat Speech Hear Mech</b>	<b>3.00</b>	Study of the anatomy and physiology of the speech and hearing mechanisms. Fall, annually.
<b>CRJT 401</b>	<b>Principles of Investigation</b>	<b>3.00</b>	This advanced foundational course prepares students to understand and apply the basic tactics used by criminal investigators. The foundational information regarding basic criminal investigations is discussed in this course. Items which include: history and evolution of investigation, rules of evidence and arrest, understanding the crime scene; physical evidence collection and processing, interviewing and interrogation procedures, types of investigations along with types of crimes and types of evidence analyzed, how evidence is processed, including a basic look at forensics techniques that are applied. Prerequisite: CRJT 260 or approval by CRJT Program Coordinator. Offered annually as needed.	<b>CSD 257</b>	<b>Developmental Sequences in Language and Speech</b>	<b>3.00</b>	Study of typical speech and language development with a focus on developmental norms. Language development is also discussed within the context of language sample analysis, with a focus on the use of the Systematic Analysis of Language Transcripts (SALT) software. Offered Fall, annually.
<b>CRJT 402</b>	<b>Principles of Investigation II</b>	<b>3.00</b>	This advanced course seeks to build upon the information provided in Principles of Investigation I. Information to be	<b>CSD 258</b>	<b>Lang Disorders in Children</b>	<b>3.00</b>	Provides students with an understanding of language disorders in children, etiological factors associated with them, diagnostic and evaluative techniques, and therapeutic methodologies. Prerequisite: CSD 257. Spring, annually.
			examined include the various types of specific criminal investigations that occur, and what types of evidence are needed for each type of case. In addition, the importance of three major sources of information for the investigation will be presented an applied, these include: people, physical evidence, and records (unofficial and official). Above all, the direct application of investigative principles and tactics will be demonstrated so that students are able to formally understand and apply these later in their careers. Prerequisite: CRJT 260 and 401. Offered annually as needed.	<b>CSD 352</b>	<b>Speech Disorders</b>	<b>3.00</b>	Discusses communication disorders using the theoretical basis for service delivery models, communicative development, and cultural differences. Emphasizes diagnosis, team management, and treatment strategies of articulation, voice, resonance, stuttering, and swallowing disorders. Offered Fall, annually.
				<b>CSD 353</b>	<b>Adult Communication Disorders</b>	<b>3.00</b>	Reviews the theoretical basis for communication disorders. Emphasizes diagnosis, team management, and treatment strategies of adult speech, language, and cognitive-linguistic disorders such as aphasia, apraxia, dysarthrias, dementia and right-hemisphere disorders. Offered Spring, annually.

<b>CSD 411</b>	<b>Cognitive-Communication Disorders in Traumatic Brain Injury</b> 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.	<b>3.00</b>
<b>CSD 454</b>	<b>Professional Practicum</b> 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 Spring, annually.	<b>3.00</b>
<b>CSD 460</b>	<b>Intro to Audiology</b> Investigates the nature of hearing disorders and the audiological, medical, social, psychological, and educational implications. Emphasizes hearing's impact on speech and language. Offered Fall, annually.	<b>3.00</b>
<b>CSD 463</b>	<b>Aural Rehabilitation</b> A comprehensive study of auditory rehabilitation, emphasizing auditory training, speech reading, speech training, and speech listening devices. Prerequisite: CSD 460. Spring, annually.	<b>3.00</b>
<b>CSD 465</b>	<b>Manual Communication</b> Covers a comprehensive review of the theories of manual communication, including an introduction to the major manual communication systems. Students learn to sign and finger spell for use in communicating with and rehabilitation of the deaf and hard of hearing.	<b>3.00</b>
<b>CSD 467</b>	<b>Clinical Observation</b> Covers basic information pertaining to the profession of speech pathology and audiology. Provides an orientation to the facilities, equipment, and operations of the Clarion University Speech and Hearing Clinic. Examines various types of clinical reports and teaches basic documentation and observational skills both in the classroom and clinic as a prerequisite for client contact for speech and hearing science majors. Offered Fall, Annually.	<b>3.00</b>
<b>CSD 472</b>	<b>Sem In Speech Science</b> 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.	<b>3.00</b>
<b>CSD 475</b>	<b>Augmentative &amp; Altern Comm</b> Introduces the student to various augmentative/alternative communication systems prevalent in the field. Current and comprehensive information relative to type of disorder. Disgnosis and treatment discussed. Emphasizes the application of unique criteria in diagnostic and the administration of competent and flexible management strategies in rehabilitation. Fall, annually.	<b>3.00</b>
<b>DA 202</b>	<b>Intro Programming and Algorithms I</b> Introduces algorithms and translation of algorithms into a programming language. Student will create algorithms and computer programs that implement those algorithms. Will learn programming language syntax and programming fundamentals including variables, input and output, arithmetic and logical operations, control flow (sequence, selection, iteration), file access and modular development. Computer language used may change over time, but an example language would be C# (C Sharp). Offered fall, spring and summer.	<b>3.00</b>
<b>DA 227</b>	<b>Database Management Systems for Decision Makers</b> Database management systems facilitate decision makers to perform qualitative analysis on data stored in organizational databases, data warehouse and data marts. Organizations use data to make data-driven, informed decisions. Information, and the data on which they are based, are vital assets and management of these systems becomes integral to organizational success in the competitive world today. In this	<b>3.00</b>
<b>DA 337</b>	<b>Data Warehousing &amp; Business Intelligence</b> Information and the Data, on which they are based, are vital corporate assets, stored in organizational databases, data warehouses, and data marts and provide competitive advantage for businesses. Organizations use data to make data-driven, informed decisions. In this course, students will learn the purpose and applications of data warehousing (DW) environment built from multiple data sources for analytical and information processing. DW stores information organized in a unified data model for the purposes of business decision making. An enterprise data warehouse offers an integrated corporate knowledge repository and provides tools for users to gain insights for decision making, based on facts ad not intuition. Students will be introduced to how data warehousing offers business intelligence (BI) for analysts, managers and decision makers. BI topics include query, reporting and OLAP cubes. Prerequisite: DA 227 and a statistics course (e.g. ECON 221 or 222 or MATH 131 or 221 or similar).	<b>3.00</b>
<b>DA 412</b>	<b>Special Topics in Data Analytics</b> Provides for focused study of a special interest topic in Data Analytics using learning formats selected by the instructor as best sited for the particular course. Prerequisite for particular course set by the instructor.	<b>3.00</b>
<b>DA 430</b>	<b>Analytical Methods and Optimizations</b> Business Analytics is the use of data (statistical and quantitative methods), and models to help managers gain insights about business operations and make data-driven, fact-based decisions. This introductory course teaches the concepts of business analytics and tools in understanding how date analysis works in modern organizations. Students will learn how to apply basic business analytics principles, use and interpret analytic models to make better business decisions. Students will be familiarizing with popular analytics software (MS Excel with XLMiner or SAS or other tools) to get real-world experience. The course will provide a holistic approach at business analytics from descriptive, predictive and prescriptive perspectives. Students will learn form real world examples how business analytics helps analyzing business performance (descriptive) and how to improve them (predictive and prescriptive). Prerequisite: DA 337. Offered every other spring (7W1).	<b>3.00</b>
<b>DA 460</b>	<b>Data Visualization</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 347 or Permission from Instructor. Offered in fall.	<b>3.00</b>
<b>ECH 141</b>	<b>Child Development and Learning</b> This course is designed to provide a strong foundation of child development and learning and developmental theory. Focuses on the cognitive, social-emotional, ecological-systems, and physical-motor dimensions of human growth and changes (pre-birth through eight years of age). Emphasizes influences on human growth and change with respect to cognition, individual difference, personality, growth, abilities, and interests. Examines developmental theory, developmental milestones and their relation to the continuum of the PA learning standards for early childhood. Explores cross-cultural and multiethnic perspectives with respect to holistic development of children; involvement with the observation of individuals at various levels of development. Offered each semester.	<b>3.00</b>

course, students will be introduced to the database concepts, analysis, design and focus on the usage of a modern relational data base management systems using MS Access. MS Excel will also be used for creating relational databases and creating pivot tables for decision making. Students will explore using database objects (queries, reports) to demonstrate how database systems provide information for decision makers to make effective decisions for organizational success. Prerequisite: CIS 217 and DA 202. Offered every semester.

<b>ECH 231</b>	<b>Creativity in Early Child Curriculum</b> Explores the nature of creativity and its value in the growth of young children. Students develop and present various open-ended and child-centered projects for the enhancement of creativity and the creative whole learning experience using art, music, and movement. Students demonstrate how to guide young children in creative learning and expression through individual and group projects. Examines the creative process as a source of choosing content, planning lessons, organizing materials, and designing assignments to enable children to develop essential skills and attitudes for creativity. Prerequisites: ECH 141. Offered each semester.	<b>3.00</b>	
<b>ECH 234</b>	<b>Observation &amp; Assessment in Early Childhood Education</b> Young children from birth to age eight are cared for and educated in diverse early childhood settings. Gives undergraduate students experience in using effective methods for observing, assessing, and documenting young children's development for the purpose of planning appropriate programs, environments, interactions, and adaptations. Emphasizes developmentally appropriate practices and legal and ethical responsibilities. Directs students' participation with children of different age groups in a variety of early childhood settings through field-based/case study approaches. Requires a minimum of 20 hours of field experience in specified early learning programs with infants/toddlers, preschoolers and school-age children. Prerequisite: ECH 141. Offered each semester.	<b>3.00</b>	
<b>ECH 235</b>	<b>Observation-Constructing an Early Childhood Knowledge Base</b> Young children from birth to age nine are cared for and educated in diverse early childhood settings. Gives undergraduate students experience in using effective methods for observing young children's development, environments, interactions, and adaptations while constructing a wide early childhood knowledge base. Emphasizes developmentally appropriate practices and legal and ethical responsibilities. Directs students' participation with children of different age groups in a variety of early childhood settings through field-based/case study approaches. Includes one hour of class meetings with two-hour field placement per week. Prerequisite ECH 141 and ECH 231. Each semester.	<b>3.00</b>	
<b>ECH 236</b>	<b>Assessment &amp; Planning Using an Early Childhood Knowledge Base</b> Young children from birth to age nine are cared for and educated in diverse early childhood settings. Gives undergraduate students experience in using effective methods for observing, assessing, and documenting young children's development for the purpose of planning appropriate programs, environments, interactions, and adaptations. Emphasizes developmentally appropriate practices and legal and ethical responsibilities. Directs students' participation with children of different age groups in a variety of early childhood settings through field-based/case study approaches. Field experience assignments are designed for the student to use various types of assessments with young children. Prerequisites: ECH 141 & ECH 235. Offered each semester.	<b>3.00</b>	
<b>ECH 245</b>	<b>Lang &amp; Literacy in Early Childhood</b> This course will provide information that will allow students to identify specific developmental milestones in speech/language development. In addition, information related to cognitive, social-emotional, and physical growth will be analyzed and synthesized as it relates to the overall maturation of the child and specifically to the speech and language development. Finally, experiential opportunities will be developed which allow the student to evaluate and apply this knowledge to various age groups of children. Prerequisite: ECH 141 & ECH 234 or ECH 235.	<b>3.00</b>	
<b>ECH 260</b>	<b>Early Childhood Environments</b> This course will provide information that will allow students to identify the characteristics of and design effective and developmentally appropriate learning environments for young children that promote interaction, exploration and knowledge construction. In addition, experiential opportunities will be developed which allow the student to apply this knowledge to various age groups of children. Prerequisite: ECH 141. Offered each semester.	<b>3.00</b>	
<b>ECH 301</b>	<b>Child Development &amp; Guidance</b> This course will provide information that will allow students to understand the process of child guidance and master techniques in child guidance. Through increased knowledge	<b>3.00</b>	
<b>ECH 310</b>	<b>Family-Community Collaboration</b> This course will provide information that will allow students to identify the benefits of family-teacher partnerships, methods for developing partnerships with families and community members. In addition, information related to Family Systems Theory, including the Ecological Systems Theory, collaborating with other professionals and role of the early childhood professional in the community, including advocacy will be discussed and practiced. Finally, experiential opportunities will allow the student to apply this knowledge to various age groups of children. Prerequisite: ECH 236: Teacher Certification Program Admission candidates. Co-requisites: ECH 301, ECH 322, ECH 323, ECH 325, ECH 326 and ECH 410. Offered each semester.	<b>2.00</b>	
<b>ECH 322</b>	<b>Curriculum Basis for Learning and Teaching</b> Focuses on developmentally appropriate curriculum design and implementation for infants, toddlers, and young children ages three to nine. Emphasizes the child's and the teacher's roles in planning, designing, integrating, and adapting curriculum and the physical setting where the curriculum is implemented to meet the needs and interests of all young children including those with disabilities, developmental delays, or special abilities, including instructional strategies and classroom materials. Experiential opportunities will allow the student to apply this knowledge to various age groups of children. Prerequisites: ECH 236 : Teacher Certification Program Admission candidates. Co-requisites: ECH 301, ECH 310, ECH 323, ECH 325, ECH 326, and ECH 410. Offered each semester.	<b>2.00</b>	
<b>ECH 323</b>	<b>Language, Literacy and the Young Child</b> Focuses on intentional teaching strategies to promote expressive language, receptive language, and literacy skills for infancy through kindergarten within developmentally, culturally appropriate learning environments, including development of standards-based, integrated learning experience plans and curriculum. Experiential opportunities will allow the student to apply this knowledge to children from infancy through kindergarten. Prerequisite: ECH 236: Teacher Certification Program Admissions candidates. Co-requisites: ECH 301, ECH 310, ECH 322, ECH 325, ECH 326, and ECH 410. Offered each semester.	<b>2.00</b>	
<b>ECH 325</b>	<b>Young Children as Theory Builders</b> Explores the process and learning environment that will support, facilitate, and translate course-content areas of science, mathematics, social studies, and technology into a developmentally appropriate constructivist educational practice. Applies theoretical perspective of constructivism to enhance the young child's scientific traits of experimentation, curiosity, creativity, and theory testing. Experiential opportunities will allow the student to apply this knowledge to children from infancy through kindergarten. Prerequisites: ECH 236: Teacher Certification Program Admission candidates. Co-requisite: ECH 301, ECH 310, ECH 322, ECH 323, ECH 326, and ECH 410. Offered each semester.	<b>2.00</b>	
<b>ECH 326</b>	<b>Early Childhood Infant-Kindergarten Field Experience</b> Professional practicum that requires the teacher candidate to plan, teach, and assess developmentally, culturally appropriate curriculum for infants, toddlers, preschoolers, and kindergarteners and engage family and community members in the children's learning. Field experience integrates the application of instructional strategies, content knowledge, classroom management, family and community engagement, ethical conduct standards, and other professional knowledge and competencies in infant toddler, preschool, and kindergarten settings. During this field experience, teacher candidate will collaborate with mentor teacher to prepare and implement learning experiences that align with national and state standards, assess children's learning and engage families and community in the children's learning. Prerequisites: ECH 236: Teacher Preparation Program Admission. Co-requisites: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 410. Offered each semester.	<b>1.00</b>	

- ECH 340 Effective Approaches to Child Guidance 3.00**  
This course provides an overview of the origins of child guidance traditions and the relationship of child development theories to the process of guiding children, while focusing on direct and indirect positive guidance strategies for young children that include classroom management and environments to support pro-social development. Developmentally appropriate methods and relationship-based interactions are emphasized to create a nurturing and supportive learning community. Topics addressed include emotional intelligence, child resilience, child's sense of self and social competence. Effective techniques of positive guidance in early childhood settings are stressed. Fifteen hours of field experience and written assignments have been designed to allow each student an opportunity to develop his or her own style and approach to child guidance. Prerequisite: ECH 141. Offered spring semesters.
- ECH 341 Building Family and Community Partnerships 3.00**  
This course emphasizes the importance of and strategies for early childhood teachers building partnerships with families of the children in their classrooms and community members. Information related to Family Systems Theory, including Ecological Systems Theory, and family structure, beliefs and culture, and parenting styles are explored. Effective communication strategies, which are essential for building partnerships, are practiced. Collaborating with other professionals and role of the early childhood professional in the community, including advocacy are also examined and practiced. Experiential field opportunities provide opportunity for students to apply this knowledge and skill with families and communities. Prerequisite: ECH 234. Offered fall semesters.
- ECH 342 Early Childhood Curriculum 3.00**  
Focuses on developmentally appropriate curriculum for young children ages birth - five. Emphasis is on planning and implementing standards-based, emergent, integrated curriculum, environment design, and intentional teaching strategies to support learning of each child in inclusive early childhood programs. Field experience includes creating and teaching learning experiences for young children. Prerequisites: ECH 231 and ECH 234.
- ECH 343 Foundations of Building and Enriching Early Childhood Literacy Skills 3.00**  
Emphasis on using and expanding the early literacy information in the National Early Literacy Panel Report (NELP) and the International Literacy Association (ILA), students will become familiar with early literacy skills (phonological awareness, print awareness, letter knowledge, and vocabulary). Building on the knowledge, students will explore ways to apply them to pre-k level, including ways to make classroom environments supportive of staff sharing early literacy information and activities with parents and caregivers. Prerequisite: ECH 234. Offered spring semester.
- ECH 344 Integrated Curriculum for Early Learners 3.00**  
Focuses on integrating four (4) curricular areas for early learners (birth through age 5): science, technology, mathematics and social studies. Emphasis is on promoting the understanding that a learning environment should match how children develop and learn in each of the four curricular areas and should reflect current state and national standards. Field experience includes creating developmentally appropriate learning experiences for each curricular area through an integrated project approach. Prerequisite: ECH 234. Offered spring semesters.
- ECH 410 Motor Learning & Development 3.00**  
Provides understanding of motor development and motor learning and how motor activities enhance the total development of young children. Emphasizes the design and implementation of open-ended, developmentally appropriate movement activities to stimulate problem solving and to be the cornerstone of an integrated curriculum. Additional focus is on the assessment of motor development and motor learning environments. Field experience provides an opportunity to apply this knowledge to children from infancy through kindergarten. Prerequisite: ECH 236; Teacher Certification Program Admission candidates. Co-requisite: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 326. Offered each semester.
- 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 414 Teaching & Learning Language & Literacy: Grades 1-6 2.00**  
Focuses on intentional teaching strategies to promote expressive language, receptive language, and literacy skills for first - sixth grade within developmentally , culturally appropriate learning environments, including development of standards-based, integrated learning experience plans and curriculum. Experiential opportunities will allow the student to apply this knowledge to children fro 1st through 6th grades: Prerequisites: Teacher Certification Program Admission: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 410. Co-requisites: ECH 415, ECH 416, ECH 417, ECH 418 and ECH 419. Offered each semester.
- ECH 415 Learning & Teaching Mathematics: Grades 1-6 2.00**  
Focuses on principles in teaching mathematics to young children, mathematics processes in early childhood, the National Council of Teachers of Mathematics: Principles and Standards for School Mathematics, the Pennsylvania Core Mathematics Standards, and involving and assisting parents and communities in understanding childhood development in mathematics. This course is designed to prepare students for their first teaching experience. It covers curricula, Current issues, early childhood development, and research literature in early childhood mathematics. It focuses on the teaching/ learning process as it applies to mathematics. The aim is to provide students with a variety of experiences in the planning , teaching, and observation of mathematics classes so that they may begin to develop a person philosophy towards teaching and learning in the mathematics classroom grades 1 through 6. Prerequisites: Teacher Certification Program Admission, ECH 301, ECH 310, ECH 322, ECH 323, ECH 325 and ECH 410. Co-requisites: ECH 414, ECH 416, ECH 417, ECH 418, and ECH 419. Offered each semester.
- ECH 416 Learning & Teaching Social Studies: Grades 1-6 2.00**  
This course coordinates theory and practice in the teaching of early childhood school social studies. It provides historical perspective, and examines current research, curriculum programs and trends, and methods and materials applicable to social studies teaching in a pluralistic society. ECH 416 emphasizes the development, selection, management and evaluation of materials and experiences that foster concept development, inquiry, and knowledge construction in social studies. The course also addresses the needs of diverse students populations, integration of content areas and application of technology. Experiential opportunities will allow the student to apply this knowledge to children from 1st through 6th grades. Prerequisites: Teacher Certification Program Admission: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 410. Co-requisites: ECH 414, ECH 415, ECH 417, and ECH 418. Offered each semester.
- ECH 417 Technology for Early Child Educators 3.00**  
This course is designed to facilitate future early childhood educators with the knowledge skills, and dispositions for integrating technology into their classroom instruction and for using technology to improve professional productivity. Students will explore the relationship among ISTE (International Society for Technology in Education) standards, NAEYC (National Association for the Education of Young Children) standards, and PA Learning standards for Early Childhood and those PA Academic Standards related to PreK-6 learners and the appropriate and effective uses of contemporary educational technology. These concepts will be applied to the development of instructional materials that can be used for assessing learning and promoting achievement for all students in grades PreK-6. Prerequisites: Teacher Certification Program Admission: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 410. Co-requisite: ECH 414, ECH 415, ECH 416, ECH 418, and ECH 419. Offered each semester.
- ECH 418 Learning & Teaching Science: Grades 1-6 2.00**  
Focuses on principles in teaching science to young children, scientific inquiry and processes in early childhood, using and implementing the Next Generation Science Standards, and involving and assisting parents and communities in understanding childhood development in science. Emphasis will also be placed on developing effective learning

	environments to promote science explorations, investigation and inquiry supported by evidence and explanation. Experiential opportunities will allow the student to apply this knowledge to children from 1st through 6th grades. Prerequisites: Teacher Certification Program Admission: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 410. Co-requisite: ECH 414, ECH 415, ECH 416, ECH 417, and ECH 419. Offered each semester.	
<b>ECH 419</b>	<b>Early Childhood/Elementary Grades 1-6 Field Experience</b> <b>1.00</b> Professional practicum that requires the teacher candidate to plan, teach, and assess developmentally, culturally appropriate curriculum for first through sixth grade students and engage family community members in the student's learning. Field experience integrates the application of instructional strategies, content knowledge, classroom management, family and community engagement, ethical conduct standards, and other professional knowledge and competencies in first, second, third, fourth, fifth, and sixth grade classrooms. During the field experience, teacher candidate will become familiar with the field site community resources and demographic, collaborate with mentor teacher to prepare and implement learning experiences that align with national and state standards, and assess children's learning. Prerequisites: Teacher Certification Program Admissions, 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.	
<b>ECH 421</b>	<b>Child Care Management and Administration</b> <b>3.00</b> 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. Offered each semester.	
<b>ECH 423</b>	<b>Teacher Leadership</b> <b>3.00</b> Explores knowledge, skills, and dispositions needed to be a teacher leader. Emphasis is on leadership roles in curriculum development, classrooms, schools, early childhood programs, and the community. Education policy, supervision, advocacy, and ethics of professionalism will also be explored. Field experience is a child, family, and community advocacy project. BSED ECH majors must take concurrently with ECH 414, ECH 415, ECH 416, ECH 417, and ECH 418. Prerequisite: ECH 322 or 342. Offered each semester.	
<b>ECH 424</b>	<b>Early Childhood Student Teaching</b> <b>6.00</b> Professional practicum that requires the integration and application of instruction, management, and professional knowledge and competencies in grade PreK-4 settings. After an orientation to the school and agency setting, students teach under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity in grade levels (PreK-4), ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Course taken for 3-6 credits, based on program needs. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in the college, completion of all required professional courses in certification area with a minimum grade of "C", a cumulative 2.90 GPA, and meeting university residence requirements. Offered each semester.	
<b>ECH 425</b>	<b>Early Childhood Student Teaching</b> <b>6.00</b> Professional practicum that requires the integration and application of instruction, management, and professional knowledge and competencies in grade PreK-4 settings. After an orientation to the school and agency setting, students teach under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity in grade levels (PreK-4), ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Course taken for 3-6 credits, based on program needs. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in the college, completion of all required professional courses in certification area with a minimum grade of "C", a cumulative 2.90 GPA, and meeting university residence requirements. Offered each semester.	
<b>ECON 140</b>	<b>Personal Money Management &amp; Consumer Economics</b> <b>3.00</b> Examines major aspects of personal financial management, including budgeting of income and expenditures, transactions, and relations with banks and other lending institutions, insurance and retirement plans, home ownership, personal taxes, savings, and investment plans. B.S.B.A. majors may apply this course only as a free elective. Each semester.	
<b>ECON 161</b>	<b>Global Bus &amp; Econ Issues</b> <b>3.00</b> Introduction to basic principles of economics through the examination of contemporary global economic problems. Issues include basic economic development and trade, economic causes of global conflict, patterns of international capital flows, global energy dependence, and international human capital transfers. The course is aimed at developing a basic understanding of the economic dimension of global business and political issues. Every Fall.	
<b>ECON 175</b>	<b>Free Ent &amp; Pub Policy</b> <b>3.00</b> Introduces the history of economics as a social science, the theory and application of microeconomics and macroeconomics, international economics, and economic alternatives in current social problems. Freshman-level course can be used only as general education elective in either the associate's degree program or the baccalaureate degree programs. Majors in the College of Business Administration are excluded from the course. Each semester.	
<b>ECON 211</b>	<b>Prin of Macro</b> <b>3.00</b> Introduces macroeconomics, national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and international finance. ECON 211 is the prerequisite for ECON 212. Prerequisite: MATH110 or appropriate mathematics placement level. Additionally, any student with credit for MATH 131, MATH 171, MATH 232, MATH 260, or MATH 270 is also permitted to take ECON 211. Offered each semester. Fall, annually at Venango.	
<b>ECON 212</b>	<b>Prin of Micro</b> <b>3.00</b> Introduces microeconomics, consumer behavior and demand, organization of production, market structures, the pricing of inputs and outputs, and international trade. Note: ECON 211 is a prerequisite to ECON 212. Each semester.	
<b>ECON 215</b>	<b>Prin of Economics (Honors)</b> <b>4.00</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 and payments.	
<b>ECON 221</b>	<b>Statistics, Data Analytics, and Modeling for Business and Economics I</b> <b>3.00</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 and sophomore standing. Each semester. Fall, annually at Venango.	
<b>ECON 222</b>	<b>Statistics, Data Analytics, and Modeling for Business and Economics II</b> <b>3.00</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. Each semester.	
<b>ECON 230</b>	<b>Statistics, Data Analytics, and Modeling for Business and Economics</b> <b>4.00</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 309</b>	<b>Managerial Economics</b> <b>3.00</b> The application of microeconomic analysis to managerial decision-making in the global environment. Topics include decision-making under uncertainty, demand and demand	

- estimation, production and cost theory, statistical estimation of production and cost functions, market structures, and pricing decisions. The course is designed for upper-division business administration students and utilizes tools covered in required lower-division prerequisite courses. Prerequisite: ECON 222 or ECON 230.
- ECON 310 Intern Micro 3.00**  
Examines the behavior of consumers, producers, and the economic theory of production and output determination in commodity and resource markets. Prerequisite: ECON 212. Each semester.
- ECON 311 Intern Macro 3.00**  
Explores national income accounting and analysis, theories of consumption and investment expenditures, the role of money in a dynamic economy, economic growth, and public policy. Prerequisite: ECON 211. Fall, annually.
- ECON 312 Compara Econ Syst 3.00**  
Analyzes alternative patterns of economic control, planning, and market structure. Compares and evaluates experiences under capitalism, socialism, and mixed economics. Prerequisites: ECON 211 and 212. Spring, annually.
- ECON 314 Urban & Reg Econ 3.00**  
Introduces subnational economics. Includes elementary trade theory, location theory, systems of cities, land use changes, and the employment and income generating activities of cities. Emphasizes the economics of housing, transportation, poverty, discrimination, and public sector activity. Prerequisites: ECON 211 and ECON 212. Spring, biennially.
- ECON 330 Statistics, Data Analytics, and Modeling for Business and Economics 3.00**  
Business analytics is an interactive process of analyzing and exploring large amounts of data to find valuable insights that can be exploited in economics and business to achieve a competitive advantage. As such, this course is a continuation of Statistics, Data Analytics, and Modeling for Business and Economics II (ECON 222) by extending the study of core statistical techniques; data retrieval, analysis, and mining; and decision modeling to effectively persuade in the project-oriented world of data-driven decisions. The course significantly adds to previous introductions to business analytics by showing how to discover subtle patterns and associations from business and economic data and to develop and utilize predictive, clustering, and market basket models to optimize decision-making. Rather than focusing on model specification within the framework of multiple regression analysis, this course will introduce advanced models relevant to the analysis of multiple, large data sets. These include logistic regression, turning point models, simulation, and neural network modeling. The course will utilize SAS Enterprise software that has been designed to handle large data sets. In addition to pure analytics, this course will also consider ethical issues relevant in the acquisition of large amounts of quantitative information. This course will focus on quantitative application as opposed to econometric theory. Prerequisite: ECON 221 and 222. Offered in the Fall.
- ECON 342 Econ of Governmt & Bus 3.00**  
Examines theoretical and empirical analysis of the effects of government policy on business behavior and economic efficiency in a market economy. Includes regulatory theory and policy; antitrust policy; social regulation of business and markets; and international trade policy. Prerequisites: ECON 211 and 212. Spring, biennially.
- ECON 345 Behavioral Economics and Game Theory 3.00**  
Explores strategic communication between and among firms and people. Two major areas are covered: The first is Cognitive Psychology, with emphasis on heuristics, biases, Prospect Theory, and Mental Accounting. The second is Game Theory. Cognitive Psychology considers how predictions of economic behavior differ when several assumptions that simplify economics models are replaced with psychologically realistic assumptions based on empirical observations from the lab and from the world. The class pays special attention to the way in which these modified assumptions affect markets, management, marketing, public relations, corporate communications an public policy. Game Theory was popularized by movies such as "A Beautiful Mind," is the study of strategic interaction, built on realistic assumptions about people's capacity for strategic thinking. It is the mathematical modeling of strategic interaction among rational (and irrational) agents. A major part of the course is the modeling of conflict and competition among firms. Prerequisite: ECON 309 or 310. Offered in the spring.
- ECON 351 Labor Economics 3.00**  
Applies theory of the market to labor. Stresses the evolution of labor law, collective bargaining, labor unions, and government policy. Prerequisites: ECON 211 and 212. Fall, annually.
- ECON 361 Inter Econ Relat 3.00**  
Examines theory and practice of international trade. Considers balance of payments, foreign exchange, national commercial policies, international investment, and foreign aid. Prerequisites: ECON 211 and 212. Fall, annually.
- ECON 363 Economic Development 3.00**  
Surveys development models, development policies, and problems of development in developing countries. Identifies major economic questions relevant to less-developed economies and showing how economic analysis can be used to further understanding of the obstacles to development and formulating appropriate policies. Prerequisites: ECON 211 and ECON 212. Spring, annually.
- ECON 370 Money and Banking 3.00**  
Explores nature and origins of money; the commercial banking system and money creation; central banking and the Federal Reserve System; monetary policy and domestic and international economic stability. Prerequisites: ECON 211 and 212. Spring, annually.
- ECON 371 Public Finance 3.00**  
Analyzes public sector activity and its impact upon resource allocation and income distribution. Includes the theory of public expenditures, public choice, cost-benefit analysis, and fiscal federalism. Investigates the structure, incidence, and incentive effects of the personal income tax, corporate income tax, and various consumption and wealth taxes. Prerequisites: ECON 211 and 212. Fall, annually.
- ECON 423 Applied Econometrics 3.00**  
Applies the statistical methods of probability, sampling, estimation, analysis of variance, regression, and correlation in the areas of economics and business. Prerequisite: ECON 222.
- ECON 450 Business Honors Seminar 1.00**  
This course is designed to give students a broad range of opportunities to enhance professional experience in their chosen field by developing a relevant service project, working with a business leader in a mentorship arrangement, or presenting research at a regional or national academic conference. A thesis derived from HON 350 (Junior Seminar) would also qualify if professionally presented. Each project must be approved by the director of the honors program and chairperson of the Economics Department. Junior standing is required. Enrollment is restricted to students in one of the following: enrolled in the Honors Program or PHAROS program; have an overall GPA of 3.4 or higher; are in a post-baccalaureate status; or are enrolled in a graduate program. Spring, annually.
- ECON 460 Applied International Economics 3.00**  
Examines the theory and practice of international trade, with and 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.
- 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 Forecastng 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.

<b>ECON 491</b>	<b>Independent Study</b>	<b>3.00</b>	Provides an opportunity to explore in depth a problem or area of economics, according to the student's interest, under the direction of a faculty member of the department. Prerequisites: 2.75 QPA and consent of both instructor and department chair. Maximum credit granted in ECON 491 is six credits.
<b>ECON 492</b>	<b>Special Topics in Econ</b>	<b>3.00</b>	Provides an opportunity for students to investigate specific topics or current issues. Prerequisites depend upon the subject to be covered.
<b>ECON 499</b>	<b>Research Methods in Economics and Business</b>	<b>3.00</b>	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>ED 110</b>	<b>Ed Found For Middle &amp; High Sch</b>	<b>3.00</b>	Familiarizes teacher candidates with middle/senior high schools by emphasizing the role, philosophy, and organization of middle/senior high schools in today's diverse society. Covers historical, philosophical, psychological, and sociological perspectives by examining major concepts, principles, theories, and research of developmentally responsive middle/senior high programs and schools; examines middle/senior high school governance, finance, teachers' legal, ethical and professional rights and responsibilities; highlights effective teaching practices and integrative curriculum at the middle/senior high levels; explores current issues in American education. Classroom field observations and explorations in a middle/senior high school, requiring state and federal clearances, are required in addition to regularly scheduled class sessions.
<b>ED 121</b>	<b>Human Develop &amp; Learn</b>	<b>3.00</b>	Acquisition of understanding and appreciation of the cognitive, social-emotional, ecological-systems, and physical-motor dimensions of human growth and changes (birth through adolescence). Emphasizes cultural influences on human growth and change with respect to cognition, learning theories, individual differences, personality, growth, abilities, and interests. Explores cross-cultural and multiethnic perspectives with respect to holistic development of children and adolescents; involvement with and observation of individuals at various levels of development. Each semester.
<b>ED 122</b>	<b>Educational Psychology</b>	<b>3.00</b>	Examines pre-adolescent and adolescent development, learning theories, and education environments in a multicultural society from the perspective of educational psychology. Emphasizes learning theory and adolescent characteristics, including development and motivation as they impact teacher decision-making in the middle and high school levels of learning. Special attention paid to critical thinking and experiential processes to engage students in a critical constructivist process. Prerequisite: ED 110; Clearances required for school observations.
<b>ED 125</b>	<b>School Law and Ethics</b>	<b>3.00</b>	Today, to a degree never before seen, school officials are legal actors. In other words, their actions inevitably have legal, as well as educational, ramifications. A basic grounding in school law is fundamental to a comprehensive, well-rounded teacher education program. Mastering the objectives of this course will sensitize the pre-service teacher to legal and ethical issues impacting upon schools, and therefore facilitate their interactions with students, parents, and colleagues. This course will focus on the study of legal and ethical issues as related to practical problems of teachers. This course also seeks to sharpen the pre-service teacher's analytical skills, as a problem-solving pedagogical approach is utilized. Prerequisite: BSED Major. Offered Fall and Spring.
<b>ED 160</b>	<b>Technology for the 21st Century Student</b>	<b>3.00</b>	This course is to provide the basic information you need to become more fluent with today's 21st century technological society. The course will cover making use of various aspects of technology as a college student and as a future professional. Communication, collaboration, building a web-presence, finding resources, financial tools, applications for work productivity, Internet safety, are some of the topics that will be addressed. Offered winter and summers.
<b>ED 225</b>	<b>Multicultural Education</b>	<b>3.00</b>	Provides prospective teachers with a comprehensive understanding of the complexity of ethnic diversity and pluralism in the United States, and explores pluralism from a global perspective. Analyzes the goals, rationale, meaning, assumptions, and necessary school conditions for effective teaching and learning in multicultural multi-ethnic schools, fostering multicultural competencies and preparing prospective teachers for multicultural multi-ethnic classrooms. Emphasizes interpersonal and pedagogical skills needed for success of teacher and learner.
<b>ED 327</b>	<b>Inst Strat &amp; Mgmt Sec &amp; K-12</b>	<b>3.00</b>	Explores basic skills of planning, designing, implementing, and evaluating the teaching-learning and management process through a clinical approach to teaching. Focuses on teacher effectiveness research and its application to instructional strategies and materials, classroom and behavior management, and educational technology. Includes peer teaching and simulations as integral components of the course. Incorporates variety of instructional strategies: lecture, discussion groups, simulations, peer teaching, and group and individual analysis peer teaching experiences. Prerequisite: ED 121 or 122.
<b>ED 328</b>	<b>Methods of Teaching &amp; Evaluating Language Arts</b>	<b>3.00</b>	Prepares aspiring secondary school teachers in the methods of teaching such language-based subjects as speech, composition, literature, grammar, and reading, as well as media use. Observations and teaching experiences in area schools are included. Prerequisite: ED 327.
<b>ED 329</b>	<b>Educational Assessment</b>	<b>3.00</b>	Examines construction, selection, administration, interpretation, and utilization of evaluation techniques and instruments, including statistical interpretations. Emphasizes analysis of standardized tests applicable to various content areas, as well as the construction and utilization of qualitative assessment techniques. Taken concurrently with the methods courses (block) for secondary education majors. Taken prior to the methods courses (block) for elementary education majors. Prerequisite: ED 327 and admission to Certification Program. Each semester.
<b>ED 332</b>	<b>Meth of Teaching Secondary Science</b>	<b>3.00</b>	Prepares biology, chemistry, earth science, general science and physics teachers for the secondary schools. Emphasizes formulating objectives, selecting and organizing content, developing skill in using a variety of teaching strategies, and evaluating pupil progress. Stresses the investigatory approach to teaching biology in laboratory, field, and simulated teaching experiences. Includes observations and teaching experiences in area schools. Prerequisite: ED 327. Each semester.
<b>ED 333</b>	<b>Tchg Reading-Sec</b>	<b>3.00</b>	Examines techniques for helping secondary students develop reading skills needed to comprehend content-area textbooks. Students will examine those skills in their certification area. Applies skills and competencies developed in ED 225: MULTICULTURAL EDUCATION. Required course for secondary education majors. Requires participation experiences in the schools. Prerequisite: ED 327.

<b>ED 336</b>	<b>Methods of Teaching Secondary Computer Science 3.00</b> This course addresses and coordinates the knowledge and understanding of the Pennsylvania Department of Education grades 7-12 Computer Science Framework Guidelines. The course will provide engaging and rigorous learning experiences that will prepare future teachers to face problems in our technology filled world and to teach high school students to navigate that world. Formative and summative assessments will be developed. Observations and teaching experiences in area schools will be included. Prerequisite: Teacher Education Program Admission. Offered in Fall.	
<b>ED 337</b>	<b>Meth Tch &amp; Eval Soc Stu 3.00</b> Coordinates knowledge of the social science disciplines with various teaching strategies appropriate for instruction at the junior and senior high school levels. Provides a historical perspective, examination of current research, curriculum programs and trends, and methods and materials applicable to unit type social studies teaching in a pluralistic society. Emphasizes the development, selection, management, and evaluation of materials and experiences that foster concept development, inquiry and critical thinking in social studies. Considers addressing the needs of diverse student populations, integrating social studies with other current areas, addressing national and state standards, and the applications of technology. Prerequisite: ED 327. Each semester.	
<b>ED 339</b>	<b>Meth Tch &amp; Eval Math 3.00</b> Explores place and function of mathematics in secondary education, content improvement and evaluation of instruction in mathematics, acquaintance with current literature and research, and observation in secondary schools. Includes observations and teaching experiences in area schools. Prerequisites: ED 327 and nine hours of college mathematics. Fall, annually.	
<b>ED 350</b>	<b>Tch English Lang Learners 3.00</b> Introduces participants to background, methods, and strategies needed to effectively teach English Language Learners. Includes research and theory of second language acquisition, bilingualism, the difference between social and academic proficiency, and the roles that culture and language play in learning. Explores importance of native language support in achieving academic success and teacher's role in building a safe classroom where diversity of languages and cultures and welcomed and encouraged. Investigates culturally diverse students' values expressed through beliefs and behaviors. Requires active participation through class discussion, opportunities for practice-teaching, evaluation and development of materials and instructional plans, reflection and self-critique. Prerequisite: ECH 141, ED 121 or 122.	
<b>ED 400</b>	<b>Foundations of Distance Learning 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: Senior undergraduate education standing. Prerequisite: Admission to MED Program or Ed Certification Program. Offered each fall.	
<b>ED 417</b>	<b>Technology Integration for Middle Level and High School Educators 3.00</b> This course is designed to facilitate future middle level and high school educators with the knowledge, skills, and dispositions for integrating technology into their classroom instruction and for using technology to improve professional productivity. Students will explore the relationship between ISTE and those PA Academic Standards related to middle level and high school learners. These concepts will be applied to the development of instructional materials that can be used for assessing learning and promoting achievement for all students in the middle and high school grades. Prerequisites: Acceptance into the COEHS certification program.	
<b>ED 421</b>	<b>Modern Lang Student Tch 6.00</b> Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in elementary and secondary school settings. After an orientation to the school setting, the student teaches under the direction of a cooperating professional and university supervisor. Two field assignments will offer diversity in grade levels K-12, ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of	90 semester hours, satisfactory standing in admission and retention standards in college, completion of all required professional courses in certification area with a minimum grade of C, a cumulative 2.75 QPA, and meeting university residence requirements. Each semester.
<b>ED 423</b>	<b>Libr Pract in Sec Sch 6.00</b> Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in library settings in secondary schools. After an orientation to the school and library, the student participates in management, technical services, literary enrichment, and instructional activities under the direction of a cooperating professional and university supervisor.	
<b>ED 424</b>	<b>Sec Student Teaching 6.00</b> Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in library settings in secondary schools. After an orientation to the school and library, students participate in management, technical services, literary enrichment, and instructional activities under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity in grade levels, ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in the college, completion of all required professional courses in certification area with a minimum of grade of C, a cumulative 2.75 QPA, and meeting university residence requirements.	
<b>ED 425</b>	<b>Sec Student Teaching 6.00</b> Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in library settings in secondary schools. After an orientation to the school and library, students participate in management, technical services, literary enrichment, and instructional activities under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity in grade levels, ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in the college, completion of all required professional courses in certification area with a minimum of grade of C, a cumulative 2.75 QPA, and meeting university residence requirements.	
<b>ED 432</b>	<b>Student Tch In Music Ed 6.00</b> Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in music settings in elementary, middle, and secondary schools. After an orientation to the school and music settings, students teach classes and participate in choral and instrumental music activities under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity in grade levels K-12, ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in college, completion of all required professional courses in certification area with a minimum grade of C, a cumulative 2.75 QPA, and meeting university residence requirements. Each semester.	
<b>ED 433</b>	<b>Student Tch In Music Ed 6.00</b> Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in music settings in elementary, middle, and secondary schools. After an orientation to the school and music settings, students teach classes and participate in choral and instrumental music activities under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity in grade levels K-12, ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in college, completion of all required professional courses in certification area with a minimum grade of C, a cumulative 2.75 QPA, and meeting university residence requirements. Each semester.	
<b>ED 439</b>	<b>Sec Lang Acq &amp; Mtd Tch Wrld Lg 3.00</b> Examination of the physiological and linguistic foundations of modern language acquisition. Techniques of teaching and evaluating modern languages and cultures. Analysis of recent	

research in the area of second language acquisition with a focus on the integration of the National Standards for Foreign Language Education.

**EDML 322 Tch of Elem Sci 3.00**  
Examines methods of presenting science in the elementary school. Provides experiences in learning process, scope and sequence of science concepts, methods of investigation, problem solving, laboratory skills, scientific attitudes, newer curricula, reading materials, observing and working with elementary school children, and developing, teaching, and evaluating lessons. Two hour lecture and two hours laboratory weekly. Each semester.

**EDML 324 Tch Elem & Middle Sch Math 4-8 3.00**  
Focuses on principles in teaching mathematics to children in the middle grades (4-8), mathematics processes in middle grades, the National Council of Teachers of Mathematics Principles and Standards for School Mathematics, and involving and assisting parents and communities in understanding childhood development in mathematics. Prerequisites: MATH 111, SPED 422, SPED 418. Must be taken with ELED 327, ELED 329, and ELED 332 as a part of the ELED pre-block.

**EDML 325 Meth Tch El & Mid Sc Soc Stdy 3.00**  
This course for teachers in grades 4-8 emphasizes the development, selection, management and evaluation of materials and experiences that foster concept development, inquiry and critical thinking in social studies. The course also addresses the needs of diverse student populations, integration of content areas and application of technology. Prerequisite: ELED 327 and ELED 329.

**EDML 327 Instructional Strategies & Classroom Management for Middle Level 3.00**  
Explores basic skills of planning, designing, implementing, and evaluating the teaching-learning and management process at the Middle School level. Focuses on teacher effectiveness research and its application to instructional strategies, materials, and classroom/behavioral management. Includes peer teaching and field observations as integral components of the course. Prerequisites: ED 122 and certification program admission.

**EDML 329 Educational Assessment 3.00**  
Examines construction, selection, administration, interpretation, and utilization of evaluation techniques and instruments, including statistical interpretations. Emphasizes analysis of standardized tests applicable to various content areas, as well as the construction and utilization of qualitative assessment techniques. This is taken prior to the methods courses (block(s)).

**EDML 332 Connect Lit & Literacy Mid Grd 3.00**  
Surveys appropriate literature and a variety of expository and narrative texts, emphasizing development of a knowledge base for using meaningful, appropriate texts to enhance comprehension, fluency, and vocabulary development as well as a rich general knowledge base. Focuses on the history and development of literature for children and adolescents, evaluation and selection criteria, literature representative of diverse cultures, the most recent areas of expansion in literature for the middle grades and its uses in developing content area knowledge and supporting literacy learning and development. Each semester.

**EDML 333 Content Area Reading Strategies 3.00**  
Overview of current definitions and basic approaches in intermediate and middle grades literacy assessment and instruction. Familiarizes students with techniques, strategies, and materials used to provide literacy assessment and instruction for intermediate and middle grade levels.

**EDML 334 Integ Lang Arts Middle Grades 3.00**  
Reflects an integrated approach for teaching language arts throughout the middle grades. Irrors the constructivist approach to teaching. Bases teaching strategies on cognitive, psycholinguistic, and sociolinguistic theories of how individuals learn to effectively communicate within a diverse society. Models standards-based strategies for teaching the six language arts across the middle gradew curriculum. Authentic assessment of both process and product is emphasized. Each semester.

**EDML 424 Middle Level Student Teaching 6.00**  
Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in school settings. After an orientation

to the school setting, students teach under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity to grade levels (K-3, 4-6), ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in the college, completion of all required professional courses in certification area with a minimum grade of C, a cumulative 2.75 QPA, and meeting university residence requirements. Each semester.

**EDML 425 Middle Level Student Teaching 6.00**  
Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in school settings. After an orientation to the school setting, students teach under the direction of a cooperating professional and university supervisor. Two field assignments offer diversity to grade levels (K-3, 4-6), ability levels of pupils, content areas, school and community size, multicultural settings, and/or cooperating professionals. Prerequisites: Completion of 90 semester hours, satisfactory standing in admission and retention standards in the college, completion of all required professional courses in certification area with a minimum grade of C, a cumulative 2.75 QPA, and meeting university residence requirements. Each semester.

**ELED 423 Libr Pract in Elem Sch 6.00**  
Professional practicum requires integration and application of instructional, management, and professional knowledge and competencies in library settings in elementary schools. After an orientation to the school and library, the student participates in management, technical services, literary enrichment, and instructional activities under the direction of a cooperating professional and university supervisor.

**ENGL 110 College Writing I 3.00**  
Introduces students to the composing strategies of college writing through a gradual progression from expressive discourse toward explanatory discourse. When necessary, work is done in punctuation, grammar, and spelling. No prerequisite. Each semester.

**ENGL 111 College Writing II 3.00**  
Emphasizes development of critical thinking through analytical and argumentative writing and introduces students to research writing. Each semester. (Credit for advanced placement English or satisfactory SAT verbal scores do not exempt students from fulfilling the university writing requirement.) Students who have received credit for courses equivalent to ENG 111 must document such transfer credit on a checksheet from the Office of the Registrar. Unless exempt, all students must take ENG 111.

**ENGL 115 Composition for International Students 3.00**  
Helps ESL writers to develop an understanding of the English grammar system, to discern the systematic patterns that exist in the language, to develop a vocabulary in order to express their ideas in English, and to recognize the rhetorical structure of the language. Satisfies the Gen. Ed. requirement for ENGL 111. No prerequisite. Offered as needed.

**ENGL 121 Introduction to Black Folk Culture: Literature, Performance, Hip Hop, the Blues and Jazz 3.00**  
Black Folk Culture is innate, performative, revisionist, and dynamic. It is represented in literary works such as poetry, drama, and fiction. Its significance is demonstrated in non-fiction through autobiography, slave narratives, and critical scholarship. Its performative nature is embodied in the creativity of language usage, fashion, and art. This course will feature the genres of literature and music that demonstrate the influence and use of Black Folk Culture. We will study folklore in order to identify its retention, analyze, and discuss our findings through research and engage in high impact practices in order to strengthen learning. Offered fall, odd years.

**ENGL 130 The Literary Experience 3.00**  
Examines a wide selection of literature to introduce the student to a variety of literary genres. Open to all majors except already declared BA English majors. No prerequisite. Offered each semester.

**ENGL 140 Drama as Lit 3.00**  
Introduces students to the structures and strategies playwrights use to create different experiences for their readers. Draws on a variety of plays to focus on how to read a dramatic text so as to perceive the special cues it uses to stimulate imaginative engagement and how the text can be translated into theatrical performance. No prerequisites. Offered as needed.

- ENGL 180 Discovering Language 3.00**  
Introduces students to the world of language-how it works, how it's used, what it's made of, what it does, and the myriad ways that language shapes our lives and affects our experience of the world. No prerequisite. Offered as needed.
- ENGL 199 Introduction to English Studies 3.00**  
Introduces students to the field of English Studies. Explores the various branches and concentrations within this vast discipline, and points out their applications to real-world endeavors. On the content side, provides students with a basic timeline of the literary history, and introduces them to the various genres of reading and writing, along with a basic overview of literary theory. Open to all students. No prerequisite. Offered as needed.
- ENGL 200 Writing for the Major 3.00**  
Focuses on the types of writing required of English majors, specifically textual analysis and research writing. Students analyze, interpret, and synthesize their responses to a variety of literary and critical texts-essays, fiction, plays, poems, film-from different cultural perspectives and for a variety of different audiences and platforms. Students also learn strategies and techniques for conducting fruitful research in the discipline. No prerequisite. Offered as needed.
- ENGL 202 Reading & Writing 3.00**  
Uses writing to explore contemporary and historical approaches to a particular topic (theme, genre, movement, place, etc.), tracing changes in that topic both rhetorically and culturally. Readings suggest the breadth and multiplicity of the topic in literary and/or pop culture, while writing assignments help students think critically about its complexity and its connection to everyday life. Content varies from semester to semester, drawing on such diverse potential topics as race, class, gender (themes); fan fiction, comics, the blogosphere (genres); civil rights, environmentalism, inequality (movements); the American West, portrayals of city life, Africa in the literary imagination (places). No prerequisite. Offered as needed.
- ENGL 210 Myth, Literature and Popular Culture 3.00**  
Explores how ancient mythologies from around the world are woven into literature, film, and other texts as themes, motifs, and patterns to create complex webs of meaning and association. Texts and approach will vary. Accordingly, the course may focus on references to specific mythological stories or characters, explore how mythic themes and paradigms inform later texts, examine topics such as mythology and gender, or look at the way cultural myths are created and disseminated along with the functions those myths serve. No prerequisite. Offered as needed.
- ENGL 220 Early World Literature 3.00**  
Surveys some of the world's most influential literature, providing an overview of literary history from antiquity into the 15th century. Considers Asian and Middle Eastern literatures along with works from the European tradition in a variety of genres, considering the texts in their historical, literary, and cultural contexts. African and pre-colonial American literatures may also be consulted. No prerequisite. Offered as needed.
- ENGL 221 Lit Beg to 1800 3.00**  
Surveys English literature and its historic, intellectual, and cultural contexts beginning with Beowulf and extending through the works of such writers as Chaucer, Shakespeare, Milton, Pope, Swift, Dryden, and Johnson, and provides highlights of the development of modern English. No prerequisite. Offered as needed.
- ENGL 222 British Literature 1800 to Present 3.00**  
Surveys English literature from circa 1800 and includes selected works of such major writers as the Wordsworths, Coleridge, the Shelleys, Keats, Tennyson, Browning, Arnold, Woolf, Joyce, Eliot, and Lessing. No prerequisite. Offered as needed.
- ENGL 223 Survey of American Literature 3.00**  
Surveys major periods and writers of American literature from its colonial beginnings to the present. Students will critically engage with the question "What makes American Literature, American?" through the study of writers, themes and movements that have helped create and re-create a peculiarly complex, fluid and contested American identity. Appropriately, then, the course will include writers that speak from both the majority and minority experience. No prerequisite. Offered as needed.
- ENGL 237 The English Bible as Literature 3.00**  
Offers a literary and historical approach to the Bible in English. Students will read much of the Bible, using a modern English translation of the King James version. Students will place these readings in their literary, cultural, historical and geographical contexts, approaching the Bible as an anthology of sorts, containing writings of considerable literary merit, and literary and cultural interest. Open to all majors. Prerequisite: ENGL 111 or equivalent. Offered as needed.
- ENGL 240 Movie Studies 3.00**  
Explores how movies mean through readings of various classic and popular texts, how movies construct viewers, and how they simultaneously mirror and create the cultures of which they are a part. Prerequisite: Successful completion of Gen. Ed. writing requirement. No prerequisite. Offered as needed.
- ENGL 246 Environmental Literature and Writing 3.00**  
Examines texts whose major theme is the environment, whether natural or built. Will present an historical survey of environmental/nature writing, or focus on one or more topics, such as social, ethical, and political concerns about the natural and built environment, environment and identity, the traveler's or ethnographer's experience of the environment, or the narrative of retreat and social critique. Texts will vary. Includes a writing component: students will respond to an analyze readings, keep journals and field notes, and compose texts on environmental topics. Skills in close observation and descriptive writing are stressed. No prerequisite. Offered as needed.
- ENGL 248 Mythologies of the World 3.00**  
Examines creation and succession myths and legends, and major gods and creatures, as well as themes and motifs and the origin and structure of myth and the cultures that produced them. May focus on and compare western mythologies (Greek, Roman, Norse) or eastern mythologies; or may provide an introduction to world myth and comparative mythology. No prerequisite and offered as needed.
- ENGL 251 Introduction to African-American Literature 3.00**  
Provides for an introduction to the African/African-American/Caribbean experience through the genres of folklore, autobiography, literature, films, and music. Features a discussion of how literature demonstrates the multicultural and historical range of the black experience. No prerequisite. Offered as needed.
- ENGL 252 Introduction to Native American Literature 3.00**  
Focuses on depicting the Native American experience by using literature as a foundation for understanding the complexity of history and contemporary status of tribal groups. The course features folk culture, literature, documentaries, and contemporary films, which provide depth of substance to understanding the development of Native American literature as a genre. Students will participate in research that intersects with Native American historic and contemporary figures, events, policies, and legal documents. Open to all majors. No prerequisite. Offered as needed.
- ENGL 253 Survey of Women's Lit 3.00**  
Surveys women writers from the Medieval period to the present. The contributions of these women to a distinctly female literary tradition provides the focus of study, but critical issues regarding women's literature will also be discussed and explored. Pedagogical techniques will include lecture, discussion, film, and collaborative learning, among others. No prerequisite. Offered as needed.
- ENGL 256 Introduction to Literature and Sexualities 3.00**  
Focuses on literary texts that address, reflect on, and construct a wide range of sexual identities. The course is particularly designed to introduce students to literary works from various genres, time periods, and cultures, with major emphasis on LGBT (lesbian, gay, bisexual, and transgendered) identities. Students will think critically about what it means to develop a sexual identity, what is at stake in having an 'accepted' sexuality or a 'contested' one, and how authors and texts develop these other issues. Students will explore how sexualities are also molded by other identities such as race, class, gender, and ethnicity. No prerequisite. Offered as needed.
- ENGL 257 Introduction to Modern Global Literature 3.00**  
Focuses on modern and contemporary global literature, introducing key texts of modern world literature in a variety of genres and emphasizing their artistic, cultural, and socio-historical contexts. Examines common concerns, cross-developments, and "conversations" between and among writers, as well as significant differences across national and cultural traditions. No prerequisite. Offered as needed.

<b>ENGL 258</b>	<b>Intro to American Folklore</b> Introduces the major genres of American folklore: legend, tale, folk belief, song and ballad, and material folk culture; and various folk groups in America: occupational, gender, ethnic, age, regional, and their traditions. Analyzes examples of American literature and American popular culture through an examination of their American folk elements. Provides students with fieldwork experiences and methods of analysis of oral, customary, and material traditions. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 260</b>	<b>Beginning Creative Writing</b> Introduces the techniques of creative writing in prose and poetry. Emphasizes writing practice for students and opportunities for guidance and critical examination of their work. Prerequisite: Exemption from or successful completion of the general education writing requirement. Offered as needed.	<b>3.00</b>	
<b>ENGL 270</b>	<b>Genres of Writing</b> Building on the skills learned in ENGL 111 (or its equivalent), students practice the genres and forms of both academic and non-academic writing. Genres and forms may include analysis, description, exposition, argument, blogging, listicles, info-graphics, posters, interviews, podcasts. Prerequisite: Completion of first-year writing competency.	<b>3.00</b>	
<b>ENGL 271</b>	<b>Writing and the Natural Sciences</b> This course focuses on the rhetorical practices, language conventions, and skills to effectively communicate scientific knowledge and research and to participate in scientific conversations. Students will learn how to appropriately communicate based on their audience, purpose, and context in a variety of genres including blogs, posters, info-graphics, podcasts, essays, annotated bibliography, research proposals, and brief reports. Prerequisite: completion of first year writing competency. Offered spring and as needed.	<b>3.00</b>	
<b>ENGL 274</b>	<b>Visual Argument</b> Students examine the relationship between words and images and the effects they have on the interpretation of visual texts. Assignments ask students to create a visual argument by combining images, sound and text to create a variety of projects such as a music video, a satire of a popular magazine, etc. Prerequisite: ENGL 111 or equivalent. Offered as needed.	<b>3.00</b>	
<b>ENGL 275</b>	<b>Argument &amp; Persuasion</b> Offers advanced practice in analyzing and creating argumentative and persuasive texts, both written and visual. Students will analyze, write about, and produce written and visual arguments and persuasive texts in popular, political, legal, and academic fields. Includes readings, writing, research, and presentations. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 276</b>	<b>Writing for the Community</b> This course engages students in collaborative work within the community to research and write documents, including visual or multimedia texts, that meet the needs of community agencies or organizations identified by the instructor. For instance, students may engage in creating content such as interview or spotlighted events, resource guides, promotional materials, etc. for print or web publication. Prerequisite: ENGL 111 or equivalent. Offered as needed	<b>3.00</b>	
<b>ENGL 277</b>	<b>Topics in Writing</b> The focus of this course will vary in subject matter and interest. Its aim is to invite students to explore through writing the nature, characteristics, issues and concerns of a particular area of interest. Students will examine the subject in popular culture, current and world events, and in their personal lives through various genres such as description, narratives, cultural analysis, etc. Students will have the opportunity to strengthen their research and writing skills beyond ENGL 111, which makes the course open to all majors. Prerequisite: First year writing competency. Offered as needed.	<b>3.00</b>	
<b>ENGL 282</b>	<b>Introduction to English Linguistics</b> Introduces students to the modern science and practice of linguistics. Addresses the nature of language and its analogs in nature, as well as the diversity of human languages, while focusing primarily on the phonological, morphological, and syntactic patterns of language we all know very well: Modern English. Also examines its regional and social varieties, and certain highlights of its historical development. No Prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 283</b>	<b>English Grammar &amp; Usage</b> Provides an intensive study of English grammar and problems in usage. Emphasizes differences between prescriptive and	<b>3.00</b>	
	descriptive approaches to usage, and between traditional and generative approaches to grammar. No prerequisite. Offered as needed.		
<b>ENGL 303</b>	<b>Focus Studies</b> Focuses deeply on cultural, historical, aesthetic, or ethical issues surrounding a particular topic or question and its representations in literature and other media. Researches the different ways and reasons this topic has been formulated or addressed by writers and other commenters. The topics or questions in focus will vary by semester, but may include: identity, language use or development, popular culture, writing in social media, the book, the screen, nationality and ethnicity, the Holocaust, or patriotism among many other such possibilities. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 315</b>	<b>Arthurian Literature and Film</b> Examines texts and issues in Arthurian tradition, from early medieval to modern. Texts will vary, but may include Chretien de Troyes' Arthurian Romances, Sir Thomas Malory's Morte D'arthur, Tennyson's Idyllis of the King, T.H. White's Once and Future King, Zimmer-Bradley's Mists of Avalon and the films Excalibur, Lancelot and King Arthur. Texts may be approached through the lens of genre, historical development, cultural/political context, depiction and development of characters. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 316</b>	<b>Literature, Gender &amp; Sexuality</b> Examines representations, issues, constructions of gender in literature, myth, and popular culture. The focus and theme will vary. Applies feminist, queer, and cultural theory to the texts. Prerequisite: ENGL 111, and sophomore standing. Offered as needed.	<b>3.00</b>	
<b>ENGL 317</b>	<b>Images of Working Class Life</b> Examines the experience of working-class people, both women and men, in fiction, poetry, song, drama, non-fiction, and film. From narratives of slave labor, to poems and songs about the industrial revolution, stories of the Great Depression and the rise of unions, to films about post-WWII affluence and the new global economy, this literature focuses on themes of class, identity, gender, cultural influences, and economic and political power as they explicitly relate to work, workers, and working conditions. Prerequisite: for ENG credit, ENGL 111 or equivalent; for Sociology credit, SOC 211. Offered as needed.	<b>3.00</b>	
<b>ENGL 318</b>	<b>Literature &amp; Medicine</b> Explores the broad range of literature (short fiction, novel, poetry, memoir, drama/film) that expresses the human experiences of illness, disability, healing, and dying from the perspectives of patients, caregivers, and health care practitioners (physicians, nurses, allied health professionals). The course will emphasize social and historical contexts and represent the diversity of these experiences, especially in terms of race/ethnicity, gender, and class, with further consideration of the influences of scientific and technological advances over time. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 319</b>	<b>The Literature of Aging</b> Explores the broad range of literature (short fiction, novel, poetry, memoir, drama/film) that expresses the human experiences of aging and depicts images of aging and the aged, with a focus on aging in its relationship to identity, love, family, and community and as concerns of independence/dependence, loneliness/alienation, friendship, faith, creativity and renewal, ageism, death, and bereavement from literary and social scientific perspectives. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 320</b>	<b>Literature of Disability</b> English 320 explores the broad range of literature (short fiction, novel, poetry, graphic narrative, memoir, drama/film) that expresses the human experiences of disability studies, will emphasize social and historical contexts and represent the diversity of these experiences, especially in terms of race/ethnicity, class, age, gender expression, and sexual expression. Offered as needed.	<b>3.00</b>	
<b>ENGL 321</b>	<b>Medieval &amp; Renaissance British Literature</b> Examines British literature of the Medieval and Renaissance periods, focusing on particular genres, writers and/or themes, with special attention to the historical and cultural contexts of the works. Texts and approach will vary. No prerequisite. Offered as needed.	<b>3.00</b>	
<b>ENGL 322</b>	<b>17th and 18th Century British Literature</b> Investigates the varied literature of Britain, across the genres, during the convulsive changes of the 17th and 18th centuries as issues and concepts of monarchy, class, identity, religion, gender, and liberty are challenged and restructured. No prerequisite. Offered as needed.	<b>3.00</b>	

<b>ENGL 323</b>	<b>19th C. British Literature</b>	<b>3.00</b>	<b>ENGL 347</b>	<b>The Novel</b>	<b>3.00</b>
	Focuses on such poets and essayists as Carlyle, Newman, Tennyson, the Brownings, Arnold, the Rossettis, and Meredith. Examines the current renewal of interest in poetry by women and noncanonical writers. No prerequisite. Offered as needed.			Looks at the Development of, changes to, and forms of the novel, either within a tradition or cross-culturally, considering especially how the genre is tied to social contexts. No prerequisite. Offered as needed.	
<b>ENGL 324</b>	<b>20th C. British Literature</b>	<b>3.00</b>	<b>ENGL 348</b>	<b>Comics and Graphic Narratives</b>	<b>3.00</b>
	Examines British literature produced from 1900 to the present. Provides an opportunity to compare genres and to study significant literary and cultural movements. No prerequisite though one semester of ENGL 221 or 222 is recommended. Offered as needed.			Introduces students to the scholarly study of sequential art, comics, graphic novels, and graphic narratives. Texts and approach will vary. Prerequisites: ENG 111 or equivalent. Offered as needed.	
<b>ENGL 325</b>	<b>Early American Literature</b>	<b>3.00</b>	<b>ENGL 349</b>	<b>Topics in Film</b>	<b>3.00</b>
	Explores various topics in 17th and 18th century American literature against the backdrop of Puritanism. Bradstreet, Taylor, Edwards, Franklin, and Wheatley are among the major figures encountered. Gives attention to the dynamics of molding a distinctively national literature. No prerequisite. Offered as needed.			Explores genre as sets of narrative conventions that have vitalized American movies. Demonstrates genre to be a socializing force as well as a mirror of social change. Considers representations of race, gender, and class in various genres. Offered as needed.	
<b>ENGL 326</b>	<b>Modern and Contemporary American Literature</b>	<b>3.00</b>	<b>ENGL 351</b>	<b>Women in Literature</b>	<b>3.00</b>
	Examines American literature from World War I to the present. This period covers a time of many volatile social flashpoints, including the Great Depression, the Civil Rights Movement and the counterculture of the 1960s. Consequently, students will study the period as one of literary and cultural upheaval during which writers struggled with issues of race, gender, class and sexual identity. Authors may include such writers as Wharton, Hemingway, Fitzgerald, Faulkner, Wright, O'Connor, Ginsberg, Morrison, McCarthy. No prerequisite. Offered as needed.			Examines images of women in myth, literature, film, and the culture at large--from virgins, mothers, wives, victims an rebels to writers, pioneers, citizens, outcasts, and villains. Applies contemporary feminist critical approaches that expose how the portrayal of women (by both women and men) reflects women's lived experience, shapes society's views about them through imagery. No prerequisite. No prerequisite. Offered as needed.	
<b>ENGL 331</b>	<b>Romanticisms</b>	<b>3.00</b>	<b>ENGL 353</b>	<b>American Studies</b>	<b>3.00</b>
	Considers Romantic works (across the genres) of the later 18th and first half of the 19th century comparatively and cross-culturally, while investigating varying definitions of the terms Romantic and Romanticism and viewing the works in the context of the intellectual, political, and social currents of the time. May consider either British or American traditions, or both. No prerequisite. Offered as needed.			Examines what can be called American cultural texts. In addition to traditional literary texts, this includes any expression that articulates a value, belief, fear or desire that is a significant part of the American cultural landscape. American Studies courses will emphasize the contextuality of the literature. Consequently, American Studies courses will also incorporate the study of such "texts" as advertising, art, music, television, film, photography, comic strips, sculpture, etc. American Studies courses can also accommodate a wide array of topics, and so enable different professors to develop thematic courses that play into their strengths and interests. No prerequisite. Offered as needed.	
<b>ENGL 332</b>	<b>Studies in Literary Theory</b>	<b>3.00</b>	<b>ENGL 356</b>	<b>Studies in African-American Literature</b>	<b>3.00</b>
	Provides a historical study of literary criticism and aesthetic theory with emphasis upon modern trends. No prerequisite. Offered as needed.			Studies in depth the development of African-American literature from its origins in slave narratives and song to the present. Considers the ways African-American literature fits into the larger tradition of African literature, and explores the modes of thematic and narrative discourse that mark the particular characteristics of the African-American tradition. No prerequisite. Offered as needed.	
<b>ENGL 333</b>	<b>Naturalism &amp; Realism</b>	<b>3.00</b>	<b>ENGL 357</b>	<b>Literature and Culture of the 1960s</b>	<b>3.00</b>
	Studies a selected group of writers to illustrate the development of realism and naturalism in American literature in the latter half of the 19th century. Emphasizes Twain, James, Howells, Crane, Norris, and Dickinson. Offered as needed.			Examines literature and popular culture from the 1960s, set in historical context. Focuses on the various social movements of the time: civil rights, anti-war, feminist, environmental, student, and counter-culture. Discusses these movements as they are represented in literature, film, and other media. No prerequisite. Offered as needed.	
<b>ENGL 334</b>	<b>Shakespeare I: Comedies &amp; Histories</b>	<b>3.00</b>	<b>ENGL 358</b>	<b>Topics in Folklore</b>	<b>3.00</b>
	Provides study and discussion of problems of style, characterization, and motivation in Shakespeare's maturing and experimental comedies and his history plays. Also examines how the plays reflect and challenge the cultural attitudes of Shakespeare's time. No prerequisite. Offered as needed.			Provides intense study of one or more aspects of folklore study. Focuses on one or more folk groups, a particular folk genre, folklore and popular culture, or folklore and literature. Offers students a fieldwork experience-collection, transcription, classification-and methods of analysis of oral traditions. Open to all majors. No prerequisite. Offered as needed.	
<b>ENGL 335</b>	<b>Shakespeare II: Tragedies &amp; Romances</b>	<b>3.00</b>	<b>ENGL 359</b>	<b>Studies in Global Literatures</b>	<b>3.00</b>
	Provides study and discussion of problems of style, characterization, and motivation in Shakespeare's tragedies and romances. Also examines the production practices of Shakespeare's time and contemporary production approaches. No prerequisite. Offered as needed.			Provides an in-depth study of world literature through the examination of the development of a particular literary genre, movement, or theme that crosses national or cultural boundaries; or a significant national or cross-cultural English language tradition that falls outside the conventional canons of British and American literature. No prerequisite. Offered as needed.	
<b>ENGL 341</b>	<b>20th Century Poetry</b>	<b>3.00</b>	<b>ENGL 361</b>	<b>Craft of Poetry</b>	<b>3.00</b>
	Provides explication and discussion of works by such writers as Yeats, Frost, Eliot, Plath, L. Hughes, Auden, Brooks, and Rich. No prerequisite. Offered as needed.			Provides the advanced writer intensive practice in the writing of poetry. Students must produce a portfolio of high-quality poetry by the end of the course. Prerequisite: ENGL 260 or permission of instructor based on examination of writing samples. Offered as needed.	
<b>ENGL 344</b>	<b>Modern Drama to 1950</b>	<b>3.00</b>	<b>ENGL 362</b>	<b>Craft of Fiction</b>	<b>3.00</b>
	Surveys influential dramatic literature of the Continental, British, and American theater from 1850 to 1950 through lectures, discussion, and experiences related to the modern stage. No prerequisite. Offered as needed.			Provides extensive practice in writing fiction. Student work receives intensive group critique. Course standards roughly approximate those of commercial fiction editors. Prerequisite: ENGL 260 or permission of instructor, based on examination of writing samples. Offered as needed.	
<b>ENGL 345</b>	<b>Contemporary Drama</b>	<b>3.00</b>			
	Explores the diversity and vitality of British, American, and World theater since 1950 through the examination of numerous plays from the middle of the 20th Century to today. The course examines the different, often experimental, approaches and strategies playwrights use to create a theatrical experience for contemporary spectators. No prerequisite. Offered as needed.				
<b>ENGL 346</b>	<b>The Short Story</b>	<b>3.00</b>			
	Examines the genre of short fiction from writers across the world, considering classic text and current trends. No prerequisite. Offered as needed.				

<b>ENGL 363</b>	<b>Craft of Nonfiction</b> Provides experience in both writing and critical analysis of various forms of nonfiction prose, memoir, travel, writing, nature writing, personal essay, profile, immersion essay, and the formal essay. Students write regularly to develop their craft, give and receive peer critiques, and read and discuss the writing of established writers in this genre. Prerequisite: ENGL 111 or equivalent and 260. Offered as needed.	<b>3.00</b>	<b>ENGL 381</b>	<b>Methods of Linguistic Analysis</b> Presents key concepts and basic analytical procedures common to many contemporary linguistics theories. Covers phonetics and phonology, morphology, and syntax in detail. Analyzes the integration of these sub-systems in the overall design of a generative grammar. Prerequisite: ANTH 262/ENGL 282. Offered as needed.	<b>3.00</b>
<b>ENGL 365</b>	<b>Autobiographical Writing</b> Introduces students to the theories, criticism, and techniques that inform autobiographical writing. Students will read and respond to diverse narrative texts and experiment with a variety of narrative forms while developing their own autobiographical writing. Students will also write critically and reflectively about the autobiographical texts they produce. No prerequisite. Offered as needed.	<b>3.00</b>	<b>ENGL 382</b>	<b>History of the English Language</b> Explores the history of the language, including its origins in the Indo-European past, and its many changes in structure, usage, pronunciation, spelling, vocabulary, and meaning through the centuries. Pays particular attention to the social and political contexts of its speakers through the distinctive periods of its developmental history. Includes readings in Old and Middle English. Offered as needed.	<b>3.00</b>
<b>ENGL 371</b>	<b>Workplace Writing</b> Students will learn the distinct needs of workplace readers, including identifying and addressing diverse audiences. Students will compose documents that meet the particular needs of the workplace, including memos, letters, reports, persuasive messages and resumes. Students will learn the basic formats and conventions of workplace writing. They will also learn about new media in workplace writing, such as social networks, blogs, web pages and data visualization, and how to communicate professionally in new media. Students will also develop teamwork skills and practice composing documents collaboratively. Prerequisite: ENGL 111 or equivalent. Offered as needed.	<b>3.00</b>	<b>ENGL 383</b>	<b>American Voices</b> Examines the history of language in the USA from colonial to modern times. Provides an introduction to American dialectology and sociolinguistics, emphasizes the great diversity and vitality of American English. Covers the causes and mechanisms of linguistic change, the role of language differences in society, and the relevance of dialectology to language teaching. Pays special attention to the regional speech patterns of Western Pennsylvania. Open to all majors. No prerequisite. Offered as needed.	<b>3.00</b>
<b>ENGL 372</b>	<b>Technical Writing</b> Provides experience in writing practical prose in a variety of scientific and/or technical settings for a broad spectrum of readers. Involves techniques of writing documents of definition, mechanism, and process description; sets of instructions; proposals and reports; and the use of appropriate document and graphic designs. Especially useful to majors in biology, chemistry, computer science, laboratory technology, nursing, physics, and others. Prerequisite: Junior standing. Offered as needed.	<b>3.00</b>	<b>ENGL 384</b>	<b>Language and Culture</b> An introduction to linguistic anthropology. Focuses on the main areas of intersection between language and culture. Topics may include: animal communication systems; primate language studies; the evolution of language; linguistic diversity; linguistic relativity (a.k.a. the Sapir/Whorf Hypothesis); language endangerment and revival; nonverbal communication; linguistic field methods; ethnopoetics; sociolinguistics; language and identity; language and gender; and the ethnography of speaking. From an examination of such topics, students will learn to see how people use language to create and maintain their cultures, and to recognize the ways in which language itself influences human thought and behavior. No prerequisite. Offered as needed.	<b>3.00</b>
<b>ENGL 374</b>	<b>Documentary Writing</b> Combines elements of both creative and analytical writing by joining together the craft of non-fiction prose with fieldwork within the community and regionally. Requires students to commit to a self-selected research site for the duration of the semester, producing three refined chapters of documentary writing that focus respectively on place, person, and work. No prerequisite. Offered as needed.	<b>3.00</b>	<b>ENGL 386</b>	<b>Teaching English to Non-Native Speakers</b> Provides an overview of the current trends in Teaching English as a Second Language Methodology. Explores techniques that may be used to teach students who are part of the regular classroom but who need to develop skills in language to be able to succeed. Techniques involving speaking, reading, writing and listening activities will be discussed along with interactive exercises utilizing the culturally diverse language styles found in a regular classroom. Students will be trained to utilize the comprehensible input of native-speaking members of the class as well as to improve upon their own interaction style. Major approaches and methods in language teaching such as grammar translation, audiolingualism, communicative language teaching, and the natural approach will be discussed, along with syllabus design, teaching activities, teacher and learner roles, and materials. Offered as needed.	<b>3.00</b>
<b>ENGL 376</b>	<b>Authors and Animals</b> This course examines a wide ranging canon of animal-focused writing and invites student to explore representations of animas in works of fiction, nonfiction prose, and film. Students will study the historical, social, literary, and rhetorical significance of animal writing while authoring both creative and expository writing about animals themselves. Offered as needed.	<b>3.00</b>	<b>ENGL 387</b>	<b>Second Language Acquisition</b> Provides an overview of the current state of the art in Second Language Acquisition studies and explores the linguistic, psycholinguistic, and sociolinguistic factors in learning a second language. Pre-requisite: ENGL 282. Offered as needed.	<b>3.00</b>
<b>ENGL 377</b>	<b>Research Writing and Methodology</b> For majors in all disciplines. Students choose and research a topic of interest within their discipline and learn how to conduct research, write a review of literature, create and analyze questionnaires, interpret data, and present findings. Finished document may serve as Honors project or portfolio paper for some majors. Instrumental in providing proof of advanced research writing experience for job or graduate school applications. Prerequisite: Successful completion of or exemption from English III. Offered as needed.	<b>3.00</b>	<b>ENGL 399</b>	<b>English Study Off-Campus</b> Provides students with an opportunity to travel to significant literary and historical sites while reading and discussing related texts. Students would travel during university breaks and would meet with the instructor for orientation prior to travel. After travel is completed, students will turn in assignments according to a schedule developed by instructor. No prerequisite. Offered as needed.	<b>3.00</b>
<b>ENGL 378</b>	<b>Applied Literacy Studies</b> Introduces students to the theories and practices of a variety of literacy activities, primarily focusing on reading and writing practices, but extending to the theories of literate practices across disciplines. Explores the theories and best practices of producing literate citizens with the actual practice of carrying out these theories and practices through work in 537 Clarion Community Learning Workshop and other literacy sites in the Clarion Community with adult, adolescent and elementary learners. Students, through a service-learning requirement, explore active roles in the administration, programming, and individual instruction within 537 Clarion Community Learning Workshop and other literacy sites. State and federal clearances are required to fulfill the service portion of the course. No prerequisite. Offered as needed.	<b>3.00</b>	<b>ENGL 404</b>	<b>Advanced English Studies</b> Provides a capstone experience for English majors in a seminar or workshop setting, with the goal of preparing students for the transition from college to professional like and work, including graduate school. The course will culminate in the preparation of a senior portfolio highlighting the creative and/or critical milestones of the student's development in the discipline, and final seminar paper or project as the crown of both the course and the student's career as major. No prerequisite. Offered as needed.	<b>3.00</b>

- ENGL 441 Literature for Young Adults 3.00**  
Engages future teachers and other interested students with literature for young adults. Thematically based course includes texts in various genres by American, British, and American minority writers, and may also include some world literature and film. Students will also become familiar with its history and with the controversies that have shaped it. No prerequisite. Offered as needed.
- ENGL 460 Advanced Creative Writing 3.00**  
Advanced course for experienced creative writing students. Provides independent and extensive explorations into a creative writing project. Helps prepare students for future writing careers and/or graduate school in creative and professional writing. Prerequisite: ENGL 361, 362 or 363; or consent of instructor. Offered as needed.
- ENGL 473 Composition: Theory & Practice 3.00**  
Provides a systematic study of theory and practice in the teaching of composition, conducted through workshop methods. Requires extensive writing and a major written project. No prerequisites. Offered fall, annually.
- ENGL 473 Composition: Theory & Practice 3.00**  
Provides a systematic study of theory and practice in the teaching of composition, conducted through workshop methods. Requires extensive writing and a major written project. No prerequisites. Offered fall, annually.
- ENGL 475 The Profession of Editing 3.00**  
Provides students with skills and tools to be able to edit the writing of others. Features instruction in proofreading techniques and standard editing marks, and introduction to the various levels of editing required in the workplace. Editor-writer relationships will also be discussed and practiced. Prerequisite: Successful completion of Gen. Ed. writing requirement. Offered as needed.
- ENGL 499 Independent Study 6.00**  
Permits students to explore an area of special interest in the English language or its literature. Students must develop a plan of study, secure the approval of a member of the English faculty willing to supervise the project, and submit the plan to the department chair. Maximum credits--six. Prerequisite: Junior or senior standing.
- ES 111 Basic Earth Science 3.00**  
Surveys the earth sciences, including Earth-space relations. Includes Earth motions, development of landforms, weather and climate, soils and related vegetation, water as a resource, and oceans. Emphasizes the lithosphere (mountain building and erosion) and the atmosphere. Each semester. ES 111 or permission of instructor.
- ES 140 Natural Disasters 3.00**  
Focuses on natural disasters and the normal processes of the earth/atmosphere system which produce them. Particular attention is placed on the energy sources that cause underlying disasters such as plate tectonics, weather/storm processes, climate change, processes operating in rock, water and the atmosphere, the significance of geologic time, complexities of multiple variables operating simultaneously, and detailed case histories of significant events. The course is acceptable for natural science credits. Prerequisite: none. Annually.
- ES 150 Physical Geology w/Lab 4.00**  
Study of the earth, including minerals and rocks, and the processes, both constructional and destructional, which have shaped it since it was formed. Constructional processes include volcanism, mountain building, and sedimentation. Destructional processes include the erosional activity of streams, glaciers, ground water, waves, and wind. Acquaints students with the methods and work of geologists and with some of the research at the frontiers of geology. Two hours lecture, two hours laboratory. No prerequisites. Each semester.
- ES 200 Solar System Astron 3.00**  
Examines the motions of Earth, moon, and the planets and their effects on the appearance of the sky; the nature of the sun and the planets; the instruments of the astronomer; and the role the history of astronomy played in the development of our understanding of the sky. Includes constellation identification through the use of the planetarium. Each semester.
- ES 201 Stellar Astronomy 3.00**  
Explores human understanding of the nature, formation, and evolution of those celestial objects that lie beyond the solar system. Includes stellar properties and spectra, stellar evolution, special stars and star systems, the milky way and other galaxies, cosmology, and cosmogony. Uses the planetarium for constellation study and the development of coordinate systems. Offered Fall, annually.
- ES 210 Fundamentals of Digital Mapping 3.00**  
Introduces the basic knowledge required to work with digital maps. General and specialized online and desktop mapping options are discussed, and an introduction to the geo-spatial technologies, including Geographic Information Systems (GIS), Global Positioning Systems (GPS) and Remote Sensing is emphasized. The potential uses of those technologies in the areas such as environmental studies, forestry, marketing, demographics, and utilities are also presented.
- ES 250 Historical Geology w/Lab 4.00**  
Deals with the changes the Earth has experienced through time. Emphasizes the geologic evidence for plate tectonic movements of ocean basins and continents, uplift and erosion of mountains, and deposition of strata in various sedimentary basins. Examines in detail the evolutionary changes and mass extinction of life-forms, as preserved in the fossil record. No prerequisite. Offered spring semester annually.
- ES 255 Geomorphology With Lab 4.00**  
Study of the physical forces that sculpt and modify the landforms of the earth, including chiefly weathering, streams, glaciation, and shore processes. Includes some preliminary work on topographic and geologic maps and rocks. Called geomorphology in older catalogs. Prerequisite: ES 150. Offered annually.
- ES 260 Environmental Geology 3.00**  
Examines the uses of geology in the solution of human problems with the physical environment. Includes hazardous geologic environments, mineral and energy resources, water supply, waste disposal, and the uses of geology in urban and regional planning. Draws many examples from western Pennsylvania. No prerequisite. Offered annually.
- ES 270 Oceanography 3.00**  
A study of the physical properties, marine biology, chemistry, and geology of the oceans, and to a minor extent, the role of the sea in the history, culture, and technical developments of humankind. Once annually.
- ES 280 Meteorology 3.00**  
Introduces the earth's atmosphere. Emphasizes the laws and underlying principles of atmospheric motion and change, earth-sun relationships, atmospheric composition and structure, the general circulation of the atmosphere, winds and wind systems, the precipitation process, and the genesis and life cycle of storms. Prerequisite: Sophomore standing and above.
- ES 300 Special Topics 3.00**  
Topics of special interest in various areas of earth science. The professor selects and designs the format most suitable to the study. Enrollment by consent of the instructor.
- ES 330 Hydrogeology With Lab 4.00**  
Hydrogeology deals with both surface water and groundwater in the hydrologic cycle using quantitative methods. Examines aquifer systems, water wells, water quality, water resource management, groundwater flow, and pollutant transport in detail during labs, field trips, and site tours. Prerequisite: ES 150. Offered Fall Semester annually.
- ES 345 Computer Cartography w/Lab 4.00**  
Cartography is the art and science of effective communication with maps. This class is designed to allow the students to convey geographic information to a variety of audience. The course covers the basics in theory, methods, and tools in digital cartographic design including but not limited to: manipulation and placement of map elements, design for a variety of output and display formats, effective use of color and type fonts, and quantitative and qualitative data manipulation for geographic representation. Offered every fall.
- ES 350 Structural Geology 4.00**  
Investigates the geometry, origin, and recognition of the main structural features of the rocks of the earth's crust, including folds, faults, joints, unconformities, larger igneous bodies, cleavage, lineation, etc. Explores interpreting structure from geologic maps, structural petrology, and geophysical methods used in structural geology. Prerequisite: ES 150. Every third semester.

<b>ES 355</b>	<b>Invert Paleontol</b> Explores the outstanding invertebrate animals preserved in the fossil record. Examines the nature of the fossil record itself, evolution as shown by fossils, and classification problems in paleontology. Prerequisite: ES 250. Every other year.	<b>3.00</b>	<b>ES 481</b>	<b>Spatial Analysis &amp; Modeling</b> This course builds upon previous knowledge of GIS vector and raster data model handling. It concentrates on the use of those spatial data in analyzing different environmental phenomenon. It emphasizes how to derive new information from existing data, and handling them through interpolation methods and raster calculations. It will also involve the extraction of new knowledge in support of a decision making process through cell-based operations in an automated fashion using scripting and modeling techniques. Prerequisites: GEOG/ES 460 or 470. Offered in spring.	<b>4.00</b>
<b>ES 360</b>	<b>Mineralogy</b> Examines the identification, uses, physical and chemical properties, occurrence, origin, and crystallography of the common minerals. Prerequisite: At least high school chemistry. Every third semester.	<b>4.00</b>	<b>ES 490</b>	<b>Advanced Geographic Information Systems w/Lab</b> This course provides students with the ability to apply GIS in real-world situations by utilizing the developed knowledge and techniques in a project based setting. Learning analysis techniques that are relevant to each student's project as well as methods for data development and representation will be established. Tools such as web-based mapping, 3-D modeling and analysis, model building and data processing, as well as geospatial database development will all be presented and utilized according to the needs of the student project. Prerequisite: GEOG/ES 460, GEOG/ES 470, or GEOG/ES 481. Offered each spring semester.	<b>3.00</b>
<b>ES 370</b>	<b>Petrology</b> The identification, occurrence and origin, classification, physical and chemical properties, and uses of the common rocks. Includes a brief study of the important rock forming minerals. Prerequisite: ES 150. Every third semester.	<b>4.00</b>	<b>FIN 170</b>	<b>Intro to Finance</b> Fundamentals of personal and small business finance. Calculation of time value of money, growth rates, discount rates, bond values, and net worth. Analysis of credit and computation of business cost of capital. Elementary risk and insurance analysis. Introduction to investments. Application of calculation skills to solve for loan payments, amount of savings for future purchases, what to pay for an annuity or other investment, amount of and savings needed to retire on a fixed income.	<b>3.00</b>
<b>ES 385</b>	<b>Climatology</b> Examines the major components of climate and climate change. Analyzes physical aspects of the atmosphere as a series of long-term weather phenomena. Studies regional characteristics of climate on the basis of worldwide weather patterns. Emphasizes how applied aspects of climate demonstrate the interrelationships and importance of both physical and regional climatology to humankind. Also examines the causes of long-term climate change and variability. Acceptable for social science or natural science credits. Prerequisite: Sophomore standing or higher.	<b>3.00</b>	<b>FIN 370</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. Prerequisites: ACTG 252 or permission of the instructor.	<b>3.00</b>
<b>ES 390</b>	<b>Strat &amp; Sedime Petrology</b> Systematic study of clastic and carbonate stratigraphic sequences, emphasizing interpretation of lithofacies, tectono-sedimentary settings, and sequence stratigraphy. Laboratories include study of petrology/diagenetic characteristics of sedimentary strata, recent advances in seismic stratigraphy, and basin analysis. Prerequisite: ES 150. (ES 250, ES 360, and ES 370 are recommended.) Every third semester.	<b>4.00</b>	<b>FIN 371</b>	<b>Interm Finance</b> In-depth study of corporate financial issues that face today's financial manager. Students learn to incorporate risk into capital budgeting decisions; study mergers and acquisitions; analyze bankruptcies, reorganizations, and lease financing; and study other advanced financial issues prevalent in today's domestic and multinational corporations. Prerequisite: FIN 370. Annually.	<b>3.00</b>
<b>ES 400</b>	<b>Intro Remote Sensing/Lab</b> Explores aerial photographs for geographic investigation of physical and cultural features of the landscape; the application of remote sensing to topographic and planimetric map construction, agricultural and land use identification, landform study, and forestry. Each Fall Semester.	<b>3.00</b>	<b>FIN 373</b>	<b>Fund of Insurance</b> A study of the concept of risk management and the several methods for handling risks. Emphasizes insurance as transfer method. Discusses fundamental principles of insurance, insurance as a contract, and the insurance policy, including property and liability coverage, life and health, and social insurance.	<b>3.00</b>
<b>ES 425</b>	<b>Environmental Remote Sensing w/Lab</b> Examines concepts of remote sensing theory and practical uses of satellite imagery for interpreting and monitoring Earth's terrestrial and aquatic environments. ENVI software will be utilized for topics such as environmental hazard assessment, land use management, geology, agriculture, forestry, soil resources and oceanography. Prerequisite: GEOG/ES 400 or by permission of instructor. Offered every spring.	<b>3.00</b>	<b>FIN 374</b>	<b>Prop/Casualty Ins</b> In-depth study of property and liability risk exposures, personal and commercial lines, production, underwriting, claims, ratemaking, and loss control functions as well as regulations of insurance. Prerequisite: FIN 373.	<b>3.00</b>
<b>ES 455</b>	<b>Field Methods in Geoscience</b> Field-based course provides upper-level undergraduates hands-on experience in hydrogeology, meteorology, bedrock, and surficial geology projects. Group projects include GIS-based analysis of a small watershed, geologic mapping, and measurement of a stratigraphic section, soils and terrace mapping, and surveying a strip mine remediation site. Emphasizes proper use of traditional and state-of-the-art instruments and equipment. Prerequisites: ES 150 and ES 330. Offered Summer Session I annually.	<b>5.00</b>	<b>FIN 375</b>	<b>Mgmt Finan Inst</b> Descriptive analysis of the operations of financial institutions, such as commercial banks, savings banks, insurance companies. Examines techniques and principles involved in the management of financial institutions. Prerequisites: FIN 370. Offered annually.	<b>3.00</b>
<b>ES 460</b>	<b>Geospatial Data Handling &amp; Integration</b> This course concentrates on how geographic data can be compiled from different sources into a GIS project. This includes geo-referencing scanned paper maps, translating the real-world into a geographic database, digitization of vector features, editing attribute data, working with and integrating GIS data available from different online sources, and manipulating metadata.	<b>3.00</b>	<b>FIN 377</b>	<b>Medical Care Fin</b> The role of a financial manager in the health care setting. A study of the theoretical and analytical procedures involved in medical fund raising, capital budgeting, expense analysis, rate structuring, and hospital asset management as well as other financial abilities required in the operation and planning of modern health care facilities. Prerequisite: FIN 370. Offered on demand.	<b>3.00</b>
<b>ES 470</b>	<b>Introduction to Geographic Information Systems</b> This course addresses the basic concepts and principles of Geographic Information Systems (GIS). Basics of map projections and coordinate systems, data models (vector and raster), data structures, tables and geo-databases, and spatial data representations are among the main topics for this class. Also different spatial analysis methods are presented. Examples and exercises are traced in support of modeling spatial problems and in assisting decision making processes with the support of GIS data, tools and techniques. The class is hands-on in nature, the assignments focus on how these basic principles are implemented in a GIS. No prerequisites. Offered fall and spring.	<b>4.00</b>	<b>FIN 378</b>	<b>Personal Finance</b> This course will contain a review of each of the major segments of personal finance, including the financial planning process, cash budgeting, credit card and debt management,	<b>3.00</b>

	investing, insurance policies and strategies, tax planning strategies, retirement plans, employee benefits, and estates, wills, and trusts. This course is not available for Personal Finance majors or for any student who has completed FIN 474: Personal Financial Planning. Prerequisite: Junior standing or instructor's permission. Fall, biennially.	
<b>FIN 399</b>	<b>Special Topics</b> <b>3.00</b> Presents various current topics in finance theory and practice. Covers different topics from year to year, as subjects of importance are identified. Prerequisite: FIN 370. On demand.	
<b>FIN 460</b>	<b>Investments</b> <b>3.00</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 stocks, preferred stocks, and bonds; introduction to portfolio management and portfolio theory. Prerequisite: FIN 370.	
<b>FIN 463</b>	<b>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.	
<b>FIN 473</b>	<b>Retrmt Est Plan</b> <b>3.00</b> An overview of individual income taxation, including an in-depth look at pensions, profit sharing, and other deferred compensation plans, estates, trusts, and applicable tax laws. Prerequisite: FIN 370. Once annually.	
<b>FIN 474</b>	<b>Personal Financial Planning</b> <b>3.00</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>FIN 476</b>	<b>Portfolio Theory &amp; Mgmt</b> <b>3.00</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>FIN 478</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, an introduction to Monte Carlo methods, and real option analysis. Prerequisite: FIN 370. Offered annually.	
<b>FIN 479</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 371.	
<b>FIN 479</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 371.	
<b>FIN 480</b>	<b>Multinational Finance</b> <b>3.00</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>FR 103</b>	<b>French Civilization</b> <b>3.00</b> Introduces contemporary French society, enlightened by glimpses at France's rich history. A study of geography, politics, family life, immigration, art, music, literature, the current status of French feminism, and French media will help students define and understand the multiple aspects of French identity. Course conducted in English. No prerequisite.	
<b>FR 109</b>	<b>French Lit In Trans</b> <b>3.00</b> A study of representative French literary works emphasizing the characters and ideas that have influenced both French literature and literature of other countries. Course conducted in English. No prerequisite. Fall, annually.	
<b>FR 140</b>	<b>French Film</b> <b>3.00</b> Surveys major French films with English subtitles, and provides an introduction to trends of French cinema. Emphasizes cultural differences between Francophone and Anglo-American cultures as revealed through film. Course conducted in English. No prerequisite. Fall, annually.	
<b>FR 150</b>	<b>Intensive Elem French I</b> <b>6.00</b> Equivalent to FR 151 and 152 combined. Fall, annually.	
<b>FR 151</b>	<b>Elementary French I</b> <b>3.00</b> Introduces the French language, emphasizing all language skills -- listening, speaking, reading, and writing. Each semester.	
<b>FR 152</b>	<b>Elementary French II</b> <b>3.00</b> Continuation of FR 151. Prerequisite: FR 151 or equivalent. Each semester.	
<b>FR 250</b>	<b>Intensive Inter Fr II</b> <b>6.00</b> Equivalent to FR 251 and 252 combined. Prerequisite: FR 150 or FR 152, or equivalent. Spring, annually.	
<b>FR 251</b>	<b>Intermed French I (French III)</b> <b>3.00</b> Continuation of FR 152, with greater emphasis on reading and writing. Prerequisite: FR 150 or 152, or equivalent. Fall, annually.	
<b>FR 252</b>	<b>Interm French II (French IV)</b> <b>3.00</b> Continuation of FR 251. Prerequisite: FR 251 or equivalent. Spring, annually.	
<b>FR 253</b>	<b>Business French</b> <b>3.00</b> Study of the language needed to conduct common business transactions, and discuss financial and technological matters in French. Includes writing of business letters and reports in French. Emphasizes cultural differences between French and American business practices. Prerequisite: FR 250 or 252, or equivalent.	
<b>FR 257</b>	<b>French Immersion</b> <b>3.00</b> This course consists of a week of intensive instruction in French language and culture, prior to a two-week trip to France. During this period, students will visit places of historical and cultural interest in the country, receive lectures on the historical, cultural, artistic and literary importance of the sites visited, and conduct as much of their daily routines in French as possible.	
<b>FR 260</b>	<b>French Short Story</b> <b>3.00</b> Study of 19th and 20th century French short stories. All readings, discussions, and assignments in French. Required for French and French education majors. Prerequisite: FR 250 or 252, or equivalent.	
<b>FR 265</b>	<b>Inter Conversation</b> <b>3.00</b> Practice creative language use in conversation to develop oral proficiency. May be substituted for FR 252, with permission of instructor. Required for French and French education majors. Prerequisite: FR 251 or equivalent.	
<b>FR 270</b>	<b>Intro to French Phon &amp; Pronun</b> <b>3.00</b> Introduces the French phonetic system, including the study of phonemes, intonation, stress, and rhythm. Provides intensive aural/oral training through phonetic dictation with transcription in the International Phonetic Alphabet and practice in diction. Introduces corrective phonetics. Recommended for French majors. Required for French education majors. Prerequisite: FR 252 or equivalent. Three-year cycle.	
<b>FR 281</b>	<b>French for Oral &amp; Written Proficiency I</b> <b>3.00</b> Intensive review of French grammar, designed to increase students' proficiency in all language skills with particular attention to intermediate speaking and writing. Readings cover a range of topics including French culture, history, current affairs, and literature. One course in FR 281 or FR 282 is required for French and French education majors. Prerequisites: FR 250 or 252 or equivalent.	
<b>FR 282</b>	<b>French for Oral and Written Proficiency II</b> <b>3.00</b> Continuation of FR 281. One course in FR 281 or FR 282 is required for French and French education majors. Prerequisite: FR 250 or 252 or equivalent.	
<b>FR 301</b>	<b>French Civilization</b> <b>3.00</b> Introduces contemporary French society, enlightened by glimpses at France's rich history. A study of geography, politics, family life, immigration, art, music, literature, the current status of French feminism, and French media will help students define and understand the multiple aspects of French identity. Required for French and French education majors. Course conducted in French. Prerequisite: FR 250 or 252, or equivalent. Spring, two-year cycle.	

<b>FR 302</b>	<b>Topics in French Literature and Culture</b>	<b>3.00</b>	In-depth examination of a French literary movement, literary theme or cultural topic. This course may be taken up to three times for credit, provided that different topics are offered. Course taught in English. Assignment done in French for French majors and minors. Prerequisite (only for French majors and minors): FR 250 or FR 252 or equivalent.
<b>FR 340</b>	<b>French Film</b>	<b>3.00</b>	Surveys major French films with English subtitles, and provides an introduction to trends of French cinema. Emphasizes cultural differences between Francophone and Anglo-American cultures as revealed through film. Lectures in English; assignments in French. Prerequisite: FR 252 or permission of instructor. Fall, annually.
<b>FR 358</b>	<b>French Thinkers</b>	<b>3.00</b>	Study of major French thinkers from the Middle Ages to the 20th century. Course conducted in French. Prerequisite: FR 252 or permission of instructor.
<b>GEOG 100</b>	<b>Intro World Geography</b>	<b>3.00</b>	Provides an overview of important human and physical characteristics of the world's cultural realms. Examines issues of economic and social development, and religions and cultures found around the world in a regional or systematic context. Explores contemporary environmental, political, and ethnic/racial problems.
<b>GEOG 115</b>	<b>Conservation</b>	<b>3.00</b>	Integrates the social and natural sciences by examining the concepts, methodologies and history of the Conservation of Natural Resources. Includes soil, water, land, forest, wildlife, energy, clean air, and historic resources. Explores the many controversial issues surrounding the management of public lands and regulation of private land. Examines the rational and logic of federal and state environmental laws. Every fall or spring. (Values Flag.)
<b>GEOG 210</b>	<b>Fundamentals of Digital Mapping</b>	<b>3.00</b>	Introduces the basic knowledge required to work with digital maps. General and specialized online and desktop mapping options are discussed, and an introduction to the geo-spatial technologies, including Geographic Information Systems (GIS), Global Positioning Systems (GPS) and Remote Sensing is emphasized. The potential uses of those technologies in the areas such as environmental studies, forestry, marketing, demographics, and utilities are also presented.
<b>GEOG 244</b>	<b>Planning the Human Environment</b>	<b>3.00</b>	The course introduces students to the theory and practice of urban and regional planning. Examines the means and ways of managing land resources with respect to enhancing the use of land for residential, commercial, industrial and agricultural purposes. The course focuses on comprehensive planning, planning strategies, planning analysis, regulatory systems and the preservation and conservation of land resources for future generations and for aesthetic purposes. The ecological implications of development on natural resources is pivotal in the course in order to explain and analyze growth management practices in urban and rural communities. Offered occasionally.
<b>GEOG 310</b>	<b>Sustainable Development</b>	<b>3.00</b>	Examines the commonalities developing countries have faced and continue to face in their push toward development, particularly as they relate to the spatial aspects affecting the conditions of the development process. Analyzes theories of growth and social and economic development, as well as the historical and contemporary relationship between the developed and the developing world. Discusses issues such as population growth and human settlement patterns, the rural/urban dichotomy, industrialization and urbanization, regional trading blocks, transportation and development, and the socio-economic development planning. Examines the impact of cultural elements such as religion and the role of women in development. Writing intensive course. Prerequisite: Sophomores and above. On demand.
<b>GEOG 345</b>	<b>Computer Cartography w/Lab</b>	<b>4.00</b>	Cartography is the art and science of effective communication with maps. This class is designed to allow the students to convey geographic information to a variety of audience. The course covers the basics in theory, methods, and tools in digital cartographic design including but not limited to: manipulation and placement of map elements, design for a variety of output and display formats, effective use of color and type fonts, and quantitative and qualitative data manipulation for geographic representation. Offered every fall.
<b>GEOG 400</b>	<b>Intro Remote Sensing/Lab</b>	<b>3.00</b>	Explores aerial photographs for geographic investigation of physical and cultural features of the landscape; the application of remote sensing to topographic and planimetric map construction, agricultural and land use identification, landform study, and forestry. Each Fall Semester.
<b>GEOG 425</b>	<b>Environmental Remote Sensing w/Lab</b>	<b>3.00</b>	Examines concepts of remote sensing theory and practical uses of satellite imagery for interpreting and monitoring Earth's terrestrial and aquatic environments. ENVI software will be utilized for topics such as environmental hazard assessment, land use management, geology, agriculture, forestry, soil resources and oceanography. Prerequisite: GEOG/ES 400 or by permission of instructor. Offered every spring.
<b>GEOG 460</b>	<b>Geospatial Data Handling &amp; Integration</b>	<b>3.00</b>	This course concentrates on how geographic data can be compiled from different sources into a GIS project. This includes geo-referencing scanned paper maps, translating the real-world into a geographic database, digitization of vector features, editing attribute data, working with and integrating GIS data available from different online sources, and manipulating metadata.
<b>GEOG 470</b>	<b>Introduction to Geographic Information Systems</b>	<b>4.00</b>	This course addresses the basic concepts and principles of Geographic Information Systems (GIS). Basics of map projections and coordinate systems, data models (vector and raster), data structures, tables and geo-databases, and spatial data representations are among the main topics for this class. Also different spatial analysis methods are presented. Examples and exercises are traced in support of modeling spatial problems and in assisting decision making processes with the support of GIS data, tools and techniques. The class is hands-on in nature, the assignments focus on how these basic principles are implemented in a GIS. No prerequisites. Offered fall and spring.
<b>GEOG 481</b>	<b>Spatial Analysis &amp; Modeling</b>	<b>4.00</b>	This course builds upon previous knowledge of GIS vector and raster data model handling. It concentrates on the use of those spatial data in analyzing different environmental phenomenon. It emphasizes how to derive new information from existing data, and handling them through interpolation methods and raster calculations. It will also involve the extraction of new knowledge in support of a decision making process through cell-based operations in an automated fashion using scripting and modeling techniques. Prerequisites: GEOG/ES 460 or 470. Offered in spring.
<b>GEOG 490</b>	<b>Advanced Geographic Information Systems w/Lab</b>	<b>3.00</b>	This course provides students with the ability to apply GIS in real-world situations by utilizing the developed knowledge and techniques in a project based setting. Learning analysis techniques that are relevant to each student's project as well as methods for data development and representation will be established. Tools such as web-based mapping, 3-D modeling and analysis, model building and data processing, as well as geospatial database development will all be presented and utilized according to the needs of the student project. Prerequisite: GEOG/ES 460, GEOG/ES 470, or GEOG/ES 481. Offered each spring semester.
<b>GER 152</b>	<b>Elementary German II</b>	<b>3.00</b>	Continuation of GER 151. Prerequisite: GER 151 or equivalent. Spring, annually.
<b>GER 251</b>	<b>Intermed German I (German III)</b>	<b>3.00</b>	Continuation of GER 152, with greater emphasis on reading and writing. Prerequisite: GER 150 or 152, or equivalent. Fall, annually.
<b>GER 252</b>	<b>Intermed German II (German IV)</b>	<b>3.00</b>	Continuation of GER 251. Prerequisite: GER 251 or equivalent. Spring, annually.
<b>GER 265</b>	<b>Inter Conversation</b>	<b>3.00</b>	Practice creative language use in conversation to develop oral proficiency. May be substituted for GER 252 with permission of instructor. Prerequisite: GER 251 or equivalent.
<b>GER 307</b>	<b>German Conv &amp; Comp I</b>	<b>3.00</b>	Develops students' abilities in listening, speaking and writing German. This course emphasizes a variety of issues relating to modern Germany. Prerequisite: GER 250 or 252.
<b>GER 308</b>	<b>German Conv &amp; Comp II</b>	<b>3.00</b>	Continuation of GER 307. Prerequisite: GER 307 or permission of instructor

<b>GS 140</b>	<b>Personal Money Management &amp; Consumer Economics 3.00</b> Examines major aspects of personal financial management, including budgeting of income and expenditures, transactions, and relations with banks and other lending institutions, insurance and retirement plans, home ownership, personal taxes, savings, and investment plans. B.S.B.A. majors may apply this course only as a free elective. Each semester.	
<b>GU 160</b>	<b>Intro to Global Understanding 3.00</b> Introduces students to global perspectives that shape how we facilitate and coordinate interactions with people from different backgrounds through the use of verbal and nonverbal codes.	
<b>GU 340</b>	<b>Global Understanding Seminar 3.00</b> Capstone course for the Minor in Global Understanding. Interdisciplinary seminar focused on the development of a research project to be implemented during a subsequent approved experience abroad. Students will identify a topic for their research project, develop a well-articulated prospectus and literature survey, and link with and secure the participation of a faculty advisor with whom they will work on this project. Prerequisite: GU 160	
<b>GU 341</b>	<b>Global Understanding Res Proj 1.00</b> Under the supervision of a faculty advisor in their major area of study, students pursue a research project (defined in a proposal written as part of GU 340 - Seminar in Global Understanding) while on an approved experience abroad. The final products of this research are a paper and oral presentation. Prerequisite: GU 340	
<b>HIST 110</b>	<b>Com Hist of Civ In Asia 3.00</b> Explores an overview of all of Asian history from the birth of civilization to the present. Emphasizes identification of a number of significant stages of historical development in the life of civilizations. Clarifies the socio-cultural subdivisions within Asia. On demand.	
<b>HIST 111</b>	<b>Ancient &amp; Med Civ 3.00</b> Includes a survey of prehistoric cultures and civilization from its historical beginning to 1300. Presents a knowledge of the origins of the broad social, political, intellectual, and economic movements of the past from which the student may gain an understanding of civilization today. Each semester.	
<b>HIST 112</b>	<b>Early Modern Civ 3.00</b> A study of significant movements and events from 1300 to 1815. Emphasizes the interrelationships between cultures of various world regions. Stresses the influence of European development on other world areas. Each semester.	
<b>HIST 113</b>	<b>Modern Civilization 3.00</b> A study of significant movements and events of 1789 to the present. Emphasizes interrelationships between the cultures of various world regions, with major attention on the influence European development has exerted on other world areas in the 19th and 20th centuries. Each semester.	
<b>HIST 120</b>	<b>U S to 1877 3.00</b> Surveys United States history from the period of exploration through the Reconstruction period. Each semester.	
<b>HIST 121</b>	<b>U S Since 1877 3.00</b> Surveys United States history from Reconstruction to the present. Each semester.	
<b>HIST 130</b>	<b>Africa to 1800 3.00</b> Explores the history of Africa and its people from ancient times through the Atlantic slave trade. Emphasizes understanding the impact of cultural/ethnic diversity on the development of this history. Examines historical questions concerning the early record, migration, African kingdoms, trade and economy, impact of Islam on Africa, the European Age of Discovery, and the effects of the Atlantic slave trade upon African societies. On demand.	
<b>HIST 131</b>	<b>Africa Since 1800 3.00</b> Explores the history of Africa and its people from the end of the Atlantic slave trade to the modern period. Includes the expansion of European influence on Africa during the 19th century, the partition of Africa, the many forms of African resistance to European rule, the impact of the colonial era, African nationalism and independence struggles, and the challenges facing independent African states. On demand.	
<b>HIST 215</b>	<b>Topics In History 3.00</b> Topical approach to the study of history, permitting students to pursue an in-depth examination of selected problems. Introductory level. On demand.	
<b>HIST 217</b>	<b>History of West Africa 3.00</b> Examines the history of West Africa from 800 A.D. to the present. Includes the introduction of Islam to West Africa; the internal factors which transformed local societies, states, and empires; the impact of European trade and imperialism; forms of resistance to colonial rule; the rise of nationalism and the struggle for independence; and the challenges of the post-independence period.	
<b>HIST 246</b>	<b>Peoples &amp; Cultures of Latin America 3.00</b> Introduces the rich variety of ethnic groups and cultures of contemporary Latin America, including Central and South America. Topics will include social structures, economic organization, gender roles, religion, political systems, ethnic identity, and globalization. Focus will be on indigenous peoples, with an emphasis on their role in national societies and the international economy.	
<b>HIST 254</b>	<b>Lat Amer Col Per 3.00</b> Surveys the development of Colonial Latin America from its discovery to 1825. Analyzes economic, social, political, and cultural development. Fall, alternate years.	
<b>HIST 255</b>	<b>Lat Amer Nat Per 3.00</b> Emphasizes the history of the Latin American countries since 1825. Analyzes economic, social, political, and cultural development. Fall, alternate years.	
<b>HIST 260</b>	<b>Nazism, Hitler &amp; Holocas 3.00</b> Examines the Nazi Party from its beginnings in 1919, its gestation in the Weimar Republic period, and its supremacy in Germany, from 1933 to the end of World War II. Includes an examination of the social and intellectual background of Nazism. Emphasizes the personalities of the Third Reich leadership. Concludes with an examination of the Holocaust. Spring, annually.	
<b>HIST 275</b>	<b>India Thru Ages 3.00</b> Examines the historical development of Indian civilization from its early origins to the coming of the Europeans. Emphasizes the classical period, religion, social organizations, and the ancient Hindu and medieval Muslim periods. Spring, alternate years.	
<b>HIST 280</b>	<b>Timbits and Toonies - A History of Modern Canada 3.00</b> A history of Canada from Confederation to the present. This course uses politics, culture, and economics to discuss major issues in modern Canada's history including the political struggle for Confederation, the industrial era and immigration of the early 20th century, the World Wars, and Canada's role within the world. Other topics might include issues of First Nations struggles French-English relations, Canada's Cold War, and emerging political issues in the Arctic. No prerequisites required. Offered as available.	
<b>HIST 286</b>	<b>Mod China and Japan 3.00</b> Study of the transformation that has taken place in China and Japan in modern times as a result of an external impact as well as forces within Far Eastern societies. Spring, alternate years.	
<b>HIST 298</b>	<b>Historical Methods 3.00</b> Introduces the research methods, utilization of historical sources, documentation, and writing skills necessary to complete a significant historical research project. Skills mastered in this course should enable students to improve the quality of all writing and research required in all 300-level courses offered in the History Department. Focuses on American, European, or non-Western civilization, depending upon the instructor. Permission of instructor required. Required for all history majors. Spring, annually.	
<b>HIST 302</b>	<b>Women in the U.S. 3.00</b> Explores the history of American women from Colonial times to the present. Examines women's diverse experiences and roles, the relationship between women and the rest of society, gender expectations, 19th and 20th century feminism, reform and political activities. Prerequisite: Sophomore standing. Alternate years.	
<b>HIST 303</b>	<b>History of Mexico 3.00</b> A history of Mexico from pre-Columbian times to the present. Emphasizes the rise and fall of advanced ancient civilizations, European conquest and colonialism, the struggle for independence, Mexico's social revolution, the rise of nationalism, and the current drive for modernization in the so-called Third World. No prerequisite. Spring, alternate years.	
<b>HIST 306</b>	<b>Introduction to Public History 3.00</b> The course is designed to explore the basics of Public History and bring forth debates from major themes in the discipline.	

The course will focus on three major topics within the field in a manner that introduces best practices of the discipline. For an introductory course, these should be limited to topics such as Commemoration, Challenges of Preservation, Cultural Tourism, Digital History, and Cultural Resource Management (CRM). The readings presented will facilitate the discussion in the class, revolving around students' understanding of these debates in the major fields. The material in the course will prepare students for more specialized avenues of Public History, graduate school programs, and/or careers in the field.

<b>HIST 310</b>	<b>Africa, Slavery &amp; Trade</b>	<b>3.00</b>
	Explores the history of slavery within Africa from its origins to its end. Draws on recent historical and anthropological research to investigate such topics as links between internal slavery and the external slave trades; processes of enslavement; the positions and roles of slaves in African societies; the ideology of slavery; slave trading networks and markets within Africa; the effects of slavery on specific African societies; resistance to slavery; and the long-term consequences of slavery. Fall Semester.	
<b>HIST 312</b>	<b>Native American History</b>	<b>3.00</b>
	This course will examine the history of Native American societies from pre-contact to the present, focusing on the past and present diversity of Indian peoples. The course will examine indigenous social structures, languages, and religions. In addition, the course will discuss historic changes in Indian societies as a result of contact with Europeans and Africans and their descendants. In the colonial period, topics covered will include first-contact situations, warfare, disease, and diplomacy. Later topics will include nineteenth- and twentieth-century debates over education, assimilation, economic development, and sovereignty. Prerequisite: HIST 120 or 121. Fall or spring, alternate years.	
<b>HIST 313</b>	<b>History of Spain and Portugal</b>	<b>3.00</b>
	This course will survey Spanish and Portuguese history, society, and culture from the end of the Reconquista in the late 15th century through the recent democratic transitions of the mid-1970s to early 1980s. We will cover such themes as Spanish and Portuguese empire-building, impact of the Napoleonic wars on the Iberian Peninsula, and gender relations during dictatorship. Special emphasis will be given to twentieth-century movements, particularly the origins and impact of both the Franco and Salazar regimes.	
<b>HIST 314</b>	<b>Gender and Sexuality in Latin America</b>	<b>3.00</b>
	This course examines social movements and state formation in Latin America through the lens of gender and sexuality. We will consider how gender and sexuality shaped discussions of indigenous rights, race, class, reproduction, revolution and resistance. Using a combination of primary and secondary source materials, including film and popular music, students will analyze Latin American history through the perspective of gender and sexuality.	
<b>HIST 315</b>	<b>Topics in History</b>	<b>3.00</b>
	This course introduces students to new themes in the history of one of America's most tumultuous decades, the 1920's. From the end of World War One through the onset of the Great Depression, students examine the origins of modern America through a focus on such topics as rebellious youth, feminism, and the Harlem Renaissance, as well as reactionary mindsets represented by the KKK, religious fundamentalists, and Prohibition.	
<b>HIST 318</b>	<b>Ancient Greece</b>	<b>3.00</b>
	Examines development of ancient Greece from its earliest precursors in Mycenaean civilization, through the growth of the city-states of classical Greece, to its blending with other cultures in the Hellenistic World. Addresses political, social, and cultural developments, historical problems, and the historical narrative. Fall, alternate years.	
<b>HIST 319</b>	<b>Roman History</b>	<b>3.00</b>
	Examines development of Rome from its foundation as a city-state in central Italy in the mid-eighth century B.C. to its conquest of the Mediterranean World as a republic and finally to the end of the Roman Empire in the West in the fifth century A.D. Addresses political, social, and cultural changes and will be historiographic as well as historic in outlook. Spring, alternate years.	
<b>HIST 320</b>	<b>Medieval History</b>	<b>3.00</b>
	Surveys European development from 500 to 1300. Alternate falls.	
<b>HIST 330</b>	<b>Eur Dur Renaiss &amp; Reform</b>	<b>3.00</b>
	A study of the Renaissance and Reformation emphasizing the important political, social, economic, religious, and cultural forces that emerged during this period of transition and ushered in modern western culture. Emphasizes the evolution of modern states, the rise of individualism, and the development of modern religious ideas and institutions.	
<b>HIST 345</b>	<b>Europe 1815-1924</b>	<b>3.00</b>
	A study of the social, economic, political, religious, and cultural experiences of the European people from the Congress of Vienna to the death of Lenin. On demand.	
<b>HIST 349</b>	<b>The American West</b>	<b>3.00</b>
	Study of the Old West of the 19th century and the West as a distinctive region in the 20th century. Emphasizes the continuing relationship to the East and on the geographic, economic, and cultural diversity within the West itself. Pioneers from the East, Native Americas, immigrants from Europe, Mexico, and Asia, farmers, cowboys, and entrepreneurs will all have a place in the course. Romanticized myths of the West will be compared with historical realities. Prerequisite: HIST 120 or consent of the instructor. Fall Semester.	
<b>HIST 350</b>	<b>Colonial America</b>	<b>3.00</b>
	A study of colonial history beginning with the European background of colonization and continuing through the American Revolution. Prerequisite: HIST 120 or consent of instructor.	
<b>HIST 351</b>	<b>United States: The Early Republic</b>	<b>3.00</b>
	A study of the Federalist Era, Jeffersonian and Jacksonian America. Examines the formation of the republic through the federal Constitution, the Jeffersonian revolution, and the age of Jackson. Analyzes the ideas and personalities that shaped the nation. Prerequisite: HIST 120 or consent of instructor.	
<b>HIST 352</b>	<b>Civil War &amp; Reconstruct</b>	<b>3.00</b>
	A basic study of the growth of sectional differences between North and South from 1820 to 1850. Examines the failure of compromise efforts in the 1850s and the causes of secession. The war and the consequences of reconstruction policies to 1877 are traced in light of modern civil rights problems. Fall, alternate years. Prerequisite: HIST 120 or permission of instructor.	
<b>HIST 353</b>	<b>Us - Age of Reform</b>	<b>3.00</b>
	A detailed look at the gilded age, populist, and progressive periods in American history. Examines the reform phenomena that characterized the late 19th and early 20th centuries. Emphasizes the motivation, objectives, accomplishments, and failures of the various reform movements. Considers each reform group in the context of a period of rapid social and economic change. Prerequisite: HIST 121 or consent of instructor.	
<b>HIST 357</b>	<b>Tudor/Stuart Engl</b>	<b>3.00</b>
	Examines the significant political, cultural, social, and religious developments in England from the accession of Henry VII to the death of Queen Anne and the transition to the House of Hanover. Spring, alternate years.	
<b>HIST 363</b>	<b>Hist of American Labor</b>	<b>3.00</b>
	Examines the history of American working men and women from the colonial period to the present. Explores the growth of the trade union movement and its socio-political and economic impact, and the nature of the work performed by labor and the way laboring people have lived. On demand.	
<b>HIST 366</b>	<b>Russia Since 1815</b>	<b>3.00</b>
	Examines Russia's development during the 19th and 20th centuries. First part of course focuses on Russia and its people under the czar and the drift to revolution. Second part of course focuses on Soviet society and communism in theory and practice.	
<b>HIST 369</b>	<b>African-Amer History 1865 to Present</b>	<b>3.00</b>
	A survey of African-American history from 1865 to the present, with an emphasis on the evolving role of black people in the political, economic, social, and cultural development of the U.S. This course includes a close examination of the junctures in American history where the struggle to improve African-American life took on new meaning for society at large.	
<b>HIST 370</b>	<b>History of Mid East</b>	<b>3.00</b>
	Study of the early classical era by way of an advanced intensive exploration of the civilization in the Mediterranean East and Middle East. Introduces the religion of Judaism and Christianity in their political setting, and examines the cultural contributions of the Semites, Greeks, and Romans. Stresses the	

Islamic age. Emphasizes modern identification of the countries that make this an explosive part of the world-- Jordan, Israel, Lebanon, Iran, Iraq, Arabia, Syria, Egypt - and their relationship to the great powers. On demand.

- HIST 371 Am Popular Cult, 1865-Pres 3.00**  
This course examines popular culture in the U.S. from the Civil War to the present, focusing specifically on its relationship to consumption, leisure, politics, race, class, gender, social movements, celebrity, and the corporate world. Topics are drawn from varied arenas of popular culture including sports, film, literature, art, theater music, photography, tourism, amusement venues, and advertising, among others. Prerequisite: HIST 121. Fall or Spring, alternate years.
- HIST 372 The American Revolution 3.00**  
This course provides undergraduates with a detailed narrative of the American Revolution. It evaluates the causes and consequences of the colonial rebellion against the British Empire in North America, and assesses the preconditions, constraints, and outcomes of the struggle for independence. Particular attention is given to the clash of values, interests, and ambitions that transformed the thirteen colonies into the United States. Moreover, significant themes of cultural, economic, military, diplomatic, and political conflict are explored. Prerequisite: HIST 120. Fall or spring, alternate years.
- HIST 388 U.S. 1920 - 1960 3.00**  
This course surveys the principle social, political, cultural, and economic developments in American Society from 1920 to 1960. Topics include: social tensions and social conflicts during the 1920s; the impact of the Great Depression and the significance of the New Deal; isolationism and internationalism; America during World War II; the Cold War; McCarthyism; the Rise of the Civil Rights Movement; and the Affluent Society.
- HIST 389 U.S. 1960 to the Present 3.00**  
This course introduces students to the political, economic, social, and cultural forces that shaped America from 1960 to the present. Topics include John Kennedy and the New Frontier; Lyndon Johnson and the Great Society; the modern civil rights movement; American involvement in Vietnam; the counterculture; Richard Nixon and Watergate; the end of the Cold War; the feminist and environmental movements; the New Right of the 1980s and the New Liberalism of the 1990s; and the Gulf War and war on terrorism, among others.
- HIST 400 Historical Research Seminar 3.00**  
This course is designed to explore the methods of researching, writing, and implementing a major historical project. Due to diversification of careers for historians, students will have the option to focus their projects on either traditional research and writing, or on publicly engaged projects with external partners. These semester length projects, traditional or public, will require students to conduct original research, analyze data, and submit a final project that adheres to accepted historical standards.
- HIST 402 Independent Studies 6.00**  
Variable credit course gives students the opportunity to explore an area of special interest in history not covered by existing courses through field experience or independent study. Focus can be an historical topic and/or the development of skills that aid historical research. Prior to enrolling in the course, students must develop a study plan in conjunction with the faculty member willing to serve as supervisor. The student will work under the direction of an appropriate faculty member. Credit will be given only when the project has been completed to the satisfaction of the project advisor. On demand.
- HIST 410 Historiography 3.00**  
Introduces historical method and theory. Explores a variety of interpretive theories and specialized approaches employed by contemporary historians to traditional and non-traditional problems. Emphasizes development of the student's critical abilities. Permission of instructor required. Fall, annually.
- HIST 432 Vietnam War 3.00**  
This course examines U.S. involvement in Vietnam from 1945 to the present, with a primary focus on the Vietnam War and its political, economic, social, and cultural impact upon American society. Topics covered include the roots of Vietnamese revolutionary thought, the rise of Ho Chi Minh and communism in Vietnam, the French-Indochina War, U.S. military engagements from 1965 through 1973, the political and cultural antiwar movement in America, the peace accords, and the aftermath of the conflict, among others.
- HIST 433 The History of War 3.00**  
An examination of the History of War from the Neolithic Revolution (c. 7000 BCE) to the present. Major themes include Ancient Warfare, Medieval Warfare, the impact of gunpowder in the Early Modern era, the impact of colonies on world warfare, the impact of mass conscription on warfare in the French Revolution, the World Wars, the Cold War, and the War on Terror. Changes in technology and attitudes toward war will be examined as well as modern historical approaches to the topic.
- HIST 460 Hist of Religion in the U.S. 3.00**  
A study of American religious history from the colonial period to the present. Examines the histories of individual religious institutions and their interaction within their social and intellectual context, focusing upon the paradox of mainstream American Protestantism within a pluralistic religious culture. Prerequisite: HIST 120 or permission of instructor. On demand.
- HIST 481 France: 1483-1715 3.00**  
Examines the significant political, cultural, social and religious developments in France from the accession of Charles VIII to the death of Louis XIV. No prerequisite. Alternate years.
- HON 128 Modes of Discourse 3.00**  
An interdisciplinary course which aims to integrate the student's production of both written and spoken discourse. This course is an alternative method of teaching communication, and draws upon the skills of instructors from English and Speech Communication. Taken by freshmen enrolled in the Honors Program, this course replaces both ENG 111 and SC 113. (Not open to students who have taken ENG 111 or SC 113.)
- HON 129 Modes of Discourse 3.00**  
An interdisciplinary course which aims to integrate the student's production of both written and spoken discourse. This course is an alternative method of teaching communication, and draws upon the skills of instructors from English and Speech Communication. Taken by freshmen enrolled in the Honors Program, this course replaces both ENG 111 and SC 113. (Not open to students who have taken ENG 111 or SC 113.)
- HON 130 Spec Topics: Arts & Humanities 3.00**  
This Interdisciplinary course in the humanities is required of students enrolled in the Honors Program. Focuses is on human values, beliefs, and accomplishments as expressed in art, music, literature, philosophy, and religion.
- HON 220 Great Ideas in Humanities 3.00**  
An interdisciplinary course in the humanities that focuses on important and current topics in a particular discipline. This course is devoted to the examination of major ideas in at least one of the humanities. Regardless of discipline or topic, students will be exposed to the academic inquiry of new ideas in the humanities. Prerequisite: Honors Program student or permission of director. Offered each semester.
- HON 230 Great Ideas in Science 3.00**  
An Interdisciplinary course in the natural sciences and/or mathematics that focuses on important and current topics in a particular discipline. This course is devoted to the examination of major ideas in at least one of the natural sciences and/or mathematics. Regardless of discipline or topic, students will be exposed to the academic inquiry of new ideas in science or mathematics. Prerequisite: Honors Program student or permission of director. Offered each semester.
- HON 240 Great Ideas in Social Science 3.00**  
An Interdisciplinary course in the social sciences that Focuses on important and current topics in a particular discipline. This course is devoted to the examination of major ideas in at least one of the social sciences. regardless of discipline or topic, students will be exposed to the academic inquiry of new ideas in social science. Prerequisite: Honors Program student or permission of director. Offered each semester.
- HON 350 Junior Seminar 1.00**  
An interdisciplinary seminar foundational to the development of the Senior Project and career planning. It is crucial in bridging the Honors sequence with the final project as it develops presentation and portfolio skills while requiring students to develop the prospectus for their senior project and linking with a faculty mentor. This course and/or study abroad required of all students in the Honors Program.

<b>HON 450</b>	<b>Senior Project</b>	<b>3.00</b>	A scholarly project of an interdisciplinary nature including the student's major area of study. A public presentation of the outcome of the project is required. Required of all students in the Honors Program.
<b>HON 460</b>	<b>Senior Seminar</b>	<b>2.00</b>	An interdisciplinary seminar that is a continuation of Junior Seminar (HON 350). While the Junior Seminar course is foundational to the development of the senior project, this course focuses on the completion of the senior project and provides continued material relevant to career planning. Student will be required to submit their final research project that accompanies their senior project presentation in order to earn the honors diploma. This course will also provide students with an avenue to enhance their job search process and/or their graduate/professional school applications. Students will be exposed to a collection of industry and academic experts to help prepare them for challenges and opportunities after graduation. Prerequisite: Completion of HON 350 or instructor permission. Offered fall and spring semester.
<b>INQ 100</b>	<b>Freshman Inquiry Seminar</b>	<b>3.00</b>	The Freshman Inquiry Seminar course requires students to ask questions-to engage in the critical inquiry and analysis of ideas, to reflect thoughtfully and to consider multiple viewpoints and perspectives. Students will do this through writing and through discussion. This course is also designed to develop students' skills in information literacy-the finding, evaluating and utilizing of research-in order to support and provide evidence for their ideas. Students will practice evaluating and responding to texts from a variety of genres (visual, print, etc.). The seminar-style format of this course emphasizes student engagement, learning through collaboration and the development of essential teamwork skills, with a focus on both small group and whole-class discussion and on team assignments and projects. INQ 100 is a General Education requirement and must be taken within the first 30 credits. INQ 100 is offered with a variety of different topics every fall and spring and as needed.
<b>LEGL 238</b>	<b>Introduction to Paralegal Studies</b>	<b>3.00</b>	Designed to provide an introduction to the present and potential role of the legal assistant within our legal system. The student will be introduced to the operation of the court structure and the tasks handled by paralegals within this structure. Introduction to legal research and office computers as well as ethical obligations of the Paralegal will be emphasized. A prerequisite for all other Paralegal courses.
<b>LEGL 240</b>	<b>Legal Environment of Business</b>	<b>3.00</b>	Surveys law and society. Orients students to the judicial systems of the United States and the legal remedies and mechanisms at their disposal. Compares and contrasts both civil and equitable court functions through the illustrations of common law contracts, torts, criminal law, property law, and the administration of decedents' estates.
<b>LEGL 250</b>	<b>Criminal Law and Procedure</b>	<b>3.00</b>	An introduction to the procedures and practice of criminal law. This course will examine the development of law and an analysis of the criminal system bureaucracy, including punishment, courts and police. This course shall survey the system from the initial contact with the offender through prosecution, sentencing and release to the community.
<b>LEGL 339</b>	<b>Family Law</b>	<b>3.00</b>	In-depth study of all of the area of family law encountered by a legal assistant. Includes divorce, custody, child and spousal support, adoptions, termination of parental rights, and abuse of family members. Students learn both substantive law and procedure. Includes the creation of legal pleadings in the family law area. Prerequisite: LEGL 240. Biennially, Fall Semester.
<b>LEGL 340</b>	<b>Environmental Law</b>	<b>3.00</b>	A study of environmental law and policy in the United States. Explores the method in which business entities and environmental organization-government and nongovernment-achieve compliance. Focuses on case law providing legal remedies for environmental torts and crimes. Prerequisite: LEGL 240.
<b>LEGL 341</b>	<b>Legal Environment of Business II</b>	<b>3.00</b>	Applies concepts explored in LEGL 240, Legal Environment I, in a business context. Emphasizes general substantive business law topics; i.e.: agency, partnerships, corporations, sales, negotiable instruments, and real property. Prerequisite: LEGL 240. Each semester, annually.
<b>LEGL 342</b>	<b>Methods of Legal Research</b>	<b>3.00</b>	Students learn the traditional legal research materials and brief writing techniques. Emphasizes computerized legal research through West law and Lexis-Nexis. Extensive work in brief and memorandum writing are used to apply the research techniques used. Pre or Co-requisite LEGL 240.
<b>LEGL 343</b>	<b>Wills, Trusts &amp; Estates</b>	<b>3.00</b>	Provides instruction regarding the administration of the probate estate as well as necessary documentation and filing requirements. Students gain understanding of various laws governing transfer of property at death as well as tax consequences of such a transfer. Students also study creation of trusts and transfers during life. Concepts are applied to the actual drafting of wills, trusts, codicils, and ancillary documents. Pre or Co-requisite LEGL 240. Offered fall semester, biennially.
<b>LEGL 344</b>	<b>Administrative Law</b>	<b>3.00</b>	In-depth study of various administrative law topics. Familiarizes students with statutes and regulations supporting Social Security, unemployment compensation, and workmen's compensation. Involves study of judicial precedent and mock hearing practice. Prerequisite: LEGL 240; Co-requisite LEGL 238. Offered spring semester, biennially.
<b>LEGL 346</b>	<b>Principles and Practice of Litigation</b>	<b>3.00</b>	In-depth study of various court procedures, including discovery, that the legal assistant will use in supporting an attorney during litigation. Familiarizes students with the rules of court, including both criminal and civil practice. The rules of evidence and discovery documents are emphasized. Instructs paralegals on how to prepare all court documents necessary in trial practice. Pre or Co-requisite LEGL 240. Offered spring semester annually.
<b>LEGL 347</b>	<b>Real Estate Law</b>	<b>3.00</b>	Includes estates in land, property sales contracts, deed preparation, title abstracts, searching courthouse records, adverse possession, easements, judgments and liens, tax sales, and the Real Estate Settlement Procedures Act. Students learn to complete all necessary documents involved in all real estate transactions and to prepare all histories of title so that the attorney may certify the title and complete closing. Prerequisite: LEGL 240.
<b>LEGL 348</b>	<b>Legal Writing</b>	<b>3.00</b>	Detailed study of the various writing tasks performed by a legal assistant. Students become proficient at writing pleadings, trial briefs, appellate briefs, legal memoranda, demand letters, and informational requests. Familiarizes students with various briefing techniques and rules of style. Explores the required briefing forms of various courts and administrative appeal agencies. Prerequisites: LEGL 240 and LEGL 342.
<b>LEGL 349</b>	<b>Field Experience</b>	<b>3.00</b>	An in depth study of paralegal practices in various types of legal programs including community programs, institutions, and courts. A heavy emphasis will be placed on ethics, office procedures, confidentiality, and general legal assistant practice. A sixty hour internship is required. Prerequisites: LEGL 240, 342, 346, 348 or concurrently with LEGL 342 and/or 348.
<b>LEGL 428</b>	<b>Oil and Gas Law</b>	<b>3.00</b>	This course will provide the student with knowledge necessary to deal with the legal issues surrounding the exploration and production of oil and gas and other minerals. The course will explore property rights, transfers, zoning and regulations of mineral production. The student will learn to complete all legal documents necessary to the oil and gas transaction including deeds, lease agreements, contracts, easements, and water rights. Prerequisite: LEGL 240.
<b>LEGL 441</b>	<b>International Business Law</b>	<b>3.00</b>	A study of international law and agreements affecting the global commons. The effects of GATT and NAFTA and other trade treaties on environmental regulation will be studied, as well as environmental and trade cases brought before the International Court of Justice. Analyzes the effects of transfrontier pollution, resource allocation and industrialization. The course will also examine international banking (SWIFT), incoterms (ICC), and countervailing duties (WTO). Prerequisite: LEGL 240 or permission of the instructor.
<b>LEGL 448</b>	<b>Adv Legal Writing and Research</b>	<b>3.00</b>	Advanced legal research and writing procedures. Online research methodology shall be incorporated into the study

of the various writing tasks performed by a legal assistant. The student will become proficient at writing pleadings, trial briefs, appellate briefs, legal memoranda, demand letters, and informational requests as well as the preparation of contracts for sale, deeds, leases and easements. Title abstracting, search for general liens tax liens, and property closing procedures will be emphasized. The student will learn Motion Practice, Federal Practice and Discovery. Advanced legal research and writing techniques such as legislative history, argumentative briefs, depositions and interrogatories will be practiced. Prerequisite: LEGL 342 and LEGL 348.

- LS 255 The Information Society 3.00**  
Examines the roles and functions of information in society with particular reference to libraries and how they preserve, organize, and make information available to members of society. The value of libraries as institutions is examined as is the role of libraries in ensuring a free and democratic society through the provision of free access to information for all citizens. While all library types are considered, the focus of the course is on public libraries in American communities, including their history, evolution, and current status. Offered annually.
- LS 256 Information for Life 3.00**  
Basic information retrieval and assessment skills provide a foundation for successful work in college and careers. This course teaches processes for information retrieval and vetting. There will be an emphasis on evaluation of online resources, with attention to distinctions among the various methods such information is generated. Basic library skills and traditional information sources will be covered. Practical applications for everyday life choices are included. Offered every term.
- LS 257 Basic Information Sources & Services 3.00**  
Examines traditional and technological approaches to locating information. Analyzes the criteria for selecting reference materials and examines reviewing media for new reference sources. Explores the organization of reference service. Includes the study of selected reference sources. Biennially.
- LS 258 Select Lib Materials 3.00**  
Provides familiarity with basic bibliographical tools, including current reviewing media and traditional and electronic publishing. Examines policies and criteria for the selection of and evaluation of book and nonbook resources. Biennially.
- LS 355 Informed Citizenry 3.00**  
Examines a variety of government-sponsored resources, agencies, and associations available to the general public that enhance civic knowledge, citizenship and social responsibility.
- LS 356 Media for Young Adults 3.00**  
Examines literature and other resources for young adults, including principles related to the selection, evaluation, and use of such materials. Considers and analyzes the reading interests of teenagers, the characteristics of young adult literature, and methods of introducing young adults to books and nonbook resources, including electronic products and services. Examines techniques of developing/preparing booktalks, reviews, reader advisory services, and other programs for young adults, with attention being paid to underserved and special needs groups. Biennially.
- LS 357 Organization of Information 3.00**  
Examines organization of print and non-print materials for effective service, principles and methods of cataloging, and the structure and application of classification systems and standard subject authority lists.
- LS 358 Media for Children 3.00**  
Surveys children's literature and related materials. Examines the principles of selection and evaluation of books, periodicals, and other materials for children. Includes reading guidance, with attention to materials for special groups; development of general and subject bibliographies; preparation of annotations; techniques of story-telling; and the selection of materials for the story hour. Includes a required field experience. Biennially.
- LS 359 Information for Healthier Living 3.00**  
Examines a variety of resources, agencies, and associations that help citizens to manage their own and their family's well-being and to make them effective partners with their health care providers.
- LS 361 Administration of Libr 3.00**  
Addresses the general principles of administration and their application to the organization and management of different types of libraries. Core components include general

management techniques and administrative procedures, budget preparation, human resources issues, and facilities and resources management. Students will learn how to apply standards for evaluation of libraries and how to develop functional library programs. Provides a forum for the discussion of the roles of different types of libraries in society. Includes a required field experience. Biennially.

- LS 363 On the Money: Information for Financial Literacy 3.00**  
This course provides the student with the skills and tools necessary to determine personal and consumer financial literacy needs and to locate, evaluate, and disseminate information resources. The course will allow students to develop techniques and tools to address financial information needs in library and information centers. Offered yearly.
- LS 385 Library Automation 3.00**  
Surveys the use of automation in libraries. Topics covered include the selection of computer hardware and software for instructional purposes; use of automated library systems for library management activities such as circulation, acquisitions, and cataloging; and the importance of computer networks to areas including resource sharing, professional development, and fiscal planning. Biennially.
- LS 401 Developing Library Collections 3.00**  
Acquiring familiarity with basic bibliographical tools, current reviewing media, and acquisitions procedures. Establishment of policies and criteria for the selection and evaluation of book and non-book materials. Graduate students taking this course will be required to do additional work. Offered yearly.
- LS 411 The Librarians 3.00**  
Examines the role and societal influence of the professional of librarianship through the lives of many of its acclaimed practitioners, supporters, and benefactors. Provides students the opportunity to investigate the library profession and their career trajectories in the profession through the study of the lives of such individuals. Offered yearly.
- LS 440 Copy Cataloging and Materials Processing 3.00**  
Addresses copy cataloging and materials processing in libraries, including procedures for ordering, processing, and claiming all types of library materials, copy cataloging, inventory control, and preservation. Applications of information technology are emphasized. Includes coverage of the ALA Library Support Staff Certification competencies for collection management and cataloging and classification. Prerequisite: LS 259 - Introduction to Library Support Services.
- LS 445 The Genealogy Quest 3.00**  
This course teaches fundamental skills in researching family history, including locating primary documents, evaluation of reliability of documents and completion of genealogical charts. Related skills important to family history will be considered, such as oral history, writing family histories, DNA, creation and retention of digitized materials through photography and scanning, know as personal digital archiving, and proper storage of family documents, artifacts and heirloom items. Offered every term.
- LS 455 Special Topics 3.00**  
In-depth discussion, study, and research of a selected topic related to the role of the library in responding to social issues, service to special groups, or problem areas such as media and minorities, OCLC on-line bibliographic control, and media programs for the gifted. (Not creditable toward library science certification.) On demand.
- LS 458 Putting Knowledge to Work 3.00**  
Professional competencies, such as the Competency Index for the Library Field, emphasize skills such as communication, collaboration, critical thinking and creativity. These skills will be developed through employment directed assignments to integrate content knowledge with practical applications. Prerequisite: LS 255 and 256.
- LS 459 Media, Meth, And Curr 3.00**  
Introduces planning for the effective use of school library media services in cooperation with the instructional staff. Examines school library media philosophies and educational objectives, the process of developing a library media program, and the librarian's role in designing curriculum, developing teaching-learning strategies, and working with teachers, students, and administrators. Includes a three-week practical experience in a school library media center. Annually. Prerequisites: LS 257, 258, either 356 or 358, and ED 327.

<b>LS 470</b>	<b>Apprenticeship in Libraries and Information Agencies 6.00</b> Provides a laboratory experience in the professional atmosphere of a cooperating library or information center; allows undergraduate students who are not interested in school librarianship an opportunity to have an applied field experience in a public or special library. Evaluation based on observation at the field site, an evaluative paper, and participation in professional seminars. Enrolled by permission of instructor. Offered each semester.	<b>MATH 117</b>	<b>Mathematics for Health Science 3.00</b> Mathematics for Health Sciences (MATH 117), a three (3) credit course, will prepare students in health science related majors for the mathematical applications within the healthcare field. Topics that will be included are algebra; fractions and fractional equations; ratios and proportions; percentages, variation; relationships among systems of measure; scientific notation; logarithms; calculation of dosages; and basic geometry, graphing, and statistics. The course will incorporate real world examples in an effort to foster the development of critical thinking and problem solving skills necessary for success in today's healthcare space. Concepts included will be relevant for the various discipline specific certification exams. Prerequisite: C or better in MATH 050 or appropriate placement determined by the Department of Chemistry, Mathematics and Physics. Additionally, any student with credit for a mathematics course numbered MATH 110 or higher is also permitted to take MATH 117. Offered on Clarion Campus for fall and Venango Campus each semester.
<b>LS 480</b>	<b>Library Marketing and the Community 3.00</b> 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.	<b>MATH 131</b>	<b>Applications of Mathematics in Business I 3.00</b> Covers mathematical techniques with special applications in business and related areas. Includes algebra, problem solving, mathematics of finance, probability and statistics. Prerequisite: MATH 110 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Additionally any student with credit for MATH 171, MATH 232, MATH 260, or MATH 270 is also permitted to take MATH 131. Offered each semester.
<b>LS 491</b>	<b>Bus Ref Sources &amp; Serv 3.00</b> Surveys the literature and services common in a business library or department of business information. 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. Annually.	<b>MATH 170</b>	<b>Algebra and Trigonometry for Middle School Teachers 3.00</b> Investigates topics in algebra and trigonometry including rational expressions, exponential equations, linear equations and systems of linear equations, and right triangle trigonometry. This course is specifically designed to prepare students for topics in algebra and trigonometry that are encountered in the middle school classroom. Prerequisite: MATH 110 or equivalent Mathematics Department Placement and enrollment in the College of Education and Human Services.
<b>MATH 50</b>	<b>Basic Algebra 3.00</b> Introduces basic arithmetic and algebraic concepts, including an introduction to real numbers and algebraic expressions, solving equations and inequalities, polynomials, factoring, graphing, and systems of equations. Credits in this course do not count toward general education or graduation. Prerequisite: Appropriate placement determined by the Mathematics Department. Each semester.	<b>MATH 171</b>	<b>Precalculus 4.00</b> Prepares students for calculus by covering high school algebra, functions, inequalities, analytic trigonometry, logarithms, elementary theory of equations, complex numbers, and mathematical induction. Prerequisite: C or better in MATH 110 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Offered each semester.
<b>MATH 110</b>	<b>Intermediate Algebra 3.00</b> Covers topics in algebra beyond the introductory level, yet less than the precalculus level. No student who has satisfactorily completed MATH 131 or a higher-numbered mathematics course may subsequently receive credit for MATH 110. Prerequisite: C or better in MATH 050 or satisfactory score on the department's placement examination. Each semester.	<b>MATH 200</b>	<b>Reasoning &amp; Proof in Mathematics 3.00</b> Students will explore mathematical reasoning and learn the basic logic behind mathematical proofs. Prerequisite: MATH 111 and 170 or equivalent. Restricted to students in the College of Education and Human Services.
<b>MATH 111</b>	<b>Mathematics for elementary Teachers I 3.00</b> Examines operations and properties of integers, fractions, and decimals. Includes elementary set theory, number theory, and functions. Covers conceptual foundations of the numerical content of the mathematics curriculum in the elementary and middle grades, emphasizing problem solving. MATH 111 is the first in a two-part sequence; the study of measurement, geometry, data gathering, and other topics are included in MATH 211. Prerequisite: C or better in MATH 050 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Additionally, any student with credit for a mathematics course numbered MATH 110 or higher is also permitted to take MATH 111. Offered each semester.	<b>MATH 201</b>	<b>Technology in Teaching Mathematics 3.00</b> Investigates the use of technology in the practice of teaching mathematics. Topics will include the appropriate use of technology to both present and study mathematics. Prerequisite: MATH 110 or equivalent Mathematics Department Placement and enrollment in the College of Education and Human Services.
<b>MATH 112</b>	<b>Excursions Math 3.00</b> Acquaints students with the nature and scope of modern mathematics and its applications. Emphasizes concepts and understanding rather than acquisition of techniques. Prerequisite: C or better in MATH 050 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Additionally any student with credit for a mathematics course numbered MATH 110 or higher is also permitted to take MATH 112. Offered each semester.	<b>MATH 211</b>	<b>Mathematics for Elementary Teachers II 3.00</b> Investigates selected topics considered essential to the basic mathematics curriculum in the elementary and middle grades. Includes introductions to mathematical reasoning, additional problem-solving techniques, probability and data analysis, geometry and measurement. Math 211 is the second in a two-part sequence beginning with MATH 111. Prerequisite: MATH 111. Each semester.
<b>MATH 113</b>	<b>Quantitative Reasoning 3.00</b> Helps students develop quantitative reasoning skills. Core content, common to all sections, covers elements of descriptive statistics with particular emphasis on the representation and interpretation of data. Additional topics, covered at the instructor's discretion, may include basic finance, probability, and logic. Prerequisite: MATH 112. Each semester.	<b>MATH 212</b>	<b>Intuitive Geometry 3.00</b> Intuitive overview of geometry; Euclid's Axioms, exploration of relationships, measurement and coordinate geometries, geometrics on other surfaces, and geometry in nature and art. Prerequisite: 'C' or better in MATH 110 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics, and MATH 211.
<b>MATH 114</b>	<b>Technical Mathematics 3.00</b> This course will cover intermediate level topics in algebra including linear equations and inequalities, quadratic equations and inequalities, systems of linear equations, variation, and functions. It will also cover geometry and trigonometry with a focus on applications in the trades and technology. Prerequisite: C or better in MATH 050 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Additionally, any student with credit for mathematics course numbered MATH 110 or higher is also permitted to take MATH 114.	<b>MATH 213</b>	<b>Intuitive Calculus 3.00</b> Explores development of the basic properties of the real number system and the calculus, including functions, sequences, limits, continuity, integrals, and derivatives. Examines topics graphically, symbolically, and numerically. Prerequisite: Any 100-level mathematics course. On demand.

<b>MATH 214</b>	<b>Finite Math</b> Introduces basic properties of finite mathematics, including logic, counting techniques, elementary probability, and application to social and computer science. Prerequisite: Any 100-level mathematics course. On demand.	<b>3.00</b>	<b>MATH 271</b>	<b>Calculus II</b> Reviews limits and definition of the Riemann integral. Covers applications, integration techniques, and topics in analytic geometry. Prerequisite: MATH 270. Each semester.	<b>4.00</b>
<b>MATH 215</b>	<b>Math Concept Lab</b> Develops certain concepts of mathematics using an activity-oriented approach. Conducted in a laboratory atmosphere. Includes the rational number system, number theory, induction, measurement, geometric shapes. On demand. Prerequisite: Any 100-level mathematics course.	<b>2.00</b>	<b>MATH 272</b>	<b>Calculus III</b> Reviews sequences and series. Analyzes geometry of 3-space, vectors, vector functions, basic properties of limits, continuous and differentiable functions of several variables, and multiple integrals. Prerequisite: MATH 271. Each semester.	<b>4.00</b>
<b>MATH 216</b>	<b>Problem Solving Strategies in Math</b> An introduction to the problem solving nature of mathematics. Focus is on using quantitative reasoning and intuitive logical thought techniques to solve problems (rather than formal rigid processes). Selected topics may include, but are not limited to, set theory, algebra, geometry, number theory, mathematical puzzles and games, estimation, and infinity. Prerequisite: 'C' or better in MATH 110 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics, and MATH 111.	<b>3.00</b>	<b>MATH 285</b>	<b>Mathematical Modeling</b> Develops higher-level problem solving strategies using mathematics to solve real world problems. Applications from diverse disciplines will be represented by mathematical models that will then be solved and analyzed in the context of each problem. Prerequisite: ENG 110 (or equivalent) and one of either MATH 270 or 260, both with grades of C or better. Annually.	<b>3.00</b>
<b>MATH 217</b>	<b>Historical Development of Mathematics for Teachers</b> Investigates topics in the history of mathematics, including development of number systems, development of important fields of mathematics. Some important mathematical ideas and developments will be seen as products of their times. Prerequisite: MATH 211. Restricted to students in the College of Education and Human Services.	<b>3.00</b>	<b>MATH 290</b>	<b>Calculus Workshop</b> Overview of the calculus sequence that allows students to examine problems in differential and integral calculus by applying simultaneously the methods learned from the entire sequence. Discusses some new topics and techniques in analysis. Prerequisite: MATH 272. Annually.	<b>1.00</b>
<b>MATH 221</b>	<b>Elementary Applied Stats</b> Examines basic principles and methods of statistical analysis useful in the social sciences, biology, and education. Designed specifically for students not majoring in mathematics. Prerequisite: C or better in MATH 050 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Additionally, any student with credit for a mathematics course numbered MATH 110 or higher is also permitted to take MATH 221. Offered each semester.	<b>3.00</b>	<b>MATH 295</b>	<b>Projects in Mathematics</b> The course is designed to provide undergraduates with practical experience in the real-world use of Mathematics. Students will work on projects that provide exposure to emerging areas of Mathematics such as Applied Mathematics, Mathematical Modeling, Industrial Mathematics, Computational Science, and Mathematical Programming. A maximum of eight credits in this course may be applied toward graduation. Prerequisite: permission of instructor. Each semester.	<b>2.00</b>
<b>MATH 222</b>	<b>Elem Nonparametric Stats</b> Examines statistical methods for experiments that yield small samples and/or ordinal data, methods for dealing with data from unknown or intractable distributions and the basis for a well-designed experiment. Prerequisite: C or better in MATH 050 or satisfactory score on the departmental placement examination. Spring, odd-numbered years.	<b>3.00</b>	<b>MATH 300</b>	<b>Intro to Advanced Math</b> Rigorous approach to the study of the standard methods of mathematical proof applied to topics in the theory of numbers, sets, functions, and analysis. Prerequisite: MATH 271. Every semester.	<b>3.00</b>
<b>MATH 225</b>	<b>Elem Survey Sampling</b> Addresses the problems of bias--in both the mathematics and the survey designs, while introducing the student to the major survey designs. Prerequisite: MATH 221, 222, or 321 or permission of instructor. Spring, even-numbered years.	<b>3.00</b>	<b>MATH 305</b>	<b>Mathematical Interest Theory</b> This course provides an understanding of the fundamental concepts of compound interest rate theory and application to valuation of financial instruments; measurement of interest; present value; equations of value and yield rates; amortization; annuities; bond valuation; duration; immunization. The course will incorporate real world examples in an effort to foster the development of critical thinking and problem solving skills necessary for success in today's financial industry. Concepts included will be relevant for the Exam FM (Financial Mathematics) given by the Society of Actuaries (SOA). Prerequisites: MATH 271. Offered spring of even years.	<b>3.00</b>
<b>MATH 232</b>	<b>Calculus Bus I</b> Examines differential calculus with application to business and the social sciences. Topics include limits, derivatives, maxima and minima, and an introduction to integration. MATH 232-3 are designed for students outside the natural sciences. Prerequisite: MATH 110 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Additionally any student with credit for MATH 131, MATH 171, MATH 260, or MATH 270 is also permitted to take MATH 232. Offered each semester.	<b>3.00</b>	<b>MATH 321</b>	<b>Inter Applied Stats I</b> Provides an overview of the basic theory and application of mathematical statistics. Emphasizes understanding and applying basic statistical theory. Prerequisite: MATH 272. Offered fall, annually.	<b>3.00</b>
<b>MATH 233</b>	<b>Calculus Bus II</b> Applies integral calculus to business and the social sciences. Includes rules of integration, definite and indefinite integrals, series, and partial derivatives. MATH 232-3 are designed for students outside the natural sciences. Prerequisite: MATH 232 or the equivalent. Each semester.	<b>3.00</b>	<b>MATH 322</b>	<b>Intermed Statistics II</b> Examines in further detail the analysis of variance, factorial experiments, and multiple regression. Prerequisite: MATH 321 (MATH 221/222 with instructor's permission). Spring, even-numbered years.	<b>4.00</b>
<b>MATH 260</b>	<b>Applied Calculus</b> Covers the concepts and applications of differential and integral calculus. Includes derivatives and their applications, integrals and their applications, integration techniques, numerical integration, and the calculus of several variables. For students in the social, behavioral, and biomedical sciences. Prerequisite: MATH 171 or satisfactory score on the departmental placement examination. Each semester.	<b>4.00</b>	<b>MATH 340</b>	<b>Discrete Mathematical Structures</b> Introduces sets, relations, functions, combinations, graphs, and trees, emphasizing concrete models. Includes computer algorithms and mathematical structures useful in computer science. Designed for students in both mathematics and computer science. Prerequisites: MATH 300 and CPSC 201.	<b>3.00</b>
<b>MATH 270</b>	<b>Calculus I</b> Covers elementary analytic geometry, limits, continuity, differentiability, applications, definition of the Riemann integral, and the fundamental theorem of Calculus. Prerequisite: C or better in MATH 171 or appropriate placement as determined by the Department of Chemistry, Mathematics and Physics. Offered each semester.	<b>4.00</b>	<b>MATH 350</b>	<b>Differentl Equat</b> Studies first order differential equations, linear differential equations of higher order, and systems of differential equations. Prerequisite: MATH 271. Offered spring, annually.	<b>3.00</b>
			<b>MATH 357</b>	<b>Modern Geometry</b> Axiomatic treatment of topics in geometry. Prerequisite: MATH 300. Offered spring annually.	<b>3.00</b>
			<b>MATH 360</b>	<b>Num Meth In Math I</b> Examines types of error, calculus of finite differences, numerical evaluation of integrals, algorithms for the solution of algebraic equations, and systems of algebraic equations with applications to selected problems and computer programming of algorithms. Prerequisite: MATH 271. Each Spring Semester (360); on demand (460).	<b>3.00</b>

<b>MATH 370</b>	<b>Linear Algebra</b> Introduces systems of linear equations, vector spaces, linear transformations, matrices, determinants, eigenvectors, and eigenvalues. Prerequisite: MATH 271. Offered fall semester.	<b>3.00</b>	<b>MATH 495</b>	<b>Industrial Mathematics Wksp</b> Students work to find solutions to problems originating from business, industry, medicine, and government. Requires written and oral presentations. Prerequisites: Completion of MATH 270, 271, 272 (all with C or better), MATH 300, 12 credit hours of mathematics numbered above MATH 300, and permission of instructor. Offered on demand.	<b>3.00</b>
<b>MATH 390</b>	<b>Junior Seminar in Mathematics</b> This course is an introduction to the literature in Mathematics and Mathematics Education. Students will read a collection of articles or chapters of books with topics ranging from history, applications, and creativity, to research in mathematics education and nature of mathematics. Students will write short papers that provide their reactions and insights about the materials from each reading assignment. Each student is also required to choose a topic for the Senior Seminar. Prerequisite: 6 hours of 300-level or higher mathematics courses and the consent of the mathematics department chair.	<b>1.00</b>	<b>MATH 499</b>	<b>Independent Study</b> Individual study under faculty supervision. Prerequisites: 12 hours of math numbered 300 or above and written consent of the department chair.	<b>3.00</b>
<b>MATH 421</b>	<b>Mathematical Stats I</b> Explores basic concepts of elementary probability, probability in finite spaces, conditional probability, independent trials, sophisticated counting, and probability in relation to random variables. Prerequisites: MATH 300 and MATH 321. Offered spring, annually.	<b>3.00</b>	<b>MEDD 301</b>	<b>Medical Dosimetry Treatment Planning</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in medical dosimetry, MEDD 301 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in medical dosimetry that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).	<b>12.00</b>
<b>MATH 422</b>	<b>Mathematical Stats II</b> Analyzes mathematical expectation, discrete and continuous random variables, probability densities, sampling distributions, point estimations, interval estimations, tests of hypotheses, regression and correlation, analysis of variation, and moment-generating functions. Prerequisite: MATH 421. Spring, odd-numbered years.	<b>3.00</b>	<b>MEDD 302</b>	<b>Medical Dosimetry Doseage Calculation</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in medical dosimetry, MEDD 302 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in medical dosimetry that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).	<b>12.00</b>
<b>MATH 451</b>	<b>Modern Algebra I</b> Introduces groups, rings, integral domains, and fields. Emphasizes rigorous proof and logical methods. Prerequisite: MATH 300 and MATH 370. Offered fall, annually.	<b>3.00</b>	<b>MEDD 303</b>	<b>Medical Dosimetry Patient Care and Education</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in medical dosimetry, MEDD 303 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in medical dosimetry that is recognized by the Joint Review Committee on Education in Radiologic Technology (JTCERT).	<b>6.00</b>
<b>MATH 452</b>	<b>Modern Algebra II</b> Introduces groups, rings, integral domains, and fields. Emphasizes rigorous proof and logical methods. Prerequisite: MATH 300. Fall and spring, respectively.	<b>3.00</b>	<b>MEDD 401</b>	<b>Medical Dosimetry Radiation Physics</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in medical dosimetry, MEDD 401 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in medical dosimetry that is recognized by the Joint Review Committee on Education in Radiologic Technology (JTCERT).	<b>12.00</b>
<b>MATH 454</b>	<b>Theory of Numbers</b> Examines factorization, congruence, quadratic reciprocity, number theoretic functions, diophantine equations, and continued fractions. Prerequisite: MATH 300.	<b>3.00</b>	<b>MEDD 402</b>	<b>Medical Dosimetry Applications to Radiation Oncology</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in medical dosimetry, MEDD 402 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in medical dosimetry that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).	<b>12.00</b>
<b>MATH 459</b>	<b>Intro to Complex Var</b> Covers the complex plane, analytic functions, poles, residues, and their applications, including the fundamental theorem of algebra. Prerequisites: MATH 272, MATH 300 and MATH 370. Offered fall, even numbered years.	<b>3.00</b>	<b>MEDD 403</b>	<b>Medical Dosimetry Radiation Protection</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in medical dosimetry, MEDD 403 will facilitate transference of a block of 1 to 6 credits for completion of a formal, accredited clinical educational program in medical dosimetry that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).	<b>6.00</b>
<b>MATH 460</b>	<b>Numerical Meth Math II</b> Examines types of error, calculus of finite differences, numerical evaluation of integrals, algorithms for the solution of algebraic equations, and systems of algebraic equations with applications to selected problems and computer programming of algorithms. Prerequisite: MATH 271. Each Spring Semester (360); on demand (460).	<b>3.00</b>	<b>MGMT 120</b>	<b>Intro to Business Integration Experience</b> Introduces students to the role of the business institution in society and the challenges it faces. The course integrates the study of business within all functional areas of business, Economics, Accounting, Finance, Management and Marketing. The course introduces students to professional standards in business through experiential learning opportunities. Required of all BSBA majors. Open to all students. Each semester. No prerequisites.	<b>3.00</b>
<b>MATH 471</b>	<b>Introduction to Real Analysis I</b> Covers limits, continuity, differentiability, integrability, and convergence for functions of a real variable and several variables. Prerequisites: MATH 272, MATH 300 and MATH 370. Offered fall, odd numbered years.	<b>3.00</b>	<b>MGMT 121</b>	<b>Fund of Management</b> Introduces management and organization. Emphasizes managerial processes and functions and the interface of the manager with supervisors, subordinates, and the work environment. B.S.B.A. majors can apply this course to free electives only. Each semester, Venango only.	<b>3.00</b>
<b>MATH 472</b>	<b>Intro Real Anal II</b> Covers limits, continuity, differentiability, integrability, and convergence for functions of a real variable and several variables. Prerequisites: MATH 272 and 300.	<b>3.00</b>	<b>MGMT 210</b>	<b>Essentials of Entrepreneurship &amp; Small Business Management</b> Explores the entrepreneurial process associated with new venture formation. Examines managerial processes as they relate to the operation of a small business. The role of a formal business plan is highlighted and developed.	<b>3.00</b>
<b>MATH 473</b>	<b>Elem Topology</b> Explores topological spaces, metric spaces, compactness, and connectedness. Prerequisites: MATH 272 and MATH 300.	<b>3.00</b>			
<b>MATH 480</b>	<b>Special Topics</b> Offers special topics reflecting the interests of the students. The specific topic to be covered each term will be announced in advance. Prerequisites: MATH 272 and permission of the instructor.	<b>3.00</b>			
<b>MATH 490</b>	<b>Seminar I</b> Individual study under faculty supervision. MATH 390, 12 hours of 300-level or above mathematics courses and written consent of the department chair.	<b>1.00</b>			
<b>MATH 491</b>	<b>Seminar II</b> Seminar in mathematics. Oral and written presentations are required.	<b>1.00</b>			
<b>MATH 492</b>	<b>Seminar III</b> Seminar in mathematics. Oral and written presentations are required.	<b>1.00</b>			

	Highlights the preparation involved in the formation of a new venture, developing the entrepreneurial plan, and adapting to contemporary challenges facing the entrepreneur. B.S.B.A. majors can apply this course to free electives only. Prerequisite: MGMT 120. Spring, annually. Venango only.	
<b>MGMT 320</b>	<b>Mgmt Theory and Practice</b> <b>3.00</b> 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. Prerequisites: ECON 175 or higher and sophomore standing. Offered each semester.	
<b>MGMT 321</b>	<b>Org Theory &amp; Behavior</b> <b>3.00</b> Focuses on the managerial application of behavioral science research and theory in dealing with individuals, groups, and organizations. Prerequisite: MGMT 121 or 320. Each semester.	
<b>MGMT 322</b>	<b>Management of Business Information Systems</b> <b>3.00</b> Shows managers how to develop business management information systems, either on their own or with the aid of system technicians. Simulates the systems techniques in organizing and analysis that the student will use in practice. Prerequisite: MGMT 320. Each semester.	
<b>MGMT 323</b>	<b>Small Business</b> <b>3.00</b> Explores the challenges and prospects of initiating and operating a small business. Emphasizes strategies for creating and maintaining a sustainable competitive advantage in the marketplace. Highlights sources and uses of information needed for small business decision-making. Prerequisite: MGMT 320. Once every three semesters.	
<b>MGMT 324</b>	<b>Human Resources Mgmt</b> <b>3.00</b> A study of the activities involved in human resource management. Includes high performance work systems, job analysis, human resource planning, recruitment, selection, equal employment opportunity, training and development, performance appraisal, compensation practices, and safety and health. Prerequisite: MGMT 320, or Corequisite: MGMT 320. Each semester.	
<b>MGMT 330</b>	<b>New Venture Creation Lab</b> <b>1.00</b> This is a hands-on course that provides students with an understanding of innovation and the key entrepreneurial content and process elements to create a successful new enterprise. It emphasizes appropriate resources, the role of business planning, and effective communication of that plan to stakeholders. Offered annually.	
<b>MGMT 360</b>	<b>Leadership Communication</b> <b>3.00</b> The course provides an overview of the role of communication in leadership in a variety of contexts, including interpersonal, small group, intercultural, organizational, and public sphere. It includes theoretical and experiential approaches to effective leadership communication. Students will analyze their personal leadership styles and develop leadership communication skills.	
<b>MGMT 420</b>	<b>Operations Research</b> <b>3.00</b> 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.	
<b>MGMT 423</b>	<b>Business Society &amp; Corporate Conduct</b> <b>3.00</b> A study of concepts of, and theories about, interrelationships between business units and society in general. Employs the concepts and theories in the analysis of complex environmental problems encountered by business managers. Prerequisite: MGMT 320.	
<b>MGMT 425</b>	<b>Operations and Supply Chain Management</b> <b>3.00</b> Examines the philosophy of W.E. Deming and other management pioneers, the nature of the supply chain, sustainability, and the operations function as a whole. Topics covered include the strategic importance of the supply chain, supply-chain economics, logistics, transportation alternatives, the nature of the production cycle, simplifications and diversification of product lines, purchasing, materials, control, routing, scheduling, dispatching, and plant layout. Prerequisites: ECON 222 or ECON 230, and MGMT 320. Offered each semester.	
<b>MGMT 426</b>	<b>Global Business Leadership</b> <b>3.00</b> Introduces the international environment and the growing discipline of multinational business in this environment--i.e.,	multinational management of strategic planning, organization, production, research and development, marketing, finance, and human resources. Prerequisite: MGMT 320. Each semester.
<b>MGMT 427</b>	<b>Entrepreneurial Leadership Seminar</b> <b>3.00</b> Hands-on approach to the study of small business as it applies to the various sectors of the economy. Students gain direct exposure to small business through the development of a formal business plan for a new small business. Emphasizes the entrepreneurial activities involved as they relate to this process. Prerequisite: MGMT 320. Once every three semesters.	
<b>MGMT 428</b>	<b>Entrepreneurship</b> <b>3.00</b> Explores entrepreneurship and the entrepreneurial process associated with new venture formation. Emphasizes creativity and innovation as they relate to the initiation of a new business. Highlights the preparation involved in the formation of a new venture, developing the entrepreneurial plan, and adapting to contemporary challenges facing the entrepreneur. Prerequisite: MGMT 320. Once every three semesters.	
<b>MGMT 430</b>	<b>Sports Management</b> <b>3.00</b> Provides students with an understanding of how the principles and concepts of management theory can be applied to sports administration. Prerequisite: MGMT 320. Every other semester.	
<b>MGMT 445</b>	<b>Management Seminar</b> <b>3.00</b> Designed for management majors as a follow-up course to MGMT 320. Presents the views of numerous management theorists and practitioners. Includes broad ranging areas of study and an integration of these areas through discussion, individual written and oral reports, and some case analyses. Students analyze and integrate theory and practice as a means of increasing his or her understanding of the management process. Prerequisites: MGMT 320 and senior standing. On demand.	
<b>MGMT 450</b>	<b>Quality Management</b> <b>3.00</b> Examines Total Quality Management (TQM), including the philosophies and principles of Deming, Juran, and Crosby. Focuses on the management and continuous improvement of quality and productivity in manufacturing and service organizations. Includes quality measurement, quality assurance, giving employees responsibility for quality, the team approach to quality, employee recognition, and various TQM tools and techniques. Prerequisite: MGMT 320. Annually.	
<b>MGMT 463</b>	<b>Gender and Diversity in Management and Marketing</b> <b>3.00</b> Explores the changing business, organizational, management and marketing environments as they are influenced by gender and other dimensions of diversity in the marketplace. Examines the special problems, opportunities and advantages that might derive from a professional approach to gender and other types of diversity. Prerequisites: MKTG 360 or MGMT 320 or Junior Standing. Available on demand.	
<b>MGMT 470</b>	<b>Project Management</b> <b>3.00</b> 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.	
<b>MGMT 475</b>	<b>Nonprofit Management</b> <b>3.00</b> 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: Junior Standing. Offered as needed.	
<b>MGMT 482</b>	<b>Collect Bargaining</b> <b>3.00</b> A study of the negotiation and scope of collective bargaining contracts; the substance of bargaining power and institutional	

	goals are applied in the resolution of industrial conflict. Prerequisite: MGMT 320, and Prerequisite or Corequisite: MGMT 324. Offered Spring.	
<b>MGMT 483</b>	<b>Compensation Management</b> 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.	<b>3.00</b>
<b>MGMT 485</b>	<b>Labor Relations &amp; Public Policy</b> 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 320, and Prerequisite or Corequisite: MGMT 324. Offered Fall.	<b>3.00</b>
<b>MGMT 486</b>	<b>Occupational Safety Management</b> Provides students with information concerning management techniques, government regulations and safety, and health program development within organizational settings. Prerequisite: MGMT 320. Offered fall.	<b>3.00</b>
<b>MGMT 499</b>	<b>Special Topics: Mgmt</b> Presents various current topics affecting management practice or theory. Different topics may be covered from year to year as subjects of critical importance or interest occur. Prerequisites: Junior standing and MGMT 320.	<b>6.00</b>
<b>MKTG 160</b>	<b>Contemp Issues in Mktg</b> Introduces contemporary issues in marketing and e-marketing in society and the world. Includes discussion of and composition of themes dealing with the impact of marketing on the society, its values, and the individual. May not be used to satisfy core or major requirements for degrees in business administration. Students who have passed MKTG 360 may not schedule this course. B.S.B.A. majors may apply this course only as a free elective. On demand.	<b>3.00</b>
<b>MKTG 360</b>	<b>Prin of Marketing</b> 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 higher and sophomore standing. Offered each semester.	<b>3.00</b>
<b>MKTG 361</b>	<b>Marketing Management</b> A study of coordinative effort in planning, organizing, and controlling marketing and e-marketing activities that direct the flow of goods and services from producer to consumer. Prerequisite: MKTG 360. On demand.	<b>3.00</b>
<b>MKTG 362</b>	<b>Retail Management</b> Introduces students to the field of retailing and e-tailing where they will study such areas as organizational structure, merchandising practices and procedures, promotional activities, store planning, control, etc. Prerequisite: MKTG 360, or instructor approval. On demand.	<b>3.00</b>
<b>MKTG 363</b>	<b>Integrated Marketing Communication</b> Advertising is a marketing communication process whereby information is provided and transmitted for the firm. Advertising and promotion face a rapidly shifting landscape. A decline in traditional media viewing combined with the rise in internet usage and the use of social media have created a new paradigm. Effective advertising and marketing campaigns often now involve more than one well-made commercial because such a wide variety of media are available. Today, all the communication tools are together grouped as Integrated Marketing Communications or Promotional Mix. This course provides the theory, concepts, and applications related to various elements of the promotional mix - advertising, sales promotion, direct marketing, public relations, and personal selling. Prerequisite: MKTG 360. On demand.	<b>3.00</b>
<b>MKTG 366</b>	<b>Channels of Distribution</b> Examines factors involved in the selection of marketing and e-marketing channels and problems involved in managing the task efficiently. Prerequisite: MKTG 360. On demand.	<b>3.00</b>
<b>MKTG 369</b>	<b>Services Marketing</b> Offers upper-level business students the opportunity to study effective approaches to marketing and e-marketing of services. Includes non-profit and commercial organizations. Utilizes a case study, discussion methodology to study the conceptual background of services marketing. Prerequisite: MKTG 360; junior standing. On demand.	<b>3.00</b>
<b>MKTG 374</b>	<b>Real Estate Marketing and Brokerage</b> Examines real estate marketing and brokerage management. Topics include the regulatory environment, marketing, advertising, sales management, and personal selling. Prerequisite: RE 270. Offered biennially.	<b>3.00</b>
<b>MKTG 461</b>	<b>Marketing Research</b> 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 breath 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.	<b>3.00</b>
<b>MKTG 462</b>	<b>Personal Selling &amp; Sales Mgmt</b> Covers the process of personal selling and all aspects of the management of a sales force, including the selection and testing of sales representatives, training, devising compensation plans and expense accounts, territories, quotas, and evaluation. E-marketing topics are discussed. Prerequisite: MKTG 360. On demand.	<b>3.00</b>
<b>MKTG 463</b>	<b>Gender and Diversity in Management and Marketing</b> Explores the changing business, organizational, management and marketing environments as they are influenced by gender and other dimensions of diversity in the marketplace. Examines the special problems, opportunities and advantages that might derive from a professional approach to gender and other types of diversity. Prerequisites: MKTG 360 or MGMT 320 or Junior Standing. Available on demand.	<b>3.00</b>
<b>MKTG 465</b>	<b>Marketing Problems</b> Utilizes the case and/or simulation gaming methods to consider the problems faced by the producer and reseller, including traditional marketing and e-marketing issues. Prerequisites: MKTG 360 and MKTG 361 or higher and senior standing. Offered Spring.	<b>3.00</b>
<b>MKTG 468</b>	<b>Buyer Behavior</b> 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.	<b>3.00</b>
<b>MKTG 469</b>	<b>International Marketing</b> Analytical approach to study marketing and e-marketing management decisions involving multinational operations. Focuses on the management of the marketing functions within the multinational corporation. Prerequisite: MKTG 360. On demand.	<b>3.00</b>
<b>MKTG 471</b>	<b>Real Estate Market and Investment Analysis</b> Provides the necessary background to evaluate prospective real estate investment analysis. Examines both financial and non-financial aspects of investing in real property including risk, market analysis, portfolio impacts, and income taxation consequences. Prerequisites: RE 270. Offered biennially.	<b>3.00</b>
<b>MKTG 473</b>	<b>Marketing for Nonprofits</b> 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. Must be Junior standing. Offered in fall semester.	<b>3.00</b>
<b>MKTG 491</b>	<b>Digital Marketing and Analytics</b> This course helps students design and implement effective marketing campaigns, and quantitatively and qualitatively evaluate the digital marketing landscape to aid in the	<b>3.00</b>

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?" Pre-requisite: MKTG 360.

<b>MKTG 495</b>	<b>Special Topics</b>	<b>3.00</b>
	Presents various current topics that affect marketing practice or theory. Topics differ from year to year as subjects of critical importance arise. Prerequisite: MKTG 360 or permission of the instructor.	
<b>MS 110</b>	<b>Intro to Military Science</b>	<b>3.00</b>
	Surveys the organization of the United States Army and the role of the military in today's society, emphasizing the customs and traditions of the Army and the fundamentals of leadership. Students study land navigation, physical fitness, and military bearing; values and ethics, Army Life and communications. Leadership labs reinforce classroom instruction.	
<b>MS 112</b>	<b>Fund of Military Science</b>	<b>3.00</b>
	A progressive course that explores concepts that must be applied by the officer corps of the United States Army. Students learn basic soldier skills and leadership techniques and gain an appreciation for the institutional values and procedures that define the Professional Army Ethic.	
<b>MS 201</b>	<b>Fundamental Tactical Operations &amp; Leadership Techniques</b>	<b>3.00</b>
	For the second year Military Science student. Designed to provide practical application of fundamental leadership techniques in preparation for the advanced course of Military Science and future service as an Officer in the U.S. Army. Students will learn oral and written communication skills and leadership fundamentals in the classroom, practicing them at weekly leadership labs. The goal of the curriculum and training is to enhance supervisory skills that can be applied in a management position in a civilian or military career. The focus will be on individual leadership development and small group leadership techniques used to train and motivate teams within larger organizations.	
<b>MS 202</b>	<b>Natl Sec &amp; Fund Mil Topography</b>	<b>3.00</b>
	The study of national security concepts, policies, and the national decision-making process with emphasis on national resources, national will, and economic factors, included will be a study of response options. Fundamentals of military topography including the use of military maps to determine topographic features, to conduct land navigation, and to perform terrain analysis will be covered. Also, see Leadership Laboratory.	
<b>MS 250</b>	<b>ROTC Basic Leadership Practicum</b>	<b>3.00</b>
	MS 250 is an intense four-week introduction to Army life and leadership training. Cadets learn Army basics under the tutelage of drill sergeants and are introduced to working in a small-group, team-based dynamic. Each cadet takes on a leadership role among his or her peers throughout the four weeks. Experienced coaches and mentors offer daily feedback and recommendations for improvement to the cadets. As the course progresses, cadets' leadership responsibilities grow as they lead peers through simulated combat scenarios in a field training exercise and on urban-based squad tactics missions. Personal strength to overcome fears is also part of the confidence-building aspect of training on the high-ropes course, the rappel tower, and during combat water survival training. Offered annually.	
<b>MS 301</b>	<b>Leadership in Modern Learning</b>	<b>4.00</b>
	Students will study, practice and apply the fundamentals of Army leadership, Officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom practical exercise, a Leadership Lab, or during a Leadership Training Exercise (LTX) in a field environment. Successful completion of this course will help prepare students for success at the ROTC Cadet Leader Course (CLC) which they will attend during the summer at Fort Knox, KY. MS 301 includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical	

exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MSL IV Cadets who will evaluate you using the ROTC Leader Development Program (LDP) model.

<b>MS 302</b>	<b>Adv Ldrshp Plan &amp; Mod Combat</b>	<b>4.00</b>
	A progressive course where students continue the practical application of principles of leadership/management as applied in classroom and field environments. It offers an analysis of the leader's role in directing and coordinating efforts of individuals and small units in the execution of offensive and defensive tactical missions, to include command and control systems, the military team, and communications techniques. Students participate in class and in Leadership Labs. The Military science department provides the textbook for the class, titled Leadership and Ethics, MS 302 and all other materials and uniforms required for the course.	
<b>MS 350</b>	<b>ROTC Advanced Leadership Practicum</b>	<b>3.00</b>
	The ROTC Advanced Leadership Practicum incorporates a wide range of subjects designed to develop leadership ability and evaluate officer potential over a 4-week course. The instruction stresses leadership at small unit levels under challenging conditions. This practicum tests intelligence, common sense, ingenuity, and stamina to provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in a variety of leadership positions. In each position, students will apply leadership techniques from all previous academic experiences and refine these techniques through daily interaction with U.S. Army cadre. Students must meet established standards in physical fitness, leadership, weapons training, and demonstrate their proficiency in many other military skills. Offered annually.	
<b>MS 401</b>	<b>Management of Military Complex</b>	<b>4.00</b>
	Students explore the dynamics of leading in the complex situations of current military operations, examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Students also explore aspects of interacting with non-government organizations, civilians on the battlefield, the decision making processes and host nation support. The course places significant emphasis on preparing students for the Basic Officer Leadership Course (BOLC) and their first unit of assignment. It uses mission command case studies and scenarios to prepare students to face the complex ethical demands of serving as a commissioned officer in the United States Army: explore military professional ethics, organizational ethics and ethical decision making processes; gain practical experience in Cadet battalion leadership roles and training management; begin leadership self-development including civil-military and media relations; and prepare for the transition to a career as an Army Officer.	
<b>MS 402</b>	<b>Sem In Military Mgmt &amp; Anal</b>	<b>4.00</b>
	A progressive course where students continue the practical application of principles of leadership/management as applied in classroom and field environments. Students analyze the use of military assets in world affairs to include importance of strategic mobility and neutralization of insurgent movements. Students assess and solve management problems regarding military justice, administration, and the obligations and responsibilities of an officer. Students participate in class and in Leadership Labs. The Military science department provides the textbook for the class, titled Officership, MS 402 and all other materials and uniforms required for the course.	
<b>MT 401</b>	<b>Clin Micro</b>	<b>9.00</b>
	Explores identification and clinical pathology of bacteria, fungi, viruses, and parasites. Presents techniques to isolate, stain, culture, and determine antimicrobial susceptibility. Includes instrumentation and quality control.	
<b>MT 402</b>	<b>Clin Chem</b>	<b>9.00</b>
	Examines enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins, metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes, and toxicology as related to the body and diseases. Includes colorimetry, spectrophotometry, electrophoresis, chromatography, automation, and quality control.	
<b>MT 403</b>	<b>Clin Hemo</b>	<b>6.00</b>
	Analyzes the composition and functions of blood; diseases related to blood disorders; the role of platelets and coagulation. Includes manual and automated techniques of diagnostic tests for abnormalities.	

<b>MT 404</b>	<b>Clin Imm</b> Examines blood antigens, antibodies, crossmatching, hemolytic diseases, and related diagnostic tests. Includes an in-depth study of blood donor service and its many facets such as transfusions, medico-legal aspects, etc.	<b>6.00</b>	<b>MUS 139</b>	<b>Introduction to Arts Management</b> Introduces the varied and diverse responsibilities of arts managers. Topics include arts management history and philosophy, arts leadership, arts organizations and organizational design, strategic planning and decision making, financial and fund raising practices, human resources and labor, marketing and client/artist relations as it pertains to the arts, arts and entertainment law, and career development. Offered annually.	<b>3.00</b>
<b>MT 405</b>	<b>Clin Imm/Serv</b> Explores immune response, immunoglobulins, autoimmunity and complement, and related tests and diseases. Includes survey and demonstration of serological diagnostic tests.	<b>4.00</b>	<b>MUS 160</b>	<b>Piano Class I</b> Serves two categories of students: the non-piano music major and the non-music major. The purpose for both is the same: teaching piano to beginners in such a manner that they attain an acceptable degree of elementary technical proficiency at the keyboard, a basic knowledge of fundamental scales and chords, and a burgeoning comprehension of the existence and desirability of musicianship. Stresses the development of basic keyboard skills and upon a musical performance on all levels of performance. Limited to 12 students; therefore the possibility exists that a non-music major may be required to reschedule the class so freshman/sophomore music majors can elect the class to meet curriculum requirements. Prerequisite: MUS 131 or equivalent background. Each semester.	<b>1.00</b>
<b>MT 406</b>	<b>Clin Seminar</b> Other courses which are not included in the above (such as orientation, laboratory management, education, clinical microscopy) are unique to the individual hospital program.	<b>4.00</b>	<b>MUS 161</b>	<b>Piano Class II</b> Helps students develop the ability to perform the skills begun in Piano Class I at a more advanced level. Prerequisite: MUS 160, Piano Class I, or permission of instructor. Each semester.	<b>1.00</b>
<b>MUS 110</b>	<b>Appled Music Seminar</b> Student recital series satisfies departmental requirement. All music students must elect this course Each semester in residence as an extension of their curricular and performance activities. Music majors experience and/or perform music literature of all periods appropriate to their instrument or voice.	<b>0.00</b>	<b>MUS 182</b>	<b>Voice Class</b> Gives students an approach to vocal methods in order to eliminate problems. Teaches students to treat their voices as instruments. Designed for the student with little or no vocal training. Emphasizes development of the vocal instrument and artistic quality at all levels of performance proficiency. Prerequisite: MUS 131 or permission of instructor.	<b>1.00</b>
<b>MUS 111</b>	<b>Intro to Music</b> Introduces the enjoyment and understanding of music. Uses recordings, concerts, and other media. No prerequisite courses or special abilities required. Each semester.	<b>3.00</b>	<b>MUS 220</b>	<b>Piano Class III</b> Continues developing skills acquired in Piano Class II to prepare music majors for piano competency exam, including sight reading, transposition, technique, and repertoire. Prerequisite: MUS 161. Each semester.	<b>1.00</b>
<b>MUS 112</b>	<b>Intro to African-Ame Mus</b> Introduces the enjoyment and understanding of African-American music. Uses audio-visual materials to provide examples of musical styles presented. Non-performance course. No prerequisites. Each semester.	<b>3.00</b>	<b>MUS 224</b>	<b>Music In Elem Classroom</b> Investigates the pertinent fundamentals of music which can be incorporated by the non-music teacher. Presents pedagogical techniques that develop singing, listening, rhythm, movement, and musical skills. Equips future elementary teachers with skills to employ a variety of musical techniques in the classroom. No prerequisites. Each semester.	<b>3.00</b>
<b>MUS 113</b>	<b>History of Rock Music</b> Surveys rock music from its origins to the present. Focuses on musical developments within the genre, as well as, historical, sociological, literary and other cultural influences related to this subject. No prerequisite. Fall, annually.	<b>3.00</b>	<b>MUS 225</b>	<b>Integ Arts Into Elem Classroom</b> Investigates fundamentals of music, theatre, dance, and the visual arts which can be incorporated as primary media for communication, inquiry, and engagement by the elementary classroom teacher into instruction in other subject areas. Presents pedagogical techniques that address elements and standards for each arts area.	<b>3.00</b>
<b>MUS 114</b>	<b>Intro to World Music</b> Introduces traditional and contemporary musical styles from Algeria to Zanzibar. Examines the diversity of styles such as Zouk, Soukour, Salsa, Rai, and Zydeco to name a few. Introduces the myriad of styles collectively known as World Music. No prerequisite. Spring, annually.	<b>3.00</b>	<b>MUS 226</b>	<b>Music Theory III</b> Continuation of Theory II. Emphasizes chromaticism and musical forms as developed in the Baroque and Classical periods. Prerequisite: MUS 127, Grade of C or better. Fall, annually.	<b>2.00</b>
<b>MUS 125</b>	<b>Found of Musicianship</b> Basic training for the music major, to precede the study of MUS 126. Rigorous, hands-on course fosters mastering essential skills, including theory fundamentals, sight singing, and ear training. Intended as a prerequisite to the theory sequence currently in place. Students may be granted an exemption via a theory exam. Fall, annually.	<b>3.00</b>	<b>MUS 227</b>	<b>Music Theory IV</b> Continuation of Theory III. Emphasizes advanced harmony and analysis of musical forms from the 18th, 19th, and 20th century. Prerequisite: MUS 226, Grade of C or better. Spring, annually.	<b>2.00</b>
<b>MUS 126</b>	<b>Music Theory I</b> Introduces fundamental elements of music construction, function, and analysis. Covers scale construction and identification, triad and seventh chord construction and identification, elements of rhythm, functional harmony, and voice leading. Prerequisite: Music majors or by permission. Fall, annually.	<b>3.00</b>	<b>MUS 228</b>	<b>Aural Skills III</b> Continuation of Aural Skills II. Emphasizes increasingly complex melodies, rhythmic and harmonic progressions. Prerequisite: MUS 129, Grade of C or better. Fall, annually.	<b>1.00</b>
<b>MUS 127</b>	<b>Music Theory II</b> Continuation of Music Theory I. Provides students with fundamental knowledge of music construction and analysis. Covers voice leading, non-chord tones, diatonic seventh chords, secondary functions, modulations, phrase/period structure, cadences, and simple forms (binary and ternary). Prerequisite: MUS 126, Grade of C or better. Spring, annually.	<b>3.00</b>	<b>MUS 229</b>	<b>Aural Skills IV</b> Continuation of Aural Skills III. Emphasizes complex melodies (modal, tonal, and atonal), rhythmic and harmonic material. Study includes 20th models of tonal organizations. Prerequisite: MUS 228, Grade of C or better. Spring, annually.	<b>1.00</b>
<b>MUS 128</b>	<b>Aural Skills I</b> Aural skills are essential to the success of all students studying music. Covers melodic and harmonic interval recognition, scale recognition and identification, triad recognition and identification, sight singing (melodic and rhythmic), melodic dictation, and rhythmic dictation. Should be taken concurrently with MUS 126. Prerequisite: Music majors or by permission. Fall, annually.	<b>1.00</b>	<b>MUS 240</b>	<b>Intro to Music Technology</b> Introduces the principles and applications of computers, synthesizers, and music synthesis to new music technologies. Achieves understanding through lectures, reading assignments, and hands-on experience with computers, synthesizers, and appropriate computer software programs. Stresses applications of these new technologies to educational settings. Prerequisite: Satisfactory completion of MUS 160 or equivalent proficiency as verified by the instructor.	<b>3.00</b>
<b>MUS 129</b>	<b>Aural Skills II</b> Continuation of Aural Skills I. Covers interval recognition, triad and seventh chord recognition (root position and inversions), sight singing, melodic dictation, harmonic dictation, and error detection. Prerequisite: MUS 128, Grade of C or better. Spring, annually.	<b>1.00</b>			
<b>MUS 131</b>	<b>Fund of Music</b> Examines the basic vocabulary of music fundamentals: notation, scale structures, key signatures, triads and seventh chords, rhythm and meter, harmony and its functions, intervals, sight-singing and ear training, dynamics, transposition, and practical application by use of a keyboard instrument. No prerequisite. Each semester.	<b>3.00</b>			

<b>MUS 243</b>	<b>Brass Class</b> Introduces playing and teaching brass instruments. Includes techniques of tone production, fingering, and class procedure learned through individual and ensemble playing. Students expected to develop an elementary proficiency on each instrument. Spring, annually.	<b>1.00</b>	<b>MUS 333</b>	<b>Elem Music Meth</b> Explores the role of music in elementary school; the roles of classroom teachers, the music specialists, and the consultant. Plans, attitudes, and problems in teaching vocal and instrumental music; curriculum development. Evaluation of musical experience and growth in primary, intermediate, and upper elementary grades. Includes music reading as an integral part of the total music program, musical growth and experience in singing, part-singing, listening, instrumental and rhythmic activities. Emphasizes development of ability to use the voice effectively in teaching, and on the thorough familiarity with music series texts, use of keyboard, rhythmic instruments, recordings, and new developments in teaching aids. Introduces the Orff and Kodaly methods. Required observations and supervised teaching experiences arranged Each semester. For music majors or minors only. Prerequisites: MUS 127; MUSA 130/330 or 131/331; MUSA 135/335, 136/336, 137/337, 138/338, or 301; MUSA 136/336; and completed early field experience requirement.	<b>2.00</b>
<b>MUS 244</b>	<b>String Class</b> Introduces playing and teaching the string instruments. Includes techniques of tone production, fingering, and class procedure learned through individual and ensemble playing. Students expected to develop an elementary proficiency on each instrument. Fall, annually.	<b>1.00</b>	<b>MUS 335</b>	<b>Music Composition for Non-Musicians</b> Explores the fundamental elements of music - rhythm, melody, harmony, texture, timbre, and form - the characteristics and parameters of each, their interactions, and how they are manipulated in creating music. Focus will be placed on analyzing existing musical compositions and composing original musical works in a variety of mediums.	<b>3.00</b>
<b>MUS 245</b>	<b>Percussion Class</b> Introduces playing and teaching standard percussion instruments. Includes the characteristics of various standard percussion instruments, performance techniques, development of performing ability necessary to develop an elementary proficiency on each instrument. Fall, annually.	<b>1.00</b>	<b>MUS 339</b>	<b>Technology in Arts Management</b> This course will explore foundational experiences with digital tools and resources used by arts organizations to gather, manage, manipulate and present data; to effectively work with media professionals in advertising, public relations and strategic communication to attract audiences and to plan, promote and publicize events. The legal, ethical and responsible use of digital information including privacy, intellectual property and copyright is emphasized. Additionally, students will explore career and professional development and digital resources used by arts managers to perform management functions. Offered annually.	<b>3.00</b>
<b>MUS 246</b>	<b>Guitar Class</b> Introduces the guitar and bass guitar. Divided into three sections. First section introduces folk guitar techniques and styles, covering basic guitar chords, chordal progressions, melodic harmonization and chord chart reading. Second section introduces finger picking styles, such as classical, country, and jazz styles. Final section introduces the bass guitar. Students must provide their own acoustic six-string classic or folk guitar for class. Prerequisite: MUS 131 or permission of the instructor. Each semester.	<b>1.00</b>	<b>MUS 345</b>	<b>Music From 1750-1900</b> Intensive study of the musical styles of the pre-classical, classical, and romantic periods of western music. Discusses important composers and their literature in relation to artistic, social, political, and economic conditions of their period. Emphasizes analysis and listening. Prerequisite: MUS 127 or by permission. Fall, annually.	<b>3.00</b>
<b>MUS 247</b>	<b>Woodwinds Class</b> Introduces playing and teaching techniques woodwind instruments. Includes techniques of tone production, fingering, and class procedure learned through individual and ensemble playing. Students expected to develop an elementary proficiency on each instrument.	<b>1.00</b>	<b>MUS 346</b>	<b>Music From Antiqui-1750</b> Intensive study of the musical styles from the ages of classical Greece and Rome through the Baroque period, including the foundations of plainchant, early polyphony, sacred, and secular music of the 13th to mid-18th centuries. Discusses important composers and their literature in relation to artistic, social, political, and economic conditions of their period. Emphasizes analysis and listening. Prerequisite: MUS 127 or by permission. Spring, annually.	<b>2.00</b>
<b>MUS 253</b>	<b>History of Jazz</b> Emphasizes the nature and process of jazz and particularly its historical background and development in the United States. Presents logical musical derivatives and developments and demonstrates the important elements that comprise individual jazz styles as they have evolved to the present time. Alternate years.	<b>3.00</b>	<b>MUS 347</b>	<b>20th Century Music</b> Intensive study of the musical styles of the late Romantic Period (1890) through the 20th century. Discusses important composers and their literature in relation to artistic, social, political, and economic conditions of their period. Emphasizes analysis and listening. Prerequisite: MUS 127, 345, or by permission. Fall, annually.	<b>3.00</b>
<b>MUS 254</b>	<b>Survey of American Music</b> Provides a complete historical survey of American music from approximately 1620 to the 1980s. Includes musical trends and various styles and musical forms, i.e., religious music, folk music, popular music, and classical music of significant American composers. Presents and analyzes styles and trends in their historical context. Utilizes tapes and live concerts. Prerequisite: MUS 111 or 112, or the permission of the instructor. Course offered in the spring term of each year, and also fall term as faculty load permits.	<b>3.00</b>	<b>MUS 359</b>	<b>Methods of Teaching Vocal and Classroom Music</b> Examines and analyzes principles and procedures of organizing and conducting vocal music ensembles and teaching classroom music grades K-12. Course content includes introduction of Orff, Dalcrose, and Kodaly methods, vocal technique, tone production, diction, rehearsal techniques, the role of classroom teacher, lesson planning, student development, attitudes, and problems in teaching vocal and classroom music, curriculum development, professional ethics, and student assessment/evaluation. In-field supervised teaching experiences are arranged each semester. Restricted to music majors or minors only. Prerequisites: Admission to the Music Education program or permission of instructor. Fall, annually.	<b>4.00</b>
<b>MUS 274</b>	<b>Intro to Music Business</b> Introduces today's multi-faceted music industry. Includes music retailing, instrument sales, the music agent, artist management, contracts, concert promotion, licensing, publishing, copyright, songwriting, unions and guilds, music in production, advertising and promotion, music in broadcasting and film, and career planning and development. Does not count toward humanities requirement. Prerequisite: sophomore standing.	<b>3.00</b>	<b>MUS 360</b>	<b>Basic Conducting</b> Develops skilled baton technique and clarity of gesture. Focuses on traditional and modern beat patterns, expressive gestures, cues, and development of left hand. Prerequisite: Music majors or by permission of the instructor. Fall, annually.	<b>1.00</b>
<b>MUS 301</b>	<b>Survey of Western Music History</b> Explores the musical styles of western art music from the Middle Ages to the present. All influential and historically important genres, techniques, innovations, composers, and literature will be presented in relation to artistic, social, political, and economic conditions of the periods. This course is not for Music Education majors.	<b>3.00</b>			
<b>MUS 312</b>	<b>Foundations of Instrumental Conducting</b> This is a competency-based course that is, specific techniques are introduced, practiced, and evaluated before moving to the next level of difficulty. It is designed to develop skilled baton technique and clarity of gesture and focuses on traditional and modern beat patterns, expressive gestures, cues, and development of the left hand. Other areas of study include effective rehearsal technique, understanding of performance problems involving tonal balance, tempo, complex rhythmic situations, especially related to intermediate and secondary school instrumental groups. Prerequisite: Music Education majors only.	<b>3.00</b>			

<b>MUS 362</b>	<b>Instrumental Meth</b> Analyzes principles and procedures of organizing and conducting instrumental classes, bands, and orchestras in the public schools. Includes examination and use of texts, methods, and other materials. For music majors or by permission. Prerequisites: MUS 127; MUSA 130/330 or 131/331; MUSA 135/335, 136/336, 137/337, 138/338, or 301; MUSA 136/336; and completion of Early Field Experience requirement. Spring, annually.	<b>2.00</b>	<b>MUS 411</b>	<b>Special Topics</b> Topics of special interest in the field of music will be offered. Previous subject areas have included Orff--music for children; Kodaly method; and Mozart, the man and his music. Topics will be announced in advance. Offered occasionally.	<b>3.00</b>
<b>MUS 363</b>	<b>Vocal Methods</b> Analyzes principles and procedures of organizing and conducting vocal classes and choral ensembles in the public schools. Includes vocal techniques, tone production, proper vowel placement, proper focus on tone, diction, diaphragmatic breathing, and investigation of choral literature. For music majors or by permission. Prerequisites MUS 127; MUSA 130/330 or 131/331; MUSA 135/335, 136/336, 137/337, 138/338, or 301; MUSA 136/336; and completion of Early Field Experience requirement. Fall, annually.	<b>2.00</b>	<b>MUS 490</b>	<b>Independent Study</b> Provides opportunity to explore, in depth, an area of music of particular interest under the guidance of a faculty member. Requires a scholarly paper or special project(s) for credit and grade. Prerequisite: permission of the instructor and department chair.	<b>3.00</b>
<b>MUS 364</b>	<b>Composition</b> Examines the nature of the musical idea and of the various possibilities of its subsequent development, including canonic or fugal treatment, motivic development, and variational procedures. Reviews traditional structural plans and of contemporary formal and stylistic trends. Creative assignments emphasize the understanding of past and present compositional styles and techniques and the gradual development of a personal language. Prerequisites: MUS 127 or permission of instructor. Offered when faculty is available.	<b>3.00</b>	<b>MUSA 110</b>	<b>Ap Mus: Violin I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>
<b>MUS 365</b>	<b>Instrumental Conducting</b> Further develops skilled baton techniques and clarity of gesture. Includes effective rehearsal technique, understanding of performance problems involving tonal balance, tempo, complex rhythmic situations, especially related to intermediate and secondary school instrumental groups. Prerequisite: MUS 360. Spring, annually.	<b>2.00</b>	<b>MUSA 111</b>	<b>Ap Mus: Viola I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>
<b>MUS 366</b>	<b>Choral Conducting</b> Further develops skilled choral conducting techniques and clarity of gesture. Includes effective rehearsal technique, understanding of performance problems involving tonal balance, tempo, complex rhythmic situations, especially related to intermediate and secondary school choral groups. Prerequisite: MUS 360. Spring, annually.	<b>3.00</b>	<b>MUSA 112</b>	<b>Ap Mus: Cello I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>
<b>MUS 370</b>	<b>Orchestration/Arranging</b> A study of basic orchestration/arranging procedures and principles relative to instrumental and vocal ensembles. Emphasizes music for school use. Prerequisites: MUS 136, 162, 24245. Spring, annually.	<b>3.00</b>	<b>MUSA 113</b>	<b>Ap Mus: Doub Bass I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>
<b>MUS 374</b>	<b>Inter Stu In Music Business</b> Explores special topics in the music industry, including the record industry; advanced issues in broadcasting and film; and career planning and development. Emphasizes individual projects in accordance with student interest. Prerequisite: MUS 274. Fall, annually.	<b>3.00</b>	<b>MUSA 114</b>	<b>Ap Mus: Flute I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>
<b>MUS 375</b>	<b>Western Music History I: Antiquity-1825</b> This course is designated as the first course in the music history sequence required for music majors. This course explores the historically important genres, techniques, innovations, composers, and literature from the Romantic Period to the present. Further, this information will be related to the artistic, social, political, and economic conditions of each period. Prerequisites: MUS 127 or by permission of instructor.	<b>4.00</b>	<b>MUSA 115</b>	<b>Ap Mus: Oboe I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits	<b>1.00</b>
<b>MUS 376</b>	<b>Western Music History II: 1825 to Present</b> This course is designated as the second course in the music history sequence required for music majors. This course explores the historically important genres, techniques, innovations, composers, and literature from the Romantic Period to the present. Further, this information will be related to the artistic, social, political, and economic conditions of each period. Prerequisites: MUS 127 or by permission of instructor.	<b>4.00</b>			
<b>MUS 410</b>	<b>Senior Recital</b> The Music Department's Senior Recital series, which satisfies a department requirement. Music majors elect this course if they are preparing for a recital in their senior year of study. Elected concurrently with MUS 110. Prerequisite: Must be enrolled in upper-division applied music study. Each semester.	<b>0.00</b>			



<b>MUSA 128</b>	<b>Ap Mus: Guitar I</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>	
<b>MUSA 130</b>	<b>Concert Choir</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 131</b>	<b>Chamber Singers</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 132</b>	<b>Chamber Singers</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 135</b>	<b>Symphony Orchestra</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 136</b>	<b>Marching Band</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 137</b>	<b>Symphonic Band</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 138</b>	<b>Wind Ensemble</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 139</b>	<b>Jazz Band</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 142</b>	<b>Woodwind Ensemble</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 143</b>	<b>Brass Ensemble</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal	<b>1.00</b>	
	development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.		
<b>MUSA 144</b>	<b>String Ensemble</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 145</b>	<b>Percussion Ensemble</b> MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.	<b>1.00</b>	
<b>MUSA 210</b>	<b>Ap Mus: Violin II</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>	
<b>MUSA 211</b>	<b>Ap Mus: Viola II</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>	
<b>MUSA 212</b>	<b>Ap Mus: Cello II</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>	
<b>MUSA 213</b>	<b>Ap Mus: Doub Bass II</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>	
<b>MUSA 214</b>	<b>Ap Mus: Flute II</b> Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	<b>1.00</b>	





on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.

- MUSA 321 Ap Mus: Euphonium III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 322 Ap Mus: Trombone III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 323 Ap Mus: Tuba III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 324 Ap Mus: Percussion III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 325 Ap Mus: Piano III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 326 Ap Mus: Voice III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent

upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.

- MUSA 327 Ap Mus: Organ III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 328 Ap Mus: Guitar III 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.
- MUSA 330 Concert Choir 1.00**  
MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.
- MUSA 331 Chamber Singers 1.00**  
MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.
- MUSA 332 Show Choir 1.00**  
MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.
- MUSA 335 Symphony Orchestra 1.00**  
MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.
- MUSA 336 Marching Band 1.00**  
MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.
- MUSA 337 Symphonic Band 1.00**  
MUSA 130-145 may be taken for one credit or for no credit. Credits earned may not be counted among the humanities in general education but may be counted under personal development and life skills and under free electives. Open to all students with permission of instructor. 300-level reserved for music majors only.
- MUSA 410 Ap Mus: Violin IV 1.00**  
Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and



<b>MUSA 423</b>	<b>Ap Mus: Tuba IV</b>	<b>1.00</b>	Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	
<b>MUSA 424</b>	<b>Ap Mus: Percussion IV</b>	<b>1.00</b>	Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	
<b>MUSA 425</b>	<b>Ap Mus: Piano IV</b>	<b>1.00</b>	Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	
<b>MUSA 426</b>	<b>Ap Mus: Voice IV</b>	<b>1.00</b>	Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	
<b>MUSA 427</b>	<b>Ap Mus: Organ IV</b>	<b>1.00</b>	Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	
<b>MUSA 428</b>	<b>Applied Music: Guitar IV</b>	<b>1.00</b>	Individual instruction in strings, woodwinds, brass, percussion, piano, voice, organ and guitar. Stresses development of an attitude of artistic maturity on the part of the student and upon artistic performance at all levels of proficiency. All matriculated music majors must elect applied music credits on their major instrument/voice Each semester in residence. Admission by audition and permission of instructor and department chair. Admission of non-majors is dependent upon availability of the staff. For more information, see Music Department chair. Prerequisite: MUS 131 or equivalent background. 200-, 300-, and 400-levels reserved for music majors only.	
<b>NFSS 102</b>	<b>Credit for Athletic Participation</b>	<b>1.00</b>	This course is designed to provide student athletes with the opportunity to earn one credit hour for the General Education	requirement category II B Personal Performance. The student athlete must complete the full season of athletic participation in good standing with a Clarion University varsity athletic team. Eligibility to register for this credit is permitted after the student athlete has completed one full season of team participation. Prerequisite: One complete season of CUP varsity sport participation. Offered fall and spring annually.
<b>NFSS 103</b>	<b>Varsity Cheerleading Participation</b>	<b>1.00</b>	This course is designed to provide students that participate in varsity cheerleading for Clarion University Athletics with the opportunity to earn one credit hour for the General Education Personal Performance requirement. The student must complete the full season of participation in good standing with the varsity cheer team. Eligibility to register for this credit is permitted after the student has completed one full season of team participation. Verification of successful completion must be substantiated by the coach and or advisor of the cheer team. Prerequisite: One complete season (semester) of participation. Offered fall and spring annually.	
<b>NFSS 105</b>	<b>Tai Chi for Fitness</b>	<b>1.00</b>	The course provides opportunities for students to increase their fitness level through the low impact exercises that Tai Chi can provide. The exercises that are taught and acquired in class can be performed throughout life without any equipment.	
<b>NFSS 111</b>	<b>Health Education</b>	<b>2.00</b>	Focuses on wellness and health promotion. Emphasizes healthy behaviors in each of the five Dimensions of Health (mental, physical, social, emotional, environmental). Stresses skills and application of health knowledge for optimum wellness and disease prevention. Requirement for all students.	
<b>NFSS 121</b>	<b>Walking for Fitness</b>	<b>1.00</b>	Develop cardiorespiratory endurance through vigorous walking within individual target heart rate guidelines. Covers physical fitness principles, heart risk factors, body composition, and nutrition.	
<b>NFSS 123</b>	<b>Relaxation Skills</b>	<b>1.00</b>	Provides experience and learning in psychophysiological regulation skills, which may significantly enhance fitness and wellness. Skeletal and visceral muscle relaxation, proper breathing technique, and flexibility are the major foci for the course. Students will learn these skills through the exercise provided in the methodologies of Diaphragmatic breathing, Meditation Progressive Relaxation, Yoga, Pilates, and Autogenic Training. Students will learn feedback and assessment measures using Biofeedback Tools.	
<b>NFSS 131</b>	<b>Beginning Swimming</b>	<b>1.00</b>	For students who cannot swim one length of the pool. Consists of drown-proofing and elementary back, breast, and freestyle strokes.	
<b>NFSS 132</b>	<b>Fitness through Pilates and Stability Ball</b>	<b>1.00</b>	Students have the opportunity to increase their fitness level through strengthening their core muscles and improving their lean body mass. The course enables students to learn exercises that they can perform throughout their life with no or minimum need of equipment.	
<b>NFSS 135</b>	<b>Aqua Aerobics</b>	<b>1.00</b>	Achieves various aspects of physical fitness in a water medium.	
<b>NFSS 141</b>	<b>Badminton</b>	<b>1.00</b>	Emphasizes fundamental techniques, strategy, and rules.	
<b>NFSS 142</b>	<b>Bowling</b>	<b>1.00</b>	Emphasizes fundamental techniques, strategy, and rules.	
<b>NFSS 143</b>	<b>Golf</b>	<b>1.00</b>	Emphasizes fundamental techniques, strategy, and rules.	
<b>NFSS 144</b>	<b>Racquetball Men</b>	<b>1.00</b>	Emphasizes fundamental techniques, strategy, and rules.	
<b>NFSS 145</b>	<b>Racquetball Women</b>	<b>1.00</b>	Emphasizes fundamental techniques, strategy, and rules.	
<b>NFSS 147</b>	<b>Beginning Tennis</b>	<b>1.00</b>	Emphasizes fundamental techniques, strategy, and rules.	
<b>NFSS 150</b>	<b>Introduction to Athletic Training</b>	<b>4.00</b>	Students learn about common injuries and illnesses associated with athletic populations, including introduction, rehabilitation, and treatment approaches for athletic injuries. Also addresses prevention and implications of athletic injuries. Every spring.	

<b>NFSS 160</b>	<b>Introduction to Nutrition and Fitness</b> This course will introduce students to the Nutrition and Fitness major. Students will gain a better understanding of the professional disciplines, career opportunities, and college curriculum within the nutrition and fitness field. Students will begin to develop personal and career goals.	<b>3.00</b>	<b>NFSS 332</b>	<b>Nutrition and Fitness for Women</b> This course provides students with foundational knowledge about the unique female energy, nutrition and fitness issues compared to their male counterparts. The student will become familiar with the most common nutrition issues including the required energy to meet the demands of sport, activities of daily living, and reproduction while choosing the appropriate foods to support physical activity, building and repair of bone and muscle and overall health. Students will create meal plans, reflect on the influence of various forms of media on female body composition and nutrition choices and formulate meal plans that foster a healthy female gut microbiome. Offered spring, annually.	<b>3.00</b>
<b>NFSS 161</b>	<b>Basketball Men</b> Emphasizes fundamental techniques, strategy, and rules.	<b>1.00</b>	<b>NFSS 333</b>	<b>Fitness for Wellness</b> Provides students with knowledge, skills, and strategies in stress management and health-related fitness. Stresses skills in psychophysiological regulation, exercise, and nutrition design. Emphasizes adherence issues of recognition, identification, and remediation. Pre-requisite: successful completion of NFSS 111 Health Education. Offered: annually, Fall.	<b>3.00</b>
<b>NFSS 162</b>	<b>Basketball Women</b> Emphasizes fundamental techniques, strategy, and rules.	<b>1.00</b>	<b>NFSS 334</b>	<b>Food, Fitness Wt Mgmt</b> Provides students with knowledge, skills, and strategies in diet management, both qualitatively and quantitatively. Emphasizes skills in personal dietary design and assessment. Also covers dietary needs and problems of special populations. Pre-requisite: successful completion of NFSS 111 Health Education. stress management and health-related fitness. Stresses skills in psychophysiological regulation, exercise, and nutrition design	<b>3.00</b>
<b>NFSS 163</b>	<b>Volleyball Men</b> Emphasizes fundamental techniques, strategy, and rules.	<b>1.00</b>	<b>NFSS 336</b>	<b>Sport Nutrition</b> This course discusses nutritional sources for athletes, nutritional aspects of optimal performance, factors that may affect nutrition strategies for specific energy systems, and the development of nutrition plans for specific sports.	<b>3.00</b>
<b>NFSS 164</b>	<b>Volleyball Women</b> Emphasizes fundamental techniques, strategy, and rules.	<b>1.00</b>	<b>NFSS 340</b>	<b>Nutrition Education</b> An overview of nutrition education that explores the settings in which nutrition education is carried out, introduces nutrition students to learning theory, and reviews techniques and resources for teaching nutrition. Students learn to assess the needs of different learner groups and select and evaluate appropriate nutrition education materials. Prerequisite: CHEM 205.	<b>3.00</b>
<b>NFSS 170</b>	<b>Step Aerobics Challenge</b> Expands the student's understanding of overall fitness. Students utilize step benches to obtain cardiovascular conditioning and hand weights to strengthen muscles and improve endurance. Each semester.	<b>1.00</b>	<b>NFSS 350</b>	<b>Thy &amp; Technique Of Coaching</b> Examines theories and techniques of coaching sports. Covers rules and regulations, fundamentals, organizational principles, specific conditioning programs scouting, technical tactics, and other topics.	<b>2.00</b>
<b>NFSS 181</b>	<b>Adapted Phy Ed</b> Modified or corrective physical education course for those who by reason of illness or disability are unable to participate in the more vigorous forms of physical education activities. On demand.	<b>1.00</b>	<b>NFSS 351</b>	<b>T&amp;t Coach Basketball</b> Examines theories and techniques of coaching specific sports. Covers rules and regulations, fundamentals, organizational principles, specific conditioning programs, scouting, technical tactics and other topics. On demand.	<b>2.00</b>
<b>NFSS 185</b>	<b>Phys Fit And Cond</b> Enables students to develop a fitness and conditioning program to fit their individual needs through knowledge gained in areas such as nutrition, use of conditioning equipment, weight control, and fitness tests.	<b>1.00</b>	<b>NFSS 352</b>	<b>T&amp;t of Baseball/Softball</b> Examines theories and techniques of coaching specific sports. Covers rules and regulations, fundamentals, organizational principles, specific conditioning programs, scouting, technical tactics and other topics. Fall, even-numbered years.	<b>2.00</b>
<b>NFSS 186</b>	<b>Phys Fit Thru Stren Trng</b> Covers all basic weight lifting techniques and modern principles for developing and improving an aerobic fitness for both male and female students.	<b>1.00</b>	<b>NFSS 354</b>	<b>T&amp;t of Football</b> Examines theories and techniques of coaching specific sports. Covers rules and regulations, fundamentals, organizational principles, specific conditioning programs, scouting, technical tactics and other topics. Fall, even-numbered years.	<b>2.00</b>
<b>NFSS 253</b>	<b>Nutrition for Healthy Living</b> Teaches about the different food groups and their roles in the human body, the type of chemical reactions during metabolism, the way the body makes and stores energy, and eating habits role in weight control.	<b>3.00</b>	<b>NFSS 360</b>	<b>Public Policy in Sport and Recreation</b> This course delivers the information that future sport management professionals will need to have confidence in understanding public policy in regards to sport and recreation. Through inquiry, analysis, examination and problem solving, sport management students can make better decisions as managers which benefit themselves, their employer, and the community they serve, both now and in the future. The immediate relevance of public policy in sport to students' professional lives will enable them to make constructive judgments and informed commentaries on the system and processes, from practical and critical social perspectives. The course enables students to examine and justify their own opinions and attitudes around sport-related issues thus preparing them as informed leaders in sport management. Offered spring, annually.	<b>3.00</b>
<b>NFSS 272</b>	<b>Acute Care of Athletic Injuries</b> The course focuses on the knowledge and skills necessary for the first person(s) on the scene of an emergency. Whether medical or trauma in nature, upon successful completion of this course, students will have the knowledge and skills to adequately asses and care for a wide variety of illnesses and injuries until advanced level responders arrive. Prerequisite: Admission to professional phase of ATE Program. Offered fall, annually.	<b>3.00</b>			
<b>NFSS 286</b>	<b>Cardiovascular and Resistance Training Techniques</b> Students will explore the various methods of cardiovascular and resistance training. Appropriate training progression and safety will be emphasized. Topics include training for muscular strength, muscular endurance, and power. Students will learn how to train both the aerobic and anaerobic athlete.	<b>3.00</b>			
<b>NFSS 314</b>	<b>C P R</b> Required for the Athletic Coaching Program. Follows the recommendations and guidelines of the American Red Cross. Students earn an American Red Cross CPR Certificate upon successful completion of the course.	<b>1.00</b>			
<b>NFSS 317</b>	<b>First Aid Safety</b> Explores responsibilities and duties of the teacher in the development and teaching of programs in first aid and safety that are related to the student's school and community. Includes the American Red Cross Standard First Aid Course.	<b>2.00</b>			
<b>NFSS 320</b>	<b>Health Promotion</b> Students will be introduced to the strategies used and marketing skills necessary to promote healthy living in various settings.	<b>3.00</b>			
<b>NFSS 323</b>	<b>Tch Hlth &amp; Wellness Elem Sch</b> Required of all students majoring in elementary education. This class will focus on strategies for promoting the health of children both in and outside the educational setting. Students will learn the importance of both promoting a healthy lifestyle within the young and the importance of advocating for a healthy environment in which all children and adults may flourish. Students will plan learning activities that will enhance the health knowledge, skills, attitudes and experience of young children. Included are labs and field experiences in an elementary school setting. Each semester.	<b>3.00</b>			

<b>NFSS 362</b>	<b>Sport Sales, Fundraising and Sponsorship</b>	<b>3.00</b>	This course is designed to provide students with a basic understanding of Sport Sales including tickets, concessions, and merchandising sales. The course will expose students to a concise and well-organized explanation of principles, models, techniques, and challenges in Sport Fundraising. The course will deal with actual case studies and scenarios, and a step-by-step guide to effective planning, communication, implementation and management of sports fundraising projects. The course will introduce students to effective ways to engage the community via sponsorship/fundraising opportunities. Critical thinking skills will be utilized throughout the course along with stressing the importance of ethical decision making and program sustainability. Offered fall annually.	
<b>NFSS 365</b>	<b>Sport Leadership</b>	<b>3.00</b>	This course is designed to provide an examination of effective leadership skills from multiple angles and perspectives. Students will examine general concepts in leadership by reviewing theory, principles, traits, and skills required of a leader in the field of sport management.	
<b>NFSS 367</b>	<b>Ethics in Sport</b>	<b>3.00</b>	This course is designed to examine major ethical issues in sport. The course will explore the ethical presuppositions of competitive athletics and make connections to ethical theory and concrete moral dilemmas that arise in the sport milieu. The course will cover current ethical considerations in modern sports, including the nature of fair play, standards of excellence, essence of sportsmanship, sexual equality, drugs, violence, and exploitation. Offered fall annually.	
<b>NFSS 370</b>	<b>Gender in Sports</b>	<b>3.00</b>	Provides students with a comprehensive, multidisciplinary analysis of the problems, patterns, and processes associated with the involvement of women in sports.	
<b>NFSS 375</b>	<b>Sport Marketing</b>	<b>3.00</b>	This course is designed to direct students to a better understanding of the theoretical backbone that makes sport marketing such a unique and vibrant subject. Students will explore how players, media, outside agencies, and consumers interact within the multi-billion dollar sports industry. Special emphasis will be given to the evolving use of social media within the industry. Offered fall, annually.	
<b>NFSS 380</b>	<b>Foundation of Sport in American Society</b>	<b>3.00</b>	Covers the role of sports in American society. Includes examination of the fundamental changes in the organization, rules, management, finances, and ethos of sports. Also examines the social, cultural, economical, philosophical, and anthropological foundations that have shaped American sport. Every other semester.	
<b>NFSS 386</b>	<b>Principles of Exercise Training</b>	<b>3.00</b>	Physiological basis of long-term exercise training with special consideration of the body's morphologic and physiologic adaptation to specific forms of training. Various training and conditioning methods are examined.	
<b>NFSS 400</b>	<b>Special Topics</b>	<b>3.00</b>	Formal course offered each academic year to explore, in depth, a comparatively narrow subject that may be topical or of special interest.	
<b>NFSS 402</b>	<b>Nutrition and Fitness Seminar 2</b>	<b>2.00</b>	Students will learn how to prepare for interviews and write resumes. The various opportunities within the profession and related fields will be reviewed. Additional requirements for jobs or graduate school applications will be discussed.	
<b>NFSS 406</b>	<b>Ath Inj: Prev, Recog Eva</b>	<b>4.00</b>	Presents the latest information on prevention, recognition, and evaluation of athletic injuries. Students learn to coordinate appropriate emergency care as well as establish a professional working relationship with the qualified medical personnel who assist an injured athlete's recovery. Students earn an American Red Cross AED/CPR certification upon successful completion of the course.	
<b>NFSS 407</b>	<b>Phys Found of Coaching</b>	<b>3.00</b>	Study of the basic scientific principles of physiology and how they can be applied to conditioning programs for the athlete. Covers all phases of physical training, along with evaluation of modern training devices. Spring, annually.	
<b>NFSS 408</b>	<b>Principles and Problems of Athletic Coaching</b>	<b>3.00</b>	A study of modern techniques and practices used in the organizational procedure of athletic programs. Covers major problem areas such as practice and game organization,	
			purchase and care of equipment, budget and finances, public relations, legal liability, drug abuse, and sports psychology. Analyzes modern trends and issues in athletics as well as various philosophical views of athletics as a part of the educational curriculum. Fall, annually.	
<b>NFSS 409</b>	<b>Kinesiological Foundations</b>	<b>3.00</b>	Helps coaches increase their understanding of basic scientific information concerning athletic movement by utilizing the conceptual approach. Examines three main areas of study: applied anatomy, the production of motion, and application. Applies scientific principles to athletic skills to aid in the coaching and teaching of skills. Spring, annually.	
<b>NFSS 410</b>	<b>Motor Learning &amp; Development</b>	<b>3.00</b>	Provides understanding of motor development and motor learning and how motor activities enhance the total development of young children. Emphasizes the design and implementation of open-ended, developmentally appropriate movement activities to stimulate problem solving and to be the cornerstone of an integrated curriculum. Additional focus is on the assessment of motor development and motor learning environments. Field experience provides an opportunity to apply this knowledge to children from infancy through kindergarten. Prerequisite: ECH 236: Teacher Certification Program Admission candidates. Co-requisite: ECH 301, ECH 310, ECH 322, ECH 323, ECH 325, and ECH 326. Offered each semester.	
<b>NFSS 421</b>	<b>Nutrition II</b>	<b>3.00</b>	A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Prerequisite: CHEM 205.	
<b>NFSS 425</b>	<b>Nutrition Assessment and Counseling</b>	<b>3.00</b>	Students will learn the current methods used to perform nutrition screenings and assessments. Counseling techniques, when and how to refer clientele to a specialist and other components of medical nutrition therapy will also be emphasized.	
<b>NFSS 426</b>	<b>Life Cycle and Community Nutrition and Fitness</b>	<b>3.00</b>	Special problems in nutrition, including needs during the different stages of life, current research, international nutrition, public health aspects, laws, dissemination of information, and nutrition quackery. Also, special issues related to fitness, including needs during the different stages of life. Current research will be discussed.	
<b>NFSS 427</b>	<b>Medical Nutrition Therapy</b>	<b>3.00</b>	This course will introduce students to the nutrition and dietary principles for pathological conditions. Prerequisite: CHEM 205 and ATSW 425.	
<b>NFSS 429</b>	<b>Nutrition Education</b>	<b>3.00</b>	This course will cover the socioeconomic, cultural, and psychological factors on food and fitness choices. Issues such as timing and types of questions to ask, how to provide effective feedback, and how to facilitate robust action planning will be discussed.	
<b>NFSS 430</b>	<b>Sports Management</b>	<b>3.00</b>	Provides students with an understanding of how the principles and concepts of management theory can be applied to sports administration. Prerequisite: MGMT 320. Every other semester.	
<b>NFSS 431</b>	<b>Fitness Assessment and Prescription</b>	<b>3.00</b>	Application of scientific principles of exercise physiology to the measurement and evaluation of healthy individuals. Techniques of exercise testing commonly used in corporate and adult fitness settings. Training methods for improvement in exercise capacity and good health. Designing exercise programs for individuals and groups. Prerequisite: ATSW 386, ATSW 407.	
<b>NFSS 435</b>	<b>Risk Management for Sports</b>	<b>3.00</b>	This course is designed to examine risk management in sports and recreation. It will provide a comprehensive knowledge base for those sports management professionals charged with the responsibility of ensuring the safety of participants and spectators. The course covers a wide range of risk management and safety issues including: legal concerns, emergency action plans, waivers, facilities, equipment, aquatics, supervision, and training. Students will receive clear and detailed explanations of issues to consider before making an informed decision on risk management.	
<b>NFSS 440</b>	<b>Sports Facility Management</b>	<b>3.00</b>	This course is designed to assist the sport management student in acquiring necessary knowledge and skill needed	

to manage a sport facility and to plan a variety of sport programs. It will introduce the foundational and application skills necessary for facility managers to respond effectively to new challenges. Students will develop practical knowledge, which will prepare them to make ethical and sustainable decisions in all areas of facility management, including building design and construction, operations, marketing, legal issues, finance, and event management. Case studies and contemporary issues facing facility managers will be included for different types of facilities, including stadiums, arenas, pools, fitness centers, parks, and multi-use facilities. Prerequisite: Sophomore standing or permission of Instructor. Offered spring annually.

<b>NFSS 441</b>	<b>Sport Event Operations</b>	<b>3.00</b>
	This course is designed to provide students with an in depth look at the myriad of components involved in staging a successful sport related experience. Included in the course is attracting events, the selection process, scheduling, booking, marketing, financial analysis, legal responsibilities, security and crowd management. Also covered will be pre-event, event, and post event responsibilities to ensure a successful event. Event management will include communication strategies, staff hiring, training, supervision and evaluation using ethical standards for both volunteer and paid staff. Prerequisite: Sophomore standing or permission of instructor. Offered fall annually.	
<b>NFSS 442</b>	<b>Athletic Administration</b>	<b>3.00</b>
	This course is based on the fundamental belief that by studying and examining the complex dynamics that makeup effective sport administration, one can become a more effective athletic administrator. The course focuses on wide-ranging concepts in sports administration at both the scholastic and collegiate levels through a review of theory, principles, traits, and skills that are essential to successful athletic administration. Offered fall, annually.	
<b>NFSS 449</b>	<b>Internship in Exercise Science</b>	<b>3.00</b>
	In-depth, structured, practical experience in a formalized program dealing with fitness and health enhancement of individuals. Experiences in existing clinical or corporate programs are integrated with academic preparation through regular seminar meetings on campus. The minimal on-site hourly requirement is 90 hours but varies according to the nature of the site's program. Prerequisite: ATSW 431, Advanced standing required.	
<b>NFSS 465</b>	<b>Controversies and Implications of Concussions (MTBI) in Sport</b>	<b>3.00</b>
	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.	
<b>NUCM 301</b>	<b>Nuclear Medicine I</b>	<b>15.00</b>
	Within the B.S. in Medical Imaging Sciences degree, the concentration in nuclear medicine has been proposed so 30 - 60 clinical credits may be transferred into Clarion from formal nuclear medicine educational programs that are accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). The curriculum of every JRCNMT-accredited nuclear medicine program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (NUCM 301, 302, 401, and 402) will facilitate transference of clinical credits from accredited nuclear medicine programs into Clarion.	
<b>NUCM 302</b>	<b>Nuclear Medicine II</b>	<b>15.00</b>
	Within the B.S. in Medical Imaging Sciences degree, the concentration in nuclear medicine has been proposed so 30 - 60 clinical credits may be transferred into Clarion from formal nuclear medicine educational programs that are accredited by the Joint Review Committee on Educational Programs in	

Nuclear Medicine Technology (JRCNMT). The curriculum of every JRCNMT-accredited nuclear medicine program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (NUCM 301, 302, 401, and 402) will facilitate transference of clinical credits from accredited nuclear medicine programs into Clarion.

<b>NUCM 303</b>	<b>Nuclear Medicine Clinical III</b>	<b>15.00</b>
	Within the B.S. in Medical Imaging Sciences degree and concentration in nuclear medicine, placeholder courses facilitate the transference of block credits for completion of a formal nuclear medicine educational program in nuclear medicine that is recognized by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).	
<b>NUCM 401</b>	<b>Nuclear Medicine III</b>	<b>15.00</b>
	Within the B.S. in Medical Imaging Sciences degree, the concentration in nuclear medicine has been proposed so 30 - 60 clinical credits may be transferred into Clarion from formal nuclear medicine educational programs that are accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). The curriculum of every JRCNMT-accredited nuclear medicine program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (NUCM 301, 302, 401, and 402) will facilitate transference of clinical credits from accredited nuclear medicine programs into Clarion.	
<b>NUCM 402</b>	<b>Nuclear Medicine IV</b>	<b>15.00</b>
	Within the B.S. in Medical Imaging Sciences degree, the concentration in nuclear medicine has been proposed so 30 - 60 clinical credits may be transferred into Clarion from formal nuclear medicine educational programs that are accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). The curriculum of every JRCNMT-accredited nuclear medicine program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (NUCM 301, 302, 401, and 402) will facilitate transference of clinical credits from accredited nuclear medicine programs into Clarion.	
<b>NUCM 403</b>	<b>Nuclear Medicine Clinical VI</b>	<b>15.00</b>
	Within the B.S. in Medical Imaging Sciences degree and concentration in nuclear medicine, placeholder courses facilitate the transference of block credits for completion of a formal nuclear medicine educational program in nuclear medicine that is recognized by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).	
<b>NURS 100</b>	<b>Intro to Professional Nursing</b>	<b>3.00</b>
	Students who participate in this course will develop a beginning understanding of the role of the professional nurse. The history of nursing and fundamental nursing principles will be examined. The role of nursing within the healthcare delivery system will be explored. An overview of the nursing process will be provided and students will have the opportunity to practice some basic psychomotor skills that are required in nursing.	
<b>NURS 101</b>	<b>Nurs Proc I: Fund Pract</b>	<b>3.00</b>
	Introduces students to the concepts of individual, health, and environment. Emphasizes the nursing process as the basis for client-centered care. Provides the theoretical foundation for the development of cognitive, psychomotor, and communication skills necessary to care for clients and promote healthy responses. Examines the needs of culturally diverse individuals within the context of their functional health patterns. Three lecture hours per week. Prerequisites or co-requisites: BIOL 258 and PSY 211. Co-requisites: NURS 111, 121, and 131. Fall, annually.	
<b>NURS 102</b>	<b>Nursing Process II</b>	<b>4.00</b>
	Focuses on the application of the nursing process in acute care settings to individuals across the life span. Explores the nursing process as it relates to the care of clients in crisis from rape/sexual assault/domestic violence and clients with ineffective response to crisis (chemical dependency/suicide). Considers the nursing care of clients with musculoskeletal, gastrointestinal, and gynecologic dysfunction. The last portion of the class focuses on human reproduction in health and illness. Prerequisites: NURS 101, 111, 121, and 131. Co-requisites: NURS 112,133. Offered spring, annually.	

<b>NURS 111</b>	<b>Nurs Proc I: Fnd Nurs Clin Prac</b> Clinical practice experience provides opportunities for the student to implement the objectives identified in NURS 101 and 131. Students care for elderly and/or chronically ill clients who require basic nursing interventions in long-term care settings. Six clinical hours weekly. Co-requisites: NURS 101 and 121. Fall, annually.	<b>4.00</b>	
<b>NURS 112</b>	<b>Nursing Process II: Clinical Practice</b> Clinical practice experience provides opportunities for the student to implement the objectives identified in NURS 102 and NURS 133. Students care for clients in crisis and clients across the life span having musculoskeletal, gastrointestinal, and gynecologic dysfunction. Provides clinical experience in the obstetrical setting with mothers and newborns. Offers increased opportunities for medication administration. Co-requisites: NURS 102 and 133. Prerequisites: NURS 101, 111, 121, and 131. Offered spring, annually.	<b>4.00</b>	
<b>NURS 121</b>	<b>Nursing Process I: Practice Lab</b> Provides students with the opportunity to learn basic nursing skills required to deliver nursing interventions to clients experiencing alterations in their health status. Enables nursing students to acquire beginning skills and confidence through practice in the college learning laboratory. Three laboratory hours weekly. Pass/ Fail. Co-requisites: NURS 101 and 111. Prerequisite or co-requisite: NURS 131. Fall, annually.	<b>1.00</b>	
<b>NURS 131</b>	<b>Nursing Health Assessmt</b> Teaches students beginning skills in assessing the health of clients through health histories and physical examinations. Provides students with opportunities to practice assessment skills. Required of all ASN students. Open to any student with permission of the instructor. Fall, annually.	<b>2.00</b>	
<b>NURS 132</b>	<b>Pharmac Aspects of Nurs</b> Presents principles of pharmacology with practical application to the care of clients. Emphasizes major drug classifications, actions/interactions, side effects, and related nursing interventions. Introduces learning strategies to develop student abilities in making critical assessments and decisions about pharmacological interventions. Required of all ASN students. Open to any student with permission of the instructor. Spring, annually.	<b>3.00</b>	
<b>NURS 133</b>	<b>Pharmacological Aspects of Nursing: Part I</b> Provides the foundation for the pharmacological aspects of nursing. Emphasizes the nursing process and drug therapy; pharmacologic principles; lifespan considerations; legal, ethical, and cultural considerations; and patient education and drug therapy. Correlates with content delivered in NURS 102 Nursing Process II. Focuses on the pharmacological management of the client with Musculoskeletal, Pain, Gastrointestinal, Nutritional, Substance Abuse, Women's Health Disorders. Emphasizes major drug classifications, actions and drug effects, indications, adverse effects and toxicity, nursing interventions and patient teaching in these areas. Co-requisites: NURS 102 and 112. Prerequisites: NURS 101, 111, 121, and 131. Offered spring, annually.	<b>1.00</b>	
<b>NURS 150</b>	<b>Fundamental Skills in Nursing</b> This course introduces students to the essential skills required in professional nursing practice. Students will begin to examine the professional, legal and ethical standards of practice. Therapeutic strategies are presented for the integration of assessment, communication and safety skills necessary for promoting health in clients of all ages. Required competencies for licensure are introduced. Co-requisite: NURS 152, 160. Fall annually and as needed.	<b>3.00</b>	
<b>NURS 152</b>	<b>Fundamental Skills in Nursing Clinical Laboratory</b> Skills presented in theory portion of this course will be practiced in the lab experience of the course. Emphasis is placed on interactions between students and clients through clinical simulations. Co-requisite: NURS 150. Fall annually and as needed.	<b>1.00</b>	
<b>NURS 160</b>	<b>Critical Thinking in Nursing: Organizational Skills for Success</b> This course focuses on thinking as a skill and its practical application in education and clinical practice. Opportunities are provided for students to transfer these skills to personal learning styles, test taking and strategies for success. Co-requisites: NURS 150, 152. Offered fall annually and as needed.	<b>3.00</b>	
<b>NURS 170</b>	<b>Health Promotion through the Nursing Process</b> This course introduces students to the principles of the nursing process that provide the building blocks for all nursing care	<b>3.00</b>	
<b>NURS 172</b>	<b>Health Promotion through the Nursing Process Clinical Laboratory</b> This introductory laboratory course provides students the opportunity to demonstrate the principles of the nursing process. Students will apply each phase of the nursing process in care of clients with specific actual and potential alterations in health status. Students will complete a health literacy assessment, identify health education needs of a client, and develop a patient education plan. Concepts of prioritization, accountability and delegation will be emphasized. Prerequisite: NURS 150 and 152. Co-requisite: NURS 170. Offered spring annually and as needed.	<b>1.00</b>	
<b>NURS 201</b>	<b>Nursing Process III</b> Focuses on the application of the nursing process to individuals across the life span in acute care and community settings. Utilizes the nursing process in determining the care of clients having cancer, and the care of clients with respiratory, cardiovascular, sensory, and urinary and renal dysfunctions. Prerequisites: NURS 101, 111, 112, 121, 131 and 133. Co-requisites: NURS 211 and 233. Offered fall, annually.	<b>4.00</b>	
<b>NURS 202</b>	<b>Nursing Process IV</b> Focuses on the application of the nursing process in a variety of settings to individuals across the life span. Explores the nursing process as it relates to the care of clients having immune, neurologic, endocrine and psychiatric-mental health dysfunction. Emphasizes the nursing management of selected clients requiring critical care. Co-requisite: NURS 203, 212 and 234. Prerequisites: NURS 101, 102, 111, 112, 121,131, 133, 201, and 211. Offered spring, annually.	<b>4.00</b>	
<b>NURS 203</b>	<b>Nursing Seminar</b> Introduces students to relevant issues and current and future trends in nursing healthcare. Provides opportunities for students to explore ethical issues that nurses often encounter. Emphasizes role transition from student to graduate nurse. Prerequisites: NURS 101, 102, 111, 112, 121, 131, 133, 201, 211 and 233. Co-requisite: NURS 202, 212, and 234. Offered spring, annually.	<b>2.00</b>	
<b>NURS 211</b>	<b>Nurs Proc III: Clin Practice</b> Clinical practice experience provides opportunities for students to implement objectives identified in NURS 201. Students care for clients across the life span having cancer and clients having respiratory, cardiovascular, sensory, urinary, and renal dysfunctions. Provides opportunities for administration of intravenous medications and development of skills in comprehensive client assessment. Twelve clinical hours weekly. Co-requisite: NURS 201 and 233. Prerequisites: NURS 102, 111, 112, 121, 131 and 133. Offered fall, annually.	<b>4.00</b>	
<b>NURS 212</b>	<b>Nurs Proc IV: Clinical Practice</b> Clinical practice experience provides opportunities for students to implement objectives identified in NURS 202 and 203. Students care for acutely ill clients across the life span having immune, neurologic, endocrine, and psychiatric-mental health dysfunctions. Provides opportunities for delivery of care to increasing numbers of clients, and guided practice in refining interpersonal and decision-making skills required of the graduate nurse. Co-requisites: NURS 202, 203 and 234. Prerequisites: NURS 101, 102, 111, 112, 121,131, 133, 211, and 233. Offered spring, annually.	<b>4.00</b>	
<b>NURS 233</b>	<b>Pharmacological Aspects of Nursing: Part II</b> Builds on the foundations of the pharmacological aspects of nursing in NURS 133 (part I) and correlates with content delivered in NURS 201 Nursing Process III. Focuses on the pharmacological management of the client with Cancer, Cardiovascular, Anemia, Respiratory, Infection, Sensory, and Urinary/Renal disorders. Emphasizes major drug classifications, actions and drug effects, indications, adverse effects, indications, adverse effects and toxicity, nursing interventions and patient teaching in these areas. Co-requisite: NURS 201 and 211. Prerequisites: NURS 101, 102, 111, 112, 121,131, and 133. Offered fall, annually.	<b>1.00</b>	
<b>NURS 234</b>	<b>Pharmacological Aspects of Nursing: Part III</b> Builds on the foundations of the pharmacological aspects of nursing in NURS 133 (part I) and NURS 233 (part II) and	<b>1.00</b>	

	correlates with content delivered in NURS 202 Nursing Process IV. Focuses on the pharmacological management of the client with Immune, Endocrine, Neurologic, psychiatric-mental disorders. Emphasizes major drug classifications, actions and drug effects, indications, adverse effects and toxicity, nursing interventions and patient teaching in these areas. Required of all ASN students. Co-requisite: NURS 202, 203, and 212. Prerequisites: NURS 101, 102, 111, 112, 121,131, 133, 201, 211, and 233. Offered fall, annually.	
<b>NURS 250</b>	<b>Health Assessment Across the Lifespan</b> The conceptual focus of this course is the nursing process with emphasis on clinical thinking and health assessment of individuals and families across the lifespan. Concepts of physical, psychosocial, spiritual, cultural, familial and environmental assessments will be examined. Emphasis is placed on health beliefs of clients and families and factors that affect health promotion practices. Prerequisites: NURS 150, 152, 160, 170, 172. Co-requisite: NURS 252. Offered fall annually and as needed.	<b>3.00</b>
<b>NURS 252</b>	<b>Health Assessment Across the Lifespan Clinical Laboratory</b> This course provides students with the opportunity to demonstrate a systematic assessment of individuals and families across the lifespan. Students will demonstrate physical, psychosocial, spiritual, cultural, familial, and environmental assessment. Students will identify variations from normal assessment findings. Students will identify factors that affect health promotion practices. Prerequisite: NURS 150, 152, 160, 170, and 172. Co-requisite: NURS 250. Offered fall annually and as needed.	<b>1.00</b>
<b>NURS 270</b>	<b>Pharmacotherapeutics</b> Pharmacotherapeutic aspects of nursing care are introduced and substantiated by evidence based findings to promote health. Emphasis is placed on the use of the nursing process in safe administration of medications and patient education. The impact of technology and economic forces as well as collaboration with the health care team will be discussed. Ethical, legal and cultural considerations will be explored. Prerequisites: NURS 150, 152, 160, 170, 172, 250, and 252. Co-requisite: NURS 272, 310, and 312. Offered spring annually and as needed.	<b>3.00</b>
<b>NURS 272</b>	<b>Pharmacotherapeutics Clinical Laboratory</b> This course provides students the opportunity to demonstrate the use of the nursing process in safe medication administration in a laboratory setting. Cultural, ethical, and legal issues will be explored. Students will develop an individualized health education plan with an emphasis on pharmacotherapeutics. Prerequisites: NURS 150, 152, 160, 170, 172, 250, 252. Co-requisite: NURS 270, 310, and 312. Offered spring annually and as needed.	<b>1.00</b>
<b>NURS 310</b>	<b>Health Promotion Adult I Acute Care</b> The conceptual focus of this course is the nursing process with emphasis on clinical thinking and health education related to the care of acutely and critically ill adults experiencing alterations in health. Concepts and issues are discussed related to the complex physiological and psychosocial concerns during actual or potential acute alterations in adult clients. Emphasis is on individuals with acute and life-threatening illnesses. Professional nursing interventions are identified which facilitate health promotion for the adult client and family. Opportunities are provided for the student, as client advocate, to apply the acquired evidenced-based knowledge to the care of clients within the health care environment. Prerequisite: NURS 250 and 252. Co-requisite: NURS 270, 272, and 312. Offered spring annually and as needed.	<b>3.00</b>
<b>NURS 312</b>	<b>Health Promotion Adult I Acute Care</b> The focus of this lab experience is on the skill development required to care for adults experiencing acute and/or life-threatening alterations in health. Specific assessments, treatment protocols, and other nursing skills presented in theory portion of this course will be practiced in this lab experience. Emphasis is placed on skill development and interactions between students and clients through clinical simulations. Prerequisite: NURS 250, & 252. Co-requisite: NURS 270, 272, and 310. Offered spring annually and as needed.	<b>1.00</b>
<b>NURS 320</b>	<b>Death And Grief</b> Explores the dying process from various conceptual and theoretical frameworks. Focuses on historical, ethical, socio-cultural and interpersonal perspectives on death. Students	<b>3.00</b>
<b>NURS 322</b>	<b>Disaster Management for Health Professionals</b> This course is designed to increase student's awareness of the essentials of disaster planning. Disaster management, triage, and hospital preparedness for natural and human-generated disasters will be explored. In addition, students will examine the social responsibilities of the multidisciplinary health team, the leadership and inter-professional coordination responsibilities, and legal and ethical issues that may arise during a disaster, mass casualty, and other public health emergency situations. (This course is open to all students). Offered Fall/Spring and as needed.	<b>3.00</b>
<b>NURS 330</b>	<b>Health Promotion Adult II Chronic Care</b> The conceptual focus of this course is the nursing process with emphasis on clinical thinking and health education related to the care of older adults and adults experiencing chronic alterations in health. Concepts and issues related to complex physiological and psychosocial alterations in adult clients are examined. Emphasis is on elderly clients and individuals with chronic illnesses. Professional nursing interventions are identified which facilitate health promotion for the adult client and family. Opportunities are provided for the student, as client advocate, to apply the acquired evidenced-based knowledge to the care of clients within the health care environment. Prerequisite: NURS 270, 272, 310, and 312. Co-requisite: NURS 332, 348, 350, and 402. Offered fall annually and as needed.	<b>3.00</b>
<b>NURS 332</b>	<b>Health Promotion Adult II Chronic Care Clinical Lab</b> The focus of this lab experience is on the application of the nursing process in the care of older adults and adults experiencing chronic alterations in health. Specific assessments, treatment protocols, and other nursing skills presented in theory portion of this course will be practiced in this lab experience. Emphasis is placed on skill development and interactions between students and clients through clinical simulations. Prerequisite: NURS 270, 272, 310, and 312. Co-requisite: NURS 330, 348, 350, and 402. Offered fall annually and as needed.	<b>1.00</b>
<b>NURS 340</b>	<b>Nursing In Transition</b> Competency in written communication skills is an essential element of professional nursing practice. The ability to communicate on a scholarly level differentiates the baccalaureate prepared nurse as a professional. Through the development of scholarly writing skills students will have the opportunity to explore ideas and develop connections between new knowledge. This course requires students to complete a substantial body of finished written work in a variety of forms. Topics for professional writing will include an examination of values important to the discipline of nursing and the application of theory to nursing practice. (Open to RNs and dual admission students). Prerequisite: English 111. Offered every term.	<b>3.00</b>
<b>NURS 342</b>	<b>Professional Nursing Practice</b> This course focuses on the knowledge, skills, and attitudes of the professional nurse at the baccalaureate level. Emphasis is placed on individual critical thinking skills, conflict resolution, advocacy, and ethical standards as they relate to professional nursing practice. The course examines inter-professional communication skills and collaboration with other health care professionals. Students are provided with opportunities to apply theoretical models of professional nursing to clinical experiences. (Open to all students enrolled in the RN BSN Program and Dual Admission Students). Offered fall and as needed.	<b>3.00</b>
<b>NURS 343</b>	<b>Information Management for Nurses</b> This course provides nursing students with basic understanding of information literacy to enhance the efficacy of patient-centered and nurse-driven healthcare outcomes. This course will educate nurses to identify essential information that is available in electronic health records and common databases to coordinate care for patients. Nursing students will be able to effectively and efficiently use healthcare technology to identify, collect, process, and manage healthcare information relevant to decision making and problem-solving to guide patient care. Nurses will become familiar with the foundation of knowledge, technology-based health applications which support clinical, administrative,	<b>3.00</b>

research, and educational decision-making. This course will enable baccalaureate nursing graduates to deliver quality patient care in a variety of health settings. (Open to students enrolled in the RN-BSN program and dual admission students and to other students with permission of the instructor). Offered fall and spring as needed.

- NURS 345 Health Care Policy and Nursing 3.00**  
In this course, the student will explore the concepts of basic health policy, agenda setting, design, implementation, and evaluation. The effect of statutes, rules, and regulations on both the community and professional nursing practice is discussed. Health care organization and financing with an emphasis on vulnerable and diverse populations is explored. Students will integrate scholarly inquiry, research, and theory in addressing health care concerns for individuals, families and communities from a multi-cultural and interdisciplinary perspective. A pervasive theme throughout the course is the goal of the role of nurses in health promotion of all persons, by encouraging positive health policy change. (Open to licensed RNs and others with permission of the instructor). Offered every term.
- NURS 347 Creating a Wellness Lifestyle 3.00**  
Introduces the student to the concepts of wellness and health promotion from a holistic perspective. Within this framework, students explore how to gain more control over their lives through effective stress management, management of time and change, and adequate self and social support. Assists students in increasing self-responsibility and negotiating the health care delivery system. Discusses health measures such as diet, exercise, and sleep as they relate to a wellness lifestyle. Explores the balance of caring for others and caring for self. Each student is guided in formulating an individualized wellness plan. Open to all students. Annually, and as needed.
- NURS 348 Nursing Leadership in the Healthcare Environment 3.00**  
The conceptual focus of this course is the nurse as a leader in a rapidly changing and complex healthcare environment. Concepts and issues related to nursing leadership, conflict resolution, and change are examined. Students will explore concepts of ethics, safety, and quality improvement within the healthcare organization. Concepts of prioritization, delegation, accountability and advocacy will be emphasized. Prerequisite: NURS 270, 272, 310, and 312. Co-requisite: NURS 330, 332, 350, and 402. Offered fall annually and as needed.
- NURS 350 Health Promotion in the Community 2.00**  
The Conceptual focus of this course is the nursing process with emphasis on clinical thinking and health education related to the care of individuals, families, and populations within the community setting. Concepts and issues related to public health, epidemiology, and environment are examined. Students will also explore concepts of global health, disasters, and violence. Professional nursing interventions are identified which facilitate health promotion for communities. Opportunities are provided for the student, as client advocate, to apply evidence based knowledge to the care of clients in the health care environment. An emphasis is placed on vulnerability and social justice. Assignments will provide students with the opportunity to practice skills related to the course content. Prerequisite: NURS 270, 272, 310, and 312. Co-requisite: NURS 330, 332, 348, and 402. Offered fall annually and as needed.
- NURS 365 Health Promotion for Elderly 3.00**  
This course provides students with the opportunity to explore the concepts of health promotion for elderly populations. Course topics include theories of health promotion and aging, adaptation to the aging process, and factors that influence the health of elders. Finally, the concept of healthy aging will be situated within interdisciplinary team approach to health promotion strategies. Open to all students. Offered annually and as needed.
- NURS 368 Human Caring 3.00**  
Provides an opportunity for in-depth exploration of the concept caring. Appropriate to students entering any human service major. Derives content primarily from scholarly works in the discipline of nursing. Supplements Jean Watson's theory of human caring with guided experiences designed to facilitate personal discovery of one's caring capacities and opportunities to more fully integrate them into the work of one's discipline. Open to all students. Annually as needed.

- NURS 370 Health Promotion for Women, Children and Families 4.00**  
The conceptual focus of this course is the nursing process with emphasis on clinical thinking and health education related to the care of women, children and families. Concepts and issues related to human development and family-centered care are explored. Emphasis is on women's reproductive health, the birth experience, infants, children, and the family unit. Professional nursing interventions are identified which facilitate health promotion for the childbearing family. Opportunities are provided for the student, as client advocate, to apply the acquired evidenced-based knowledge to the care childbearing families that is developmentally and culturally appropriate. Health promotion interventions targeting socially vulnerable populations will be explored. Related pharmacology information will also be presented. Prerequisite: NURS 330, 332, 348, 350, and 402. Co-requisite: NURS 372, 388, and 390. Offered spring annually and as needed.
- NURS 372 Health Promotion for Women, Children and Families Clinical Lab 1.00**  
The focus of this lab experience is on the skill development required to care for women, children, and child-bearing families in various health care settings and the community. Specific assessments, treatment protocols, and other nursing skills presented in theory portion of this course will be practiced in this lab experience. Emphasis is placed on skill development and interactions between students and child-bearing families through clinical simulations. Prerequisite: NURS 330, 332, 348, 350, and 402. Co-requisite: NURS 370, 388, and 390. Offered spring annually and as needed.
- NURS 388 Nursing Research 3.00**  
This course emphasizes the role of research in developing evidence-based nursing practice. Students will explore the principles of systematic method of inquiry and the application of clinical thinking, group process, and decision-making skills. The course focuses on the ways research influences decisions in nursing and nursing care. As consumers of research, students will have an opportunity to critique current research for applicability to professional nursing practice. Prerequisite: NURS 330, 332, 348, 350 and 402. Co-requisite: NURS 370, 372, and 390. Offered spring Annually and as needed.
- NURS 390 Psychosocial Health 3.00**  
The conceptual focus of this course is the nursing process with emphasis on clinical thinking and health education related to the care of client and families experiencing alterations in psychosocial health. Psychosocial health concepts and issues are examined. Professional nursing interventions are identified which facilitate health promotion for the client and family. Opportunities are provided for the student, as client advocate, to apply evidence based knowledge to the care of clients in the health care environment. Related pharmacotherapeutic topics will be presented. Emphasis is placed on therapeutic use of self and client advocacy. Assignments will provide students with the opportunity to practice skills related to the course content. Prerequisite: NURS 330, 332, 348, 350, and 402. Co-requisite: NURS 370, 372, and 388. Offered Spring annually and as needed.
- NURS 402 Health Promotion for Aging Adults 1.00**  
The purpose of this course is to introduce students to various healthcare environments. Observational experiences in selected healthcare agencies provide students with patient contact and the opportunity to gain insight into the healthcare system. During this experience, students will gain an understanding of the role of the professional nurse within the various healthcare environments. Emphasis will be placed on the role of the nurse as an advocate for aging adults (45 observational hours). Prerequisite: NURS 270, 272, 310, and 312. Co-requisites: NURS 330, 332, 348, and 350. Offered fall, annually.
- NURS 404 Professional Role Development 2.00**  
This course is designed to help transition the student to the role of the professional nurse and prepare the nurse to lead in complex environments. The course will introduce students to the nurse's role in healthcare policy, regulatory compliance and quality improvement. Other topics include advocacy, continuity of care, ethical practice, information technology, and case management. Prerequisite: NURS 370, 372, 388, and 390. Offered fall and spring, annually as needed.

<b>NURS 406</b>	<b>Clinical I</b> This course provides an opportunity for clinical application of holistic care of patients across the continuum of care. Emphasis is on health promotion, disease management, and injury prevention. Students have an opportunity to develop assessment and therapeutic communications skills while caring for adult clients and their families. Nursing interventions and health education plans are developed through the nursing process. Safe delivery of professional nursing care and pharmacological therapies are demonstrated. Prerequisite: NURS 370, 372, 388, and 390. Offered fall and spring annually as needed.	<b>5.00</b>	
<b>NURS 410</b>	<b>Introduction to Forensic Nursing</b> This online course was developed as one of six online courses for the post baccalaureate Forensic Nursing Certificate. NURS 410 provides students with an overview of forensic nursing science as a specialty area of practice. Forensic nursing standards of practice and performance are the foundation of the course. In addition, students explore evidence collection in the clinical role of the nurse, legal and ethical aspects of forensic nursing, victim advocacy, and career opportunities. Knowledge and skills of forensic health care are integrated into current nursing practice to provide comprehensive, culturally appropriate care to individuals, families, and communities. Open to licensed RN's and others with permission of the instructor. Fall and spring annually and as needed.	<b>3.00</b>	
<b>NURS 412</b>	<b>Health Promotion for Women, Children and Families Clinical</b> This course provides an opportunity for clinical application of holistic care of women, children and families. Emphasis is on health promotion, disease management, risk reduction and injury prevention in childbearing families. Students have an opportunity to develop assessment and therapeutic communications skills while caring for clients and their families. Nursing interventions and health education plans are developed through the nursing process. Safe delivery of professional nursing care and pharmacological therapies are demonstrated. Prerequisite: NURS 370; 372; 388; and 390. Offered fall and spring annually as needed.	<b>2.00</b>	
<b>NURS 414</b>	<b>Psychosocial Health Nursing Clinical</b> This course provides an opportunity for clinical application of individuals and families experiencing alterations in psychosocial health with emphasis on health promotion, disease management, and injury prevention. Students have an opportunity to develop assessment and therapeutic communications skills while caring for clients and families. Nursing interventions and health education plans are developed through the nursing process. Safe delivery of professional nursing care will be demonstrated. Prerequisite: NURS 370, 372, 388, and 390. Offered fall and spring annually or as needed.	<b>1.00</b>	
<b>NURS 416</b>	<b>Clinical II</b> This course provides an opportunity for clinical application of holistic care of patients with life threatening illness. Student will care for patients in a variety of settings including specialty units such as Intensive Care Unit, the Emergency Department, and community based programs. Emphasis is on health promotion, disease management, risk reduction, and injury prevention. Students have an opportunity to develop assessment and therapeutic communications skills while caring for adult clients and their families. Nursing interventions and health education plans are developed through the nursing process. Safe delivery of professional nursing care and pharmacological therapies are demonstrated. Prerequisite: 370, 372, 388, and 390. Offered fall and spring annually as needed.	<b>5.00</b>	
<b>NURS 419</b>	<b>Principles of Case Management</b> This course examines the history and evolution of the case manager concept from the inception through current practice models. The role and process of the case manager will be emphasized through various economic, political, cultural, legal and ethical scenarios. The core competencies of case managers including leadership, critical thinking, strategic planning, finance, managing human resources, ethical and legal concerns, and outcome management will be explored. (Open to students in the health professional programs). Offered Fall/Spring as needed.	<b>3.00</b>	
<b>NURS 420</b>	<b>Forensic Nursing and the Justice System</b> This online course was developed as one of six online courses for the post baccalaureate Forensic Nursing Certificate. The purpose of this course is to fully introduce the nursing	<b>3.00</b>	
<b>NURS 421</b>	<b>Ethics in Case Management</b> The purpose of the course is to educate students on ethical standards of practice and the application of case management ethics in various health care settings. Specific focus is on ethical issues pertinent to the morals, ethics, values and decision-making in counseling and psychotherapy which will empower case managers to intervene and support the efforts of patients and other health care professionals. This course will discuss ethical professional standards, ethical roles and responsibilities with clients, and organizational, administrative, and technology issues. Open to students in the health professional programs. Offered Fall/Spring and as needed.	<b>3.00</b>	
<b>NURS 422</b>	<b>Specialty Practices in Case Management</b> This course explores the role, function, and activities of case management in different practice settings as they vary in degrees of complexity and comprehensiveness. Case management settings include health care settings, payer, provider, government, community, and the home care environment. The course provides students with a comprehensive study of the art of the transition and rehabilitation process that a case manager uses to assist clients in all practice settings. A brief review of resource and utilization management will be provided. Students will learn how to screen patients for readmission risk factors and create an interdisciplinary plan of care for transition and rehabilitation. This is the third course in the case management certificate program. Open to students in the health professional programs. Offered Fall/Spring and as needed.	<b>3.00</b>	
<b>NURS 423</b>	<b>Case Management Process</b> This course explores the case managers scope of practice using critical-thinking and evidenced-based knowledge. Students will learn the art of assessment, facilitation, coordination, and collaboration in the role as a case manager. Students will use their critical-thinking in the primary states of the case management process to identify clients, asses a problem, develop a case management plan, implement and coordinate client care activities, evaluate the case management plan, and decide when to terminate the case management process. This is the fourth course in the case management certificate program. Open to students in the health professional programs. Offered Fall/Spring and as needed.	<b>3.00</b>	
<b>NURS 445</b>	<b>Research in Nursing</b> This course emphasizes the role of research in developing evidence-based nursing practice. Students will explore the principles of systematic method of inquiry and the application of clinical thinking, group process, and decision-making skills. The course focuses on the ways research influences decisions in nursing and nursing care. As consumers of research, students will have an opportunity to critique current research for applicability to professional nursing practice. As novice producers of research, students will develop a research proposal of value to their nursing practice. (Open to licensed RNs) Prerequisites: NURS 340, 342, 343, and 345. Offered fall term and as needed.	<b>3.00</b>	
<b>NURS 450</b>	<b>Field Exp In Health Agen</b> In consultation with the faculty, opportunities are provided for the student, as a client advocate, to apply selected concepts to the health promotion of clients in a variety of settings. Prerequisites: Junior standing, NURS 365, or permission of the instructor. As needed.	<b>3.00</b>	
<b>NURS 457</b>	<b>Leadership In Nursing</b> This course focuses on the role of the professional nurse as a leader in a changing healthcare environment. Theories and principles of leadership are explored and applied to professional nursing practice. Course content includes concepts of motivation, change, communication, empowerment, ethical considerations, and clinical thinking in diverse health care systems. (Open to licensed RN students). Prerequisites: NURS 340, 342, 343, and 345. Offered spring annually, and as needed.	<b>3.00</b>	
<b>NURS 460</b>	<b>Forensic Nursing Seminar and Practicum</b> This online course was developed as one of six online courses for the post baccalaureate Forensic Nursing Certificate. NURS 460 provides students with an opportunity to appraise current trends, issues, and research findings related to forensic	<b>3.00</b>	

nursing practice. Through the completion of the practicum experience, students apply forensic nursing knowledge and skills in a specialty area with a selected population of interest. Prerequisites: NURS 400, 410, 420, 430, and 440.

<b>NURS 465</b>	<b>Capstone I: Topics in Nursing Research</b>	<b>2.00</b>
	The capstone course is designed to provide students with a culminating learning experience that reinforces, integrates, and synthesizes knowledge gained through general education and nursing coursework. Emphasis is on actively engaging students to identify questions of concern in professional nursing practice and foster students' ability to systematically answer these important questions through empirical observation. This course is completed in small groups over the students' final two semesters of the program. The goals of this portion of the course include group process, question identification, proposal development, instrument identification, and obtaining Institutional Review Board approval. Prerequisite: NURS 370; 372; 388; and 390. Offered fall annually.	
<b>NURS 466</b>	<b>Capstone II: Topics in Nursing Research</b>	<b>2.00</b>
	The capstone course is designed to provide students with a culminating learning experience that reinforces, integrates, and synthesizes knowledge gained through general education and nursing coursework. Emphasis is on actively engaging students to identify questions of concern in professional nursing practice and foster students' ability to systematically answer these important questions through an empirical observation. This course is completed in small groups over the students' final two semesters of the program. The goals of this portion of the course include data collection, data analysis, and completion of the written research report. Dissemination of research findings from capstone project will be completed through both an oral presentation and a poster display. Prerequisite: NURS 370, 372, 388, and 390. Offered spring annually.	
<b>NURS 467</b>	<b>Clinical Preceptorship</b>	<b>3.00</b>
	This course is the culminating clinical experience designed to support the students' transition to professional nursing practice. Students will work with an individual preceptor to integrate knowledge and skills gained throughout the program. Students have an opportunity to advance assessment and communications skills while caring for a select population. Emphasis is placed on refining nursing skills in the safe delivery of professional nursing care. Prerequisite: NURS 370, 372, 388, and 390. Offered spring annually and as needed.	
<b>NURS 470</b>	<b>Promoting Healthy Communities</b>	<b>3.00</b>
	Introduces essential knowledge and important nursing roles for health promotion and disease prevention at the family and community level. Students will explore concepts related to social justice, the impact of globalization on communities, and the role of nurses in disaster planning and management. Students will apply principles of epidemiology, demography, and relevant nursing and health-related theories in developing health promotion plans for families and communities. (Opened to licensed RN students). Prerequisites: NURS 340, 342, 343 and 345. Offered spring annually and as needed.	
<b>NURS 475</b>	<b>Comprehensive Treatment of Chemical Dependency</b>	<b>3.00</b>
	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.	
<b>NURS 492</b>	<b>Capstone I: Advanced Concepts of Professional Nursing</b>	<b>3.00</b>
	This is the capstone course for the RN-BSN program. This student will engage in a capstone project that reflects a understanding, synthesis, and evaluation of concepts and nursing issues studied throughout the program. Application of the educational experience to professional growth and the contribution to the nursing profession is emphasized. The goal of this course is for students to complete the question identification, proposal development, and obtain the necessary approvals in order to implement and evaluate the capstone project in Nurs 493. (Opened to licensed RNs). Prerequisites: NURS 340, 342, 343, 345, 445, 457, and 470. Offered fall and spring annually, and as needed.	
<b>NURS 493</b>	<b>Capstone II: Advanced Concepts in Professional Nursing</b>	<b>3.00</b>
	This is the second of two capstone courses for the RN-BSN program. The student will engage in a capstone project that reflects application, synthesis, and evaluation of concepts and nursing issues studied throughout the program. The goal of this course is for students to implement and evaluate the	

capstone project designed in NURS 492. Open to licensed RNs. Prerequisite: NURS 340, 342, 343, 345, 445, 457, 470, and 492. Offered Spring/Fall and as needed.

<b>NURS 494</b>	<b>Advanced Concepts of Professional Nursing</b>	<b>3.00</b>
	This is the capstone course for the RN-BSN program. The student will engage in a capstone project that reflects application, synthesis, and evaluation of concepts and nursing issues studied throughout the program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. The goal of this course is the project implementation, evaluation, and dissemination of the project through an oral presentation and poster display. (Opened to licensed RNs). Prerequisites: Minimum grade of "B" in NURS 340, 341, 342, 343, 345, 355, 445, 457 and 470. Offered Spring annually, and as needed.	
<b>NURS 499</b>	<b>Special Topics In Nurs</b>	<b>6.00</b>
	Deals with topics of special interest to professional nurses. Focuses on identified nursing subjects pertinent to the practice of professional nursing. May be offered during the academic year as well as summers and weekends, according to demand.	
<b>PH 200</b>	<b>Solar System Astron</b>	<b>3.00</b>
	Examines the motions of Earth, moon, and the planets and their effects on the appearance of the sky; the nature of the sun and the planets; the instruments of the astronomer; and the role the history of astronomy played in the development of our understanding of the sky. Includes constellation identification through the use of the planetarium. Each semester.	
<b>PH 201</b>	<b>Stellar Astronomy</b>	<b>3.00</b>
	Explores human understanding of the nature, formation, and evolution of those celestial objects that lie beyond the solar system. Includes stellar properties and spectra, stellar evolution, special stars and star systems, the milky way and other galaxies, cosmology, and cosmogony. Uses the planetarium for constellation study and the development of coordinate systems. Offered Fall, annually.	
<b>PH 251</b>	<b>General Physics</b>	<b>4.00</b>
	Introductory course for non-physics majors. Emphasizes mechanics, including vectors, kinematics, dynamics, energy, momentum, rotational motion, harmonic motion, and waves. Integrates computer-based laboratory and lecture into three two-hour class periods. While there is no formal prerequisite, a student is expected to be familiar with high school level algebra. Offered each fall.	
<b>PH 252</b>	<b>General Physics II</b>	<b>4.00</b>
	Introductory course for non-physics majors. Emphasizes electromagnetism and light, including electrostatics, circuits, magnetic fields, geometrical and physical optics, optical instruments, and atomic spectra. Integrates computer-based laboratory and lecture into three two-hour class periods. Prerequisites: Algebra and either PH 251 or 261. Each Spring.	
<b>PH 254</b>	<b>Introduction to Nanotechnology</b>	<b>3.00</b>
	Introductory course for science and mathematics majors. Discusses current and developing sub-micron range technologies. Includes an exposition of the physical laws governing matter-energy interactions at a microscopic level and their consequences and applications to nanotechnology in areas such as mechanosynthesis, molecular sorting, assembly and manufacture, nanomechanical computation systems, and fabrication of nanoscale structural components. Relevant demonstrations and experiments may be incorporated, depending on time and equipment availability. Prerequisites: PH 252 or PH 259..	
<b>PH 258</b>	<b>Intro to Ph I</b>	<b>3.00</b>
	Introductory course for physics majors, pre-engineers, and students in other disciplines seeking an understanding of physics at a rigorous mathematical level. Emphasizes mechanics, including vectors, kinematics, dynamics, energy, momentum, rotational motion, harmonic motion, and waves. PH 268 must be taken concurrently by physics majors and pre-engineers. Prerequisite: MATH 270, which may be taken concurrently. Each fall.	
<b>PH 259</b>	<b>Intro to Physics Lec II</b>	<b>3.00</b>
	Continuation of PH 258, an introductory level course for physics majors, pre-engineers, and students in other disciplines seeking an understanding of physics at a rigorous mathematical level. Emphasizes electromagnetism and optics, including electrostatics, circuits, magnetic fields, geometrical and physical optics, and optical instruments. PH 269 must be taken concurrently with PH 259 by physics majors and pre-engineers. Prerequisite: PH 258. Each spring.	

<b>PH 261</b>	<b>Physics of Energy &amp; Environ</b> This course is the study of the physical laws and processes that underlie environmental phenomena with a special focus on energy (mechanical, thermal and electrical). We will establish both a qualitative and quantitative understanding of the underlying physical processes. Technical, economic, and social consequences of these laws and processes will be examined to better delineate the complex decisions related to human energy use and environmental issues. This course might serve as a substitute for PH 251 (General Physics I) and will prepare students equally well for PH 252 (General Physics II) should that course be required of their major. Prerequisite: Algebra	<b>3.00</b>	<b>PH 354</b>	<b>Optics</b> Intermediate course in geometrical, physical, and modern optics. Includes thin lenses, thick lenses, interference, diffraction, polarization, color theory, spectra, lasers, holography, and fiber optics. Prerequisites: PH 252 or 259; MATH 271, with MATH 272 concurrently. Fall, odd-numbered years.	<b>3.00</b>
<b>PH 268</b>	<b>Intro to Ph I Lab</b> Complements PH 258, and should not be scheduled by students not enrolled in PH 258. Experiments include free-fall, kinematics, momentum and energy conservation, collisions, and wave phenomena. Each fall.	<b>1.00</b>	<b>PH 355</b>	<b>Mod Physics II</b> Continuation of Modern Physics I. Includes structure and spectra of molecules, band theory of solids, structure of the nucleus, radioactive decay, nuclear reactions, radiation detectors, and elementary particles. Prerequisites: PH 353, MATH 272. Spring, odd-numbered years.	<b>3.00</b>
<b>PH 269</b>	<b>Physics Lab II</b> Complements PH 259, and should not be scheduled by students not enrolled in PH 258. Experiments include electrostatic phenomena, potential, circuits, magnetic forces, refraction, lens properties, atomic spectra, and interference and diffraction. Utilizes computers for data analysis and presentation. Each spring.	<b>1.00</b>	<b>PH 356</b>	<b>Thermodynamics</b> Intermediate course in heat. Develops basic concepts and principles more intensively in the study of properties of gases and in thermodynamics. Some of the specific topics studied are temperature measurements, thermal expansion, specific heat, thermal conductivity of solids and liquids, thermal properties of gases, change in phase, and heat engines. Prerequisites: PH 252 or 259; MATH 350, which may be taken concurrently. Spring, even-numbered years.	<b>3.00</b>
<b>PH 270</b>	<b>Condensed Matter Lab Practicum</b> This course is an introduction to the processes for constructing sub-micron sized mechanisms. The practicum consists of six emphases: Materials, Safety & Equipment; Basic Contact Lithography, Basic Etching and Deposition Techniques; Thin Film Deposition and Etching Practices; Design and Mast Fabrication; Material Modification Processes; and Characterization, Packaging, and Testing of sub-micron devices. Prerequisite: PH 254, and acceptance into the NMT Capstone Semester at Penn State, and must complete a university petition for an independent study course prior to enrollment. Each semester (Summer recommended)	<b>18.00</b>	<b>PH 357</b>	<b>Condensed Matter Physics</b> The course is an introduction to the structure and properties of the solid state of matter. Topics to be covered are the energy band theory of solids, composition and symmetry of crystal lattices, bonding and imperfections in crystals, and semiconductor composition and construction. Prerequisite: MATH 272, which may be taken concurrently. Spring, even-numbered years.	<b>3.00</b>
<b>PH 301</b>	<b>Astrophysics I</b> Explores the lives of stars using the principles of physics and the tools of astronomy. Topics include celestial mechanics, spectroscopy, stellar atmospheres, stellar interiors, binary stars, nucleosynthesis, energy transport, supernovae, white dwarfs, neutron stars, and black holes. Prerequisites: PH 258 and PH/ES 201. Spring, every other year.	<b>3.00</b>	<b>PH 358</b>	<b>Condensed Matter Physics II</b> This will be lecture based course covering structure-property relations in solid materials. Properties of a material in the nanoscale, such as the symmetry of atomic arrangement, and distance between successive unit cells decide macroscopic characteristics ranging from electrical and magnetic properties to response to stress and strain. In this course we will build the background knowledge on relationships between atomic scale crystal structure and physically useful material properties. Topics will include superconductivity, magnetism, magnetic resonance, optical properties, dielectric and ferroelectric properties, surface and interface physics, and thin films and nanostructures. Prerequisite: PH 357.	<b>3.00</b>
<b>PH 302</b>	<b>Astrophysics II</b> Explores the objects of the Solar System and the Universe using the principles of physics and the tools of astronomy. Topics include the nature and formation of the planets and asteroids, the morphology and dynamics of the Milky Way, the nature and evolution of galaxies, the large-scale structure of the Universe, and cosmology. Prerequisites: PH 301 and MATH 272. Fall, odd-numbered years.	<b>3.00</b>	<b>PH 371</b>	<b>Experimental Physics I</b> Intermediate-to advanced-level laboratory. Includes experiments spanning the areas of heat, mechanics, electricity and magnetism, optics, and atomic and nuclear physics. Students select experiments from these areas according to their interests and background, and as dictated by equipment availability. Emphasizes measurement precision and careful error analysis. Includes one lecture hour per week and three laboratory hours per week (individually arranged). Prerequisites: PH 252 or PH 259 & PH 269. Offered each fall.	<b>3.00</b>
<b>PH 351</b>	<b>Mech &amp; Dynamics</b> Intermediate course in the mechanics. Uses techniques from vector analysis and differential equations to study mechanics at a level above that of PH 258. Includes Newton's laws of motion, rectilinear motion under the influence of a variable force, oscillatory motion, energy, momentum, motion in three dimensions, central forces, celestial mechanics, systems of particles, and rigid body motion. Prerequisites: PH 252 or 259; MATH 350. Fall, odd-numbered years.	<b>3.00</b>	<b>PH 372</b>	<b>Experimental Physics II</b> Continuation of Experimental Physics I. The one-hour lecture requirement is omitted, and the student completes a different set of experiments. Prerequisites: PH 371 Offered each fall.	<b>2.00</b>
<b>PH 352</b>	<b>Elec &amp; Magnetism</b> An intermediate-level course in electricity and magnetism. Uses vector algebra extensively in the presentation and development of the basic empirical laws of electromagnetism, and introduces vector calculus as required in the derivation and expression of Maxwell's equations. Includes electrostatics, dielectric media, current and circuits, magnetic fields, magnetic media, Maxwell's equations for vacuum and dielectric media, and electromagnetic waves. Prerequisites: PH 259 (or 252) and MATH 350 which may be taken concurrently. Spring, odd-numbered years.	<b>3.00</b>	<b>PH 400</b>	<b>Special Topics</b> This course includes an introduction to gate circuits, Boolean algebra in the minimization of gate circuits, flip-flops, counters, timers, the design, operation, and programming of microcomputers, D/A and A/D conversion, and the interfacing of integrated circuits to external devices. Prerequisite: PH 259/269 or PH 252, and MATH 271.	<b>3.00</b>
<b>PH 353</b>	<b>Modern Physics I</b> Intermediate course in modern physics. Includes relativity, kinetic theory of matter, the photon, electron waves, the Bohr model of the hydrogen atom, the Schrodinger wave equation, solution of the Schrodinger wave equation for the hydrogen atom, atomic physics. Prerequisites: PH 252 or 259; MATH 270 with MATH 271 concurrently. Fall, even-numbered years.	<b>3.00</b>	<b>PH 455</b>	<b>Analog Electronics</b> Introduces network analysis, A.C. circuits, and solid state devices. Includes discrete devices, power supplies, amplifiers, oscillators, and operational amplifiers. Emphasizes application of circuits to scientific instruments. Prerequisites: PH 259/269 or PH 252, and a course in integral calculus. Spring, even-numbered years.	<b>3.00</b>
			<b>PH 460</b>	<b>Intro to Math Physics</b> Uses the techniques of vector calculus and differential equations to treat problems in mechanics, electricity, and other areas of physics at a level intended to prepare the physics major for graduate level work. Discusses and applies analog and digital computer techniques to a variety of physical problems. Prerequisites: PH 258, 259, mathematics through MATH 350. On demand.	<b>3.00</b>

<b>PH 461</b>	<b>Seminar</b> <b>1.00</b> Develops skills in literature-survey and library research in specific areas in conjunction with the preparation and presentation of formal reports on research topics. Prerequisites: Senior standing, science major. Offered spring, annually.	
<b>PH 498</b>	<b>Research In Physics I</b> <b>3.00</b> Gives junior or senior physics majors useful experience in the techniques of laboratory research in physics. Students will either participate in an on-going research project under the guidance of a faculty member, or initiate an investigation of their own. A final report in a form suitable for publication will be expected upon conclusion of the project. Can serve as a substitute for PH 372: Experimental Physics II. Prerequisites: Permission of the instructor. Students wishing to enroll in PH 498 must complete a university petition for an independent study course during the semester prior to enrollment in the course.	
<b>PH 499</b>	<b>Research In Physics II</b> <b>3.00</b> Continuation of PH 498, to permit completion of lengthy research activities initiated in PH 498, for which one semester is insufficient. Continuation is at the discretion of the project director, and the credits may not be substituted for other physics requirements. The same prerequisites must be fulfilled as for PH 498, except that notification of the department chair must precede any independent study deadlines set by the university.	
<b>PHIL 100</b>	<b>Philosophy Goes to the Movies</b> <b>3.00</b> This course will explore and evaluate various philosophical themes and problems through the use of popular films chosen for their philosophical content. No prerequisite. Annually.	
<b>PHIL 102</b>	<b>What is Friendship?</b> <b>3.00</b> This course will focus on the nature of friendship. Topics will include: What is friendship like? What is the importance of friendship? Are there different kinds of friendship? What makes friendship more valuable? What is the relationship between friendship and loyalty? Each student will be able to develop a perspective on friendship that may be used to enrich their own lives. Offered fall, annually.	
<b>PHIL 111</b>	<b>Logic I - Critical Thinking</b> <b>3.00</b> Develops students' skills in analyzing arguments. Examines forms of faulty reasoning and evaluates criteria for the evaluation of arguments. No prerequisite. Annually.	
<b>PHIL 115</b>	<b>Philosophy &amp; Pop Culture</b> <b>3.00</b> Introduces students to traditional philosophical topics and problems by reflecting on popular culture and contemporary cultural products such as films, literature, and music. Annually	
<b>PHIL 211</b>	<b>Intro To Phil</b> <b>3.00</b> Introduces students to philosophical topics spanning the history of philosophy. Includes the nature of reality, knowledge and morality. Students will gain a deeper appreciation of the Socratic maxim: an unexamined life is not worth living. No prerequisite. Annually.	
<b>PHIL 212</b>	<b>Ethics</b> <b>3.00</b> Introduces students to theoretical ethics and the consequences these theories have both personally and for public policy. Examines controversial moral issues. No prerequisite. Annually.	
<b>PHIL 215</b>	<b>Religions of the World</b> <b>3.00</b> Examines the philosophies and practices of the religions of the world, emphasizing Judaism, Christianity, Islam, Hinduism, and Buddhism. No prerequisite. Annually	
<b>PHIL 300</b>	<b>Ancient Greek Phil</b> <b>3.00</b> Thinkers of ancient Greece, with special attention to Plato and Aristotle. No prerequisite. Annually.	
<b>PHIL 301</b>	<b>Bioethics</b> <b>3.00</b> An inquiry into traditional and contemporary ethical issues in medicine, one of the most popular topics in applied ethics. Medical research, practice and public policy are addressed. Prerequisite: Sophomore standing (minimum)	
<b>PHIL 302</b>	<b>Environmental Philosophy</b> <b>3.00</b> An inquiry into the philosophical aspects of issues concerning the environment. Environmental theories, policies, and practices are addressed. Prerequisite: Sophomore standing (minimum). Every other year	
<b>PHIL 304</b>	<b>Ancient Ways of Wisdom</b> <b>3.00</b> What is true happiness? Ancient sages offered profound insights into this pivotal question and sought to teach us the	
<b>PHIL 306</b>	<b>Early Modern Philosophy</b> <b>3.00</b> A survey of philosophy during the 17th and 18th century, with special focus on Continental Rationalism and British Empiricism. No prerequisite. Offered annually.	
<b>PHIL 308</b>	<b>Contemp Ethical Issues</b> <b>3.00</b> This course will examine and critically evaluate contemporary ethical issues. Topics may include, but are not limited to, biomedical ethics, business ethics, ethics and education, and environmental ethics. No prerequisite. Annually.	
<b>PHIL 311</b>	<b>Logic II - Symbolic Logic</b> <b>3.00</b> A course in formal logic. Consists of a detailed examination of the logical structure, semantics, and proof methods of both sentential and predicate logic, as well as the application of those logics to ordinary English sentences and arguments. No prerequisite. Annually.	
<b>PHIL 312</b>	<b>Philosophy and Literature</b> <b>3.00</b> This course will examine and critically evaluate various philosophical themes and problems through the use of literature chosen for its philosophical content. No prerequisite. Annually.	
<b>PHIL 313</b>	<b>Philosophy of Human Nature</b> <b>3.00</b> The aim of this course is to explore what it means to be human. From its beginnings, western philosophy has sought to comprehend the nature of the human being, often in terms of our rational ability, freedom and self-consciousness. This class will focus on theses and other ideas. Offered as needed.	
<b>PHIL 317</b>	<b>Logic III-Scientific Reasoning</b> <b>3.00</b> This course is a critical thinking course focused specifically on scientific claims and theories and on the scientific method itself. Students will be taught how to recognize and reconstruct inductive arguments typically employed by scientists; e.g., inductive generalizations, arguments from analogy, hypothetico-deductive arguments, etc., and will be taught how to evaluate these arguments for logical merit. Common problems in reasoning effectively regarding scientific issues (e.g. ad hoc auxiliary hypothesis, rival theories, etc.) will be discussed as will be solutions to these problems.	
<b>PHIL 325</b>	<b>Spec Top In Phil</b> <b>15.00</b> As needed.	
<b>PHIL 328</b>	<b>Ethics and Criminal Justice</b> <b>3.00</b> This course is a survey of ethical issues for practitioners within the criminal justice system. Topics include: ethics of decision-making, origins of the concept of justice, dilemmas of police officers as crime fighters and public servants, fighting corruption, ethics and investigative methods, ethics as it relates to punishment, institutional and community corrections.	
<b>PHIL 352</b>	<b>Theory of Knowledge</b> <b>3.00</b> Detailed examination of the concepts of knowledge and of justified belief. Considers and evaluates various theories regarding the nature of these concepts. Investigates the possible sources of knowledge and justified belief. Critically examines various skeptical hypotheses. No prerequisite. Every other year.	
<b>PHIL 357</b>	<b>Philosophy and Feminism</b> <b>3.00</b> Examines traditional and contemporary feminist theories and their consequences for social and political philosophy. Explores various aspects of gender and attitudes concerning the nature of human beings discussed. No prerequisite. Every third year.	
<b>PHIL 360</b>	<b>Existentialism</b> <b>3.00</b> Existentialism understands the human being as the one for whom its own existence is in question. To be human is to ask, implicitly or explicitly, the question of what it means to be. Existentialism, therefore, accords the self-questioning individual a privileged position from which to draw out philosophical insights on (1) rationality, (2) language, (3) values, (4) time, (5) meaning of human existence, (6) interpersonal relations, and (7) God, among other themes. No prerequisite. Annually.	
<b>PHIL 400</b>	<b>Independent Study: Philosophy</b> <b>3.00</b> Concentrated exploration of an area of philosophy not covered by existing courses and under the direction of department faculty member. Prior to enrolling, students are required to submit a written proposal outlining their plan of study. Enrollment limited to juniors and seniors with consent of the instructor. Maximum number of credits in PHIL 400 is limited to nine.	

way to achieve it. The task of this course is to expose students to these ancient ways of wisdom found in philosophies such as Buddhism, Daoism and Stoicism. Offered as needed.

<b>PHIL 410</b>	<b>Philosophy of Mind</b> Detailed investigation into the fundamental nature of mental phenomena. Discusses various theories of mind, e.g., dualism, philosophical behaviorism, philosophical functionalism, etc. Examines issues involving mental content, mental causation, and consciousness. Prerequisite: PHIL 111 or 211 or permission of instructor. Every other year.	<b>3.00</b>	<b>PS 304</b>	<b>Crime, Politics &amp; Public Policy</b> Course treats the ways in which government treats crime as a public policy matter, with a predominant focus on legislative and executive branch activity. Topics may vary somewhat from year to year. Examples of policies to be examined and evaluated include: reducing the incidence of crime, the politics of imprisonment, punitive and restorative justice, decriminalization, drugs and crime, death penalty, gun control, hate crimes, "zero tolerance" approaches, pornography, corporate crime, organized crime, and terrorism. The constitutional and legal framework of policies will also be considered.	<b>3.00</b>
<b>PHSC 110</b>	<b>Intro to Environ Chemistry</b> Provides a knowledge of basic chemical principles. Applies this knowledge to environmental issues such as water resources and water pollution, air quality, ozone depletion, and disposal of dangerous wastes. Three hours lecture. Open to all students in all academic areas. No prerequisites. Each semester.	<b>3.00</b>	<b>PS 311</b>	<b>Comparative Politics</b> Considers the central issues of comparative political inquiry, with an emphasis on advanced industrial nations and Latin America. On demand.	<b>3.00</b>
<b>PHSC 111</b>	<b>Physical Science Chem</b> Explores selected chemical principles with the purpose of providing a background that will enable students to understand issues involving the interaction of science and society. Intended for non-science majors and does not assume prior familiarity with chemistry. Does not count toward requirements for science majors, but can be applied to fulfill the general education math-science requirements for non-science majors. Students who prefer a more traditional chemistry course may elect either CHEM 151 or 153 to fulfill their general education requirements. No prerequisites. Each semester.	<b>3.00</b>	<b>PS 325</b>	<b>Politics And Religion</b> Investigates the ways in which politics and religion interrelate, using theoretical and behavioral approaches. Examines issues in both domestic and international politics. Prerequisite: PS 210 or 211 or permission of instructor. Every other year.	<b>3.00</b>
<b>PHSC 112</b>	<b>Bas Phys Sci Phys &amp; Astr</b> Intended for students not majoring in the sciences or mathematics, and does not presume any prior familiarity with the subject. Science and math majors will not receive credit for this course. Discusses the nucleus of the atom and radioactivity, fundamentals of electricity and simple circuits, and descriptive astronomy. Integrates experiments with the subject matter to develop theory from an experimental basis. Uses the Planetarium extensively in conjunction with the section in astronomy. No prerequisite. Each semester or on demand.	<b>3.00</b>	<b>PS 326</b>	<b>Healthcare, Politics and Policy</b> This course will familiarize students with the politics of healthcare policymaking in the United States. The course will examine healthcare politics and policymaking from the Nineteenth Century to the present. To aid in the understanding of healthcare policy in the United States the provision of coverage in other countries will be examined. The politics of implementing programs such as Medicare, Medicaid, CHIP, and the Affordable Care Act will be discussed. The ongoing political struggle to provide universal coverage and cost-containment will be covered. Prerequisite: PS 211 or SOC 211 or sophomore standing.	<b>3.00</b>
<b>PHSC 117</b>	<b>Explor Phy Sci: Phys &amp; Astron</b> Explores selected physical principles with the purpose of providing a background that will enable students to understand physical phenomena. Intended for non-science majors and does not presume any prior familiarity with the subject. Students who have already successfully completed PHSC 112 will not get credit for the course. Topics may include motion, heat, the nucleus of the atom and radioactivity, fundamentals of electricity and simple circuits, atmospheric physics, and descriptive astronomy. Every spring	<b>3.00</b>	<b>PS 330</b>	<b>The National Political Convention Experience</b> A experiential learning course that provides students with an academic seminar and field experience at the Democratic or Republican National Convention. Students will attend topical lectures, visit the convention hall, complete a scholarly journal, and work with party activists, media outlets, interest groups, state party delegations, and/or other players and institutions essential to the national political conventions and relevant to the student's major field of study and/or career goals. Offered every four years.	<b>6.00</b>
<b>PS 110</b>	<b>Politics in the Headlines</b> An introduction to the study of politics through examination of selected current issues or policy dilemmas, as determined by contemporary political news reporting. Topics will vary from semester to semester, but may include the following issues: terrorism, immigration, health care, social movements, civil liberties, education, foreign and defense policy, budgeting, environmental issues, and energy policy. Offered each semester.	<b>3.00</b>	<b>PS 335</b>	<b>Politics of Poverty</b> What is the politics of poverty in the modern United States? How has economic hardship been debated in our politics and reflected in public policy? In what ways has popular culture perpetuated myths and framed our perceptions about poverty? This course examines poverty through the lens of politics, social and public policy, and popular culture, and is designed to provide context for the pivotal legislation, socio-political movements, and elections that have shaped the politics of poverty in America. To this end, policies such as AFDC, TANF, Medicaid, SNAP, and the ACA; social movements; and major presidencies, elections, and socio-political dynamics, will be considered. Offered fall or spring annually.	<b>3.00</b>
<b>PS 210</b>	<b>Intro to Political Sci</b> A comprehensive introduction to the political world, examining the multidimensional force shaping the contemporary scene. In addition to coverage of the classical topics such as political theory, ideologies, political regimes, bureaucracy, comparative and international politics, the course examines the impacts of the contemporary factors such as globalization and political economy, the demand for universal human rights, terrorism, and environmental politics. Each semester.	<b>3.00</b>	<b>PS 350</b>	<b>Special Topics</b> Offered occasionally.	<b>6.00</b>
<b>PS 211</b>	<b>American Government</b> Study of the general principles of the American system of constitutional government emphasizing the organization and functions of the national government--legislative, executive, and judicial. Examines the rights and duties of citizenship, the electorate, political parties, civil rights, and the growing regulatory function of government. Each semester.	<b>3.00</b>	<b>PS 351</b>	<b>State Local Government</b> Detailed study of how our state and local governments function. Emphasizes Pennsylvania government. Requires independent study through outside projects. Every other year.	<b>3.00</b>
<b>PS 302</b>	<b>Politics and Film</b> Explores the relationship between movies, political attitudes, and the real world of American politics and government. Examines Hollywood's depiction of the presidency, campaigns and candidates, the mass media, political culture, and the struggle for civil rights and social justice. Introduces students to seminal political films and relevant readings that help place the movies and their messages in the context of important political events. Prerequisite: PS 210 or 211 or permission of the instructor. Every year.	<b>3.00</b>	<b>PS 352</b>	<b>Internat Politics</b> Presents a framework for analyzing the behavior of states, the basic factors which motivate and affect international policies, and the techniques of resolving international conflicts. Every other year.	<b>3.00</b>
			<b>PS 354</b>	<b>Constitutional Law of the United States</b> A study of the development of the Constitution through the interpretations of the Supreme Court. Includes a study of the separation of governmental powers, political and judicial processes, federalism as a legal device, and the relationship of liberty and authority to the individual living under government. Prerequisite: PS 211 or HIST 120 or HIST 121 or sophomore standing or consent of instructor. Offered alternate fall semesters.	<b>3.00</b>

<b>PS 355</b>	<b>Parties, Elections, Media</b> A survey course emphasizing the electorate, pressure groups, the media, the nature and history of political parties, party organization, methods of nominations, and elections. Examines the place of political parties and elections as instruments of democracy. Fall, alternating years.	<b>3.00</b>	<b>PSY 220</b>	<b>Human Sexuality</b> Provides students with an overview of the area of human sexuality. Begins with an explanation of how human sexuality is studied. Includes a discussion of sex roles; the biological division of males and females; the physiology of the human sexual response cycle; and sexual behavior such as homosexuality, sexual coercion, and sexual dysfunctions. Covers health issues such as sexually transmitted diseases, birth control, pregnancy, and childbirth. No prerequisite. Each semester.	<b>3.00</b>
<b>PS 356</b>	<b>Congress &amp; Legislative Process</b> Examines the legislative process in American representative government with primary concern given to the structure, operation, and development of the U.S. Congress.	<b>3.00</b>	<b>PSY 252</b>	<b>Research Meth Lab</b> Experiments are conducted during laboratory meetings and particular attention is given to the appropriate A.P.A. style of writing research reports. Concurrent registration or previous credit for PSY 251 is required. Prerequisites: PSY 211 and at least a C grade in PSY 230. Each semester.	<b>1.00</b>
<b>PS 357</b>	<b>The American Presidency</b> Examines the history, practice, and political ideas related to the institution of the American presidency. Emphasizes the presidency's place within the constitutional system of separated powers and how that institution has evolved into the office we see today. Alternate Fall Semesters.	<b>3.00</b>	<b>PSY 300</b>	<b>Cross-Cultural Psychology</b> Introduces students to research on the similarities and differences among different racial and ethnic groups in the United States and around the world. Examines research in several areas of psychology, such as developmental, social, cognitive, etc. Encourages students to apply the research to daily life in discussions of stereotyping, aggression, intelligence, motivation, etc. Prerequisite: PSY 211	<b>3.00</b>
<b>PS 363</b>	<b>Criminal Procedure</b> A study of the law as it relates to arrest, search, and seizure with emphasis on present controlling legal decisions and historical development, philosophy, and public policy issues underlying these decisions. Prerequisite: PS 211, CRJT 110 or permission of instructor. Annually	<b>3.00</b>	<b>PSY 301</b>	<b>Stat Methods</b> Covers basic descriptive and inferential statistical techniques (frequency distributions, measures of variability and central tendency, correlation, regression, z, t). Gives special attention during class to the use of those techniques in dealing with data in the behavioral sciences and their importance in the research endeavor. Prerequisite: PSY 211. Each semester.	<b>3.00</b>
<b>PS 364</b>	<b>Cons Law-Civil Rghts/Lib</b> A study of the development of the Constitution of the United States through an examination of the decisions of the Supreme Court in the area of civil rights and liberties. Introduces some legal terminology and the case method. Prerequisite: PS 211 or HIST 120 or HIST 121 or consent of instructor. Alternate Springs.	<b>3.00</b>	<b>PSY 310</b>	<b>Developmental Psychology</b> Surveys research and theory on human life-span development. Students study social, cognitive, emotional, and physical aspects of development from conception to death. Prerequisite: PSY 211. Each semester at Clarion. Annually at Venango.	<b>3.00</b>
<b>PS 365</b>	<b>Anc-Med Pol Thgt</b> Explores the development of political theory from Plato to Machiavelli. Every year.	<b>3.00</b>	<b>PSY 311</b>	<b>Research Methods Behavioral Sciences</b> Familiarizes students with methods used by psychologists to systematically collect information about the behavior of people and other animals. Experiments are conducted during laboratory meetings, and the appropriate style of writing research reports is emphasized. PSY 211 and 230, with at least a C in PSY 230, are prerequisites; concurrent registration with PSY 230 permitted only with consent of the instructor. Each semester.	<b>3.00</b>
<b>PS 366</b>	<b>Political Ideologies</b> Explores the development of political thinking in the modern period, emphasizing the development of ideologies. Particular attention given to liberalism, conservatism, Marxist and non-Marxist socialism, fascism, libertarianism, environmentalism, and contemporary liberation ideologies. Prerequisite: Sophomore standing	<b>3.00</b>	<b>PSY 320</b>	<b>Child Psychology</b> Focuses on cognitive, social, emotional, and physical development from conception through childhood. Prerequisites: PSY 211 and 260. Annually at both Clarion and Venango.	<b>3.00</b>
<b>PS 375</b>	<b>Public Policy and Admin</b> Introduces public administration emphasizing its function in the American political process. Applied public administration theory and practice to enduring and contemporary public policy challenges and achievements. Every other year.	<b>3.00</b>	<b>PSY 321</b>	<b>Psy of Adolescence</b> Focuses on the cognitive, emotional, social, and physical changes of adolescence. Through such topics as emerging sexuality, intimacy, identity formation, moral development, and vocational development, students will gain an appreciation for the unique developmental challenges of adolescence. Prerequisites: PSY 211 and 260. Annually.	<b>3.00</b>
<b>PS 395</b>	<b>Amer Political Thought</b> Examines major political thinkers and ideas which have shaped the American political tradition. Emphasizes the competing ideas of government which were influential at the time of the American founding. Considers contemporary competing paradigms in American political thought.	<b>3.00</b>	<b>PSY 322</b>	<b>Adult Development and Aging</b> Study of the changes in human behavior from late adulthood until death. Emphasizes the physical, emotional, intellectual, and social aspects of later life. Prerequisites: PSY 211 and 260. Offered annually.	<b>3.00</b>
<b>PS 398</b>	<b>Empirical Political Analysis</b> Introduces students to the fundamental concepts and research methods used in political science. Provides students with an understanding of how and why political scientists conduct political research. Because the use of statistical/ empirical analysis is an important part of the research process, students will be introduced to statistical applications used in political science. Prerequisites: MATH 221 or 222, CIS 110 and 217, or consent of instructor. Every other year.	<b>3.00</b>	<b>PSY 325</b>	<b>Community Psychology</b> Community psychology focuses on the connections between the individual and the community in order to develop interventions which will prevent social problems and promote psychological health. Students will learn how to apply the community psychology approach to specific social issues. They will become familiar with local and national community based intervention programs and will learn how to conduct assessment and evaluation research on such programs. Prerequisite: PSY 211.	<b>3.00</b>
<b>PSY 111</b>	<b>Psych of Personal Growth</b> Emphasizes personal growth, enabling each student to explore self-identity, social relationships, and environmental influences. Explores problems of personality, resolution of conflicts and stress, and the role of emotions in behavior, relationships, and health. No prerequisite. Each semester at Clarion. Annually at Venango.	<b>3.00</b>	<b>PSY 330</b>	<b>Psychology of Happiness</b> What is happiness? How can we achieve happiness? This course is an exploration of the new area of positive psychology which is concerned with using science to discover the factors which make life meaningful, create happiness, and enable individuals and communities to thrive. Positive psychologists see happiness as a skill which can be studied, taught and	<b>3.00</b>
<b>PSY 122</b>	<b>Drugs, Society &amp; Behavior</b> Reviews common legal and illegal drugs, modes of action, causes of abuse, and available treatments. The focus of this class is to raise students' awareness of these issues, not to provide treatment or training in drug abuse rehabilitation. No prerequisite. Annually.	<b>3.00</b>			
<b>PSY 211</b>	<b>General Psychology</b> Introduces the general subject matter of psychology as a science and its major findings. Emphasizes genetics, development, learning and motivation, emotions, sensation and perception, personality and abnormal adjustment, and other social behavior. No prerequisite. Each semester at both Clarion and Venango Campuses.	<b>3.00</b>			

	learned. This course will look at evidence from the biological, cognitive, social, and clinical areas of psychology in order to understand happiness, with the aim of using what we learn to improve our own lives. Prerequisite: PSY 211 or by permission of instructor. Spring or summer, once every two years	
<b>PSY 340</b>	<b>Psych of Women</b> Introduces students to the roles involved with being men and women, to the ideologies in various feminist theories, and to past and present research in the area of psychology of women. One of the purposes of the course is to demonstrate how bias (especially sexism) can creep into the research process, work situations, and personal lives, and the importance of both male and female perspectives in each of these areas. Prerequisite: PSY 211. Annually.	<b>3.00</b>
<b>PSY 351</b>	<b>Biological Psychology</b> Reviews the field of Biological Psychology, including basic behavioral genetics, neuroanatomy sensation, perception, psychopharmacology and the biological basis of psychological problems and treatments. Prerequisite: PSY 211.	<b>3.00</b>
<b>PSY 352</b>	<b>Psychopharmacology</b> Examines how drugs effect neurotransmitter systems to control behavior. Emphasizes neurochemical and neuroanatomical explanations of pharmacological effects. Examines the major classes of psychoactive drugs with respect to the mechanism of action of the drug and what the drug effect reveals about normal central nervous system functioning. Prerequisite: PSY 211 or consent of instructor. Annually.	<b>3.00</b>
<b>PSY 354</b>	<b>Abnormal Psychology</b> Surveys the principal forms of behavior disorders, emphasizing their etiology, diagnosis, prognosis, and treatment. Prerequisite: PSY 211. Each semester.	<b>3.00</b>
<b>PSY 355</b>	<b>Social Psychology</b> The scientific study of social behavior and interpersonal relationships. Prerequisite: PSY 211. Annually.	<b>3.00</b>
<b>PSY 357</b>	<b>Intro to Psy Test</b> Covers the nature and use of tests, including intelligence, personality, aptitude, interests, and achievement. Students prepare behavior objectives, construct tests of items which sample the objectives, administer the tests, and analyze the results. Prerequisite: PSY 211, 230, or the permission of the instructor. On demand.	<b>3.00</b>
<b>PSY 360</b>	<b>Current Topics</b> Focuses on a single, broad contemporary issue of current interest in psychology and related fields of study. Course content varies from semester to semester. May be taken three times for credit. Prerequisite: PSY 211. On demand.	<b>3.00</b>
<b>PSY 362</b>	<b>Cognitive Psychology</b> Examines information processing, human memory, attention, mental representation, problem solving, and intelligence, to understand the complexities of human cognitive processes. Considers contemporary and historical models of mind to determine their usefulness in understanding the psychological bases of thinking. Prerequisite: PSY 211. Annually.	<b>3.00</b>
<b>PSY 364</b>	<b>Intro to Counseling &amp; Psychotherapy</b> Introduces students to basic methods in counseling and psychotherapy. Students will practice entry-level writing and communication skills with peers under close supervision. Annually.	<b>3.00</b>
<b>PSY 370</b>	<b>Forensic Psychology</b> Reviews the emerging field of Forensic Psychology, including issues related to legal competency, insanity plea, eyewitness testimony, determination of "truth", criminal profiling, jury selection, discrimination, sexual harassment, and child custody determination with a focus on the role of the professional Psychologist in these areas. Prerequisite: PSY 211	<b>3.00</b>
<b>PSY 390</b>	<b>Research In Gender Psych</b> Students will conduct empirical research on gender as a biological, psychological, and social experience. Through reading, lecture, and discussion they will have the opportunity to compare the results of their own investigations to those found in both classic and current studies of gender. Prerequisite: PSY 211 and a course in statistics (PSY 230, MATH 221, or ECON 221)	<b>3.00</b>
<b>PSY 393</b>	<b>Independent Study</b> Students explore an area of special interest in depth for variable credit under the supervision of a member of the department and with approval of the chairperson. Open to juniors and seniors. Prerequisite: PSY 211.	<b>3.00</b>
<b>PSY 401</b>	<b>Indiv Research Project</b> Students conduct research under the direction of an individual faculty member in the department. Work culminates in a paper of professional quality. Students present their research in a public forum. Registration requires prior approval of instructor. Taught on an individual instruction basis. Prerequisites: PSY 211, 230, 251, and approval of instructor. As approved.	<b>3.00</b>
<b>PSY 452</b>	<b>Physiological Psychology</b> Analyzes the physical and biological mechanisms underlying behavior. Includes drugs and behavior, perception, emotions and motivation, sleep, learning and memory, language, psychopathology, etc. Introduces a variety of laboratory methods and techniques via demonstrations. Open to juniors and seniors. Prerequisites: PSY 211, 230, and 251 or with consent of instructor. Annually.	<b>3.00</b>
<b>PSY 453</b>	<b>Human Neuropsychology</b> This course will focus on what is known about the human brain, particularly the neocortex, and how it effects behavior. The course will examine principles of brain function, basics of neurological examination, and the structural-functional relationships emerging from the frontiers of neuroscience, particularly the study of the human neocortex.	<b>3.00</b>
<b>PSY 454</b>	<b>Personality</b> Surveys several of the major theories of personality development and structure from the classic ideas of Freud and Jung to the current cognitive theories of Bandura. Also covers trait and humanistic approaches. Prerequisite: PSY 211 and 6 credit hours in Psychology or permission of instructor. Annually.	<b>3.00</b>
<b>PSY 455</b>	<b>Learning and Memory</b> Surveys attempts to understand and explain learning and memory. Emphasizes a comparison of current theories and their implications when applied to forms of learning and memory from the simple to the complex. Prerequisites: PSY 211, 230, and 251 or with consent of instructor. Annually.	<b>3.00</b>
<b>PSY 456</b>	<b>History and Systems</b> Examines the foundations of psychological thought and its development from Greek civilization through the reformation and to a period of quasi-maturity in the formal system of the late 19th and early 20th centuries. Prerequisites: PSY 211, 230, and 251. Annually.	<b>3.00</b>
<b>PSY 458</b>	<b>Sensation Percep</b> Examines the sensory-perceptual processes with a view to understanding their structure, properties, and role in psychological functioning. Emphasizes physiological processes involved in sensation and their concomitant limitations on the psychological processes of perception. Prerequisite: PSY 211, 230, and 251 or with consent of instructor. Every other year.	<b>3.00</b>
<b>PSY 464</b>	<b>Theories of Counseling</b> Introduces the field of counseling and psychotherapy. Surveys the major models in the field, with focus on assumptions and applications in a variety of settings. Covers professional issues, ethics, and current topics. Prerequisites: PSY 211 and 354 (or approval of instructor). Each semester.	<b>3.00</b>
<b>PSY 470</b>	<b>Senior Seminar</b> Applies what students have learned about psychological theory and practice to controversial issues, with the intent of developing students' expertise in psychology. Prerequisites: PSY 211, 230, and 251. Annually.	<b>3.00</b>
<b>PSY 471</b>	<b>Intro to Clinical Child Psychology</b> Introduces clinical work with children. Includes major diagnostic categories and theories of etiology related to clinical problems in children, as well as an overview of evaluation methods and treatment modalities designed specifically for children. Covers professional issues and ethics related to child clinical psychology. Prerequisites: PSY 211 and 260; PSY 331 is recommended; (or approval of instructor). Annually.	<b>3.00</b>
<b>PSY 475</b>	<b>Health Psychology</b> The area of psychology that is concerned with the interaction between biological, psychological, and social factors that influence people's health and susceptibility to illness. Discusses health promotion and illness prevention from a biopsychosocial perspective. Examines extensively the relationship between stress and illness, and discusses medical compliance, the Type A Behavior Pattern, and patient physician interactions. Prerequisite: PSY 211, 230 & 251. On demand.	<b>3.00</b>

<b>PSY 499</b>	<b>Supervised Field Experience</b> <b>12.00</b> Professional practicum requires integration and application of psychological theory, knowledge, ethics, and skills. Interns work in community agencies under the direction of a cooperating professional and university supervisor, and will meet weekly as a group to discuss issues of ethics and professional practice. Course may be taken for 3-12 credits but only 3 credits can count toward the major. Prerequisites: Junior standing, PSY 211, and at least one of PSY 350, 364, 464, 467. Each semester.		
<b>RADT 301</b>	<b>Radiation Therapy Treatment Planning</b> <b>12.00</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in Radiation Therapy, RADT 301 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in radiation therapy that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).		
<b>RADT 302</b>	<b>Radiation Therapy Treatment Delivery</b> <b>12.00</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in radiation Therapy, RADT 302 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in radiation therapy that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).		
<b>RADT 303</b>	<b>Radiation Therapy Patient Care and Education</b> <b>6.00</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in radiation Therapy, RADT 303 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in radiation therapy that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).		
<b>RADT 401</b>	<b>Radiation Therapy Clinical Concepts</b> <b>12.00</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in radiation Therapy, RADT 401 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in radiation therapy that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).		
<b>RADT 402</b>	<b>Radiation Therapy Clinical Applications</b> <b>12.00</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in radiation Therapy, RADT 402 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in radiation therapy that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).		
<b>RADT 403</b>	<b>Radiation Therapy Radiation Protection</b> <b>6.00</b> Within the Bachelor of Science in Medical Imaging Sciences degree program and concentration in radiation Therapy, RADT 403 will facilitate transference of a block of 1 to 12 credits for completion of a formal, accredited clinical educational program in radiation therapy that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT).		
<b>RE 270</b>	<b>Real Estate Fund</b> <b>3.00</b> Introduces the broad area of real estate. Lays foundation of important principles for in-depth study. First in a two-sequence course (with RE 271) required to fulfill the educational requirement for licensure as a real estate salesperson in the state of Pennsylvania.		
<b>RE 271</b>	<b>Real Estate Practice</b> <b>3.00</b> Introduces the practice of real estate brokerage, real estate appraisal, real estate finance, and real estate investments. Second in a two-sequence course (with RE 270) required to fulfill the educational requirement for licensure as a real estate salesperson in the state of Pennsylvania. Prerequisite: RE 270.		
<b>RE 373</b>	<b>Real Estate Finance</b> <b>3.00</b> A study of the methods of financing the purchase of real estate. Prerequisite: RE 270 and FIN 370.		
<b>RE 374</b>	<b>Real Estate Marketing and Brokerage</b> <b>3.00</b> Examines real estate marketing and brokerage management. Topics include the regulatory environment, marketing, advertising, sales management, and personal selling. Prerequisite: RE 270. Offered biennially.		
<b>RE 377</b>	<b>Real Estate Market</b> <b>3.00</b> Students will learn about and explore the differing factors that cause a developer or entity to select a site and a project. Through the review of several economic indicators, paired with specific factors relating to a proposed specific land use type, students will learn how to review demand and supply and draw a conclusion as to the viability of a proposed real estate development project. Furthermore, they will be able to describe a competitive market area, as well as the comparable properties as a result of their analysis. Conditions related to each asset class will be reviewed and discussed. Students will be able to describe the differing qualitative and quantitative metrics that allow a developer to make the decision to move forward with the acquisition of land to develop or redevelop a property. Prerequisite: RE 270, Fundamentals of Real Estate. Offered biennially.		
<b>RE 378</b>	<b>Real Estate Development, Infrastructure and Sustainability</b> <b>3.00</b> Students will navigate the real estate development process for new and rehabilitative properties by understanding the required infrastructure and the impact of the development on its environment. Students will be required to breakdown each component of the development process in an effort to build a land development and net operating pro forma, along with a total project sources and uses of funds. Over the period of the course, students will be required to research and analyze the factors required to complete a successful development program based upon site selection and constraints, acquisition price, permitting and successful development program based upon site selection and constraints, acquisition price, permitting and approval requirements and attracting investors and capital to fund the project that adequately cover the cost of the project development. Prerequisite: RE 270, Fundamentals of Real Estate. Offered biennially.		
<b>RE 470</b>	<b>Real Estate Valuation</b> <b>3.00</b> Introduces the principles of real estate appraisal. Focuses primarily upon those appraisal techniques and analyses which concern the estimation of the value of residential and commercial properties. Prerequisite: RE 270. Offered biennially.		
<b>RE 471</b>	<b>Real Estate Market and Investment Analysis</b> <b>3.00</b> Provides the necessary background to evaluate prospective real estate investment analysis. Examines both financial and non-financial aspects of investing in real property including risk, market analysis, portfolio impacts, and income taxation consequences. Prerequisites: RE 270. Offered biennially.		
<b>RE 472</b>	<b>Income Prop Appraisal</b> <b>3.00</b> Provides advanced instruction in income property appraisal. Addresses the techniques and analysis necessary to estimate the value of an income producing property. Prerequisite: RE 470. Offered on demand.		
<b>RE 475</b>	<b>Real Estate Mgmt</b> <b>3.00</b> Provides instruction in the management of real property. Examines the maintenance, operation, and marketing of real estate. Prerequisite: RE 270. Offered biennially.		
<b>REHB 126</b>	<b>Introduction to Rehabilitation and Human Services</b> <b>3.00</b> Serves as an interdisciplinary orientation to the field of rehabilitation and human services, including education, mental health, addictions, gerontology, disability, youth services, and criminal justice. The history and philosophy of human services, human services careers and function of human services agencies are explored with an emphasis placed on the reciprocal interactions between human service providers and their consumers. Offered each semester.		
<b>REHB 227</b>	<b>Neuro Impair &amp; Phys Disorders</b> <b>3.00</b> Presents the major physical disabilities, the reaction of family and individuals to the disability, therapeutic procedures, rehabilitation services, and direct contacts with persons with disabilities. Prerequisite: REHB 126. Each semester on Clarion Campus, and Fall Semester at Venango Campus.		
<b>REHB 250</b>	<b>Human Relations Skills</b> <b>3.00</b> Assists students in acquiring knowledge and skill in the performance of required tasks and/or roles of rehabilitative service staff in developing humanizing environments for persons with disabilities in various settings. Prerequisites: SPED 126.		
<b>REHB 295</b>	<b>Field Experience</b> <b>6.00</b> A half-time, full-semester field experience in selected programs. Focuses on assisting in the delivery of human/educational services to persons with disabilities. Prerequisites: Minimum of 45 semester hours and SPED 230, 235, and 245. Offered at Venango Campus only.		

<b>REHB 300</b>	<b>Introduction to Professional Counseling</b> This course provides an introduction to professional counseling. It provides a broad overview of its historical and theoretical foundations, and includes introductory information about professional counseling organizations, standards, and ethics; the basic core body of knowledge; professional credentialing; and essential interviewing and counseling skills. The course begins the process of the development of professional identity. It stresses self-growth and awareness as well as observational skills as related to becoming an agent of individual, group, family, and systems change. Must be Junior status or above.	<b>3.00</b>	<b>REHB 421</b>	<b>Advocacy and Public Policy in Addictions and Recovery</b> 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>3.00</b>
<b>REHB 305</b>	<b>Case Management</b> This course provides undergraduate students with theoretical, applied knowledge of the critical dynamics which constitute effective case management within the field of rehabilitation and human services. This course focuses on an overview of philosophical perspectives and skills that provide a foundation for case managers. Students will gain practical experience through the application of these skills in direct case studies and the development of service plans. Students will explore best practices, future trends, challenges and visions in helping to meet the needs of diverse individuals who are considered at-risk. Offered fall, biannually.	<b>3.00</b>	<b>REHB 430</b>	<b>Ageing &amp; The Human Services</b> This course will provide information related to older adult care management from the framework of human services systems. Concepts of client triage, assessment, planning, and brokering will be reviewed within the context of identifying problems associated with aging, identifying components of human services delivery systems, and case management skill development. Prerequisite: REHB 250.	<b>3.00</b>
<b>REHB 370</b>	<b>Assessment in Human Services and Rehabilitation</b> This course features a practical hands-on approach to assessment with a variety of specific populations. Target groups include persons in need of human services, to include disadvantaged, developmental disabilities, mental health and substance abuse/dependency disorders, and aging and child/adolescent populations. The course covers assessment fundamentals, standardized instruments for use with specific populations and practical techniques and strategies, leading to the formulation of therapeutic treatment plans. Prerequisites: REHB 126 and REHB 250.	<b>3.00</b>	<b>REHB 434</b>	<b>Post -Concussive Social and Emotional Wellness and Recovery</b> 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: Must have a minimum of 30 credits completed.	<b>3.00</b>
<b>REHB 378</b>	<b>Seminar for COOP 377 and REHB 295</b> This required companion course to COOP 377 and/or REHB 295 enables students to have the opportunity to discuss their field experiences in a structured seminar setting, providing them with the opportunity to better understand and integrate agency activities such as assessment, treatment planning, team meetings, case management, and therapeutic interventions. In addition, the students will be able to discuss and appreciate agency policies, procedures and interpersonal communication. Prerequisite: REHB 126, SPED 245, REHB 250.	<b>1.00</b>	<b>REHB 440</b>	<b>Principles of Psychiatric Rehabilitation &amp; Recovery</b> This course introduces students to the principles of psychiatric rehabilitation and recovery. Inherent in this philosophy is the belief that every individual has the capacity for recovery and that desirable treatment systems build upon strengths and encourage and support the involvement of persons in normative community living, learning and working situations. Prerequisite: REHB 126 and REHB 250.	<b>3.00</b>
<b>REHB 400</b>	<b>Seminar in Diversity Issues: Immersive Cultural Experience</b> Clarion University will collaborate with ProWorld 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. Must be sophomore status or above.	<b>3.00</b>	<b>REHB 460</b>	<b>Models of Hum Ser System</b> Analyzes the purposes, structure, and context of the entire network of human services delivery models in Pennsylvania with comparative reference to selected models outside of Pennsylvania. Prerequisite: REHB 227 and SPED 230. Fall, annually.	<b>3.00</b>
<b>REHB 405</b>	<b>Substance Abuse</b> 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.	<b>3.00</b>	<b>REHB 470</b>	<b>Intervention Strategies in Human Services &amp; Rehabilitation</b> This course features a practical hands-on approach to intervention and treatment with a variety of specific populations. Target groups include people with developmental disabilities, mental health and chemical dependency disorders, as well as the treatment of aging and adolescent populations. The course covers fundamental issues, knowledge and the practical application of applied strategies and techniques, including the formulation, implementation, and evaluation of therapeutic treatment plans. Prerequisite: REHB 126, 250 and 370.	<b>3.00</b>
<b>REHB 406</b>	<b>Opioid Abuse</b> 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.	<b>3.00</b>	<b>REHB 475</b>	<b>Admin Rehb Deliv Systems</b> A study of the business and personnel aspects of functioning in and managing human service delivery systems. Examines organizing, operating, and managing human service systems relative to legal, economic, and personnel standards and practices. Prepares students to interact with legal, financial, and business experts in the operation and development of rehabilitation services. Prerequisite: REHB 460. Spring, annually.	<b>3.00</b>
<b>REHB 410</b>	<b>Prevention and Treatment Strategies in Substance Abuse</b> 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>3.00</b>	<b>REHB 495</b>	<b>Fld Exp In Rehab Sci</b> A full-time, semester-long supervised experience that includes professional development experiences in community residential programs, vocational rehabilitation services, and MH/MR Base Service Units or similar social services. Prerequisites: REHB 460, 470, and 475. Each semester.	<b>6.00</b>
			<b>REHB 496</b>	<b>Seminar for Rehb 495</b> This course will enable students involved in the REHB 495 Field Experience to have bi-weekly peer contact to assure that the qualitative experience involving knowledge and values are being appropriately integrated by the students. This type of seminar course is required by the Council for Standards in Human Service Education for students involved in fieldwork involving direct exposure to human service agencies and clients. It is designed to complement and enhance the supervised field experience. Prerequisite: REHB 460, 475, 470.	<b>1.00</b>

<b>RESP 101</b>	<b>Introduction to Respiratory Care</b>	<b>3.00</b>	This course will introduce the student to basic respiratory care modalities such as medical gas therapy, humidity therapy, aerosol therapy, bronchodilator administration via nebulizer and metered dose inhalers, and incentive spirometry. Basic care topics will be related to patients with chronic obstructive pulmonary disease and asthma. Concepts will be examined in the classroom while practical demonstration and clinical simulation will take place in the laboratory. Students must have BLS Healthcare provider CPR certification by April 1st of the semester in which the course is taught. Prerequisite: Respiratory care majors, with the approval of the Department of Allied Health. Term and Frequency: every spring, required of all respiratory care majors with the approval of the Department of Allied Health. Prerequisite: BIOL 251/261.	communication as part of the health care team. Students will also begin to apply critical care skills including techniques in non-invasive ventilation. Specialty Clinical rotations will also be provided during this semester which may include but not limited to: Home Care, EKG, PFTs, and Hyperbaric Therapy. Prerequisites: RESP 121, 231, 202, 203; Co-requisites: RESP 301 and 303. Offered fall annually.
<b>RESP 121</b>	<b>Clinical Application of Respiratory Care I</b>	<b>2.00</b>	Students will learn to perform chart reviews, patient interviews, basic patient assessment, and patient treatment with modes of care including oxygen therapy, humidity and aerosol therapies with bronchodilators, bronchial hygiene, and hyperinflation therapy. An introduction to arterial blood gas sampling and analysis will also be provided. Prerequisite: RESP 101; Co-requisite: RESP 231. Offered summer annually.	<b>RESP 231</b> <b>Intermediate Respiratory Care</b> <b>3.00</b> This course introduces basic principles of bronchial hygiene therapy and lung hyper-expansion therapy such as incentive spirometry, IPPB, and PEP therapy. Additionally, it will introduce other techniques in patient assessment, including assessing breath sounds, ECG and chest radiography. Management of the airway will be presented including coughing techniques, suctioning of the upper airway, and use of artificial airways. Arterial blood glass interpretation will be included. Prerequisite: RESP 101. Offered summer annually.
<b>RESP 150</b>	<b>Respiratory Care Theory/Clinical I</b>	<b>20.00</b>	Within the Bachelor of Science in Respiratory Care degree program. This course will facilitate transference of a block of 1-20 credit for completion of clinical or theory course work obtained from CoARC-accredited program.	<b>RESP 300</b> <b>Respiratory Care Theory/Clinical III</b> <b>10.00</b> Within the Bachelor of Science in Respiratory Care degree program. This course will facilitate transference of a block of 1-10 credit for completion of clinical or theory course work obtained from CoARC-accredited program.
<b>RESP 200</b>	<b>Respiratory Care Theory/Clinical II</b>	<b>20.00</b>	Within the Bachelor of Science in Respiratory Care degree program. This course will facilitate transference of a block of 1-20 credit for completion of clinical or theory course work obtained from CoARC-accredited program.	<b>RESP 301</b> <b>Advanced Respiratory Care</b> <b>3.00</b> This course will include advanced clinical assessment and management skills of the cardiopulmonary patient including: artificial airways and tracheotomies, interpretation of chest x-rays, further study of ABG interpretation, analyzers, arterial catheters, and capillary blood gases. It will also include further study and interpretation of lab data, advanced invasive and non-invasive monitoring techniques, bronchoscopy, thoracentesis, VATS (video assisted thoracic surgery) and chest tubes. Additional concepts may include EKG and ECG basics and performance knowledge. The class will culminate with each student presenting and in-depth case study. Prerequisites: RESP 201, 202 and 231. Offered fall annually.
<b>RESP 201</b>	<b>Cardio Anatomy and Physiology</b>	<b>3.00</b>	Students will learn applied anatomy, physiology and mechanics of the cardiopulmonary system. This course is designed to demonstrate the application of physiological principles in the practice of respiratory care. The course will include such concepts as acid-base balance, oxygen transport and utilization, electrolyte interpretation, and an introduction to techniques in measuring basic hemodynamic and pulmonary function. Prerequisite: BIOL 252/262.	<b>RESP 302</b> <b>Pulmonary Function Testing</b> <b>1.00</b> This course is designed to instruct the student about the theory and clinical application of pulmonary function testing. Students will gain practical experience with essential technical aspects for performing PFT calibration, maneuvers, and testing. The course reviews the pathophysiology of obstructive and restrictive impairments and emphasizes correct performance of spirometry. Emphasis will be placed on interpretation, troubleshooting and quality assurance. Prerequisites: RESP 201 and 202. Offered fall annually and as needed.
<b>RESP 202</b>	<b>Cardiopulmonary Pathophys</b>	<b>2.00</b>	Students will learn to examine pulmonary pathologic disorders for each age group (neonate, child, adult, elderly adult). Each disorder reviewed will include a discussion of related medical history, pathophysiology of the disorder, physical findings, lab data, arterial blood gases, pulmonary function studies, chest radiography results and cardiovascular findings. Recommended therapies and prognosis will be included. Prerequisite: RESP 101; Co-requisite: RESP 201	<b>RESP 303</b> <b>Mechanical Ventilation &amp; Critical Care I</b> <b>4.00</b> Students will learn to initiate mechanical ventilation of the critically ill patient. This will include indications for non-invasive mechanical ventilation and invasive mechanical ventilation. Initial ventilator settings based on patient size and diagnosis will be reviewed. The course will provide an introduction to mechanical ventilators and their function. Prerequisites: RESP 201, 202, 203, 231; Co-requisites: RESP 206 and 301.
<b>RESP 203</b>	<b>Cardiopulmonary Pharmacology</b>	<b>2.00</b>	Students will learn to examine common pharmacologic agents used in treatment of the cardiopulmonary system. The course will include respiratory drugs, such as mucolytics, bronchodilators, anti-inflammatory agents, inhaled anti-microbials, and surfactant acting agents. It will also provide an introduction to general antibiotic therapy and basic cardiovascular medications. Prerequisites: RESP 101, PHSC 111; Co-requisites: RESP 201 and 231. Offered summer annually.	<b>RESP 304</b> <b>Neonatal &amp; Pediatric Respiratory Care</b> <b>4.00</b> This course will emphasize care of the premature infant, newborn and child. A review of the basic forms of therapy for these age groups will be reviewed. Both non-invasive and invasive forms of support and ventilator management for neonatal and pediatric patients will be included. Students will learn advanced cardiac life support techniques for neonatal and pediatric patients. They will examine appropriate responses to emergency situations of cardiopulmonary collapse for newborns and pediatric groups. Additional therapeutic techniques such as nitric oxide, extracorporeal membrane oxygenation and high frequency oscillation of the infant will be presented. Prerequisite: RESP 301 and 303. Offered spring annually.
<b>RESP 206</b>	<b>Selected Topics in Respiratory Care</b>	<b>3.00</b>	This course will include an in-depth study of ethical and legal implications of practice in respiratory care with focus on professional and personal development. The course is also intended to introduce students to the care of patients with chronic pulmonary disorders, such as oxygen-dependent and ventilator-dependent individuals. The delivery of respiratory care in long-term acute care and non-acute care facilities will be included. Students will examine programs of cardiopulmonary rehabilitation. Sleep study facilities, sleep apnea testing and care of the patient with a sleep disorder will be reviewed. Other topics include patient education, smoking cessation, geriatric respiratory care, mental health, the interactions of nutrition and respiration, and the role of the respiratory therapist in disaster medicine. Prerequisites: ENGL 111, RESP 202, 203, 231; Co-requisites: RESP 301 and 303. Offered fall annually.	<b>RESP 305</b> <b>Advanced Clinical Concepts</b> <b>3.00</b> This summative course will provide an overview of all respiratory care procedures presented in the program. It will give students the opportunity to evaluate their understanding of key concepts and review areas needing additional study. Students will be provided an opportunity to focus on a particular area of interest to them. This course will include a review for the NBRC entry level examination. Prerequisites: RESP 206, 301, 303, 403; Co-requisite: RESP 306. Offered spring annually.
<b>RESP 220</b>	<b>Clinical Application of Respiratory Care II</b>	<b>3.00</b>	During this clinical course students will continue to refine respiratory care techniques in the acute care setting. Emphasis will be placed on time management, critical thinking, and	

<b>RESP 306</b>	<b>Case Studies - Clinical Simulations</b>	<b>2.00</b>	This course will review patient cases using a case study or clinical simulation approach. The student will review how to gather appropriate data, critically analyze data and recommend patient treatment modalities, evaluate the patient's response to treatment and make appropriate adjustments. The student will participate in an advanced level clinical simulation examinations for the purpose of self-assessment. Prerequisites: RESP 206, 301, 303, 403; Co-requisite: RESP 305. Offered summer annually.
<b>RESP 320</b>	<b>Clinical Application in Respiratory Care III</b>	<b>3.00</b>	During this clinical course, students will gain additional practice in the critical care unit, including those techniques previously demonstrated and new techniques in critical care monitoring and management. Students will apply concepts of invasive and non-invasive mechanical ventilation while managing critical care patients under preceptor supervision. Time management, critical thinking and healthcare team communication skills will be refined. Prerequisite: RESP 220; Co-requisite: RESP 403. Offered spring annually.
<b>RESP 400</b>	<b>Respiratory Care Theory/Clinical IV</b>	<b>10.00</b>	Within the Bachelor of Science in Respiratory Care degree program. This course will facilitate transference of a block of 1-10 credit for completion of clinical or theory course work obtained from CoARC-accredited program.
<b>RESP 401</b>	<b>Adv Life Support &amp; Case Study</b>	<b>2.00</b>	Students will learn advanced cardiac life support (ACLS) techniques for adult patients. They will examine appropriate responses to emergency situations of cardiopulmonary collapse. Students will examine various patient cases related to emergency life support. Prerequisites: RESP 301, 303, 304, and 403. Offered summer annually.
<b>RESP 402</b>	<b>Advanced Cardio Pulmonary Pathophysiology</b>	<b>2.00</b>	This course will prepare the graduate therapist to assist the physician in the diagnosis and treatment of medical-surgical disorders that directly or indirectly affect the cardiopulmonary system. The student will utilize evidence based medicine and critical thinking skills along with interpretation of laboratory, medical imaging and cardiopulmonary test results throughout this course. Prerequisites: RESP 202, 302, 403. Offered summer annually and as needed.
<b>RESP 403</b>	<b>Mechanical Ventilation &amp; Critical Care II</b>	<b>4.00</b>	Students will continue to learn management of critically ill patients who require ventilation support. Students will learn how to make appropriate ventilation adjustments based on assessment of patient-ventilator interaction, and pathophysiology. Recognizing complications of mechanical ventilation through ventilator waveform analysis and patient assessment will also be discussed. Students will learn to identify patient readiness for ventilator discontinuation. Alternative techniques such as high frequency ventilation, nitric oxide therapy and unilateral lung ventilation will be presented. Prerequisite: RESP 303. Offered spring annually.
<b>RESP 404</b>	<b>Simulations in Respiratory Care</b>	<b>3.00</b>	This course will provide respiratory students hands-on practice managing clinical situations using leading-edge simulation mannequins. During lecture, students will be provided pathophysiology review, procedural methodology, and assessment and treatment rationales. During laboratory simulations, student will utilize learned information to manage patients exhibiting various respiratory pathologies. Emphasis will be placed on gathering and interpreting information, making decisions and critically thinking the way through the patient management process. Debriefing and self-reflection are an integral component of the course. Prerequisites: RESP 303 and 402. Offered fall annually and as needed.
<b>RESP 405</b>	<b>Evidence-Based Medicine in Respiratory Care</b>	<b>2.00</b>	This course emphasizes use of current research evidence in the field of respiratory care. Topics include critical analysis of respiratory research and its application in various areas of respiratory care. Students will learn how to question current practice and utilize evidence-based medicine to locate answers. Emphasis will be placed on giving students the necessary tools to evaluate current diagnostic and treatment modalities used in respiratory medicine. Culmination of student work will be demonstrated through the development of an evidence-based presentation that will be presented to their clinical site in RESP 421. Prerequisite: AH 301. Offered fall annually and as needed.
<b>RESP 420</b>	<b>Clinical Application in Respiratory Care IV</b>	<b>4.00</b>	This clinical rotation will provide students with experience in neonatal, pediatric and adult critical care units. Emphasis will be placed on continuing to improve management of respiratory patients in all hospital settings. Time management, critical thinking and healthcare team communication skills will be solidified. Prerequisites: RESP 206, 304, 320, 403; Co-requisites: RESP 401 and 402. Offered summer annually.
<b>RESP 421</b>	<b>Clinical V: Capstone</b>	<b>3.00</b>	This capstone clinical is designed to provide students unique exposures in the areas of leadership, quality improvement and case management. With the approval of the Director of Clinical Education, students will be able to further explore a particular area of interest including but not limited to one of the areas listed above. In addition, students will refine their technical performance, organizational and communication skills and demonstrate interdisciplinary team involvement. The students will also deliver and evidence-based medicine presentation that was developed in RESP 405. Prerequisites: RESP 405 and 420. Offered spring annually and as needed.
<b>RT 301</b>	<b>Radiographic Procedures</b>	<b>15.00</b>	Facilitates transference of a block of 1 - 15 credits for completion of a formal, accredited clinical educational program in radiologic technology that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) or is taught in a regionally-accredited institution of higher learning.
<b>RT 302</b>	<b>Radiographic Procedures Clinic</b>	<b>15.00</b>	Facilitates transference of a block of 1 - 15 credits for completion of a formal, accredited clinical educational program in radiologic technology that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) or is taught in a regionally-accredited institution of higher learning.
<b>RT 303</b>	<b>Radiographic Images</b>	<b>15.00</b>	Facilitates transference of a block of 1 - 15 credits for completion of a formal, accredited clinical educational program in radiologic technology that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) or is taught in a regionally-accredited institution of higher learning.
<b>RT 401</b>	<b>Radiographic Imaging Clinical</b>	<b>15.00</b>	Facilitates transference of a block of 1 - 15 credits for completion of a formal, accredited clinical educational program in radiologic technology that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) or is taught in a regionally-accredited institution of higher learning.
<b>RT 402</b>	<b>Radiologic Physics</b>	<b>15.00</b>	Facilitates transference of a block of 1 - 15 credits for completion of a formal, accredited clinical educational program in radiologic technology that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) or is taught in a regionally-accredited institution of higher learning.
<b>RT 403</b>	<b>Radiologic Physics Clinical</b>	<b>15.00</b>	Facilitates transference of a block of 1 - 15 credits for completion of a formal, accredited clinical educational program in radiologic technology that is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) or is taught in a regionally-accredited institution of higher learning.
<b>SCED 205</b>	<b>Lab Experiences in Science</b>	<b>3.00</b>	This course will engage students in basic scientific inquiries in biology, chemistry, physics and earth science topics. Includes specific instruction in the nature of science and the scientific process, laboratory safety, experimental design and scientific process skills. Prerequisite: Any science course
<b>SCED 305</b>	<b>Science, Technology and Engineering in the Classroom</b>	<b>3.00</b>	This science education course addresses the content and pedagogy necessary for meeting requirements of the PA Academic Standards for Science: Technology and Engineering Education in Grades 4-8. Includes STEM laboratory investigations and other STEM project activities. Prerequisite: SCED 205. Offered each spring.
<b>SCED 476</b>	<b>Sci Tech &amp; Soc: Topics</b>	<b>3.00</b>	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. Prerequisite: Junior Standing

<b>SOC 211</b>	<b>Prin Of Sociology</b> Introduces the nature and characteristics of human societies, the structure and processes of social life, the impact of social forces on personal and group behavior, and the interdependence of society and the individual. Each semester.	<b>3.00</b>
<b>SOC 216</b>	<b>Gender and Culture</b> Introduces the study of the lives of women in cross-cultural perspective. Explores gender issues including sexual division of labor, inequality, changing position of women in families, and the role of women in development. Alternate years.	<b>3.00</b>
<b>SOC 236</b>	<b>Criminology</b> Examines historical and contemporary attempts to explain the origins of criminal behavior and society's reaction to it from a variety of perspectives. Provides students with an understanding of how these theories have influenced the present criminal justice systems. Annually	<b>3.00</b>
<b>SOC 305</b>	<b>Juvenile Delinquency</b> Taking a sociological approach, yet focusing on practice, this course discusses juvenile delinquency as it relates to and emerges from the youth's family, neighborhood, school, peer group, social class, and overall cultural and social environment. Therefore, this course will examine a variety of cultural and social factors related to delinquency, along with implications for assessment, prevention and intervention. The intentions of the course are to prepare students to work with juveniles, to understand risk and protective factors (including individual, family, socioeconomic, peer, school, and community factors). Skills and key practice issues will be addressed including relationship building, ethical issues in youth work, relational elements within the family, community responses and human service delivery. Alternate years.	<b>3.00</b>
<b>SOC 310</b>	<b>Classical Social Theory</b> Acquaints students with the thoughts of sociologists who have made major contributions to the founding of the discipline and whose work continues to be relevant today. Prerequisite: SOC 211 or permission of the instructor. Fall, annually.	<b>3.00</b>
<b>SOC 311</b>	<b>Social Stratification</b> Examines class, social status, and power inequalities at the community, national, and world level. Considers a history of inequality, theories of structured inequality, class information, poverty, class, gender, and racial inequalities, modality, and legitimacy. Prerequisite: SOC 211 or permission of instructor. On demand.	<b>3.00</b>
<b>SOC 312</b>	<b>Micro-Sociology</b> Explores the relationship between the individual and the social environment emphasizing group influences on individual attitudes and behavior. Examines major social psychological theories focusing primarily on symbolic interactionism, ethnoethnology, dramaturgy, and the sociology of emotions. Prerequisite: SOC 211 or permission of instructor. On demand.	<b>3.00</b>
<b>SOC 315</b>	<b>Social Welfare</b> Examines the nature of social welfare policies and programs in the U.S. An overview of the history and administration of major social welfare programs is presented. Examines programs for the poor, the mentally ill, the disabled, children and families at-risk, the unemployed, and the aged in our society. No prerequisite. Spring, annually.	<b>3.00</b>
<b>SOC 316</b>	<b>Ending Poverty</b> Introduces the field of development anthropology, including its applied aspects. Explores the history of development theory; models of cultural change; contemporary issues of poverty and globalization; models of program design. Provides students with a practical background in project design, assessment, and management. Prerequisite: Sophomore standing. Alternate years	<b>3.00</b>
<b>SOC 318</b>	<b>Sociology of Death and Dying</b> Provides an exploration of the sociological issues related to death, dying and bereavement. Topics examined include: societal definitions and attitudes, societal rituals and responses, and theoretical perspectives on death, dying and bereavement. Societal concerns regarding end-of-life decisions will be addressed. No prerequisite. Fall, annually.	<b>3.00</b>

<b>SOC 320</b>	<b>Contemp Sociological Thy</b> Acquaints students with the thought of sociologists who have made major contributions to theoretical sociology since the 1930s. Covers the life, historical context, and major works of theorists such as Parsons, Merton, Dehrendorf, Coser, Collins, Homans, Blau, Turner, Goffman, and others. No prerequisite. On demand.	<b>3.00</b>
<b>SOC 321</b>	<b>Sociology of Work</b> A study of occupational and organizational work settings, social meanings, types, and social functions of work. Analyzes unemployment and its social causes and consequences. Examines selected work place reforms and proposed structural changes of work. Prerequisite: SOC 211 or ANTH 211. Once annually.	<b>3.00</b>
<b>SOC 324</b>	<b>Images of Working Class Life</b> Examines the experience of working-class people, both women and men, in fiction, poetry, song, drama, non-fiction, and film. From narratives of slave labor, to poems and songs about the industrial revolution, stories of the Great Depression and the rise of unions, to films about post-WWII affluence and the new global economy, this literature focuses on themes of class, identity, gender, cultural influences, and economic and political power as they explicitly relate to work, workers, and working conditions. Prerequisite: for ENG credit, ENGL 111 or equivalent; for Sociology credit, SOC 211. Offered as needed.	<b>3.00</b>
<b>SOC 325</b>	<b>Middle Eastern Americans and Society</b> This course will examine the many histories, experiences, and cultures that shape and define Americans of Middle Eastern origin. It explores the diversity and commonality of experiences among different Middle Eastern immigrant groups and their descendants. The focus will be on the experiences of immigrants from the predominantly Muslim Middle East in American society with a modest attention to the historical trajectory of their immigration and settlement. The course will investigate the social consequences of the events of September 11, 2001, as these have transformed the position of Middle Eastern Americans as an ethnic group. Themes and specific issues outlined in the course will include: immigration to the U.S., assimilation, demographic trends, community, ethnic identity, anti-Middle Eastern/Muslim discrimination and racism, socioeconomic mobility, gender dynamics, family relations, religious diversity and relationships with other racial communities.	<b>3.00</b>
<b>SOC 326</b>	<b>Healthcare, Politics and Policy</b> This course will familiarize students with the politics of healthcare policymaking in the United States. The course will examine healthcare politics and policymaking from the Nineteenth Century to the present. To aid in the understanding of healthcare policy in the United States the provision of coverage in other countries will be examined. The politics of implementing programs such as Medicare, Medicaid, CHIP, and the Affordable Care Act will be discussed. The ongoing political struggle to provide universal coverage and cost-containment will be covered. Prerequisite: PS 211 or SOC 211 or sophomore standing.	<b>3.00</b>
<b>SOC 335</b>	<b>Politics of Poverty</b> What is the politics of poverty in the modern United States? How has economic hardship been debated in our politics and reflected in public policy? In what ways has popular culture perpetuated myths and framed our perceptions about poverty? This course examines poverty through the lens of politics, social and public policy, and popular culture, and is designed to provide context for the pivotal legislation, socio-political movements, and elections that have shaped the politics of poverty in America. To this end, policies such as AFDC, TANF, Medicaid, SNAP, and the ACA; social movements; and major presidencies, elections, and socio-political dynamics, will be considered. Offered fall or spring annually.	<b>3.00</b>
<b>SOC 340</b>	<b>Sociology Conflict Res</b> Analyzes social conflict and introduces the dynamics of conflict resolution. Emphasizes examining theories and methods of active nonviolent conflict resolution in small group and large organizational settings. Includes violence, types of noncooperation, negotiation, adjudication, and mediation. Uses cross-cultural data extensively. Prerequisite: SOC 211. Once, annually.	<b>3.00</b>
<b>SOC 345</b>	<b>Lesbian, Gay, Bisexual, and Transgendered and Queer Communities</b> This course investigates the origins and social consequences of gender and sexual identity and provides a critical examination	<b>3.00</b>

	of the historical context and contemporary social institutions that inform gender and sexual identity in the United States. The course will outline the development, maintenance and positions of lesbian, gay, bisexual, transgender and queer communities in society. The course focuses on the learning, maintaining, and changing of sexual gender identities in various institutional settings, especially the family, education, religion, politics, work and social movements. Prerequisite: SOC 211.	
<b>SOC 351</b>	<b>Contemporary Social Problems</b> Examines the formation and indicators of problems that affect the functioning of society as a whole. Analyzes solutions to selected social problems. Offered annually.	<b>3.00</b>
<b>SOC 352</b>	<b>The Family</b> Deals with development of the family and the home in its historical, economic, and legal aspects. Considers the various factors influencing the organization, disorganization, and reorganization of the family, as well as the modern trends in the basic institution. Prerequisite: SOC 211 or permission of the instructor.	<b>3.00</b>
<b>SOC 353</b>	<b>Aging In Amer Society</b> Human aging takes place within a social and cultural context. Social and social-psychological perspectives will be used to gain a better understanding of the process, problems and prospects of aging in American society. Prerequisite: SOC 211 or SOC 253 or permission of instructor.	<b>3.00</b>
<b>SOC 354</b>	<b>Special Topics</b> Offered occasionally.	<b>3.00</b>
<b>SOC 355</b>	<b>Women and Gender in Islam</b> In the Western media, the discussion of women and gender in Muslim societies is fraught with routine portrayals of Muslim women as oppressed, and Islam is frequently cited as the source of such oppression. To move beyond those limiting narratives, the focus of this course will be on exploring core Islamic discourses on women and gender and examining key premises of modern debates on women in the Muslim world. The primary goal of this course will be to study the multiple facets of life, history, and experiences of Muslim women and explore current trends that shape their experiences in the United States.	<b>3.00</b>
<b>SOC 356</b>	<b>Sociology and Film</b> Uses the sociological perspective to analyze film content. Examine how film reflects society and particular ideologies and how society and ideas about social issues are influenced by film. Topics include family, race relations, substance use, the elderly, sexuality, and social stratification. Prerequisite: Soc 211 or permission of instructor. On demand.	<b>3.00</b>
<b>SOC 361</b>	<b>Soc of Dev Behav</b> A sociological perspective on social deviance; overview of theoretical approaches; research examples of various forms of deviant behavior, attributes and beliefs. Prerequisite: SOC 211 or permission of instructor.	<b>3.00</b>
<b>SOC 362</b>	<b>Race &amp; Ethnic Relations</b> Background of racial and ethnic identity. Examines contemporary aspects of inter-ethnic and inter-racial group relations. Considers proposals for alleviating and resolving problems and their implications. Prerequisite: SOC 211 or permission of the instructor. Once annually.	<b>3.00</b>
<b>SOC 390</b>	<b>Social Movements</b> The objective of the course is to introduce students to the field of social movements. Particular emphasis will be placed on the application of theoretical ideas to case studies in order to enhance student knowledge of community organizing and social movements. Therefore, this course will focus on historical and contemporary social movements, including the American civil rights movement, the women's movement, the gay and lesbian rights movement, environmental and peace movements, the new American right, and the global justice movement. Empirical studies of these movements will be used to explore such general issues as how social movements emerge, grow and decline. Prerequisite: SOC 211.	<b>3.00</b>
<b>SOC 395</b>	<b>Social Change</b> Analyzes social change processes through study of major theories of social change and recent investigations in the general area of social change. Examines major social forces and movements shaping contemporary patterns of social change, e.g., industrialization, rationalization, urbanization. Examines the impact of inventions, discoveries, revolutions, reform movements, and attempts to direct the course of change through various types of planning and development programs. Prerequisite: SOC 211 or permission of the instructor.	<b>3.00</b>
<b>SOC 400</b>	<b>Independent Study</b> Concentrated exploration and study of a problem or area of sociology not covered by existing courses and in accord with the student's interest and needs and under the direction of department faculty member. Prior to enrolling, students are required to submit a written proposal outlining their plan of study for the instructor with whom they will be working. Enrollment limited to juniors and seniors with consent of the instructor. Maximum number of credits in SOC 400 is limited to nine.	<b>9.00</b>
<b>SOC 410</b>	<b>The Sociology of Sport</b> The perspective of this course is that sport is a socially constructed concept. Students will engage in the analysis of sport as a contemporary social institution. Class participants, following the sociological tradition, will try to detect, measure, and explain the reciprocal impact of sport with other institutions such as the family, education, and the economy. For example, sport as presently constituted has numerous economic aspects; it is a form of work for many persons. Examination of sport will be based on the structural functionalist, social conflict and symbolic interactionist paradigms of sociology. Prerequisite: either Soc 211 or permission of instructor. Every third semester.	<b>3.00</b>
<b>SOC 450</b>	<b>Research Methods</b> Fundamentals of the research process and methods including, research design, interview and questionnaire construction, sampling methodology, basic descriptive and inferential statistics, data collection, analysis, interpretation, and presentation. Prerequisites: SOC 211; 3 hours of statistics or permission of the instructor.	<b>3.00</b>
<b>SOC 451</b>	<b>Qualitative Research Methods</b> Qualitative research seeks to integrate the lived experience with principles from the scientific method. This course is designed to provide an overview of qualitative research methods and techniques used for conducting sociological research such as case studies, nonobtrusive methods, participant observation, choices of observer status role, recording data, uses of technical equipment, key informants, interviewing techniques, and ethical considerations in employing such methods and procedures. The course examines the use of these methods and techniques in both academic and applied research. Prerequisite: SOC 211, SW 211 or SW 212.	<b>3.00</b>
<b>SOC 452</b>	<b>Sex, Gender &amp; Social</b> Investigates the social consequences of the cultural universal that all societies categorize their members according to sex. Focuses on the learning, maintaining, and changing of gender roles in various institutional settings, especially the family, education, religion, politics, and work. Prerequisite: SOC 211.	<b>3.00</b>
<b>SOC 499</b>	<b>Supervised Field Placemt</b> With the approval and under the supervision of a member of the sociology faculty, students are placed in field-work settings, e.g., child welfare agencies, offices of aging, divisions of the criminal justice system, community development agencies, etc., where they will observe and work with persons responsible for carrying out a range of specific human services. Requires a 10-hour commitment each week. May be repeated once for credit. Prerequisites: Permission of instructor, junior standing, and six hours in sociology.	<b>9.00</b>
<b>SPAN 101</b>	<b>Special Topics</b> Experts on individual countries cover historical and contemporary developments on the European intellectual scene with regard to their relevance for the present American student generation. The special subject is announced at pre-registration. Open to all students, and may be taken up to three times for credit, provided that different topics are offered. Course conducted in English. No prerequisite.	<b>3.00</b>
<b>SPAN 103</b>	<b>Hispanic Civiliz &amp; Cult</b> Taught in English. Provides students with a basic knowledge of Hispanic culture, history and civilization. Emphasizes comparing the cultures and values of Hispanic societies among themselves as well as to those of Anglo-American society. No prerequisite.	<b>3.00</b>
<b>SPAN 109</b>	<b>Span Lit In Trans</b> A study of representative Hispanic literary works emphasizing themes relevant to all cultures. Conducted in English. No knowledge of Spanish required.	<b>3.00</b>
<b>SPAN 140</b>	<b>Hispanic Film</b> This course, taught in English, will examine major Spanish and Latin American films with English subtitles. It offers a special	<b>3.00</b>

and important perspective to approach the contemporary history and culture of Hispanic countries. Students are encouraged to develop an awareness of differences between Hispanic and Anglo-American Cultures. Lectures and assignments in English.

- SPAN 151 Elem Spanish I 3.00**  
Introduces Spanish language, emphasizing all language skills: listening, speaking, reading, and writing. Fall annually.
- SPAN 152 Elem Spanish II 3.00**  
Continuation of SPAN I. Prerequisite: SPAN 151 or satisfactory placement test score.
- SPAN 251 Spanish III (Interm I) 3.00**  
Systematic review of basic grammar: graded readings, conversation, translation, and composition based on selected topics. Prerequisite: SPAN 150 or 152, or satisfactory placement test score. Fall annually.
- SPAN 252 Spanish IV (Interm II) 3.00**  
Continuation of SPAN 251. Prerequisite: SPAN 251 or satisfactory placement test score. Spring annually.
- SPAN 253 Business Spanish 3.00**  
A study of commercial terminology and style, with extensive practice in the writing of business letters of various kinds. Prerequisite: SPAN 250 or 252, or equivalent.
- SPAN 260 Hispanic Short Story 3.00**  
A study of representative short stories by contemporary Spanish and Latin American writers. All readings and discussions in Spanish. Required for Spanish and Spanish education majors. Prerequisite: SPAN 252
- SPAN 265 Inter Conversation 3.00**  
Practice creative language use in conversation to develop oral proficiency for everyday situations and travel. May be substituted for SPAN 252, with permission of instructor. Required for Spanish and Spanish education majors. Prerequisite: SPAN 251 or equivalent.
- SPAN 270 Intro to Span Phon & Pronun 3.00**  
Introduces the Spanish phonetic system, including the study of phonemes, intonation, stress, and rhythm. Includes intensive aural/oral training through phonetic dictation with transcription in the International Phonetic Alphabet and practice diction. Introduces corrective phonetics. Recommended for majors. Required for Spanish education majors. Prerequisite: SPAN 252 or equivalent.
- SPAN 281 Spanish for Oral and Written Proficiency I 3.00**  
Intensive review of Spanish grammar, designed to increase students' proficiency in all language skills with particular attention to intermediate speaking and writing. Readings cover a range of Hispanic culture, including history, current affairs and literature. One course in SPAN 281 or SPAN 282 is required for Spanish and Spanish education majors. Prerequisites: SPAN 250 or 252 or equivalent.
- SPAN 282 Spanish for Oral and Written Proficiency II 3.00**  
Continuation of SPAN 281. One course in SPAN 281 or SPAN 282 is required for Spanish and Spanish education majors. Prerequisite: SPAN 250 or 252 or equivalent.
- SPAN 300 Latin American Civilization 3.00**  
Introduces Spanish Culture through its geography, art, history, politics, architecture, music and literature. Intended for World Languages majors concentrating in Spanish and Spanish education. Prerequisites: SPAN 281 or 282 or permission of instructor.
- SPAN 301 Spanish Civilization 3.00**  
Introduces Spanish culture through its geography, art, history, politics, architecture, music and literature. Further develops cultural themes introduced in SPAN 281 and 282. Required for Spanish and Spanish education majors. Prerequisite: SPAN 281 or 282 or permission of instructor.
- SPAN 302 Topics In Hispanic Lit & Cult 3.00**  
In-depth examination of one or more Hispanic literary movements, literary themes or cultural topics. No pre-requisite. Course taught in English. Not eligible for Spanish minor requirements.
- SPAN 304 Latino Cultures in the U.S. 3.00**  
In-depth examination of the major cultural contributions of the Latino population living in the U.S. Course taught in English. Not eligible for Spanish minor or major requirements. May be used for the B.A. World Languages degree as "Additional Required Credits". Prerequisite: 30 university credits completed including English 111 or equivalent.
- SPAN 305 Spanish for Professionals 3.00**  
In this course, students will apply skills in Spanish language and cultures to professional community contexts. Working closely with the instructor, students will develop and complete a project related to their academic field of interest. Projects may include professional document translation, community service work and/or projects, intensive oral and aural Spanish Proficiency training, or other appropriate Spanish language and cultural projects. Student will complete a capstone research project related to the specific project selected. Prerequisite: SPAN 251 or equivalent. Offered as needed.
- SPAN 340 Hispanic Film 3.00**  
This course, taught in Spanish, will examine major Spanish and Latin American films with English subtitles. It offers a special and important perspective to approach the contemporary history and culture of Hispanic countries. Students are encouraged to develop an awareness of differences between Hispanic and Anglo-American cultures. Course counts as a 300-level capstone course for BS and BA majors and minors in Spanish. Prerequisite: SPAN 282 or Permission of Instructor.
- SPAN 344 Translation 3.00**  
Reviews basic translation theory and introduces advanced translation techniques. Includes Spanish to English translation as well as English to Spanish, and also techniques of oral interpretation. Prerequisite: SPAN 250 or 252 or equivalent.
- SPAN 352 Readings in Spanish Literature from the Middle Ages to the Golden Age 3.00**  
Introduces Spanish literature from the 11th to the 17th centuries. Emphasizes the role of Islam, Judaism, and Christianity in the texts of this period, as well as the development of Spain as the most powerful nation in Europe and the New World during this period. Prerequisite: SPAN 281 or 282 or equivalent. As needed.
- SPAN 353 Readings in Spanish Literature from the Golden Age to the 20th Century 3.00**  
Surveys readings from the decline of Spain as a world power to its present position as a democracy. Emphasizes the unique role of the Spanish writer as the conscience and consciousness of the nation, as well as the emergence of women writers. Prerequisite: SPAN 281 or 282 or equivalent. As needed.
- SPAN 354 Modern Spanish Novel 3.00**  
Examines the development of the novel in Spain during the 19th and 20th centuries, with discussion of Romanticism, Regionalism, Realism and Naturalism. Prerequisite: SPAN 281 or 282 equivalent. As needed.
- SPAN 360 Read Span-Am Lit Pre-Col-19th 3.00**  
Surveys literature of Spanish-America from Pre-Columbian times to Romanticism. Emphasizes the clash between the autochthonous and the invading European culture that ultimately led to the formation of the Latin American character. Prerequisite: SPAN 281 or 282 or equivalent. As needed.
- SPAN 361 Spanish-American Literature from Modernismo to 20th Century 3.00**  
Covers the period from beginnings of Modernismo to the writers of the 20th century, emphasizing both prose and poetry. Prerequisite: SPAN 281 or 282 or equivalent. As needed.
- SPAN 362 20th Cent Spanish-American Novel 3.00**  
Examines development of the novel in Latin America from the early 20th century to The Boom. Prerequisite: SPAN 281 or 282 or equivalent. As needed.
- SPAN 400 Senior Seminar in Literary, Linguistic and Cultural Studies 3.00**  
Explores in a seminar setting a comparative literary, cultural, linguistic or pedagogical topic, including primary sources and relevant theory and criticism. The course teaches analytical and writing skills relevant to cultural, linguistic and literary analysis. A major paper or unit plan is required of all participants. Required of senior majors in World Languages and Cultures. Prerequisite: Senior status during semester of enrollment, at least one 300-level course in the Department of Modern Languages and Cultures.
- SPAN 401 St: Hispanic Lang & Culture 3.00**  
In-depth examination of contemporary Hispanic literature and cultural issues including but not limited to such topics as Hispanic Women Writers, Latino Cultures in the U.S. and relationships between Hispanic nations and the U.S. Course is taught in Spanish. Prerequisite: SPAN 282 or permission from instructor

<b>SPAN 417</b>	<b>Span Lang &amp; Culture Immersion</b>	<b>3.00</b>	This course consists of a trip to a Spanish speaking country for two to five weeks depending on the itinerary planned by the instructor prior to departure (no matter what the length, however, it will consist of the usual number of semester hours). During this period, students will visit places of historical and cultural interest in the country, receive lectures on the historical, cultural, artistic or literary importance of the sites visited, conduct as much of their daily routines in Spanish as possible. Course offered to graduate students and undergraduates.
<b>SPAN 461</b>	<b>Readings In Hispanic Literature</b>	<b>3.00</b>	Selected readings determined by the needs and interests of the individual student. Prerequisite: SPAN 281 or 282 or equivalent.
<b>SPED 111</b>	<b>Introduction to Special Education</b>	<b>3.00</b>	This course serves as an introduction to special education and provides an introduction to: characteristics, implications, and educational considerations of exceptional learners in PreK-12 educational settings, current legislation and notable court cases and their implications in delivering effective instruction in PreK-12 educational settings, as well as multi-tiered systems of support (MTSS) and response to instruction and intervention (RTI) as viable approaches to delivering instruction. Offered every semester.
<b>SPED 112</b>	<b>Disability Studies: An Introduction</b>	<b>3.00</b>	This course explores the relationship between disabling conditions and the views held by others that disability ranges from an individual's predicament to a social pathology. Students will be introduced to key debates and issues surrounding the nature of disability. Offered in fall.
<b>SPED 128</b>	<b>High Incidence Except</b>	<b>3.00</b>	This course provides an introduction to the prevalence, incidence, etiology, development, definitions, history, treatment approaches, service delivery options, and characteristics of individuals with high incidence exceptionalities, including mild mental retardation, learning disabilities, attention deficit hyperactive disorder, emotional and behavioral disorders, and gifted and talented.
<b>SPED 129</b>	<b>Low Incidence Except</b>	<b>3.00</b>	This course provides an introduction to the prevalence, incidence, etiology, development, and characteristics of individuals with low incidence disabilities including vision and hearing disabilities, physical disabilities, autism, moderate to profound retardation, deaf-blind, and multiple disabilities.
<b>SPED 211</b>	<b>Intellectual Disabilities</b>	<b>3.00</b>	This is a comprehensive study of the biological, psychosocial, and educational implications of intellectual disabilities, including a consideration of etiology; assessment and diagnosis; educational programs, including preschool and post school; adult social and vocational adjustment; national and local programs, and research. Prerequisite: One of the following three courses: REHB 126, SPED 128, SPED 129
<b>SPED 230</b>	<b>Soc Emot Disturbed</b>	<b>3.00</b>	Focuses on the nature of social and emotional disturbances, and familiarizes the student with atypical behaviors utilizing current classification systems and theoretical models. Emphasizes history, etiology, nature, characteristics, assessment, and treatment approaches. Prerequisites: SPED 126, 128, 129, 226, and 245. Each semester.
<b>SPED 234</b>	<b>Physical Disorder and Health Impairments in the Special Education Classroom</b>	<b>3.00</b>	This course is designed for undergraduate students who will serve students with physical disabilities, health impairments, and multiple disabilities. Therefore, this course provides identification and treatment of students with physical disabilities and health impairments, plus instruction, curricular adaptation, collaboration, advocacy, special services, equipment, and procedure for school and community programs for them. Survey of characteristics identification and intervention strategies related to physical disabilities, special health care needs, special services, equipment, and procedures for school and community programs. The course includes discussion, simulation, presentation, and survey reports pertaining to education, related services, and accommodations and modifications for individuals with physical disabilities and health impairments. Prerequisite: SPED 111. Offered each semester.
<b>SPED 245</b>	<b>Applied Behavior Analysis</b>	<b>3.00</b>	This course focuses on principles of applied behavioral analysis in an assessment and treatment of behavioral excess or deficiencies, students will design programs to increase skill acquisition or reducing inappropriate behavior for either groups or individuals in special education or rehabilitative settings. Prerequisite: SPED 128 & 129 or REHB 126. Offered each fall and spring.
<b>SPED 345</b>	<b>Sec Trans &amp; Voc Serv</b>	<b>3.00</b>	Examines issues and options relative to secondary educational and vocational services for individuals with disabilities. Prerequisites: SPED 245.
<b>SPED 350</b>	<b>Seminar-Contem Issues Spec Ed</b>	<b>2.00</b>	In this course students will identify critical features that are essential for the implementation of a standards-based instructional delivery system. Students will review the components of a Response to Intervention (RtI) Instructional Delivery System and the application of the RtI process in meeting the instructional needs of all students. Prerequisite: SPED 128, 129, 245
<b>SPED 381</b>	<b>Special Read &amp; Writ Exp Inst</b>	<b>3.00</b>	Provides students with specific data-based strategies to teach reading and writing to students with disabilities. Prerequisite: SPED 126, 220, 226, 227, 230, 235, 245.
<b>SPED 382</b>	<b>Word Analysis for Teachers</b>	<b>1.00</b>	This course focuses on developing in-depth knowledge of phonological awareness, phonics, and structural analysis of words as fundamental components to implementing an effective reading program. Students will study the application of word analysis skills as it applies to classroom instruction. Prerequisite: SPED 381. Offered fall and spring.
<b>SPED 384</b>	<b>Word Analysis and Special Reading Instruction</b>	<b>4.00</b>	This course focuses on developing in-depth knowledge of phonological awareness, phonics, and structural analysis of words as fundamental to implementing an effective reading program. Students will study the application of work analysis skills as it applies to classroom instruction. In addition, this course will provide students with specific data-based strategies to teach reading and written expression to struggling learners. Prerequisite: SPED 111 and SPED 245. Offered each semester.
<b>SPED 400</b>	<b>Special Topics</b>	<b>6.00</b>	Deals with topical themes in special education to expand the knowledge and competence of teachers. Enrollment is by consent of the instructor. Summers only, on demand.
<b>SPED 411</b>	<b>Ed Assess Pract</b>	<b>1.00</b>	Participants conduct a child study in a school setting by selecting, acquiring, analyzing, and synthesizing information needed for educational decision-making regarding an individual with disabilities or with a suspected disability, and using the results to develop an educational intervention plan. Prerequisite: SPED 320 and students must receive a "C" or better in SPED 462. Each semester.
<b>SPED 412</b>	<b>Foundations of Behavior Analysis and the CLM</b>	<b>3.00</b>	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. Prerequisite: SPED 245.
<b>SPED 413</b>	<b>ABA/CLM Instructional Methods, Procedures, and Tools</b>	<b>3.00</b>	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 245, SPED 412.

- SPED 414 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 418 Excep Reg Class Id & Ser 3.00**  
Prepares students to deal with the nature and needs of the exceptional person in the regular classroom. Examines contemporary methods of identification, services for the exceptional individual, and legal aspects of the least restrictive environment. Prerequisite: Sophomore standing.
- SPED 422 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 students; classroom management techniques; development of the IEP, behavior and transition plans; and collaboration with other professionals, paraprofessionals and parents. Prerequisite: SPED 320, 360, 380, 381 and must receive a "C" or better in SPED 462.
- SPED 426 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 427 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 428 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 431 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. Prerequisite: Graduate standing
- SPED 432 Specific Learning Disabilities 3.00**  
Focuses on the nature of specific learning disabilities. Includes history, definition, characteristics, assessment, strategies, and tactics of instruction and/or remediation, vocational implications and federal and state laws and regulations in regard to the individual who is learning disabled. Prerequisites: SPED 245 and SPED 350
- SPED 433 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 245, SPED 412, SPED 413.

- SPED 437 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 245, SPED 412, SPED 413, SPED 433.
- SPED 438 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. Prerequisite: SPED 245.
- SPED 441 Tch Stu w/ Disabilities In Sec 3.00**  
This course will prepare educators with the skills and knowledge to deliver and support instruction to students with disabilities in secondary classroom settings. Prerequisite: SPED 418.
- SPED 442 Diff Inst In Inclusive Setting 3.00**  
This course focuses on planning, designing, and delivering differentiated instruction to an increasingly diverse general education population, including students with disabilities, students who are gifted, students at risk, and students with cultural differences. Prerequisite: SPED 418.
- SPED 443 Prev & Trmt Acad & Learning 3.00**  
This course will review the practice of prevention and intervention in dealing with students who are academically deficient, including, response-to-intervention, scientifically-based instruction, and the teacher, learner, curriculum interface. Prerequisite: SPED 418.

<b>SPED 444</b>	<b>Meth for Individuals w/ High Incidence Disabilities</b>	<b>3.00</b>	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 and students must receive a "C" or better in SPED 462. Fall and Spring, every year.	<b>SW 212</b>	<b>Social Work With Groups</b>	<b>3.00</b>	A study of the practice of group work, group dynamics and the use of various types of groups in social work settings. Spring, annually.
<b>SPED 446</b>	<b>Meth for Individuals Low Incidence Disabilities</b>	<b>3.00</b>	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 and students must receive a "C" or better in SPED 462. Fall and Spring, every year.	<b>SW 225</b>	<b>Soc Work Child &amp; Youth</b>	<b>3.00</b>	The study of social work approaches to prevention, intervention, and treatment of problems facing families and children. Examines concepts, policies, and practice issues in the field of child and family welfare. Spring, annually.
<b>SPED 450</b>	<b>Student Teaching</b>	<b>6.00</b>	Observation and participation in teaching students with disabilities and in activities related to the performance of a teacher's work. Prerequisites: SPED 411 must receive a "C" or better, 415, 416, 420, 421, 422.	<b>SW 305</b>	<b>Juvenile Delinquency</b>	<b>3.00</b>	Taking a sociological approach, yet focusing on practice, this course discusses juvenile delinquency as it relates to and emerges from the youth's family, neighborhood, school, peer group, social class, and overall cultural and social environment. Therefore, this course will examine a variety of cultural and social factors related to delinquency, along with implications for assessment, prevention and intervention. The intentions of the course are to prepare students to work with juveniles, to understand risk and protective factors (including individual, family, socioeconomic, peer, school, and community factors). Skills and key practice issues will be addressed including relationship building, ethical issues in youth work, relational elements within the family, community responses and human service delivery. Alternate years.
<b>SPED 455</b>	<b>Professional Seminar</b>	<b>1.00</b>	Examines problems, practices, and regulations attending student teaching professional experiences. Coordinates the student teaching program with the educational objectives of the student teaching centers. Examines Pennsylvania school laws relevant to the work of the beginning special educator. Includes practical interpretations of professional ethics and the functions of professional organizations. Limited to student teachers. Each semester.	<b>SW 310</b>	<b>Crisis Intervention</b>	<b>3.00</b>	This course is designed to prepare students in the helping professions with the skills to handle short term crisis situations within a generalist social work framework. The focus of the course is on crisis, emergency, disaster management and prevention. At the completion of this course students will understand the nature of crisis and its impact on the lives of diverse individuals, families, groups, and communities. Prerequisites are Soc 211, SW 211 or SW 212.
<b>SPED 462</b>	<b>Educational Assessment</b>	<b>3.00</b>	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>SW 315</b>	<b>Social Welfare</b>	<b>3.00</b>	Examines the nature of social welfare policies and programs in the U.S. An overview of the history and administration of major social welfare programs is presented. Examines programs for the poor, the mentally ill, the disabled, children and families at-risk, the unemployed, and the aged in our society. No prerequisite. Spring, annually.
<b>SPED 468</b>	<b>Special Education Policy</b>	<b>1.00</b>	This course serves as an introduction to current special education policy and practice exploring the federal and state legislation. Students will examine evidence to support current policy and forces that shape the passage of future legislation. Offered every semester.	<b>SW 320</b>	<b>Human Sexuality and Social Work</b>	<b>3.00</b>	This course lays the foundation for understanding human sex and sexuality for beginning level social work practitioners who will need this information in their work with clients i.e. in sexual counseling, in policy and service discussions about sex education, and in public health issues related to sexual behavior with an emphasis on diversity and inclusiveness. Prerequisites include Soc 211, SW 211 or SW 212.
<b>SPED 476</b>	<b>Teaching Students with Traumatic Brain Injury (TBI)</b>	<b>3.00</b>	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.	<b>SW 330</b>	<b>Ethics in Social Services</b>	<b>3.00</b>	Introduces the upper-level undergraduate student to ethical issues within the social services arena. A variety of real-world topics will be explored, including an introduction to the diversity of ethical perspectives, professional roles, treatment process, populations, and organizational-cultural issues related to ethics in social services. The course will involve lecture, small-group discussion of ethics-related vignettes, audio-video materials, exams, and a writing assignment.
<b>SPED 482</b>	<b>Special Mathematics Instruct</b>	<b>3.00</b>	Provides students with specific data-based strategies to teach mathematics to students with disabilities. Prerequisites: SPED 128, 129, 245, MATH 111.	<b>SW 340</b>	<b>Health Care Policies &amp; Systems</b>	<b>3.00</b>	This course explores the role of social work in health care policies and systems. It examines the conceptual framework of health, mental health, and access to health care in society. Students will examine the health status of disadvantaged and at-risk populations and consider implications for policy, practice, and economic justice in society. Prerequisites are SOC 211, SW 211 or SW 212.
<b>SPED 492</b>	<b>Special Mathematics Instr II</b>	<b>3.00</b>	This course builds upon the content of Special Mathematics by providing students with mechanisms to deliver standards-based mathematics instruction to adolescents with disabilities. Prerequisite: SPED 482 or permission of instructor.	<b>SW 350</b>	<b>Geron Soc Wrk Pract</b>	<b>3.00</b>	Concepts, policies, and practice issues in social work with older adults. Examines methods of intervention, social service delivery systems, and the special needs of diverse older populations. Fall, annually.
<b>SPED 499</b>	<b>Independent Study</b>	<b>3.00</b>	Provides students with an opportunity to explore an area of special needs or interest in special education in-depth under the supervision of a faculty member of the department. Students must develop a proposed study plan and secure the approval of the department chair prior to registration. Prerequisite: Junior or senior standing.	<b>SW 354</b>	<b>Special Topics</b>	<b>3.00</b>	Examines areas of study in Social Work. Professor selects format most suitable to the study. Topics, announced in advance, focus on the needs and interests of social workers. Course offered on demand. Prerequisites: SW 211, or SW 212 or SOC 211 or permission of instructor.
<b>SW 211</b>	<b>Prin of Social Work</b>	<b>3.00</b>	Overview of social work as a profession with an introduction to social work with individuals, groups, families, and communities. Students examine a basic set of concepts, principles, and elements of practice. Fall, annually.	<b>SW 360</b>	<b>Substance Abuse and Social Work</b>	<b>3.00</b>	Students will study the NASW policy statement on alcohol and other drugs and examine contemporary, evidence-based approaches to prevention, assessment and intervention in social work. A system perspective is applied to this practice

- area and social and economic justice issues are examined. This course lays the foundation for understanding substance use and abuse for beginning level social work practitioners and related majors who will need this information in their work with clients. An ecological framework is utilized to emphasize the relationship between policy and practice. Social and economic justice issues related to substance abuse are also examined. Prerequisites: Soc 211, SW 211 or SW 212.
- SW 370 Social Work with the Sexually Deviant 3.00**  
In the field of social work there is continual need for specialized services to deal with current problems facing society. Sexuality remains a neglected and largely taboo area within practice, but it can be a demanding aspect of social work. This course is outlined to educate students about the unique and specialized treatment of the sexually deviant population. Theories and etiologies of sexual offending will be discussed. Students will gain an overview of sexually deviant behaviors. The course will cover specific areas of assessment and treatment of sexual deviance. Pathways and typologies of offenders will be discussed as well the significant differences when working with the sexually deviant individuals and juveniles. Further, the course will discuss the state and federal laws that govern sexual offenders including Megan's Law and the Welsh Act. Prerequisite: SOC 211 or SW 211 or SW 212.
- SW 399 Social Work Practicum Seminar 3.00**  
This is an upper division course for students near the end of their studies. In this course students will examine several social service agencies, how each applies the helping process, and the role and function of the social work professional in a variety of settings. Students will be exposed to a variety of local social service agencies and delivery systems through class visits from social workers and social service professionals whose programs serve primarily vulnerable populations. This course is designed to enhance students' understanding and knowledge of the social determinants of need, community service and civic engagement and to incorporate field service and classroom learning. Prerequisite: SOC 211, SW 211 or SW 212.
- SW 451 Qualitative Research Methods 3.00**  
Qualitative research seeks to integrate the lived experience with principles from the scientific method. This course is designed to provide an overview of qualitative research methods and techniques used for conducting sociological research such as case studies, unobtrusive methods, participant observation, choices of observer status role, recording data, uses of technical equipment, key informants, interviewing techniques, and ethical considerations in employing such methods and procedures. The course examines the use of these methods and techniques in both academic and applied research. Prerequisite: SOC 211, SW 211 or SW 212.
- SW 499 Supervised Field Placem 9.00**  
With the approval and under the supervision of a member of the sociology faculty, students are placed in field-work settings, e.g., child welfare agencies, offices of aging, divisions of the criminal justice system, community development agencies, etc., where they will observe and work with persons responsible for carrying out a range of specific human services. Requires a 10-hour commitment each week. May be repeated once for credit. Prerequisites: Permission of instructor, junior standing, and six hours in sociology.
- THE 105 Introduction to Theatrical Production 3.00**  
This course is an entry level practical learning experience in a variety of the many areas required to produce a complete theatrical artwork. Specifics of projects will vary with production, but generally students at this level will act as crew members and performers exposed to the basics of theatrical productions. Offered fall and spring.
- THE 117 From Page to Stage: How Do You Do That? 3.00**  
This course will take an in-depth look at the process of taking a script from its paper form to making it come to life on a fully realized stage in a theatre. Students will engage in inquiry, problem-solving and research as they develop an understanding of the complexities presented by a script, venues, finances, etc. that impact how a play comes to life. The seminar-style format of this course emphasizes student engagement and learning through collaboration, with a focus on both small group and whole-class discussion and projects.
- THE 120 Play Production 3.00**  
Introduces elements of theatre, including directing, acting, make-up, criticism, stagecraft, and stage lighting. No prerequisites. Summer, annually.
- THE 139 Introduction to Arts Management 3.00**  
Introduces the varied and diverse responsibilities of arts managers. Topics include arts management history and philosophy, arts leadership, arts organizations and organizational design, strategic planning and decision making, financial and fund raising practices, human resources and labor, marketing and client/artist relations as it pertains to the arts, arts and entertainment law, and career development. Offered annually.
- THE 155 Interpretation I 3.00**  
Develops expressive presentational skills through practice in the oral interpretation of literature. Focuses on analyzing an author's meaning, responding to it, communicating that meaning to an audience, and correlating oral interpretation with other arts. Fall, annually.
- THE 161 Stagecraft 3.00**  
A study of the theory, materials, and practice of stage construction. Emphasizes technical instruction and the relationship between the dramatic function of the setting and its actual physical realization. Student projects and required production labs provide practical experience. Fall, annually.
- THE 201 Dance I 3.00**  
Focuses on alignment, strength, flexibility, balance, and locomotor movement. Surveys jazz, ballet, modern, and tap dance styles. For actors: a working knowledge of dance styles for performance and auditions. For everyone: an exploration of personal movement potential and an appreciation for the art of dance. Fall, annually.
- THE 204 Movement for the Actor 3.00**  
This class is designed to give student performers the tools to use their bodies as instruments for developing characters, and to develop a vocabulary that will enable them to communicate with directors and movement coaches from a variety of backgrounds. Instruction focuses on building physical presence and body awareness, increasing flexibility and range of motion, and developing control necessary for efficient and communicative movement in a variety of theatre styles.
- THE 205 Intermediate I: Theatrical Production 3.00**  
A continuation of THE 105. This course is a practical learning experience for those students with a modicum of experience in a variety of the many areas required to produce a complete theatrical artwork. Specifics of projects will vary with production, but generally students at this level will act as crew members and performers for theatrical productions. Prerequisite: THE 105 or permission of the instructor. Offered fall and spring.
- THE 206 Musical Theatre Rehearsal Techniques 3.00**  
A focused study of rehearsal and performance techniques of specific material from musical theatre in production. Designed for the student actor in developing proper practices, habits and conditioning necessary for success in performance of musical theatre. Specific topics will vary depending upon the specific demands of the work in production. Prerequisite: Permission of the instructor. Offered fall and spring.
- THE 215 Special Topics In Theatre 3.00**  
Focuses on offering special topics reflecting the interest of students. Content varies from semester to semester. Suitable for both majors and non-majors in theatre. May be taken for a maximum of nine credits in the major. On demand.
- THE 251 Voice & Articulation 3.00**  
Helps students improve their speech by the elimination of faulty voice and articulation habits. Gives attention to basic skills, including vocal variety, projection, breath control, tonal production, and articulation. Focuses on both the technical production of speech sounds and the student's ability to communicate.
- THE 253 Intro to Theatre 3.00**  
Explores the techniques and contemporary practices in the organization of dramatic material. Surveys the division of labor for creation of dramatic material. Analyzes literary concepts, including realism and existentialism, that motivate the contemporary audience. Each semester.
- THE 254 Acting I: Intro to Acting 3.00**  
A beginning acting course. Familiarizes students with the skills and tools required of today's professional actors. Suitable general elective for non-theatre majors.

<b>THE 261</b>	<b>Draft &amp; Rendering for Theatre</b> A practical study of the standard techniques used in drafting and rendering to convey textual information for design and construction of theatrical set designs, lighting designs, and costume designs. Prerequisite: THE 161 or consent of instructor. Enrollment is limited to Theatre majors or minors or with consent of instructor. Spring, odd-numbered years.	<b>3.00</b>	
<b>THE 262</b>	<b>Stage Lighting</b> Introduces the theory and practice of theatre lighting. Examines the purpose and aesthetics of lighting for the theatre and allied fields of television, film, and concerts. Also examines mechanics and control, including sections on optics, electrical theory and color. Student projects and required production labs provide practical experience in stage lighting. Prerequisite: THE 161 - enrollment is limited to Theatre majors or minors or with consent of instructor. Spring, even-numbered years.	<b>3.00</b>	
<b>THE 271</b>	<b>Costume Construction</b> Explores the basic aspects of constructing costumes for the stage, including beginning pattern generation, sewing and fitting. Familiarizes the student with the industry standard in building theatrical costumes.	<b>3.00</b>	
<b>THE 301</b>	<b>Musical Theatre Dance Tech I</b> A practice and historical study of Broadway dance styles. Emphasis is placed on the relationship between dance in musical theatre and the 20th century popular social dance forms traced from minstrelsy and vaudeville to the present day. The stylization of these forms is stressed through original musical theatre choreography from each decade. The main focus is in the jazz idiom; however, strong ballet and tap skills are required. Prerequisite: THE 201 or permission of instructor. Spring, annually.	<b>3.00</b>	
<b>THE 302</b>	<b>Intro to Choreography</b> Introduces dance composition, emphasizing spatial design, sources of movement, and exploring the basic elements of space, time, and energy through improvisation, short movement studies, and dances which are presented, discussed, and reworked in class. Prerequisite: THE 301.	<b>3.00</b>	
<b>THE 304</b>	<b>Dance Repertory</b> Provides students with the opportunity to learn and perform a complete dance choreographed in class by the instructor. Students gain experience as performers in an intensive company-workshop atmosphere and learn how an experienced choreographer uses skills of dance composition and the strengths of the dancers to choreograph a new work. The finished dance is performed in class and as part of a student dance concert on campus. Prerequisite: THE 301 or 302 or permission of instructor.	<b>3.00</b>	
<b>THE 305</b>	<b>Intermediate II: Theatrical Production</b> A continuation of THE 205. This course is a practical learning experience for those students with some intermediate experience in a variety of the many areas required to produce a complete theatrical artwork. Specifics of projects will vary with production, but generally students at this level will act as crew leaders, assistant designers, assistant state managers and performers for theatrical productions. Prerequisite: THE 205 or permission of the instructor. Offered in fall and spring.	<b>3.00</b>	
<b>THE 310</b>	<b>Acting the Song</b> Students will do advanced work in character analysis and text analysis through materials that is entirely sung. They will explore songs as monologues, discovering where they can utilize and capitalize on previous training, while also developing new techniques that are unique to acting in musicals. A variety of Musical Theatre genres will be explored as well as the historical significance of the Musical Theatre.	<b>3.00</b>	
<b>THE 311</b>	<b>Musical Theatre Dance Tech II</b> This course is a continuing study of Broadway dance styles with the emphasis on significant choreographers and their work in 20th century musical theatre to the present day. Technique and performance quality is stressed through the understanding and execution of the movement qualities used by historical and current musical theatre choreographers. The main focus is in the jazz idiom; however, strong ballet and tap skills are required. Prerequisite: Dance I or permission of instructor. Spring, as needed.	<b>3.00</b>	
<b>THE 321</b>	<b>Musical Theatre Dance Tech III</b> This course is a continuing study of Broadway dance styles. Emphasis is placed on the tap and modern work in musical theatre as well as dance auditioning skills. Technique and performance quality is stressed through the understanding	<b>3.00</b>	
			and execution of the movement qualities desired in musical theatre dance auditions. Broadway tap, and modern dance, as it is applied to musical theatre, will be explored in greater depth. Prerequisite: Dance 1 or permission of instructor. Spring, as needed.
<b>THE 322</b>	<b>Women in Theatre</b> Women came to the forefront in Western theatre having struggled their way in after the Restoration in England. However, their roles both on and off the stage throughout history have been historically marginalized. This class endeavors to uncover the female pioneers in theatre, examining their roles in all aspects of theatre including as characters, playwrights, performers, technicians, designers, directors and critics.	<b>3.00</b>	
<b>THE 333</b>	<b>Yoga for Actors</b> Explores the concepts and precepts of yoga in the context of the actor's craft. Students will focus on Hatha Yoga (the postures) as well as other aspects of the ancient art and science of yoga that are directly applicable to the process of developing a character. Instruction focuses on physical alignment, flexibility and strength, mental focus and discipline, breathing and its relation to the actor's vocal instrument.	<b>3.00</b>	
<b>THE 339</b>	<b>Technology in Arts Management</b> This course will explore foundational experiences with digital tools and resources used by arts organizations to gather, manage, manipulate and present data; to effectively work with media professionals in advertising, public relations and strategic communication to attract audiences and to plan, promote and publicize events. The legal, ethical and responsible use of digital information including privacy, intellectual property and copyright is emphasized. Additionally, students will explore career and professional development and digital resources used by arts managers to perform management functions. Offered annually.	<b>3.00</b>	
<b>THE 344</b>	<b>Musical Theatre History</b> An introduction and exploration of the development of the American Musical from the influences that began in the 19th century and before, to the most current and contemporary innovations on Broadway and beyond. The course will incorporate reading, listening and watching examples of the major styles and trends in Musical Theatre with study of the chronological development as influenced by world history.	<b>3.00</b>	
<b>THE 350</b>	<b>Summer Drama Workshop</b> Combines study and practice in the dramatic arts and includes formal, intensive study in acting, play production, direction, makeup, scene design, stage lighting, and stagecraft. In conjunction with the workshop, Clarion University sponsors a Summer Theatre Company consisting of members of the workshop, which produces major shows. Summer, annually.	<b>6.00</b>	
<b>THE 351</b>	<b>Adv Theatre Prod</b> Advanced study and practice in the dramatic arts, including projects in scene design, theatre management, and acting. Students work with members of the Summer Drama Workshop in the production of major plays for the Clarion Summer Theatre. Prerequisite: THE 120 or 350. Summer, annually.	<b>6.00</b>	
<b>THE 352</b>	<b>Play Directing</b> A study of the fundamentals and procedures of play directing and problems faced in educational theatre. Includes script analysis, casting, and rehearsal methods. Students direct one-act plays for public presentation. Prerequisite: THE 253, 254, 362, or permission of instructor. Fall, even-numbered years.	<b>3.00</b>	
<b>THE 356</b>	<b>Playwriting And Script Const</b> Introduces the art of the playwright and dramatic storytelling from plot construction to dialogue construction and the addressing the needs of production, in readings and exercises. Culminates with the crafting of a 10-minute play. Prerequisites: THE 253, 254 or THE 161 or permission of instructor.	<b>3.00</b>	
<b>THE 359</b>	<b>Hist of Theatre I</b> The history of the theatre as exemplified in the plays and playwrights from Antiquity to the Baroque. Prerequisites: THE 253, 254 or permission of the instructor. Fall, annually.	<b>3.00</b>	
<b>THE 360</b>	<b>History of Theatre II</b> History of the theatre as exemplified in the plays and playwrights from the Romantic Period to Post-Modernism. Prerequisites: THE 253, THE 254 or permission of instructor.	<b>3.00</b>	
<b>THE 361</b>	<b>Acting II: Scene Study</b> Further applications of the basic groundwork laid in Acting I. Students work in pairs or groups on scenes from published plays in order to sharpen their skills in character analysis, characterization and truthful playing for the stage. Prerequisite: THE 254. Enrollment is limited to Theatre majors or minors or with consent of instructor.	<b>3.00</b>	

<b>THE 362</b>	<b>Set Design</b> <b>3.00</b> Study and practice in the aesthetics, methods, and techniques of scenic design, utilizing epic and Stanislavskian scenographic analysis. Prerequisite: THE 161. Enrollment is limited to Theatre majors or minors or with consent of instructor. Spring, odd-numbered years.		<b>THE 461</b>	<b>Styles of Acting</b> <b>3.00</b> Examines playing the character within the framework of historical style. Focuses on how to recognize style/period through the text and how to solve the problems of assuming and communicating style. Prerequisites: THE 254 and 361 or consent of instructor. Spring, odd-numbered years.
<b>THE 363</b>	<b>Theatrical Make-Up</b> <b>3.00</b> Fundamentals and application of stage make-up.		<b>THE 490</b>	<b>Independent Study</b> <b>3.00</b> Selected topics for research and/or performance projects in speech communication and theatre. Prior to registration, students need to obtain an advisor who will direct their study. Approval by appropriate dean required.
<b>THE 364</b>	<b>Scene Painting for Stage</b> <b>3.00</b> Studio instruction in the use of brushwork and pigment to develop landscape, ornament, paneling, and architectural detail in stage scenery based on the analysis of form and source of light. Enrollment is limited to Theatre majors or minors or with consent of instructor. Fall, even-numbered years.		<b>THE 495</b>	<b>Internship In Theatre</b> <b>12.00</b> The internship program gives the student the opportunity to apply classroom theory and techniques in business, government, theatre, and other cooperating organizations. Course open to any speech communication and theatre major with a junior or senior standing with consent of department. Student must have a 2.5 QPA or higher and 3.00 QPA in a major. On demand.
<b>THE 366</b>	<b>Production &amp; Stage Mgmt</b> <b>3.00</b> A study of theory and practice of production and stage management in the professional, community, and educational theatre environments, including theatrical organization, rehearsal procedures, and performance duties. Prerequisite: Enrollment is limited to Theatre majors or minors or with consent of instructor.		<b>THIS 491</b>	<b>Appl Research Public Policy</b> <b>3.00</b> This research course is offered as part of the Harrisburg Internship Semester. Student interns are required to complete a rigorous research project directly related to the intern's academic major and internship placement. The research topic is selected in consultation with the faculty coordinator, the internship sponsor, and the Resident Faculty Director of the program.
<b>THE 367</b>	<b>Theatrical Costuming</b> <b>3.00</b> Course examines the principles of Costume Design through the study of modes of dress from ancient to modern times. Includes projects in creativity, script analysis, emotional responses to a text, and beginning costume design. Prerequisite: Majors or Minors only. Fall, Even numbered years.		<b>THIS 492</b>	<b>Seminar in Public Policymaking</b> <b>3.00</b> This seminar course is offered as part of the Harrisburg Internship Semester. The seminar exposes participating students to the latest scholarship in public policy formation and includes elements of the legislative process, executive operations and decision-making, governmental budgeting, public personnel administration, and more specialized state governmental topics. Leading policymakers from the commonwealth address the seminar and participate in roundtable discussions with students.
<b>THE 368</b>	<b>Prof Pract: The Audition</b> <b>3.00</b> Concentrates on the preparation and practices of talent in an audition situation. Emphasizes presentation for both prepared and cold audition situations and familiarity with the business aspects that are part of the auditioning process. Limited to acting students in the B.F.A. program, or by instructor's consent.		<b>US 301</b>	<b>Ultrasound Clinical I</b> <b>15.00</b> Within the B.S. in Medical Imaging Sciences degree, the concentration in ultrasound was approved so that a block of credits ranging from 30 - 60 credits may be transferred into Clarion from formal ultrasound educational programs that are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS). The curriculum of every JRCDEMS-accredited ultrasound program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (US 301, 302, 401 and 402) will facilitate transference of clinical credits from accredited ultrasound programs into Clarion. Prerequisite: Students may complete their general education course work at Clarion before completing their ultrasound clinical program, or they may complete the clinical ultrasound program prior to completing general education coursework at Clarion.
<b>THE 369</b>	<b>Playing Shakespeare</b> <b>3.00</b> Introduces the advanced acting student to an approach to Shakespeare's texts which requires an open and personal commitment to thought, language, and movement. Prerequisite: THE 361 or THE 254. Enrollment is limited to Theatre majors or minors or with permission of instructor. Spring, even-numbered years.		<b>US 302</b>	<b>Ultrasound Clinical II</b> <b>15.00</b> Within the B.S. in Medical Imaging Sciences degree, the concentration in ultrasound was approved so that a block of credits ranging from 30 - 60 credits may be transferred into Clarion from formal ultrasound educational programs that are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS). The curriculum of every JRCDEMS-accredited ultrasound program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (US 301, 302, 401 and 402) will facilitate transference of clinical credits from accredited ultrasound programs into Clarion. Prerequisite: Students may complete their general education course work at Clarion before completing their ultrasound clinical program, or they may complete the clinical ultrasound program prior to completing general education coursework at Clarion.
<b>THE 370</b>	<b>Stage Dialects</b> <b>3.00</b> Students learn, practice and perform in five commonly used stage dialects: Standard British, Cockney, Irish, Scottish, and Standard American Southern. Uses the International Phonetic Alphabet as a means to understanding the changes in certain key phonemes in each dialect. Utilizes films or videotapes of natural speakers when possible to help familiarize students with the lilt and musicality of each dialect. Students perform both monologues and scenes over the course of the semester. Pre-requisites: THE 251 and 361 or 254 with permission of instructor. Spring, odd-numbered years.		<b>US 303</b>	<b>Ultrasound Clinical III</b> <b>15.00</b> Within the B.S. in Medical Imaging Sciences degree and concentration in ultrasound, placeholder courses facilitate the transference of block credits for completion of a formal nuclear medicine educational program in nuclear medicine that is recognized by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).
<b>THE 371</b>	<b>Sound Design for the Theatre</b> <b>3.00</b> Introduces the art of sound design to the theatre student form script analysis to technical production and implementation of sound equipment. Prerequisite: THE 161. Enrollment is limited to Theatre majors or minors or with consent of instructor.			
<b>THE 403</b>	<b>Graduation Project</b> <b>1.00</b> Directed Research toward Graduation Project in Acting or Musical Theatre. Prerequisite: Permission of instructor			
<b>THE 404</b>	<b>Graduation Project</b> <b>1.00</b> Directed research toward Graduation Project in Design/ Technical Production.			
<b>THE 405</b>	<b>Advanced Theatrical Production</b> <b>3.00</b> A continuation of THE 305. This is a practical learning experience for those students with an advanced background and experience in the many areas that are needed to produce a complete theatrical artwork. Specifics of projects will vary with production, but generally those students enrolled at the advanced level will act as designers and other creative staff, productions stage managers, company deputies, dance captains and advanced performers for theatrical production. Prerequisite: THE 305 or permission of the instructor. Offered fall and spring.			

<b>US 401</b>	<b>Ultrasound Clinical III</b> Within the B.S. in Medical Imaging Sciences degree, the concentration in ultrasound was approved so that a block of credits ranging from 30 - 60 credits may be transferred into Clarion from formal ultrasound educational programs that are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS). The curriculum of every JRCDMS-accredited ultrasound program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (US 301, 302, 401 and 402) will facilitate transference of clinical credits from accredited ultrasound programs into Clarion. Prerequisite: Students may complete their general education course work at Clarion before completing their ultrasound clinical program, or they may complete the clinical ultrasound program prior to completing general education coursework at Clarion.	<b>15.00</b>	<b>WGS 490</b>	<b>Seminar In Women &amp; Gender Stds</b> Interdisciplinary seminar synthesizes knowledge and skills acquired in lower-division courses through a unifying theme. Broad theme offers a variety of dimensions for study and research. Prerequisites: Junior standing, WS 100 plus nine additional hours of women's studies courses, or consent of instructor. On demand.	<b>3.00</b>
<b>US 402</b>	<b>Ultrasound Clinical IV</b> Within the B.S. in Medical Imaging Sciences degree, the concentration in ultrasound was approved so that a block of credits ranging from 30 - 60 credits may be transferred into Clarion from formal ultrasound educational programs that are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS). The curriculum of every JRCDMS-accredited ultrasound program must meet the same standards and guidelines although clinical course titles and credits vary slightly with each program. Placeholder courses (US 301, 302, 401 and 402) will facilitate transference of clinical credits from accredited ultrasound programs into Clarion. Prerequisite: Students may complete their general education course work at Clarion before completing their ultrasound clinical program, or they may complete the clinical ultrasound program prior to completing general education coursework at Clarion.	<b>15.00</b>	<b>WGS 499</b>	<b>Independent Study</b> This course is designed to provide students with an opportunity to explore an area of special interest in Women's Studies related topics in depth under the supervision of a faculty member. Students must develop a proposed study plan and secure the approval of the program director prior to registration.	<b>3.00</b>
<b>US 403</b>	<b>Ultrasound Clinical IV</b> Within the B.S. in Medical Imaging Sciences degree and concentration in ultrasound, placeholder courses facilitate the transference of block credits for completion of a formal nuclear medicine educational program in nuclear medicine that is recognized by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).	<b>15.00</b>			
<b>WGS 100</b>	<b>Surv of Women &amp; Gender Studies</b> Surveys women's studies topics offered in more advanced courses. Uses materials primarily from the social sciences to examine various topics from a feminist perspective. Examines diverse women's lives across the lifespan, feminist pedagogy, sex role socialization, women's relationships, women as students, and women in society and history, among other topics. No prerequisite. Fall, annually.	<b>3.00</b>			
<b>WGS 200</b>	<b>Spec Top Women's &amp; Gender Study</b> Focuses on themes and topics of contemporary and/or historical interest in the study of women and their contributions across the disciplines and in the culture at large. The special subjects of Each semester's offerings will be announced in pre-registration. May be repeated with approval of the advisor, provided that different topics are offered.	<b>4.00</b>			
<b>WGS 300</b>	<b>Special Topics Women's &amp; Gender Study</b> Focuses on themes and topics of contemporary and/or historical interest in the study of women and their contributions across the disciplines and in the culture at large. The special subjects of Each semester's offerings will be announced in pre-registration. May be repeated with approval of the advisor, provided that different topics are offered.	<b>3.00</b>			
<b>WGS 311</b>	<b>Gender, Violence And Activism</b> This course explores the socio-structural and cultural dimensions of gender violence among men and boys, among women and girls and between men/boys, and women/girls in the United State and world-wide. Multiple forms of gender based violence, the effects of perpetrating and/or being the recipient of violence, and societal response to violence at the intersections of ethnicity, race, class, sexuality and religion will be examined. Additionally, the role of promoting, reducing and preventing violence through social activism and civic engagement will be considered at the individual, family, community, and institutional levels. Prerequisite: At least one course from among WS 100, PSY 211 or SOC 211 (or permission of instructor).	<b>3.00</b>			

## 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 Student Conduct and Community Development, 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-licensure nursing program.

**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 University Store and meeting rooms.

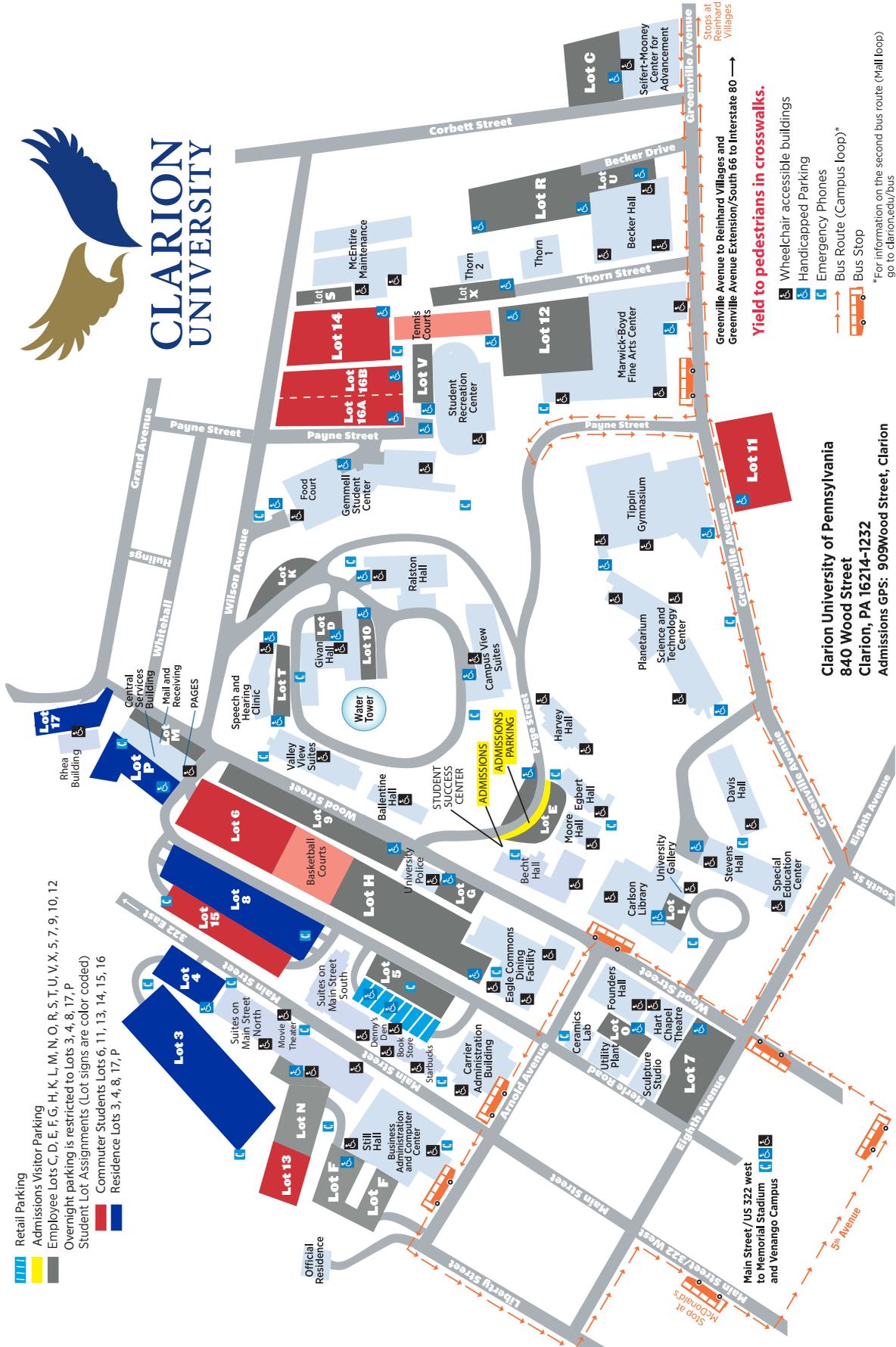
**TIPPIN GYMNASIUM-NATATORIUM** stands at the north center of Payne Street and Greenville Avenue and houses Intercollegiate Athletics.

**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).

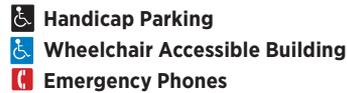


- Retail Parking
- Admissions Visitor Parking
- Employee Lots C, D, E, F, G, H, K, L, M, N, O, R, S, T, U, V, X, 5, 7, 9, 10, 12
- Overnight parking is restricted to Lots 3, 4, 8, 17, P
- Student Lot Assignments (Lot signs are color coded)
- Commuter Students Lots 6, 11, 13, 14, 15, 16
- Residence Lots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

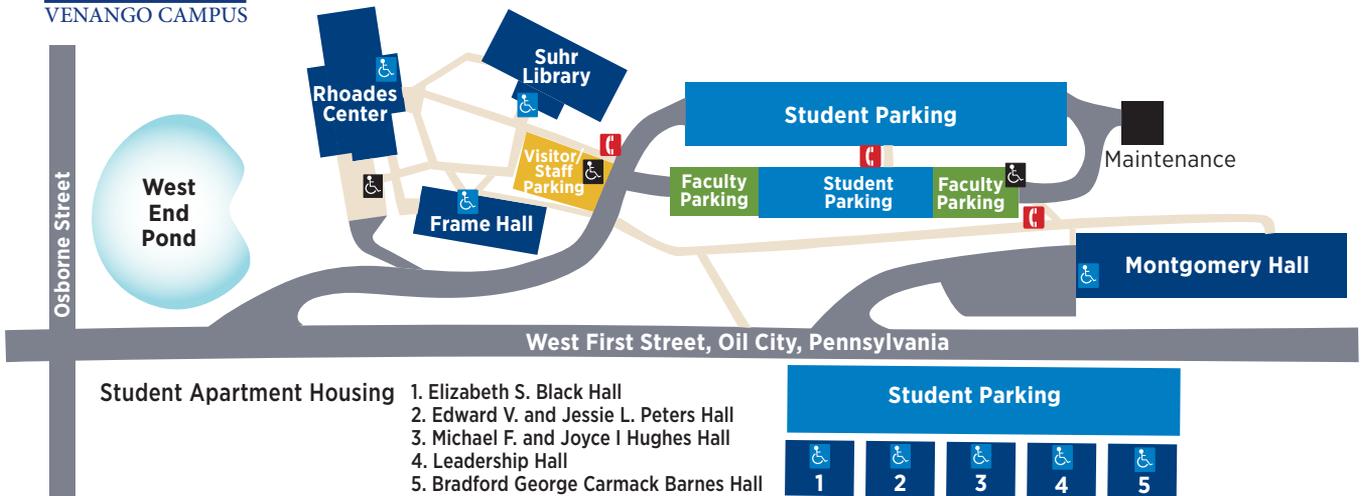


**Clarion University of Pennsylvania**  
 840 Wood Street  
 Clarion, PA 16214-1232  
 Admissions GPS: 909Wood Street, Clarion

- 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](http://clarion.edu/bus)



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 Office, 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** (page 10) 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, Career Services, the Computer Laboratory, the Academic Resource Center, the Simulation Lab, interactive video classrooms, 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

Clarion University  
840 Wood Street  
Clarion, PA 16214-1232  
[www.clarion.edu](http://www.clarion.edu)