2003 / 2004 GRADUATE BULLETIN

For Graduate Admission contact:
Admissions
Alumni Hall
Mansfield, PA 16933
Phone: (570) 662-4806
Fax: (570) 662-4121
E-mail: gradapp@mansfield.edu

Table of Contents **Page**

Academic Calendar 4
Admissions 8
Graduate Programs & Admissions Requirements 9
Checklist for Graduation 9
Graduate Student Advisors 9
Campus Map 38
Course Descriptions 42
Art 42
Art Studio 44
Biology 46
Education 46
Elementary Education 50
Geography 53
History 54
Library (online program) 57
Music 59
Psychology 66
Sociology, Anthropology, and Social Work 67
Special Education 68
Degree Programs 26
Art 26

Education 28
Elementary Education 30
Music 33
School Library and Information Technologies 32
Special Education 34
Reading Specialist Certification 37
Supervisor I Certificate 40

Financial Information 10
Financial Aid Opportunities 10
Graduate Assistantships 10
Graduate Faculty 72
Graduate Studies Mission Statement 6
Mansfield University Administration and Graduate Leadership 3
Mansfield University Mission Statement 6
Policies and Information for Graduate Studies 11
Academic Dismissal Policy 11
Academic Integrity 11
Accreditation 11
Act 48 11
Add/Drop a Course 12
Audit 12
Bookstore, Mansfield University 12
Career Development and Placement Services 12
Center for Lifelong Learning/ Online Programs and Courses 13
Certification Programs 13
Counseling Center 13
Course Load/Time Limit 13
Culminating Requirements 13
Degree Requirements 14
Due Process 14
Email Accounts 16
Financial Obligation 16
Grading System 17
Graduate Courses - What is a Graduate Course? 17
Graduate Degree plus Pennsylvania Teacher Certification 18
Human Subject Research Policy 18
Identification Cards (I.D. Cards) 18
Incomplete (I) 19
Independent Study and Individualized Instruction 19
Intent to Graduate 19
Library & Library Policies 20
People with Disabilities Policy 22
Petition 22
Repeating a Course 22
Residency 23
Sexual Harassment Policy 23
Time Limitations 24
Transferring Credits 24
Undergraduate Taking Graduate Courses 24
The University Calendar 25
Withdrawal from a Course 25
Statement of Diversity 7
The University 8

MANSFIELD UNIVERSITY

ADMINISTRATION AND GRADUATE LEADERSHIP

President
Dr. John R. Halstead
North Hall 500; (570) 662-4046

Provost and Vice President for Academic Affairs
Dr. Michael R. Lane
North Hall 508; (570) 662-4804

Associate Provost, Graduate Studies
Dr. Nancy J. Cooledge
North Hall 509; (570) 662-4807

Assistant Provost
Dr. Russell Cooper
North Hall 524; (570) 662-4171

Vice President for Development
Mr. Merritt Yackey
North Hall 524; (570) 662-4292

Vice President for Student Affairs
Dr. Shari Clarke
North Hall 516; (570) 662-4930

Vice President for Administration & Finance
Dr. Stephen Bronn
North Hall 529; (570) 662-4881

Academic Records
Ms. Lori Cass, Coordinator
South Hall 112; (570) 662-4202

Admissions
Mr. Brian Barden, Director
Alumni Hall G4; (570) 662-4243

Career Development and Placement Services
Mr. Francis J. Kollar, Director
South Hall 305; (570) 662-4133

Center for Lifelong Learning
Ms. Susan Sweet, Director
Memorial Hall 205; (570) 662-4244

Financial Aid
Ms. Darcie Stephens, Director
South Hall 109; (570) 662-4129

Information Resources
Dr. Larry Nesbit, Director
North Hall 214; (570) 662-4672

Public Relations
Mr. Dennis R. Miller, Director
Beecher House; (570) 662-4846

Residence Life
Mr. Michael Lemasters, Director
Pinecrest 120; (570) 662-4933

Student Accounts Office
Ms. Denise Hopkins, Interim Supervisor
South Hall 101; (570) 662-4888

UNIVERSITY CALENDAR
2003 / 2004

Fall Semester, 2003

University Meeting Days	Th–F	August 21-22
Residence Halls Open:		
New Students	Sa	August 23
Returning Students	Su	August 24
Academic Orientation Day	M	August 25
Classes Begin at 4:00 pm	M	August 25
Labor Day – No Classes	M	September 1
Monday Class Schedule	Tu	September 2
LAST DAY TO: DROP Classes	Tu	September 2
LAST DAY TO:	W	September 3
ADD Classes		
Submit "Credit-By-Exam" form		
Submit "Intent to Graduate" form for May 2003 Commencement		
Submit "Pass/Fail Option" Card		
Submit "Repeat of Course" Card		
LAST DAY TO: Submit "Incomplete" Grades	Tu	September 16
LAST DAY TO: Complete "Credit-By-Exam"	Tu	September 23
Mid-Semester Grades Due	F	October 10
Fall Holiday – No Classes	M & T	October 20 and 21
Last Day To Withdraw From A Course	F	October 24
Registration for Spring Semester Begins	M	October 27
Thanksgiving Holiday - No Classes	W-Fri	November 26-28
Fall Semester Classes End	F	December 5
Final Examination Period *	M-Fri	December 8-12
Residence Halls Close	F	December 12
Fall Commencement	Sa	December 13
Fall Semester Grades Due (12 Noon)	M	December 15
Academic Review Board	W-Fri	January 7-9

**Friday is reserved for make up if it is necessary for the University to cancel final exams on one of the other days.*

Spring Semester, 2004

University Meeting Days	Th–F	Jan 8-9
Residence Halls Open	Su	Jan 11
Classes Begin at 8:00 am	M	Jan 12
Martin Luther King Holiday – No Classes	*M*	*Jan 19*
LAST DAY TO: DROP Classes	Tu	Jan 20
LAST DAY TO:	W	Jan 21
ADD Classes		
Submit "Credit-By-Exam" form		
Submit "Intent to Graduate" form for December 2003 Commencement		
Submit "Pass/Fail Option" Card		
Submit "Repeat of Course" Card		
LAST DAY TO: Submit "Incomplete" grades	M	Feb 2
LAST DAY TO: Complete "Credit-by-Exam"	M	Feb 9
Mid-Semester Grades Due	F	Feb 27
Spring Holiday - No Classes	Mar 4-14	
Last Day To Withdraw From A Course	F	Mar 19
Registration For Fall Semester Begins	M	Mar 29
Spring Semester Classes End	F	Apr 30
Final Examination Period *	M-Fri	May 3-7
Residence Halls Close	F	May 7
Spring Commencement	Sa	May 8
Spring Semester Grades Due (12 Noon)	M	May 10
Academic Review Board	W-F	May 19-21

** Friday is reserved for make up if it is necessary for the University to cancel final exams on one of the other days.*

MANSFIELD UNIVERSITY MISSION STATEMENT

Mansfield University is dedicated to providing an environment that promotes academic and personal growth as well as intellectual, ethical, and aesthetic values. The University serves the region and the national and international communities by developing human and material resources. The University is committed to stimulating continuous pursuit of knowledge and understanding by students, staff, and faculty. To accomplish this mission, Mansfield University pledges to:

- Provide a liberal education for all its students.
- Prepare students for full and purposeful lives through undergraduate and graduate instruction in liberal arts and professional programs.
- Plan, develop, implement, and measure its efforts in providing optimum learning opportunities for students of a variety of ages, backgrounds, and needs.
- Promote affirmative action and equal opportunity.
- Maintain a faculty dedicated to teaching and scholarship.
- Cooperate with other educational institutions for the achievement of mutual goals.
- Provide educational and cultural programs to the general community.
- Offer expertise in public service activities.

GRADUATE STUDIES MISSION STATEMENT

The purpose of Graduate Studies at Mansfield University is to provide post baccalaureate educational services and to serve as a positive change agent in the Twin Tiers region. The programs offered are designed to provide advanced study in professional and scientific aspects of selected academic disciplines. These offerings are further intended to:

- Strengthen specializations.
- Permit greater depth of learning.
- Provide opportunity for integration of knowledge.
- Heighten receptivity to new ideas, viewpoints and beliefs.
- Improve research skills.

- Expand abilities to work independently.
- Expand knowledge of philosophy of a discipline.
- Encourage application of acquired knowledge and skills.
- Foster the spirit of scholarship.
- Enhance skills of critical analysis.
- Refine capability to initiate, define, and synthesize viewpoints and concepts.
- Develop methods of dealing with change.
- Build skills in leadership process.
- Prepare and assist students in realizing their potential as individuals and responsible members of society.
- Encourage career development.

Assigning the responsibility for instruction to the faculty most qualified to teach graduate courses encourages academic excellence. The criteria for graduate faculty status are established and monitored by Graduate Council.

Graduate study at Mansfield University may result in:

- A Master's degree
- Certification in one or more areas
- Expanded knowledge in an identified area

The graduate program is committed to affirmative action to ensure equity for students and faculty. Both full and part-time study are encouraged and promoted with special effort given to meet the unique needs of part-time students.

STATEMENT OF DIVERSITY

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge, insights, and traditions of diverse peoples who live and work together. An academic community that values diversity by words and action provides the best environment in which students can learn the social skills necessary to participate and flourish in our multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purpose of Mansfield University, as stated by former President Simon B. Elliot in 1912, to "Strive to make education universal; that the rich and the poor, the child of those who have power and place, and of those who tread the lowly paths of life, shall receive alike the blessings of education ... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised."

THE UNIVERSITY

Founded in 1857, Mansfield University's 174-acre campus is nestled in the beautiful rolling foothills of the Appalachian Mountains. Conveniently located in the Northern Tier of Pennsylvania at the junctions of U.S. Routes 6 and 15, Mansfield University is 30 miles south of Corning and Elmira NY, and 50 miles north of Williamsport, PA.

In addition to a quality education, Mansfield University offers a variety of on campus facilities including a state-of-the-art, hi-tech library, an Olympic size swimming pool, art galleries, three auditoriums, a radio station, a newspaper office, and a contemporary, multipurpose recreation building that houses among other things, a glass enclosed, state-of-the-art fitness room, an aerobics gym, five racquetball courts, and numerous other courts for basketball, volleyball, and badminton. A new student union opened during Spring 2000, and a new childcare facility opened just before the Fall 2000 semester.

ADMISSIONS - GRADUATE SCHOOL

Mansfield University began its first graduate programs in the summer of 1966. Music and Elementary Education were the first degrees. Other programs were added in succeeding years. Today, Mansfield University offers education-related masters degree programs in Art, Education, Elementary Education, Library, Special Education, and a Master of Arts in Music. These programs were designed as part-time programs.

Application Procedure

To apply for Graduate School contact the Admissions Office located in Alumni Hall at (570) 662-4806 or apply online at http://admissions.mansfield.edu/gradmiss.htm. To complete the application requirements for graduate school, each applicant must have:

- Official copy of transcript(s) indicating completion of an undergraduate/graduate degree
- 3.0 or higher cumulative grade point average
- Official copy of transcript(s) of any graduate work completed at another institution
- Copies of any teacher certifications currently held if applying for a graduate plus certification program
- At least one professional letter of recommendation indicating your ability to do graduate level work
- Application fee of $25.

PROGRAMS & ADMISSIONS REQUIREMENTS

- **Art Education, Master of Education**
  Portfolio required

- **Master of Arts in Music**
  On-campus audition required

- **School Library and Information Technologies, Master of Education**
  One page essay describing purpose and interest in the program
  Resume
  Copy of teaching certificate

- **Supervisor I Certificate**
  Earned Master's degree
  Resume
  Copy of teaching certificate

Any variance(s) from the above stated requirements may be considered by submitting a written request to the Director of Admissions, Alumni Hall. Education/Special Education and Supervisor I students will be given the name of their advisor in the acceptance letter. Art and Music students should contact the department chair to be assigned to an advisor.

Checklist for Graduation

- Fill out the Intent To Graduate (Diploma) form available from Academic Records, 112 South Hall. Return form to Academic Records six months prior to your intended date of graduation.
- Order cap and gown 7-8 weeks prior to graduation through Campus Bookstore. (See the Policy section, Bookstore, Mansfield University).

Graduate Student Advisors

One of the special characteristics of graduate programs at Mansfield University is the importance placed on the advisor-advisee relationship. We regard it as essential that you have an advisor assigned as you enter your program. Admissions will notify the department who assigns an advisor to you. There are many opportunities to tailor programs to your unique professional goals. The graduate advisor works as a collegial professional mentor with their assigned graduate students.

FINANCIAL INFORMATION

Mansfield University offers quality graduate education at competitive rates. Please contact the Revenue Office for information on admission fees and tuition, (570) 662-4888, South Hall 101.

Financial Aid Opportunities

Mansfield University participates in the major federal and state financial aid programs. To be considered for financial aid we emphasize the following points:

1. File for financial aid immediately upon confirmed admission to Mansfield University.
2. To apply for aid, file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov or contact the Financial Aid Office at (570) 662-4129 for a paper application.
3. Identify Mansfield University (003324) as an institution of choice on the FAFSA application. If you don't do this, we won't get your financial analysis and we will be unable to process any aid.
4. Student loans are the primary source of available aid and additional application materials will need to be completed after the FAFSA data is reviewed by Mansfield University.
5. To retain financial aid eligibility you must maintain Satisfactory Academic Standards.
6. To obtain more information about financial aid and student loan forgiveness programs please visit www.ed.gov/studentaid

For additional information regarding financial aid, please call the financial aid office at (570) 662-4129.

Graduate Assistantships

Graduate assistantships are available each year to full-time graduate students (minimum of nine graduate credit hours) and includes a waiver of tuition and some fees, and a bi-weekly stipend. Graduate assistantships provide the graduate student with opportunities for professional, collegial, and academic growth. To this purpose, graduate assistants are assigned to work in a professional area on campus. Awards are based on a competitive process. Students should apply for an assistantship by March 15 to be considered for the following academic year. Contact the Associate Provost's Office, 510A North Hall, gradasst@mansfield.edu or (570) 662-4804, for additional information and/or an application.

POLICIES AND INFORMATION

Academic Dismissal Policy

A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum of 3.0.

Probationary status does not mean that a student is dismissed from the University. It means that the student is not currently meeting the standard required for graduation and that corrective action is required. A student on probation will receive a letter from the University about the probationary status.

Failure to achieve the minimum QPA within one academic year will result in dismissal from the University. A student who receives an F in a course is automatically dismissed from the University. If there is an extraordinary reason for which the student believes he/she should be reinstated, the student may appeal to the Associate Provost

Academic Integrity

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty is expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty is also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. The student handbook, The Password, outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.

Faculty is responsible for informing students of course evaluation criteria, for adherence to the stated criteria, and for determining grades in a fair and equitable manner. If a student charges that a faculty member has discharged professional duties in an improper, arbitrary, discriminatory, or otherwise unjustified manner, complaints are considered by the procedures outlined in The Password.

Accreditation

The principal accrediting agencies for Mansfield University are: Middle States Association of Colleges and Schools, the National Association of Schools of Music, National Council of Accreditation of Teacher Education (NCATE), and Pennsylvania Department of Education.

ACT 48

Beginning July 1, 2000, ACT 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain active certificates. Teachers wishing to use credit course work taken at Mansfield University to help meet this requirement should visit our website http://cll.mansfield.edu. Teachers are responsible for selecting courses pertaining to their areas of certification or teaching assignments.

Contact Karen Norton at the Center for Lifelong Learning, (570) 662-4850, (800) 661-3640, or visit our website at http://cll.mansfield.edu

Add or Drop a Course

You may ADD a course during the first seven working days of a semester and DROP a course during the first six working days of a semester. Add/ Drop cards are available in the Academic Records Office, 112 South Hall. The class instructor must sign all add or drop cards.

Audit

If you are interested in auditing a course (attending class, but receiving no grade or credit for it) you must complete a registration form and audit card for the course work requested. These forms are available at the Center for Lifelong Learning (non-matriculating students) and at the Academic Records Office (matriculating students). Cost of auditing is $50 per course. You must have permission from the instructor to audit the course. Please note that studio courses in Art and applied music courses in Music may not be audited. Audited courses do not count toward graduate requirements.

Bookstore, Mansfield University

The University bookstore is located in the Alumni Hall Student Center. Regular store hours are Monday - Thursday 8 a.m. - 6 p.m. & Friday 8 a.m. - 4 p.m. For extended hours during the first week of classes, contact the bookstore at (570) 662-4921.

Books/materials for online courses may be ordered at www.mansfieldbookstore.com. Allow two weeks for delivery

Cap and gown regalia may be purchased or rented from the campus bookstore. Personalized announcements are also available. The bookstore often has extended hours on graduation day, however all graduating students should contact the store for confirmation of store hours.

Career Development and Placement Services

Career Development provides an opportunity for student self-evaluation, occupational skills and interests evaluation, and vocational outlook opportunities. A career library is also available.

The Placement Service helps students find meaningful employment upon graduation. Job vacancies, civil service opportunities, and teacher vacancies are publicized to seniors, graduate students and alumni who are registered with the Career Development and Placement Office. On-campus interviews are scheduled and conducted by representatives of business, industry, public schools and civil service agencies. Student placement credentials are available to potential employers upon mutual request. It is important, therefore, that students wanting interviews with potential employers, or who are applying for positions, be registered with the service and have credential folders complete. A placement service fee is charged following graduation.

This office also serves as a testing center for national testing programs relevant to students' future goals such as the Graduate Record Examination (GRE), Miller Analogies Tests (MAT), the National Teacher Examination (NTE), and PRAXIS. Information on other testing programs is also available. For additional information, please call Mr. Francis Kollar at (570) 662-4133, South Hall 305.

Center for Lifelong Learning/ Online Programs and Courses

The Center for Lifelong Learning provides educational opportunities at the graduate level both on-campus and at a variety of locations off-campus including graduate credit workshops for teachers and other graduate courses for adults and professionals. The Center for Lifelong Learning is responsible for all distance education course offerings including online courses. Visit our website at http://cll.mansfield.edu, or call CLL directly at (570) 662-4244.

Certification Programs

The Teacher Education Unit is responsible for all teacher certification programs at Mansfield University regardless of the department that houses the program.The Unit is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE) at both the undergraduate and graduate levels. The Teacher Education Unit's guiding principle is that of "Teacher as Reflective Decision Maker." The Unit has adopted Charlotte Danielson's Framework for Teaching as the conceptual framework for guiding students in their development as reflective decision makers.This framework centers on four domains or areas of teacher responsibility: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibility.

Counseling Center

The University Counseling Center provides free counseling services to all university students and staff. Our primary purpose is to help people grow in a positive and productive direction. We will assist you in understanding yourself, your feelings and emotions, your personal problem areas, and your educational concerns. We will develop a strategy with you to assist in reaching your goals and in helping you to live more effectively. For additional information, please contact (570) 662-4695, South Hall 213.

Course Load/Time Limit

A normal academic course load (full-time student) is defined as nine (9) to fifteen (15) credit hours a semester. A maximum of twelve (12) credits may be taken during the summer. Students who wish to schedule more than the maximum must submit a petition to the Associate Provost. The following degree programs, Art, Education, Elementary Education, Music, and Special Education, are to be completed within a maximum of seven years. The School Library and Information Technology program has a five-year time limitation. Students who have completed courses outside of the corresponding program time frame may petition in writing to the Graduate Council for an extension of the time limitation.

Culminating Requirements

Each degree requires some culminating activity at the end of the master's degree process. (For example: Recital, Exhibition, Departmental Paper, Thesis, and Orals). The nature of the final requirement should be discussed with your advisor early in your graduate program. A course number 650 with your major's prefix for "0" credits must be completed prior to graduation to confirm that all department requirements have been met.

Degree Requirements

To graduate from Mansfield University with a master's degree, you should meet the following requirements:

1. Earn the total number of credits determined by your department (30-36) credits.
2. Earn a minimum 3.0 cumulative quality point average (QPA).
3. Complete ALL course work with a C - grade or better.
4. Satisfactory completion of any creative project, research or thesis, comprehensive exam, graduate music recital or art exhibition required by your department as a culminating project.
5. Notify Academic Records of your Intent to Graduate prior to your last term in graduate school. The form can be obtained from the Academic Records Office, South Hall 112.
6. Complete any additional requirements necessary because of deficiencies identified in audition or entry, or because you have chosen to add one or more teaching certifications with your master's degree.

Due Process

Academic Standards: Due Process/ Complaints

Complaints, which may be properly considered by means of the following procedures, include, but are not limited to, complaints about grades or changes in requirements for a course during the semester. Complaints about grades may, among other things, be based upon racial, sexual or religious discrimination or other forms of favoritism; arbitrary, capricious, or unreasonable methods of evaluation; lack of precautions taken by the instructor against cheating or plagiarism; or unfair penalties for legally recognized absences from class or examination.

A. The student should first present the complaint, orally and informally, to the faculty member involved.

B. If no agreement is reached at Step A, the student may prepare a written complaint, which contains supporting evidence and indicates the desired solution. This complaint must be submitted to the departmental chairperson and the faculty member within 20 regular semester class days of the date on which the student became aware, or should have become aware, of the occurrence leading to the complaint. The faculty member, the student and the chairperson shall meet to discuss the complaint. The chairperson may conduct whatever informal investigation seems necessary and should attempt to achieve a negotiated settlement. If the complaint is directed against the departmental chairperson, the written complaint must be submitted to the provost/vice president for academic affairs who shall select a senior member of the department to fill the chairperson's role in this procedure.

C. If the student is still unsatisfied, he/she may have a hearing before a committee especially formed for the purpose. The request for such a hearing must be presented to the provost/vice president for Academic Affairs within five regular semester class days of the meeting required in Step B. A copy of a written complaint, which may be redrafted before it is submitted, must accompany this request.

D. The committee to hear the complaint shall be composed of three faculty members, two students, and the designee of the director of Residence Life who shall be a non-voting member and shall serve as chairperson. The chairperson shall be responsible for scheduling and conducting committee meetings and for insuring that the procedures described herein are carried out. The three faculty members of the committee shall be chosen by the chairperson from a list of faculty who have agreed to serve on hearings. The executive committee of the Student Government Association and the vice president for student affairs shall select the two student members. The committee shall adopt its' own rules of procedure, consistent with these guidelines.

E. The student and the faculty member shall each appear before the committee at the same time. A member of the academic community to act as an advocate may accompany each.

F. The student and the faculty member may each present to the committee such witnesses as they feel are desirable.

G. The committee may conduct an investigation and collect evidence. The student and the faculty member must be given this evidence and each afforded an opportunity to rebut it.

H. The faculty member shall make all pertinent materials and grading records available to the committee. The committee may, at its discretion, make available to the student those records, or portions thereof, which it judges to be relevant in light of the student's allegations.

I. The committee shall consider the evidence and make a recommendation to the faculty member as to how the complaint shall be settled. The faculty member should be guided by, but is not bound by, this recommendation.

J. If either party is still dissatisfied, he/she may appeal to the provost/vice president for Academic Affairs.

K. The provost/vice president for Academic Affairs shall hear the evidence by each side and may collect further evidence as desirable. Both sides must be given access to such evidence and given the opportunity to rebut it.

L. The Provost/Vice President for Academic Affairs shall take whatever action is felt necessary to restore equity in the situation, with the provision that a course grade may not be altered to A, B, C, or D, nor may a grade of F be altered to P, without the consent of the faculty member who assigned the grade. Any grade may be altered to W and any passing grade may be altered to P without such consent.

Academic Standards: Review Board Procedures

A. Once the student has received the first dismissal letter and decided to make an appeal before the Academic Standards Review Board, an appointment can be made for the hearing by contacting the chairperson of the A.S.R.B.

B. Students who have been dismissed a second time do not have the right to appeal to the A.S.R.B.

C. After a time is scheduled for the hearing, the student is expected to address to the chairperson of the board a written appeal, stating his/her case. The written appeal may be mailed to the chairperson or brought in by the student to the hearing.

D. The student will request the department chairperson of his/her major, or a faculty person, to serve as advocate and voting member of A.S.R.B. during the hearing.

E. Before the student presents his/her case to the board, the student's letter will be read by the A.S.R.B. The voting members of A.S.R.B. will consider all necessary records of the student. The student will then be given the opportunity to address the board.

F. Following the presentation of the appeal, the board members will vote to determine reinstatement or denial. Students will then receive immediate notification of the decision as well as stipulations imposed by the board to assist the student in achieving academic success. Should the student's chairperson or the faculty member of his/her choice fail to appear, the remaining voting members will determine the decision on any specific case.

Failure to appear in person before the board will finalize the dismissal.

Email Accounts

All registered students will receive a Mansfield University email account.

Financial Obligation

Failure to meet your financial obligation by the due dates may result in future registrations blocked and transcripts withheld. The minimum amount required to confirm your registration is your total charge, LESS financial aid, DIVIDED by two, PLUS any beginning balance. Payment of the minimum amount due will allow you to defer the remaining balance due for six weeks. Failure to make full payment will automatically incur a deferred payment fee of $25. For additional information contact the Revenue Office, (570) 662-4888, 101 South Hall.

Grading System

A written syllabus, which includes the criteria for academic evaluation, is provided by instructors prior to the end of the first week of class. Mansfield University uses a 4-point grading scale, as shown below, to evaluate academic performance.

Grades	Interpretation	Quality Points
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	Acceptably Passing
D+	1.3	Does not count toward graduation
D	1.0	
D-	0.7	
F	0.0	Failure

The following designations may be used in addition to the grades shown above:

AU - Audit
I - Incomplete
S - Satisfactory (C- grade or better)
U - Unsatisfactory
W - Withdrawal from a course after the drop period

The cumulative quality point average (QPA) is determined by dividing the total number of quality points earned by the total number of credit hours of work attempted. The cumulative QPA is the index by which a student's academic standing is judged.

Graduate Courses - What is a Graduate Course?

Mansfield University graduate courses represent either specialized or advanced study within a broad-based discipline offering or supporting graduate studies at Mansfield University. The following criteria describe distinctive features of Mansfield University's graduate courses. Tangible evidence of the criteria should be included in course syllabi and student requirements.

1. Course content is at more advanced levels of depth and understanding than that offered in the undergraduate curriculum.
2. Course topics are supported by a significant body of professional literature and, except in emerging areas of inquiry, there are significant theoretical and research bases for course content.
3. Reading and reflection support graduate learning. Therefore, graduate courses include adequate time for you to read course-related materials and to reflect on what you are learning.
4. Graduate students should be developing professional beliefs and opinions that they can articulate and substantiate with support from professional and scientific literature.

5. Courses will provide significant opportunities for students to interact with the course instructor and with other graduate students enrolled in the course. In distance education situations, face-to-face interactions between instructor and students are encouraged to the degree they are possible.
6. Graduate courses at Mansfield University attempt to reflect diversity as related to culture, ethnic groups, gender, age and value systems.
7. When graduate courses are offered in cross-listed arrangements with undergraduate courses, the syllabus and course proposal forms must be clearly differentiated: a) assignments, b) evaluation methods, and c) experiences.

Graduate Degree plus Pennsylvania Teacher Certification

Many graduate students choose to pursue an initial or added area of certification in conjunction with their graduate studies. In many cases, some of the courses required for the degree program also apply to the certification program. If you wish to pursue certification, contact the Certification Officer, Dr. Anne Pautz, 111 Retan Center, (570) 662-4024 to initiate a certification program. You will need to provide a current negative TB tine test, ACT 34 (criminal record check), and ACT 151 (child abuse) clearance to enter a certification program. Non-resident students must also complete an FBI clearance. The forms can be obtained from 111 Retan Center.

Human Subject Research Policy

Research projects undertaken by Mansfield University students, staff, or faculty members must be approved prior to involvement of human subjects and the initiation of the research project. The review process is intended for the protection of the human subjects and shall be the sole object of the review.

The Mansfield University Institutional Review Board (IRB) is the final authority in determining approvals of human subjects research. To apply for a request for review of research, contact your department chairperson who will give you a copy of the guidelines, application form, and a sample informed consent form. You must submit two copies of the Request for Review of Research form and one copy of the Informed Consent form to your department chair. Depending on the nature of the research, and the potential risks to subjects, the department will undertake a departmental review of the application, or they will forward it to the IRB Chairperson for board review.

Copies of the IRB guidelines and forms are also available at the university web site: http://www.mnsfld.edu/grantsde or by contacting Dr. Francis Craig, Chairperson of the IRB, South Hall. Persons undertaking human subjects research should plan to submit their applications at least 3-4 weeks prior to the proposed research project start.

Identification Cards

Student ID cards are available at the CCSI office (College Community Services, Inc.), at 327 Alumni Student Center (floor 3M). All students, off-campus included, must have an MU ID card. The card enables the student to check out library materials and receive discounts on many cultural and entertainment productions. In addition, ID cards are used to access the Library website from off-campus and may be used for the printers and copy machines in North Hall Library and various locations on campus. Student ID cards must

be carried at all times and shown upon request to authorized personnel. ID's are examined at the library, at athletic events, and at various campus activities. The cost of the ID card is $5 for new students. (Replacement cards are $10). Regular office hours are Monday - Friday from 8 a.m. - 4 p.m. Extended hours are available during the first two weeks of classes but vary each semester, therefore please contact the CCSI office at (570) 662-4929.

Incomplete (I)

An incomplete grade (I) is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student. The "I" grade is submitted by professors at their discretion on the grade scan form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the "I" to a letter grade. The student is responsible for the removal of an "I" grade prior to the end of the following academic semester or it will become an "F" grade.

Independent Study and Individualized Instruction

Independent Study (IS) is available in each curricular field. The appropriate curricular prefix precedes the course number 5597, and the credit hours vary from 1 to 3. Independent Study may be repeated for more than 3 credit hours total, but each IS project may be for no more than 3 credit hours.

Independent Study is an activity initiated by you to increase your already advanced knowledge in a particularly academic discipline. The subject is examined in an intensive manner, with guidance by a faculty member who has special expertise in that field.

To register for IS, prepare a contract (available at the Academic Records Office, 112 South Hall), which must be approved by the faculty director, department chairperson and Associate Provost. Independent Study procedures must be completed before the beginning of the semester or summer session for which the I.S. is sought.

Individualized Instruction (II) is available on a restricted basis. Ordinarily, permission to take a course by I.I. is reserved for students who are close to graduation and who have not been able to meet a degree requirement either because the course has not been available or because of some other mitigating circumstance.

To register to take a course by I.I., you must complete a form (available at the Academic Records Office), which must be approved by a faculty director, department chairperson, and the Associate Provost.

Intent to Graduate

Six months prior to your intended date of graduation, you should complete the "Intent to Graduate" (diploma) form and submit it to Academic Records, 112 South Hall. This form can be obtained by contacting Academic Records, (570) 662-4202.

Library

Mansfield University has one of the newest and most electronically advanced libraries in the United States. The recently renovated six-story North Hall provides an elegant 19th century setting where you can access information from around the world through our computers and links to the Internet.

1) The library is located on the first four floors of North Hall and has several special features to promote the efficient use of information in both printed and electronic forms. The library has been designed to highlight traditional subject strengths such as those for music and education and also to provide immediate access to electronic information via extensive computer networking.

2) If you need help using the resources housed in the library, there are several service points with the most comprehensive one being the Information Desk on the second floor, north wing. The personnel who staff this area will be able to help you with traditional reference questions on how to use printed and electronic resources and will also provide advice on equipment problems. Other more specialized service points are: 1) the Circulation Desk in the entrance lobby which includes the printed reserve collection, 2) the Media Desk on the first floor, north wing where laptops and other multimedia materials and reserves are located, and 3) the Microfilms/Periodicals Desk in the atrium on the third floor. Printed brochures available throughout the library provide answers to commonly asked questions about library resources and services.

Library Policies

1) A Mansfield University ID card is necessary each time any materials are checked out including library use only reserve items. ID cards and circulation privileges are not transferable and are intended for use only by the person in whose name they were issued. A lost or stolen ID card should be immediately reported at the Circulation Desk.

2) General circulating materials such as books, curriculum guides, government documents, pictures, and textbooks circulate for a four-week period for students (2-week grace period). Other item loan types include:

    a. Bestsellers - two weeks (1-week grace period)

    b. Laptop computers - library use only

    c. Media Materials - audio and videocassettes, phono discs, compact discs, and audio and video cassette players - one week (no grace period)

    d. Reserve Materials - loan periods are assigned by the professor and are as follows: library use only, one day, three days, or one week. The Library is now offering electronic reserves so you may access the materials from outside the library and from off campus. Please check with your instructor or the Circulation Desk personnel to determine if the materials you need are available electronically if you cannot verify it yourself.

3) Most items may be renewed in person (please no telephone calls) unless reserved for another patron. Renewals may be made without having the materials present if the patron has a Mansfield University ID card. Online renewal - Patrons can now renew their library material online. See the library home page for information on how to do this.

4) A patron may place a hold on any item that is in circulation except for course reserves. When the item is available, the requestor will be notified and the item will be held at the Circulation Desk for one week.

5) After an item has been in circulation for two weeks, it may be recalled at the request of another patron. The recall notice will allow one week for the return of an item to the library. Items needed for course reserve will be recalled by the library immediately.

6) All print materials should be returned to the Circulation Desk. Media items must be returned to the Media Desk on the first floor. When the library is closed, books may be deposited in the book return located on the east wall, left of the front entrance. Please do not place media materials in the book return as they are easily damaged.

7) A reminder listing overdue items may be sent to the patron when items are not returned by the due date. Library patrons who return all the listed items within the grace period will not be subject to overdue fines.

8) General circulating items not returned by the end of the grace period are assessed a fine of $0.25 per day from the due date. Overdue reserve materials will incur an immediate fine of $2 per day. Certain types of materials will have higher fines. All media materials except reserves and laptops circulate for one week with no grace period. Fines: cassettes, compact data discs, compact discs, diskettes, kits, overlays, phono disks, models, slides, tests, videocassettes - $0.25 per day; video players - $10 per day.

9) All patrons are responsible for replacement fees for lost or non-returned items. Charges will be based on an average price for the item plus a $10 processing fee. Refunds for materials returned to the library after replacement charges have been paid are given only if the item has not been replaced or withdrawn from the collection.

10) Unpaid fines or an excessive number of overdues will result in a loss of borrowing privileges. Unresolved charges will be turned over to the Revenue Office for collection resulting in a block on future class registrations and transcript requests.

11) The library uses an electronic security system, which detects any materials that are not checked out. Individuals who attempt to leave the library with materials that have not been checked out from the library are automatically referred to the University Police.

Food, beverage, and tobacco products may not be used in the library.

People with Disabilities Policy

Section 504 of the Rehabilitation Act of 1973 provides that "no otherwise qualified individual with a disability shall, solely by reason of her/his disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance." Section 504 prohibits discrimination against individuals with disabilities in recruitment, testing, admissions, or after being admitted to a college/university. Mansfield University is committed to making the necessary adjustments so that students with disabilities are able to fulfill academic requirements and to ensure that they are not excluded from programs because of their disability. Inquiries should be directed to the Affirmative Action Office, 112 Alumni Hall, or call (570) 662-4051.

Petition

Program Variance: under special circumstances, curriculum requirements may be modified. A department chairperson may substitute or waive major course requirements by informing the Academic Records Office in writing of such requested program change. Graduate students may petition the Associate Provost for other program variances.

Waiver of University Policies or Regulations: when any rule or regulation of the university causes an unfair hardship, you may petition the Associate Provost for an exception. You should contact your advisor for assistance in preparation of a petition. Petitions are available in the Academic Records Office, 112 South Hall, (507) 662-4202.

Repeating a Course

When a student repeats a course, the last grade received shall be used in computing the cumulative quality point average (QPA). Previous grades for repeated courses will still appear on the transcript. Students must notify the Academic Records Office if they intend to repeat a course. Academic Records Office, 112 South Hall, (570)662-4202.

Residency

As a student, you are classified as a Pennsylvania resident for tuition purposes if you have a Pennsylvania domicile. Domicile is the place where you intend to and do permanently reside. Because the determination of whether you intend to reside indefinitely in Pennsylvania is subjective, documentary evidence, statements from disinterested persons, and the presumptions set forth below are considered:

a) Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania creates a presumption of domicile. A student is presumed not to be a domiciliary if she/ he has resided for a shorter period before attending an institution of higher education, but the student may rebut this presumption by clear and convincing evidence.

b) Students who are not United States citizens and have nonimmigrant visas or lack a visa are presumed not to be domiciled in Pennsylvania, but they may rebut this presumption by clear and convincing evidence.

c) A minor is presumed to have the domicile of her or his parents or guardian. The age of majority for establishing a domicile for tuition purposes is 22. However, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.

d) A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his or her declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania residents.

e) A student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania, is presumed to be domiciled in the state from which she/ he is receiving financial aid.

A student may challenge her/his residence classification by submitting a written appeal to the controller. If the student is not satisfied, the decision may be appealed in writing to the Office of the Chancellor, State System of Higher Education, within 30 days. The decision of the Chancellor is considered final. The effective date of any reclassification, resulting from the student's challenge, is determined by the controller based on when the petition was filed. A student who changes domicile from Pennsylvania to another state must promptly give written notice to the university.

Sexual Harassment Policy

Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Act, Title IX of the Education Amendments of 1972, and of the Pennsylvania Human Relations Act. Because the university is committed to providing an environment where each person can learn and work to her or his fullest capacity, the university does not tolerate sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment occurs when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or a student's academic status or treatment.

2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual

3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

If you believe you have been a victim of sexual harassment, or if you have any questions about The University's policy, contact the Affirmative Action Office, 112 Alumni Hall, or call (570) 662-4051. Existing affirmative action guidelines are used in processing complaints.

Time Limitations

The following degree programs, Art, Education, Elementary Education, Music, and Special Education, are to be completed within a maximum of seven years. The School Library and Information Technology program has a five- year time limitation. Students who have completed courses outside of the corresponding program time frame, may petition in writing to the Graduate Council for an extension of the time limitation. Graduate students who are not enrolled for more than three consecutive semesters, must re-apply for admission. There will be no new admission fee assessed for this process.

Transferring Credits

Mansfield University may accept a maximum of twelve (12) semester hours (six semester hours for The School Library and Information Technologies program) in transfer from an accredited college/ university and if the courses:

A. Would have been counted toward a graduate degree from the sponsoring institution.

B. Are appropriate for your program at Mansfield University as determined by the department offering the degree program and the grades are B or better (if the previous school awarded a "P" grade, and this is verified as equal to a B or better, then it will be accepted).

C. Were taken within a 7 year (5 year for The School Library and Information Technologies program) time period prior to admission. Any courses beyond the qualified time periods become a departmental decision.

D. Are included on an official graduate transcript received by Mansfield University.

"Request to Transfer Graduate Credit(s)" form can be obtained from the Admissions Office, Alumni Hall.

Undergraduate Taking Graduate Courses

An undergraduate student at Mansfield University may enroll in a graduate course (5500 level) if the student is within 18 semester hours of having satisfied the requirements for the bachelor's degree (as certified by the Academic Records Office). Graduate courses may count for graduate credit upon conferral of the bachelor's degree. This does not imply automatic admission into a Graduate Program.

Graduate courses may be applied toward an undergraduate degree upon approval of the "Request for Permission to Enroll in Graduate Courses for Undergraduate Credit" form, which is available in the Academic Records Office, 112 South Hall and satisfactory completion of such courses.

The University Calendar

Our regular academic calendar consists of a fall semester that ends before Christmas and a spring semester that ends in early May. We also offer three summer sessions from May to August with a larger percentage of graduate courses being offered during the final six-week session (July and August).

Withdrawal from a Course

After the drop period, you may withdraw from a course until 4 p.m. the Friday of the ninth week of classes. You need to complete a course withdrawal form and have it signed by the course instructor. (A withdrawal form can be obtained from the Academic Records Office). Once you have the required signatures, submit the form to the Academic Records office in 112 South Hall. A "W" will be recorded in the permanent record and will not be calculated in the quality point average (QPA). A student who withdraws from all courses is automatically withdrawn from the University.

DEGREE PROGRAMS

ART

Master of Education (M.Ed.), Art Education

Dr. Ben Cunningham, Assistant Chairperson
Allen Hall, (570) 662-4500, e-mail bcunning@mansfield.edu

The M.Ed. in Art Education emphasizes academic mastery of Art Education with a research exhibition requirement. The program attracts talented, dedicated, and self-motivated graduate students who wish to become more informed about pedagogy, studio studies and professional research. The conceptual framework advocates a model of art education that encourages graduate students to become leaders in their field. "Teacher as Instructional leader" is Mansfield University's theme for advanced teacher education.

The candidate for the M.Ed. in Art Education must complete a minimum of 33 semester hours of approved study. To demonstrate proficiency in the studio portion of the discipline, both the Research and Thesis options require an exhibition of original student artwork completed during the Mansfield University M.Ed. program.

A.	COMMON CORE		REQUIREMENTS
I.	**BASIC REQUIREMENTS (6 SEMESTER HOURS (SH) REQUIRED)**		**SH**
	ED 5500	Methods and Materials of Research	3
	ARE 5536	History and Philosophy in Art Education	3
II.	**A. ART EDUCATION FOUNDATIONS (12 SH REQUIRED)**		**SH**
	(For graduate student with BSE Art Certification)		
	ARE 5531	Art Education in the Elementary Curriculum	3
	ARE 5532	Art Education in the Secondary Curriculum	3
	ARE 5535	Art For Students With Diverse Needs	3
	ARE 5537	Art Across the Curriculum	3
II.	**B. ART EDUCATION FOUNDATIONS (12 SH REQUIRED)**		**SH**
	(For graduate student with BSE Art Certification)		
	ARE 5535	Art For Students With Diverse Needs	3
	ARE 5537	Art Across the Curriculum	3
	Six additional semester hours by advisement		6

B. ART EDUCATION, EDUCATION & SPECIAL EDUCATION ELECTIVES **SH**
(6 SH REQUIRED: 3 SH FOR THESIS OPTION)

ARE 5533	Administration and Supervision	3
ARE 5534	Application of Aesthetic Theory	3
ART 5520	Graduate Art Seminar	2
ART 5595	Special Projects	1-6
ED 5500	Any level course	1-3
SPED 5500	Any level course	1-6

C.ART STUDIO AND ART HISTORY ELECTIVES (6 SEMESTER HOURS)

I. ART STUDIO

ART 5510	Drawing	3
ART 5511	Painting (Oil)	3
ART 5513	Waterbase Media	3
ART 5514	Printmaking	3
ART 5515	Ceramics	3
ART 5516	Metalcraft	3
ART 5517	Fibers	3
ART 5518	Photography	3
ART 5519	Sculpture	3
ART 5530	Digital Photography	3
ART 5565	Computer Graphics	3

II. ART HISTORY

ARH 5501	Cultural Origins of Art	3
ARH 5502	Art of the Far East	3
ARH 5503	Art of the 15th and 16th Centuries	3
ARH 5504	Major Trends in Art of the 17th and 18th Centuries	3
ARH 5505	Major Trends in Modern Art	3
ARH 5506	History of African/American Art	3
ARH 5507	Art Empires of the World	3
ARH 5508	Art and Myth of Ancient Greece	3
ARH 5509	Women in Art	3
ARH 5510	Women in Ancient Greek Art	3
ARH 5520	Native Arts of the Americas	3
ARH 5527	Major Trends in Architecture	3
ARH 5528	Major Trends in American Art	3
ARH 5529	Major Trends in the Graphic Arts	3

D. THESIS OR RESEARCH (3 OR 6 SH REQUIRED)

ARE 5598	Research Paper/Exhibition	3
ARE 5599	Thesis/Exhibition (requires one less course from section B)	6

TOTAL SEMESTER HOURS **33**

EDUCATION

Master of Science (M.S.), Education

Dr. Craig Cleland, Chairperson
Retan Center, (570) 662-4563, e-mail ccleland@mansfield.edu

The Mansfield University theme for advanced teacher education is "Teacher as Instructional Leader." Through advanced studies in education, graduate students become more knowledgeable, skilled and confident teachers. They also learn to support their colleagues, to be life-long learners, and to lead by example. Teaching requires knowledgeable, creative, and committed professionals who make strong decisions on behalf of their students. Graduate studies in education are designed to enable teachers to become more knowledgeable, thoughtful, and skilled in educational research, foundations, curriculum, and elements of effective teaching. Graduate students further develop their abilities to adapt curriculum and instruction to address a wide range of learners. Each student also pursues greater depth of understanding in a curricular specialty area of interest. Popular areas of specialization include the reading specialist sequence and an area of specialization in educational computer technology. Other areas of specialization can be individually developed with assistance from the student's advisor. The focus of the oral examination at the conclusion of the program is on the graduate student's ability to conduct applied research. The minimum number of semester hours required for the degree is 33 (or 30 if the thesis option is completed).

COMMON CORE (15 SEMESTER HOURS (SH) REQUIRED)

(Choose one course from each group)

				SH
I.	**RESEARCH**			
	ED	5500	Methods and Materials of Research	3
II.	**CURRICULUM**			
	ED	5554	Curriculum: Principles and Contemporary Thought	3
III.	**SUPERVISION**			
	ED	5596	Supervision: Principles and Current Practices	3
IV.	**FOUNDATIONS OF EDUCATION (3 SH REQUIRED)**			
	ED	5531	Social Foundations of Education	3
	ED	5532	Historical Foundations of Education	3
	ED	5533	Philosophical Foundations of Education	3
V.	**EXCEPTIONAL LEARNER IN SOCIETY (3 SH REQUIRED)**			
	SPE	5501	Psychology of Exceptional Children	3
	SPE	5504	Guidance for Exceptional Children	3
	SPE	5509	Early Childhood Special Education	3
	SPE	5530	Seminar on Cultural Diversity in Special Education	3
	SPE	5540	Behavior Disorders	3
	SPE	5560	Problems in Special Education	3
	SPE	5590	Learning Disabilities	3

VI. THESIS OR NON-THESIS (OPTIONAL)

Thesis (Optional) — (6 SH)

Candidates must have completed ED 500 and consulted with their advisors when selecting this option. It is expected that the thesis would be in the subject area of specialization. The thesis option is not available to those seeking added reading specialist certification.

Non-Thesis Electives (Optional) — (3 SH)

Candidates must consult with their advisors prior to the selection of elective courses.

AREA OF SPECIALIZATION OR ADDED CERTIFICATION

Candidates must complete15 semester hours in courses that would enhance their teaching specialization or select an additional program of study leading to added certification. Candidates may also work with their advisors to develop specializations designed to meet their unique needs.

Computer Specialization

This program is designed for classroom teachers, school administrators, and other education professionals. While no prior experience with computers is required for any of the computers-in-education courses, candidates should take ED 580 as early as possible in the program. ED 541, Selected Topics may be used for individual projects and research in the field. The following courses are regularly offered and other computer courses may be taken with an advisor's consent:

Courses			SH
ED	5580	Computers in Education - An Introduction	3
ED	5582	Computers in Education - Methods and Materials	3
ED	5583	Computers in Education - Current Applications	3
ED	5584	Computers in Education - Workshop	3

Reading Specialist Certification (K-12)

Candidates may wish to extend their undergraduate preparation to include added certification as a Reading Specialist (K-12). Graduate semester hours completed for this program of study may be applied toward a Master's degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to added certification (see Reading Specialist Certification).

Content Area Specialization

Students work closely with their graduate advisors to develop fifteen semester hour specializations that have coherence within the selected course work and relevancy to their teaching fields. For the most part, graduate courses in the area of specialization should be chosen from among current Mansfield University offerings. Because offerings may be limited in selected fields of study, students may also consult with their academic advisors about the possibilities of incorporating other graduate work transferred from accredited graduate institutions.

ORAL EXAMINATIONS

Students are required to complete an oral examination near the completion of their graduate programs. Guidelines for the oral examination are available from graduate advisors.

ELEMENTARY EDUCATION

Master of Education (M.Ed.), Elementary Education

Dr. Craig Cleland, Chairperson
Retan Center, (570) 662-4563, e-mail ccleland@mansfield.edu

Elementary education teaching requires caring, committed, and talented professionals who are knowledgeable in a wide range of curricular areas. In the M.Ed. program, students build upon their undergraduate programs of study and work to enhance their elementary education teaching abilities. Courses and research experiences in the graduate program are designed to enhance students' instructional leadership abilities. Each graduate student completes a common core of courses and also elects an area of teaching specialization. The program is designed to develop advanced knowledge in research, curriculum, supervision, and adapting instruction to meet the needs of all learners. Popular areas of specialization include the reading specialist sequence and an area of specialization in educational computer technology. Other areas of specialization can be individually developed with assistance from the student's advisor. The focus of the oral examination at the conclusion of the program is on the graduate student's ability to research and synthesize important topics of current interest in the field. The minimum number of semester hours required for the degree is 33 (or 30 if the thesis option is completed).

COMMON CORE (12 SEMESTER HOURS (SH) REQUIRED)

(Choose one from each group)

				SH
I.	**RESEARCH**			
	ED	5500	Methods and Materials of Research	3
II.	**CURRICULUM**			
	ED	5554	Curriculum: Principles and Contemporary Thought	3
III.	**SUPERVISION**			
	ED	5596	Supervision: Principles and Current Practices	3
IV.	**EXCEPTIONAL LEARNER IN SOCIETY (3 SH REQUIRED)**			
	SPE	5501	Psychology of Exceptional Children	3
	SPE	5504	Guidance for Exceptional Children	3
	SPE	5509	Early Childhood Special Education	3
	SPE	5530	Seminar on Cultural Diversity in Special Education	3
	SPE	5540	Behavior Disorders	3
	SPE	5560	Problems in Special Education	3
	SPE	5590	Learning Disabilities	3

V. THESIS OR NON-THESIS (OPTIONAL)

Thesis (Optional) - (6 SH)

Candidates must have completed ED 500 and consulted with their advisors when selecting this option. It is expected that the focus of the thesis would be some aspect of elementary education. The thesis option is not available to those seeking added reading specialist certification.

Non-Thesis Electives (Optional) - (3 SH)

Candidates must consult with their advisors prior to the selection of elective courses.

AREA OF SPECIALIZATION OR ADDED CERTIFICATION

Candidates must complete at least fifteen semester hours in courses that would enhance their teaching specialization or select an additional program of study leading to added certification. Candidates may also work with their advisors to develop specializations designed to meet the candidates' unique needs.

Computer Specialization

This program is designed for classroom teachers, school administrators, and other education professionals. While no prior experience with computers is required for any of the computers-in-education courses, candidates should take ED 580 as early as possible in the program. ED 541, Selected Topics may be used for individual projects and research in the field. The following courses are regularly offered and other computer courses may be taken with an advisor's consent:

Courses			**SH**
ED	5580	Computers in Education - An Introduction	3
ED	5582	Computers in Education - Methods and Materials	3
ED	5583	Computers in Education - Current Applications	3
ED	5584	Computers in Education - Workshop	3

Reading Specialist Certification (K-12)

Candidates may wish to extend their undergraduate preparation to include added certification as a Reading Specialist (K-12). Graduate semester hours completed for this program of study may be applied toward a Master's degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to added certification (see Reading Specialist Certification).

Elementary Education Specialization

With guidance from their graduate advisors, students select a fifteen-semester hour set of courses featuring elementary education content. Graduate students who are also pursuing elementary education certification requirements may find that the elementary education specialization area works well with their individualized certification programs. Students must work closely with their graduate advisors to select appropriate courses for the specialization, but some recommended elementary education courses to include in the fifteen-semester hours specialization follow:

Courses		
ELE	5503	Communication Skills Workshop for Elementary School Teachers
ELE	5523	Foundations of Reading
ELE	5561	Children's Literature, N-3
ELE	5584	Mathematics for the Elementary Teacher
ELE	5586	Recent Trends in Social Studies
ELE	5587	Elementary Science, Curriculum and Instruction
ELE	5550	Advanced Child Growth and Development

ORAL EXAMINATION

Students are required to complete an oral examination near the completion of their graduate programs. Guidelines for the oral examination are available from graduate advisors.

SCHOOL LIBRARY AND INFORMATION TECHNOLOGIES

Master of Education (M.Ed.), School Library and Information Technologies

Dr. Doris Dorwart, Program Director
North Hall; (570) 662-4676, Off-Campus (717) 569-8838,
e-mail ddorwart@mansfield.edu

This program is based upon three recently revised guidelines or standards for school library media programs - Information Power, the national standards, the Standards for Pennsylvania School Library Certification and Practice, the state school library association standards, and the Pennsylvania Department of Education Library Science Standards for the preparation of public school educators. These three documents represent the best thinking in the profession and are based upon the changing function of information libraries, and the new role of the school library media specialist in education today. The new paradigm for a school librarian is very different than what was expected only a decade ago. To be successful today, a school library media specialist will: 1) provide leadership in planning and managing the use of electronic technologies and information retrieval, 2) teach students to access, apply, and evaluate information to solve problems, 3) partner with teachers to design, implement, and assess curriculum and instruction to meet academic standards, 4) select and manage resources to meet the literacy and information needs of students and the curriculum, and 5) build and oversee a school library program that promotes literacy and information literacy as keys to authentic, lifelong learning for students.

The School Library and Information Technologies program is designed for the 21st Century and demonstrates a new model for program development because it is:

1) taught by practitioners, 2) collaboratively developed through a close working relationship with the School Library Media Division, Pennsylvania Department of Education, the Pennsylvania School Librarians Association, and Mansfield University, and 3) configured to be delivered asynchronously over the World Wide Web in partnership with an online company who has developed techniques for mounting electronic based courses and supporting students while they complete online education experiences. The program is structured to encourage a substantial number of practical exercises where the student will select a local school library to complete the learning experience.

The 31-34 semester hours program serves as an add-on certification program leading to a recommendation being made to the Commonwealth of Pennsylvania by

Mansfield University for library science K-12 certification. Students who are already certified school librarians may complete the masters' degree in 32 semester hours, while those seeking the added certification may require either 33-34 semester hours depending on the extent of their previous teaching and/ or library experience.

Course Listing		SH
The program consists of the following courses:		
LSC 5501	Instructional Collaboration	3
LSC 5505	Core Resources for the School Library	3
LSC 5510	Electronic Delivery Systems	3
LSC 5515	Collection Management in the Electronic Age	3
LSC 5520	Cataloging and Classification in an Electronic Environment	3
LSC 5525	Strategic Library Management	3
LSC 5530	Library Advocacy	3
LSC 5535	Information Literacy and Academic Standards	3
LSC 5540	Information Searching, Retrieval, and Presentation Strategies	3
LSC 5545	Access and Legal Issues in the Information Age	3
LSC 5560	Seminar and Internship in School Librarianship	1-4

This online master's degree program is designed so that it may be completed in a one-year to five-year period. The program plan calls for every course to be offered twice each calendar year. For additional information, refer to the website:

http://www.library.mansfield.edu

MUSIC

Master of Arts in Music (M.A.), Music Education

Dr. Adam Brennan, Chairperson, Butler Center, (570) 662-4710, e-mail abrennan@mansfield.edu

The Master of Arts program in Music is designed specifically to meet the needs of the music professional who wishes to expand and strengthen their understanding and skills in the discipline of music through study in one of three offered tracks: instrumental conducting, choral conducting or general music with an emphasis in music education. Prior music teaching experiences is advisable, but not required. A maximum of 9 semester hours may be transferred from an NASM accredited master's degree program.

The Music Education program is designed specifically to meet the needs of music teachers who wish to strengthen their knowledge, understanding and skills in the disciplines of music and music education. Prior music teaching experience is advisable, but not required. Students may pursue this degree concomitantly with seeking certification to teach music in the public schools.

Music Education		SH
MU 5500	Methods and Materials of Research	3
MU 5540	History and Philosophy of Music Education	3
MU 5543	Seminar in Music Education	3
MU 5550/5551	Advanced Conducting	3
	Applied Music (major instrument or voice)	4

MU	5529	Seminar in Music Literature	3
MU	5510	Form and Analysis	3
		Electives*	9

*A maximum of 2 semester hours in MEN, a maximum of 2 semester hours in MAP55XX (secondary), a maximum of 2 semester hours recital, a maximum of 3 semester hours Thesis, a maximum of 3 semester hours non-music.

ORAL EXAMINATION

During the final semester of study, a comprehensive oral examination must be passed.

SPECIAL EDUCATION

Master of Education (M.Ed), Special Education

Dr. Craig Cleland, Chairperson
Retan Center, (570) 662-4563, e-mail ccleland@mansfield.edu

Dr. Ronald Straub, Special Education Program Coordinator
Retan Center, (570) 662-4796, e-mail rstraub@mansfield.edu

The Special Education program provides a professional special educator with advanced specialization and training. Emphasis is on education of children with disabilities with related courses in learning disabilities, mental retardation, early childhood education, cultural diversity, and children with behavioral/emotional disturbance.

The program is competency based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with children with mental and physical disabilities in various educational settings. Graduates are prepared for such positions as: 1) Diagnostic and prescriptive teachers; 2) Consultative/collaborative specialists; 3) Supervisors and curriculum coordinators for special education programs; 4) Educational consultants for exceptional children. It is the design of the program to enhance leadership skills in the practice of humanistic behavior change. The program may contribute towards teacher certification in the education of children with mental and physical disabilities.

CURRICULUM REQUIREMENTS

A minimum of 30 semester hours of graduate work plus 6 semester hours for the thesis or 33 semester hours of coursework in the non-thesis program will be completed according to the following divisions.

Important Notes

1) Those electing the non-thesis option must complete a non-credit departmental research paper as approved and supervised by their graduate advisors (committee chairpersons).
2) A written comprehensive exam and an oral comprehensive exam is a requirement for the M.Ed. degree.

3) 33 semester hours of coursework are required for the non-thesis option. 36 total semester hours (including 6 for the thesis) for the thesis option.

STUDENTS WITH AN UNDERGRADUATE DEGREE IN SPECIAL EDUCATION

I. EDUCATION FOUNDATIONS (6 SEMESTER HOURS (SH) REQUIRED) **SH**

(Typically courses that provide knowledge applicable to all areas of education)

*ED	5500	Methods and Materials of Research	3
		Examples of foundation courses:	
ED	5554	Curriculum: Principles of Contemporary Thought	3
PSY	5503	Human Development	3
ELE	5550	Advanced Child Growth and Development	3

II. SPECIAL EDUCATION FOUNDATIONS (15 SH REQUIRED)

*SPE	5502	Administration and Supervision of Special Education	3
*SPE	5503	Psycho-Educational Diagnostics	3
*SPE	5530	Seminar in Cultural Diversity in Special Education	3
*SPE	5542	Seminar on Behavior Management	3
*SPE	5550	Advanced Curriculum Development	3

III. SPECIAL EDUCATION RELATED TOPICS (12 SH REQUIRED, A MINIMUM OF 6 SEMESTER HOURS IN SPE)

Under departmental advisement and according to student need, these open competency electives may be chosen from the areas of Special Education, Elementary and Secondary Education, Criminal Justice, Psychology, and Sociology.

		Examples of Suggested Courses	**SH**
SPE	5504	Guidance for Exceptional Persons	3
SPE	5507	Career Education Seminar	3
SPE	5509	Early Childhood	3
SPE	5560	Problems in Special Education (Selected Topics)	3
SPE	5565	Computers and Technology in Special Education	3
SPE	5577	Seminar on Adult Disabled	3
SPE	5580	Special Education Workshops	3
SPE	5592	Learning Problems in Adults	3
SPE	5595	Special Projects	1-6
SPE	5597	Independent Study	3
SPE	5598	Research Project	3
SPE	5599	Thesis	6
ELE	5523	Foundations of Reading Instruction	3
ELE	5524	Diagnosis of Reading Difficulties	3
ELE	5528	Developmental and Remedial Reading in the Middle and Secondary School	3
ELE	5529	Remediation of Reading Difficulties	3
PSY	5502	Personality and Behavior Pathology	3
SOC	5530	Sociology of Deviant Behavior	3

*Required courses

STUDENTS WITH AN UNDERGRADUATE DEGREE IN EDUCATION (OTHER THAN SPECIAL EDUCATION)

I.	EDUCATION FOUNDATION (6 SH REQUIRED)		SH
	(Typically courses that provide knowledge applicable to all areas of education)		
	* ED 5500	Methods and Materials of Research	3
		Examples of foundation courses:	
	ED 5554	Curriculum: Principles and Contemporary Thought	3
	PSY 5503	Human Development	3
	ELE 5550	Advanced Child Growth and Development	3

II.	SPECIAL EDUCATION FOUNDATIONS (18 SH REQUIRED)		
	**SPE5501	Psychology of Exceptional Children or equivalent	3
	*SPE 5503	Psycho-Educational Diagnostics	3
	*SPE 5530	Seminar on Cultural Diversity in Special Education	3
	*SPE 5542	Seminar on Behavior Management	3
	*SPE 5550	Advanced Curriculum Development in Special Education	3
	*SPE 5570	Clinical Practicum	3

III.	SPECIAL EDUCATION TOPICS (9 SH REQUIRED)		
	*SPE 5505	Mental Retardation	3
	*SPE 5540	Behavior Disorders	3
	*SPE 5590	Learning Disabilities	3
		Examples of Suggested Courses	**SH**
	SPE 5507	Career Education Seminar	3
	SPE 5560	Problems in Special Education	3
	SPE 5565	Microcomputers in Special Education	3
	SPE 5599	Thesis	6
	ELE 5523	Foundations of Reading Instruction	3
	ELE 5524	Diagnosis of Reading difficulties	3
	ELE 5528	Developmental and Remedial Reading in the Middle and Secondary School	3
	ELE 5529	Remediation of Reading Difficulties	3
	PSY 5502	Personality and Behavior Pathology	3
	SOC 5530	Sociology of Deviant Behavior	3

*Required Course

**If satisfied, candidate has an additional 3 semester hours towards a degree related elective.

STUDENTS WITH AN UNDERGRADUATE DEGREE IN ANY NON-EDUCATION AREA

I.	EDUCATION FOUNDATION (6 SH REQUIRED)		SH
	* ED 5500	Methods and Materials of Research	3
	* ED 5532	Historical Foundations of Education	3

II. SPECIAL EDUCATION FOUNDATIONS (18 SH REQUIRED)

* SPE 5501	Psychology of Exceptional Children	3
* SPE 5503	Psycho-Educational Diagnostics	3
* SPE 5530	Seminar on Cultural Diversity in Special Education	3
* SPE 5542	Seminar on Behavior Management	3
* SPE 5550	Advanced Curriculum Development in Special Education	3
* SPE 5570	Clinical Practicum	3

III. SPECIAL EDUCATION TOPICS (9 SH REQUIRED)

*SPE 5505	Mental Retardation	3
*SPE 5540	Behavior Disorders	3
*SPE 5590	Learning Disabilities	3

*Required course

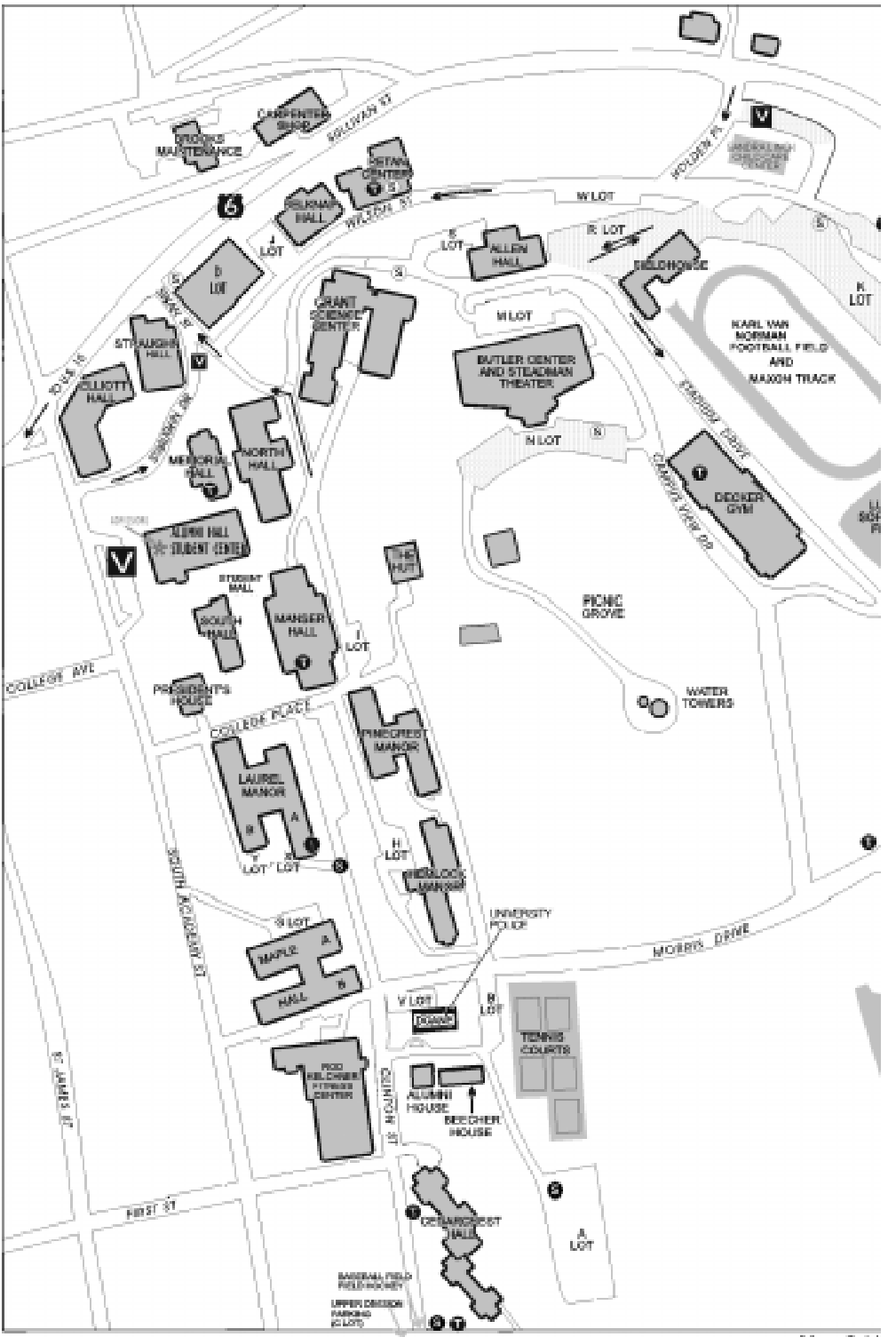
READING SPECIALIST CERTIFICATION

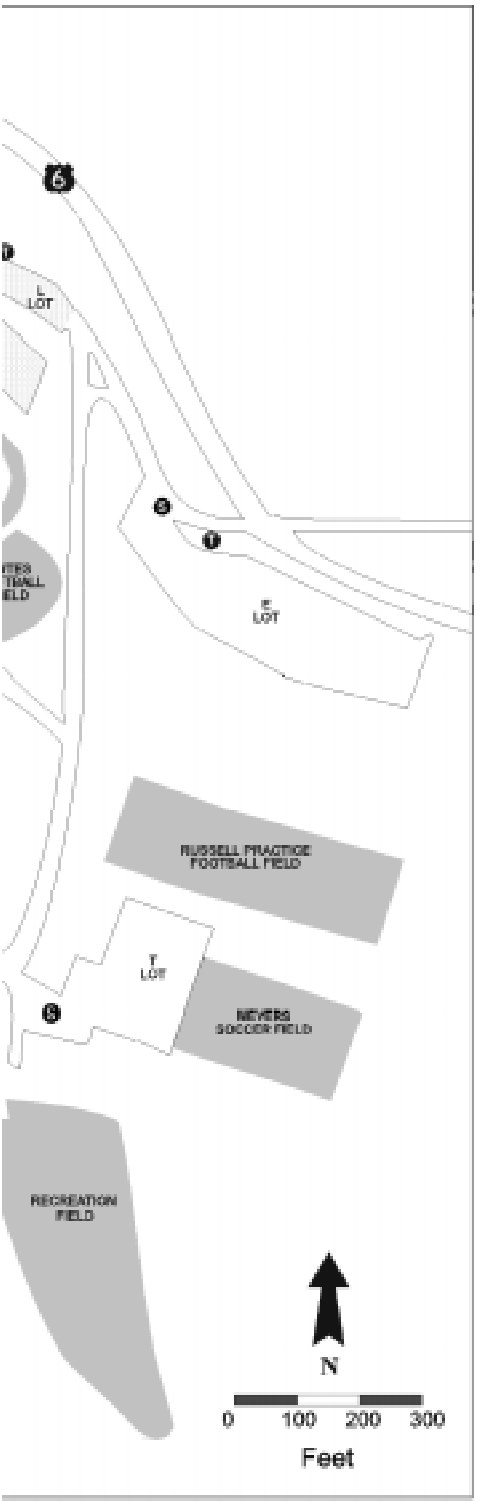
Dr. Craig Cleland, Chairperson
Retan Center, (570) 662-4563, e-mail ccleland@mansfield.edu

Mansfield University offers a 21 semester hour sequence of courses leading to recommendation to the Commonwealth of Pennsylvania for K-12 added certification as a reading specialist. With careful graduate advisement, the 21 semester hour sequence can be applied to a minimum 33 semester hour Master's degree program (see section describing M.Ed., Elementary Education degree and/or M.S., Education degree). It may be possible to transfer a maximum of six semester hours into the program. In order to be recommended to the Pennsylvania Department of Education for added reading specialist certification, candidates must hold some other current Pennsylvania teaching certificate (e.g., elementary, secondary, special education, etc.), complete all required courses in the reading specialist sequence, and successfully pass the state-mandated Praxis reading specialist test.

Reading specialists perform a wide variety of roles in both public and private settings. Many reading specialists work as diagnostic-prescriptive teachers, offer in-classroom assistance for readers experiencing difficulties, and/or serve as resource consultants to school faculties. The courses in the Mansfield University reading specialist program are designed to prepare students for such a wide variety of professional settings and responsibilities.

	Recommended Sequence	SH
ELE 5523	Foundations of Reading Instruction	3
ELE 5528	Developmental & Remedial Reading in Middle and Secondary Schools	3
ELE 5524	Diagnosis of Reading Difficulties	3
ELE 5529	Remediation of Reading Difficulties	3
ELE 5530	Reading and Study Practicum (Elementary)	3
ELE 5531	Reading and Study Practicum (Middle and Secondary Schools)	3
	Reading Related Elective (by advisement)	3


CARPENTER SHOP
BROOKS MAINTENANCE
SULLIVAN ST
PETAN CENTER
BELKNAP HALL
WILSON ST
W LOT
R LOT
S LOT
ALLEN HALL
FIELDHOUSE
K LOT
D LOT
GRANT SCIENCE CENTER
M LOT
KARL VAN NORMAN FOOTBALL FIELD AND MAXON TRACK
STRAUGHN HALL
ELLIOTT HALL
BUTLER CENTER AND STEADMAN THEATER
N LOT
MEMORIAL HALL
NORTH HALL
DECKER GYM
ALUMNI HALL STUDENT CENTER
HE HUT
STUDENT HALL
SOUTH HALL
MANSER HALL
I LOT
PICNIC GROVE
COLLEGE AVE
PRESIDENT'S HOUSE
COLLEGE PLACE
WATER TOWERS
PINECREST MANOR
LAUREL MANOR
H LOT
HEMLOCK MANOR
UNIVERSITY POLICE
MORRIS DRIVE
MAPLE HALL
V LOT
B LOT
TENNIS COURTS
ROD KELCHNER FITNESS CENTER
CLINTON ST
ALUMNI HOUSE
BEECHER HOUSE
FIRST ST
CEDARCREST HALL
A LOT
BASEBALL FIELD FIELD HOCKEY
UPPER DIVISION PARKING (C LOT)
Mansfield

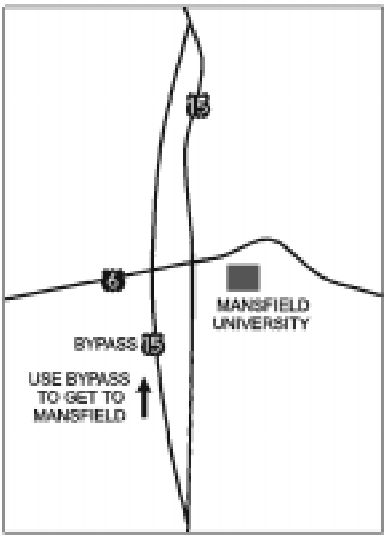


University Department of Geography and Geology

S Shuttle Stop 6 p.m. - 10:30 p.m.
S Shuttle Stop 6 p.m. - Midnight
T Public Telephone (911 service)
V Visitors Parking

* Admissions - Alumni Hall, Ground Floor
1.800.577.6826
Academic Advising Center - South Hall 110
570.662.4824
Athletics - Decker Gymnasium 111
570.662.4660
University Police - Doane Center
570.662.4900
Career Development - South Hall 305
570.662.4820
Center for Life Long Learning - Doane Center 209
570.662.4244
Certification Office - Retan Center 111C
570.662.4685
Financial Planning - Alumni Hall 104
570.662.4878
Residence Life - Pinecrest 120
570-662-4053
Revenue - South Hall 101
570.662.4888

Commuter Parking



SUPERVISOR I CERTIFICATE

Dr. Barbara Smith, Program Coordinator
Retan Center, (570) 662-4626, e-mail bsmith@mansfield.edu

The Supervisor I Certificate is required for all Pennsylvania elementary and secondary school personnel (other than those who hold Administrative Certificates) whose function is to supervise and evaluate the work of classroom teachers. This includes department chairpersons and heads of curriculum areas.

Program applicants must have a master's degree with an emphasis in the subject matter field or educational specialist area in which they are seeking certification.

The Supervisor I Certificate is offered with a specialty in the following areas:

Elementary Education
Secondary Education
Special Education

ELEMENTARY/ SECONDARY EDUCATION

I.	**SUPERVISION CORE (9 SH)**			**SH**
	ED	6600	Interdisciplinary General School Supervision	3
	ED	5596	Supervision: Principles and Current Practices	3
	ED	5554	Curriculum: Principles and Contemporary Thought	3
II.	**SPECIALTY CORE (6 SH)**			
	ED	5590	Introduction to Educational Administration	3
	ED	5540	School Law	3
	ELE	5593	Supervision/Improvement of Instruction	3
III.	**INTERNSHIP AND SEMINAR (6 SH)**			
	ED	6602	Internship in School Supervision	3
	ED	6601	Critical Topics Seminar for Supervisors	3

Please Note: All graduate students must have at least one graduate level course in: science education, social studies education, math education, reading, and child development before completing the requirements for the Supervisor I Certificate with a specialty in Elementary Education.

SPECIAL EDUCATION

I.	**SUPERVISION CORE (3 SH)**			**SH**
	ED	6600	Interdisciplinary General School Supervision ++	3
II.	**SPECIALTY CORE (12 SH REQUIRED)**			
	ED	5540	School Law	3
	SPE	5502	Administration & Supervision of Special Education	3
	SPE	5503	Psycho-Educational Diagnostics	3
	SPE	5550	Advanced Curriculum Development in Special Education	3

III. ELECTIVES (3 SH REQUIRED)

ED 5593	Supervision of Student Teaching	3
SPE 5560	Problems in Special Education	3

Other courses deemed appropriate by advisement

IV. INTERNSHIP AND SEMINAR (6 SH)

ED 6601	Seminar on Critical Topics for Supervisors ++	2-3
ED 6602	Internship in School Supervision++	

++Post-Masters only

DEPARTMENTAL ADVISEMENT

1) Graduate students interested in the special education post-masters certification program should contact the Special Education Program Director, Dr. Ronald Straub, Retan Center, Room 213, (570) 662-4796, e-mail rstraub@mansfield.edu.

2) An advisory professor will be assigned to review specific requirements, help formalize admission, and set up a schedule of courses to be taken.

3) Appropriate advisement will continue through the completion of the supervisory certification program.

COURSE DESCRIPTIONS

ART

ART EDUCATION

ARE 5531 Art Education in the Elementary Curriculum - 3 SH
A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

ARE 5532 Art Education in the Secondary Curriculum 3 SH
An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

ARE 5533 Administration and Supervision of Art Education 3 SH
The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

ARE 5534 Application of Aesthetic Theory 3 SH
The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.

ARE 5535 Art For Students With Diverse Needs 3 SH
An exploration of types of characteristics of children who are special: either gifted, physically disabled, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children. Prerequisite ED 2205.

ARE 5536 History and Philosophy of Art Education 3 SH
This course entails an exploration of the History of art education and its past and present Philosophies and Theories. Students will examine how sociocultural forces and events have impacted art education. Current trends and research in art education will be looked at in depth.

ARE 5537 Art Across the Curriculum 3 SH
This course explores methods for incorporating art into other subjects. Students will learn how to develop interdisciplinary (integrated) lessons that address multiple intelligences, are intellectually stimulating, and help develop children's problem-solving skills.

ARE 5598 Research3 SH: ARE 5599 Thesis 6 SH
After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

ART HISTORY

ARH 5501 Cultural Origins of Art **3 SH**
A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. The director will conduct lectures throughout the tour.

ARH 5502 Art of The Far East **3 SH**
Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

ARH 503 Art of The 15th and 16th Centuries **3 SH**
The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

ARH 5504 Major Trends in Art of the 17th and 18th Centuries **3 SH**
A comprehensive study of major contributions of European art and architecture during the seventeenth and eighteenth centuries.

ARH 5505 Major Trends in Modern Art **3 SH**
A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

ARH 506 History of African-American Art **3 SH**
An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

ARH 5507 Empires of the World Through Art **3 SH**
A study of how the art and architecture of various empires were used as images of power and political statement. The Roman, Byzantine, Holy Roman, Ottoman, Russian, and British Empires will be examined.

ARH 5508 Art and Mythology of Ancient Greece **3 SH**
A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

ARH 5509 Women in Art **3 SH**
A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

ARH 510 Women in Ancient Greek Art **3 SH**
A study of women as subjects and patrons of ancient Greek art, with emphasis on the cultural and artistic milieu in which they are represented.

ARH 5520 Native Arts of the Americas **3 SH**
A comprehensive study of the art and architecture of the traditional Native Americas, with emphasis on regional styles and cultural interpretation.

ARH 5527 Major Trends in Architecture **3 SH**
Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.

ARH 5528 Major Trends in American Art **3 SH**
A study of the major trends in the art and architecture of the United States from the colonial period to the present.

ARH 5529 Major Trends in the Graphic Arts **3 SH**
A comprehensive study of the Graphic Arts, with emphasis on the traditional printmaking processes of relief, intaglio, lithography, and serigraphy.

ART STUDIO

ART 5510 Drawing **1-6 SH**
An opportunity for the serious drawing student to translate original responses into visual statements that is inventive and personal. Investigations and explorations aimed at developed individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student plus group interaction.

ART 5511 Painting **1-6 SH**
The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase the breadth of his/her knowledge.

ART 5513 Waterbase Media **1-6 SH**
An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations will constitute the major portion of the course.

ART 5514 Printmaking **1-6 SH**
An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching, and engraving with emphasis on their use for creative expression.

ART 5515 Ceramics **1-6 SH**
An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

ART 5516 Metalcraft **1-6 SH**
A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

ART 5517 Fibers **1-6 SH**

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macram,, crochet and lace making.

ART 5518 Photography **1-6 SH**

Prior courses in photography or extensive photographic experience are necessary before taking this level of photography.ÿÿAll assignments will be on an individual basis with the goal being to give a one-person show at the end.ÿÿ

ART 5519 Sculpture **1-6 SH**

A studio course in three-dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and to receive exposure to foundry casting.

ART 5520 Graduate Art Seminar **2 Credit**

This course was designed to meet the needs of graduate students who are not currently employed as in-service teachers or new graduate students who have not taken Art Seminar (ART 4403) as an undergraduate at Mansfield University. Art Seminar provides students with the opportunity to further exchange ideas, enhance critical dialectic, and to participate in activities relevant to professional artist and art educators. In addition, students enrolled in Graduate Art Seminar will compile, focus, reflect, and organize their educational experience at Mansfield University into an electronic vita and professional portfolio. Students will be expected to give oral presentations. This course will further prepare Master of Education (M.Ed.), Art majors for a career in teaching.

ART 5530 Digital Photography **3 Credits**

A course designed to learn the digital camera in acquiring images, in preparing them on the computer for print and in presenting prints in various formats. This course will sharpen the ability to recognize and develop a personal view of the world through photography.

ART 5538 Multiculture Crafts **1-6 SH**

This class stresses the mastery skills of 2-D and 3-D craft ideas from around the world. Students will be required to work with a variety of materials and equipment and explore the history of crafts. Projects will be researched and designed on an individual basis. Prerequisite ART 2238 or ART 3338.

ART 5565 Computer Graphics **1-6 SH**

Hands-on training in educational and graphic applications for teaching. A comprehensive survey of advanced principles and practices on the Macintosh computer as they relate to fine arts, to education, and to the community with media processes.

ART 5595 Special Projects **1-6 SH**

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. The student and instructor will mutually develop project goals. Permission of the instructor, chairperson and Associate Provost are required.

ART 5598 Art Education Research and Exhibition **3 SH**

After completion of all required course work candidates for the M.Ed. in Art will submit a proposal to their advisor outlining a research topic according to required standards. Candidates will complete a written scholarly document for presentation to the graduate committee. Candidates will be required to successfully defend their research paper through an oral examination. Graduate students will also be required to prepare and exhibit their artwork as evidence of their mastery of the studio portion of the discipline.

ART 599 Thesis **6 SH**

After completion of all required coursework candidates for the M.Ed. in Art will submit to their advisor a proposal to conduct original research. Candidates will be required to conduct their research according to the approved proposal and write a scholarly document over their research for presentation to the graduate committee. Candidates will be required to successfully defend their research paper through an oral examination. Graduate students will also be required to prepare and exhibit their graduate artwork as evidence of their mastery of the studio portion of the discipline.

BIOLOGY

***BIO 5561 Management of Small Impoundments** **3 SH**

Theory, practice and demonstration of managing farm ponds for optimal sport fishing. Prerequisite: 6 SH of college biology and permission of instructor.

*BIO 5562 Management of Streams and Large Impoundments - 3 SH

Theory, practice and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing. Prerequisite: 6 SH of college biology and permission of instructor.

***BIO 5582 Cell Physiology** **3 SH**

A study of a specialized field of cell biology which emphasizes phenomena dealing with the nature of the cell membrane and its transport activities, the reactions of cells to changes in environment, the mechanism of cell excitability and contraction and other manifestations of cellular functioning such as nutrition, growth and secretion.

*Infrequently offered course

EDUCATION

ED 5500 Methods and Materials of Research **3 SH**

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

ED 5531 Social Foundations of Education **3 SH**

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

ED 5532 Historical Foundations of Education **3 SH**

The historical development of American education and study of European influences on the philosophies and practices of American schools. Historical trends are related to current problems and practices in education.

ED 5533 Philosophical Foundations of Education **3 SH**

Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.

ED 5540 School Law **3 SH**

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law.

ED 5541 Selected Topics in Education **1-6 SH**

A modularized course for the study of selected topics, which may be developed to meet the needs of individual school districts.

***ED 5545 Analysis and Evaluation of Pupil Growth** **3 SH**

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

***ED 5548 Workshop in Newer Media** **1-3 SH**

A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. Multimedia production; graphics production; instructional TV production.

***ED 5550 Comparative Education** **3 SH**

The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.

ED 5554 Curriculum: Principles and Contemporary Thought **3 SH**

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) quality of curriculum, and (5) processes of curriculum development and implementation.

***ED 5556 Secondary School Curriculum** **2 SH**
The major thrust of this course is curriculum interrelationships and curriculum balance. It provides opportunities for reading and research that will stimulate educational practitioners to examine their thinking about the secondary school curriculum.

ED 5580 Computers in Education: An Introduction **3 SH**
This course gives educators an overview of educational computing. Students learn to use various software applications (e.g., word processing, database, spreadsheet, and telecommunication) for instructional purposes, and also examine equity, ethical, and legal issues.

***ED 5581 Computers in Education - LOGO** **3 SH**
Students learn to program with Logo, develop instructional strategies for teaching with Logo in various grade levels and subject areas, and explore the educational theories of Seymour Papert.

ED 5582 Computers in Education - Methods and Materials **3 SH**
In this course educators learn to evaluate computer software and develop strategies to integrate computer hardware and courseware into their curricula.

ED 5583 Computers in Education - Current Applications **3 SH**
This course provides opportunities for educators to explore the past, present, and future effects of computers in educational practices. (Prerequisite: ED 580 or permission of the instructor.)

ED 5584 Computers in Education - Workshops **3 SH**
In this course students use the Internet to find information and resources for K-12 classroom teaching, learn strategies to judge the validity of Internet content, and develop inquiry-based instructional Web pages.

ED 5585 Teaching of Adults **3 SH**
Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences, and examine and apply principles of andragogy.

Ed 5586 Creating Teaching Materials With The Internet **3 SH**
This course examines how to use the Internet as a classroom materials production center. Teachers will use evaluation techniques to examine and build graphics and software libraries from the Internet and to modify their current lessons with these Net-acquired materials.

ED 5590 Introduction to Education Administration **3 SH**
A survey course designed to give the prospective school leader an overview of educational administration and leadership. There is particular emphasis on decision-making, motivation, and effective relations with internal and external constituencies.

ED 5591 Secondary Education Supervision **3 SH**

A course concerned with what is taught and its effect on the learner. A special kind of teaching, involving a unique set of learners (teachers) and a unique content (curriculum). A course designed to train supervisors to deliberately educate classroom teachers about curriculum and how to teach it.

***ED 5592 The Teacher and Educational Leadership** **2 or 3 SH**

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

ED 5593 Supervision of Student Teaching **3 SH**

A course addressed to those who are associated with the supervision of student teachers, cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.

ED 5595 Special Projects **1-6 SH**

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Students may be enrolled for a total of six credit hours. Permission of the instructor, chairperson, and associate provost is required.

ED 5596 Supervision: Principles and Current Practices **3 SH**

This course introduces principles and practices of supervision that support the professional development of teachers. Topics include the role of teaching and learning to teach; components of effective teaching; MU's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

ED 5597 Independent Study - **variable credit**

Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.

ED 5598 Research Project **3 SH**

ED 5599 Thesis **6 SH (3 SH per Semester for 2 Semesters)**

ED 5600 Continuous Enrollment **0 SH**

Continuous enrollment provides library access to graduate students who have completed their graduate courses and are working on a thesis or oral presentation. The course may be repeated.

ED 6600 Interdisciplinary General School Supervision **3 SH**

An introduction to school supervision. An interdisciplinary course designed to inform potential supervisors about the theory and process of supervision in public schools. Permission of the chairperson is required.

ED 6601 Critical Topics Seminar for Supervisors **3 SH**

A seminar providing a theoretical and practical base for topics related to school supervision.

ED 6602 Internship in School Supervision **3 SH**
(Elementary Education, Secondary Education, and Special Education)
Internship in school supervision is a post-master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full-time practicum in schools, the candidate will assume the role of the supervisor in practice under the guidance of well-qualified school personnel actively engaged in supervision. University staff will regularly visit the internship site to observe, advise, and evaluate as the candidate relates theory to practice.

*Infrequently offered course

ELEMENTARY EDUCATION

***ELE 5502 Innovative Educational Practices** **1-3 SH**
A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models, which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

ELE 5503 Communication Skills Workshop for Elementary School Teachers **3 SH**
A workshop experience in which the instructor investigates and shares techniques and activities that can be used by elementary classroom teachers to improve the total communication skills of children.

ELE 5505 Seminar in Early Childhood Education **3 SH**
An advanced seminar in planning developmentally appropriate, early childhood programs. Topics include: theories of teaching and learning; planning integrated curriculums with thematic units and centers; guiding children's learning; assessing and evaluating learning; including all children and their families.

ELE 5511 An Introduction to British Education **3 or 6 SH**
A course aimed at providing teachers a firsthand look at the innovations, accomplishments and problems of British education. The participant will have the opportunity to work side by side with a British teacher, get involved with British children and observe various techniques at work in a number of British schools.

ELE 5512 Reading/Writing in British Schools **3 SH**
An examination of the integrated language arts curriculum employed in British education. This companion course to "Introduction to British Education" includes first-hand experience observing and participating in British schools.

ELE 5513 Diagnosis and Prescription in Mathematics **3 SH**
This course allows elementary school teachers to participate in the diagnosis and remediation of children's mathematics error patterns through the use of individual prescription lesson plans. Focus is on diagnosis and prescription, instructional methodology, use of manipulatives, calculators, and current computer technology.

ELE 5523 Foundations of Reading Instruction **3 SH**
Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

ELE 5524 Diagnosis of Reading Difficulties **3 SH**
Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

***ELE 5525 Whole Language** **3 SH**
Belief systems in whole language and means of translating educational beliefs into classroom practice; several featured topics include big books, experience charts and chants, literature-based instruction, building literature environments, portfolio assessment, collaborative learning projects, and reading-writing connections.

***ELE 5527 Teaching Reading to Exceptional Children** **3 SH**
Physical, social and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

ELE 5528 Developmental and Remedial Reading in the Middle and Secondary School **3 SH**
Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

ELE 5529 Remediation of Reading Difficulties **3 SH**
Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

ELE 5530 Reading and Study Practicum (Elementary) **3 SH**

and

ELE 5531 Reading and Study Practicum (Middle and Secondary School Students) **3 SH**
Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

***ELE 5533 Seminar in Implementing Reading Research** **3 SH**
Provides the opportunity to select, plan, implement, analyze and evaluate a significant reading research finding under field conditions.

ELE 5550 Advanced Child Growth and Development **3 SH**
Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

ELE 5560 Children's Literature, A Multi-Cultural Approach 3 SH
A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

ELE 5561 Children's Literature, N-3 3 SH
An investigation of types and uses of children's literature in early childhood and early elementary settings; emphasis on genres, children's responses, teachers' roles, reading and writing workshops, guided reading, fostering literary appreciation, incorporating literature throughout the curriculum; varied means of promoting active participation with picture books.

***ELE 5574 Diagnostic Teaching in Elementary Mathematics 3 SH**
Courses to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.

***ELE 5580 Elementary School Classroom Music 3 SH**
An advanced course aiming at more effective teaching of music by the elementary classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

ELE 5584 Mathematics for the Elementary School Teacher 3 SH
The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age." Curriculum and Evaluation Standards for School Mathematics (NCTM Standards), provides the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.

ELE 5586 Recent Trends in Social Studies 1-3 SH
A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

ELE 5587 Elementary Science, Curriculum and Instruction 1-3 SH
Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

***ELE 5588 Informal Diagnosis of Readiness in Elementary Teaching 1-3 SH**
A workshop to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.

***ELE 5589 Environmental Education Workshop for Elementary Teachers 3 SH**
A workshop emphasizing fieldwork for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

***ELE 5590 Individualized Teaching in the Elementary School - 1-3 SH**
A course to guide elementary school teachers in making the transition from whole-class to individual learning activities.

***ELE 5591 Curriculum Development and Planning - 1-3 SH**
Theory and practice of curriculum development in the elementary school. Emphasis on aims, content and research. Prerequisite: Teaching experience.

***ELE 5592 The Teacher and Educational Leadership 2 or 3 SH**
An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

***ELE 5593 Supervision for the Improvement of Instruction 3 SH**
Supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of instruction; appraisal of elementary school programs and instruction.

ELE 5595 Special Projects 3 SH
Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

ELE 5598 Research Project 3 SH

ELE 5599 Thesis 6 SH

*Infrequently offered course

GEOGRAPHY

***GEG 5515 Special Problems in Geography 2-4 SH**
Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

*Infrequently offered course

HISTORY

***HST 5500 Historiography** **3 SH**
Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

***HST 5501 Colonial and Revolutionary America** **3 SH**
A study of the exploration and settlement of North America 1607-1788.

***HST 5504 Constitution to Manifest Destiny** **3 SH**
The development and expansion of the nation. The rise of democracy, economic and social development, territorial expansion, and foreign affairs. Key figures and their roles are analyzed in depth.

***HST 5505 The Age of Civil War and Reconstruction** **3 SH**
The background of sectional controversy; constitutional issues, secession, and military conflict; the aftermath of War, North and South, with particular emphasis on political and racial development in the period of reconstruction ending in 1877.

***HST 5507 The United States, 1914-1945** **3 SH**
A study of political, diplomatic, social and economic development in the United States between the end of World War I and the beginning of World War II.

***HST 5508 America Since World War II** **3 SH**
A study of political, diplomatic, social and economic developments in the United States since 1945.

***HST 5510 Afro-American Experience** **3 SH**
History of "the American Dilemma" - the role of the minority black man in a dominant white culture - from 1619 to the present. Thematic emphasis upon black resistance and the quest for a black identity.

***HST 5515 Modern American Diplomacy** **3 SH**
The diplomatic history of the United States in the 20th century. Emphasis is placed on the period from 1930 to the present.

***HST 5516 The Evolution of Social Welfare in America** **3 SH**
The development of the public welfare system as a mirror reflecting American's changing attitudes toward misfortune and relief. The effects of an individualistic tradition upon antebellum welfare efforts; the need for social welfare in an industrializing America, the growth of governmental responsibility for social welfare; and the maturation of the welfare state.

***HST 5518 Frontier in American History** **3 SH**
Discussion of the settlement of various geographic areas comprising the U.S. and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations are discussed in depth. Cowboy-Indian stereotypes are analyzed.

***HST 5519 History of Pennsylvania** **3 SH**
An in-depth examination of the political, economic, cultural and social development of Pennsylvania, which also involves the role of the Native American and local history.

***HST 5520 The Teaching of History in the Secondary Schools** **3 SH**
Creation of a teaching unit in history directly transferable to the secondary teaching situation.

***HST 5521 The Ancient World: Greece and the Near East** **3 SH**
The development of Pre-Classical and Classical forms that were the basis for the emergence of Western civilization. The cultural, intellectual and social conditions that shaped Greek and Roman civilizations; their relationships to modern institutions.

***HST 5522 The Ancient World: The Roman Republic and Empire** **3 SH**
The development of Pre-Classical and Classical forms that were the basis for the emergence of the intellectual and social conditions that shaped Roman civilization. The relationship of Roman institutions to modern institutions.

***HST 5523 The Holocaust** **3 SH**
The systematic mass murder sits uneasily in history as many troubling questions remain unanswered. By applying historical analysis highly charged topics will be investigated. Prerequisite: one history course or consent of the instructor.

***HST 5525 American Social and Cultural History** **3 SH**
Investigation of the major social, cultural and intellectual trends in American history. Emphasis is placed upon important religious, educational and intellectual developments.

***HST 5526 World Cultures** **3 SH**
Specific cultures are studied with emphasis placed upon the cultural, intellectual, social, and political conditions which shaped various world civilizations and their relationships to our current institutions.

***HST 530 The American Indian: From Bering to Red Power** **3 SH**
This course deals with the origins, culture and history of the American Indian. Development of Indian policy by colonial rulers and by the U.S. are studied and compared.

***HST 5551 Renaissance and Reformation** **3 SH**
Examination of the political, social, economic, and cultural forces involved in the transition from medieval to modern Western society with attention to the rise of national states, the growth of individualism and the impact of the religious changes on society.

***HST 5558 The Soviet Union** **3 SH**
A history of the Bolshevik Revolution and the founding of the Soviet Union, the internal and external factors involved in Soviet power politics, and world Communism from 1917 to the present.

***HST 5559 Russia: Beginning to 1917** **3 SH**
After considering the basic problems in Russian historiography, the course deals with the nature and development of the Russian empire from the time of Peter I to the Revolution of 1917.

***HST 5566 Twentieth Century Europe** **3 SH**

A study of the political, economic, cultural and international developments in Europe during the 20th century. Particular attention is given to the background problems, which led to the two world wars and their global impact and significance. Prerequisite: Consent of instructor.

***HST 5588 History Of Africa** **3 SH**

After an introduction to the History of Africa prior to European colonization and a brief examination of colonialism on the continent, the course will focus on sub-Sahara Africa for the period from post World War II until the present, examining colonialism, nationalism, independence and the continuing crises and problems of the nations of the continent. South Africa also will be emphasized.

***HST 5589 Vietnam War** **3 SH**

Examines the historical, military, political, religious, and social aspects of the war. Includes the effect on Vietnam politically and culturally. American domestic concerns, international aspects and consequences will be covered.

***HST 5595 Special Projects** **1-6 SH**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

*Infrequently offered course

LIBRARY

LSC 5501 Instructional Collaboration **3 SH, online**

Skills necessary to implement a library information curriculum will be developed. Students will recognize the role of the librarian as leader in curriculum planning and professional development. They will identify resources necessary to support the instructional program.

LSC 5505 Core Resources for the School Library **3 SH, online**

This course provides background knowledge to locate, compare, and select basic library resources for the learning needs of the K-12 school environment. Students will learn to apply reading strategies and the knowledge of test scores and text readability scores to resource provision. Course materials and activities will also address developmentally appropriate, multicultural, and special needs resources. Opportunity for hands-on examination of basic school library resources through practicum activities in a school or public library will be provided.

LSC 5510 Electronic Delivery Systems **3 SH, online**

Presents network components and protocols with an emphasis on networks for schools and school districts. The focus will be as narrow as effective classroom design and physical facilities issues, but broaden to bandwidth concerns, local-area and wide-area technologies, IP networks, the Internet, and distributed computing applications. The emphasis is on planning, designing, redesigning, and managing networks, and maximizing the utility of the network in the classroom.

LSC 5515 Collection Management in the Electronic Age **3 SH, online**

Outlines a process for developing both an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. The main objective is learning the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will use various selection tools and learn the parts and importance of a written collection development policy.

LSC 5520 Cataloging and Classification in an Electronic Environment **3 SH, online**

Designed for librarians who wish to provide their patrons with the most effective access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print, media, and electronic resources. The application of AACR2, the USMARC format, Sears and LC subject headings, and the Dewey decimal classification system will be emphasized. Students will become familiar with automated cataloging systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

LSC 5525 Strategic Library Management **3 SH, online**

Focus is on a broad spectrum of expertise and skills needed to manage a school library. Topics include: the development of missions and priorities, strategies and techniques of budgeting, staff supervision and scheduling, development of procedures and policies, long-range and strategic planning, overseeing acquisitions, use of space, furnishings, equipment, and resources. Students will explore methods to assess the library program and methods to maintain a position of leadership and professionalism within their school. Issues dealing with a "safe" school library environment will be identified.

LSC 5530 Library Advocacy **3 SH, online**

Identify ways that advocates can bring about change in the educational system. Develop the skills necessary to promote the services of the library program within the school complex, the community, and beyond. Develop the skills and knowledge needed to identify alternative sources of funding for special projects, as well as the skills necessary to write an actual grant proposal. Develop a multi-year school library media advocacy plan that will strengthen leadership and managerial abilities.

LSC 5535 Information Literacy and Academic Standards **3 SH, online**

Examine the role of the library Media Specialists as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. Review state and national academic standards and develop competencies in writing information literacy curriculum. Prepare information skills lessons for school students and design staff development programs in information skills across the curriculum for teachers and other school staff.

LSC 5540 Information Searching, Retrieval, and Presentation Strategies **3 SH, online**

Today's librarians must not only be expert themselves in searching emerging information landscapes, they need to be able to teach others how to navigate effectively also. Course participants will learn how to evaluate and select the best search tools for specific information jobs, craft effective strategies, and design search tool portals for their unique constituent groups. They will explore various methods for communicating the results of an information search as well as instructional strategies tailored to searching in varied educational settings.

LSC 5545 Access and Legal Issues in the Information Age **3 SH, online**

Develop skills necessary to implement a school library program that provides access to the resources, both print and non-print, needed to carry out the mission of the school library media center and the school district. Examine and become familiar with the policies and procedures necessary to insure access and guarantee patron privacy.

LSC 5560 Seminar and Internship in School Librarianship **2-4 SH**

This capstone course consists of two parts, an online seminar required of all students and on-site field work in a school library for K-12 library science certification candidates. The seminar includes readings, research, and threaded discussions on topics related to the school environment, teaching, and professionalism. Each student will create a professional portfolio, revise his/her resume and conduct a job search, assess his/her professional growth, and review professional organizations and continuing education opportunities. Most students seeking K-12 library science certification will be required to complete a 30-hour practicum while others having no professional classroom teaching experience will complete a 60-hour practicum.

MUSIC

APPLIED MUSIC COURSES

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student.

500-level applied music courses are designed for studying secondary instruments. The courses offer one credit per semester. A maximum of two SH may be applied to the degree.

Private Instruction			SH
MAP	5500	Voice Sec	1
MAP	5510	Piano Sec	1
MAP	5515	Applied Conducting	1-2
MAP	5520	Organ Sec	1
MAP	5525	Harpsichord Sec	1
MAP	5530	Flute Sec	1
MAP	5531	Oboe Sec	1
MAP	5532	Clarinet Sec	1
MAP	5533	Bassoon Sec	1

MAP	5534	Saxophone Sec	1
MAP	5540	Trumpet Sec	1
MAP	5541	Horn Sec	1
MAP	5542	Trombone Sec	1
MAP	5543	Euphonium Sec	1
MAP	5544	Tuba Sec	1
MAP	5550	Violin Sec	1
MAP	5551	Viola Sec	1
MAP	5552	Cello Sec	1
MAP	5553	Bass Sec	1
MAP	5557	Guitar Sec	1
MAP	5560	Percussion Sec	1

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses. The courses offer one or two SH per semester or term and may be re-elected for additional credit. A maximum of four SH may be applied to the degree. (Part-time students register for one credit per semester.) After four SH in the primary applied instrument, students may choose to register for MU 596 Recital.

Private Instruction			SH
MAP	6600	Voice	1-2
MAP	6610	Piano	1-2
MAP	6615	Applied Conducting	1-2
MAP	6620	Organ	1-2
MAP	6625	Harpsichord	1-2
MAP	6630	Flute 1-2	
MAP	6631	Oboe	1-2
MAP	6632	Clarinet	1-2
MAP	6633	Bassoon	1-2
MAP	6634	Saxophone	1-2
MAP	6640	Trumpet	1-2
MAP	6641	Horn 1-2	
MAP	6642	Trombone	1-2
MAP	6643	Euphonium	1-2
MAP	6644	Tuba 1-2	
MAP	6650	Violin	1-2
MAP	6651	Viola 1-2	
MAP	6652	Cello 1-2	
MAP	6653	Bass 1-2	
MAP	6657	Guitar	1-2
MAP	6660	Percussion	1-2
MAP	6670	Recital	1-2

Ensembles

Participation in these university organizations is open to qualified graduate students.

	SH		
MEN	5500	Concert Choir	1
MEN	5501	Festival Chorus	1

MEN	5502	Opera Workshop	1
MEN	5503	Mansfieldians	1
MEN	5504	Chamber Singers	1
MEN	5505	Vocal Ensemble	1
MEN	5510	Piano Ensemble	1
MEN	5530	Concert Wind Ensemble	1
MEN	5531	Mountie Marching Band	1
MEN	5532	Symphonic Band	1
MEN	5533	Woodwind Ensemble	1
MEN	5534	Brass Ensemble	1
MEN	5535	Concert Jazz Band	1
MEN	5536	Small Jazz and Commercial Ensemble	1
MEN	5550	Orchestra	1
MEN	5551	String Ensemble	1
MEN	5557	Guitar Ensemble	1
MEN	5560	Percussion Ensemble	1

MU 5500 Methods and Materials of Research **3 SH**

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

MU 5501 World Musics **3 SH**

Musics of the five continents are explored with particular emphasis on each tradition's cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethno-musicological techniques are explored.

MU 5510 Form and Analysis **3 SH**

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

***MU 5511 Eighteenth Century Counterpoint** **3 SH**

A study of the contrapuntal style of the late Baroque era.

MU 5513 Electronic Music **2 SH**

Survey of electro-acoustic music technology with emphasis on MIDI applications. Provides hands-on experience with computer-based sequencing and music notation.

***MU 5515 Instrumental Scoring** **3 SH**

Arranging for various families and choirs of instruments, culminating in an arrangement of a suitable organ or piano composition for a concert group. Pre-requisite: An undergraduate course in orchestration.

***MU 5516 Vocal Scoring** **3 SH**

Development of skill in scoring music for various vocal groups. Special attention is given to arranging for unbalanced vocal groups such as may be found in the public school.

MU 5517 Composition **3 SH**
Development of deeper insight into music through intensive creative experience.

***MU 5518 Advanced Composition** **1-3 SH**
Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition. May be repeated for credit up to a maximum of 6 SH.

***MU 5519 Interpretation of Selected Repertory** **3 SH**
Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

MU 5520 Song Literature **3 SH**
The development of monophonic song from the days of the troubadours and trouverto the present. Emphasis is on the history of the German lied, French Chanson, and solo song in the British Isles and the United States.

MU 5521 Choral Literature **2 SH**
A history of choral literature from the end of the Renaissance to the present time with attention to the conventions governing composer and the period in which he worked. Emphasis is on style and interpretation in light of latest research. Major choral works of the different periods and the historical and cultural influences upon them.

***MU 5522 History of Opera** **3 SH**
A history of opera from the late 16th century to the present with attention to the conventions governing librettist and composer. Study of the musical, dramatic, and social climate in which opera was composed.

MU 5523 Studies in Keyboard Literature **3 SH**
Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

***MU 5524 The Piano Sonata** **3 SH**
A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.

***MU 5526 Nineteenth Century Music** **3 SH**
Music style and expression during the 19th century with emphasis on the intellectual foundations of the Romantic Movement. Representative works in the various forms are studied and analyzed in detail.

***MU 5527 Twentieth Century Music** **3 SH**
An analytical, technical and historical study of music of the 20th century, with particular attention to details of melody, harmony, tonality, rhythm, texture, orchestration and form.

***MU 5528 American Music** **3 SH**

The development of American music from the Colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.

MU 5529 Seminar in Music Literature **3 SH**

An intensive study of selected examples of musical literature with emphasis on comparative, historical and stylistic developments.

MU 5537 Wind Band Literature **2 SH**

The study of wind band literature considered standard in performance repertoire at high school level with an emphasis on developing the skills to recognize works that are artfully crafted. Prerequisites: none for MM candidates, MU 351 Advanced Conducting and MU 315 Orchestration for undergraduates.

MU 5540 History and Philosophy of Music Education **3 SH**

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

MU 5541 Instrumental Methods **2 SH**

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating and improving school music programs.

MU 5543 Seminar in Music Education **3 SH**

Identification and formulation of the principles, philosophies and objectives of music education.

MU 5544 Recent Trends in Music Education: Elementary and Middle Schools **2 SH**

New concepts in classroom music teaching in the elementary and middle schools. Emphasis on the contributions of contemporary composers, ethnomusicologists, and educational psychologists. Attention to the needs of exceptional students.

MU 5545 Vocal/Choral Music Methods **2 SH**

The study of a suitable choral program in an institutional setting. The course emphasizes the teaching of voice and ensemble singing through the developmental stages of singers, from child to adult. Students observe and participate in vocal/choral music-making with elementary through collegiate level choirs. Prerequisites: undergraduate music degree and MU 550.

MU 5546 General Music Classes in Secondary Schools **2 SH**

Music concepts, knowledge, and skills developed through projects correlated with the total curriculum.

MU 5547 Orff-Schulwerk: Level I **3 SH**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

MU 5548 Orff-Schulwerk: Level II **3 SH**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the intermediate techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level II certification according to the guidelines of the American Orff-Schulwerk Association. Prerequisite: Level I certification.

***MU 5549 Orff-Schulwerk: Level III** **3 SH**

Advanced techniques and materials of the Carl Orff approach to teaching music. Designed for music teachers, music therapists and church musicians. Successful completion will result in the awarding of Level III Orff-Schulwerk certification. Prerequisite: Level II certification.

MU 5550 Advanced Choral Conducting - **2 SH**

An advanced course for students who show particular aptitude in conducting.

MU 5551 Advanced Instrumental Conducting **3 SH**

Study and analysis of all phases of baton technique and score reading.

MU 5552 Diction I for Singers **2 SH**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

MU 5553 Diction II for Singers - **2 SH**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in English and French, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

MU 5557 Music Theatre Production **3 SH**

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

***MU 5558 Instrument Repair** **1 Credit**

Through lectures, demonstrations, and laboratory work this course will present the nomenclature, techniques of proper care, and effective means of treating the various repairs, which can be made with simple equipment usually available to instrumental teachers in the schools. It will be limited to band and orchestra instruments in the brass, woodwind, percussion, and string families.

MU 5559 Marching Band Techniques and Materials **3 SH**

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

MU 5561 Jazz Improv I **2 SH**

A course in the study of the fundamentals of jazz improvisation. Includes study of standard chords types found in major keys and scales related to those chords. Develops ability to improvise over blues and tunes that focus on turnarounds in major keys.

MU 5562 Jazz Improv II **2 SH**

Continuation of MU 561. A course in the study of the fundamentals of jazz improvisation. Includes study of standard chord types found in minor keys, altered dominant chords and the scales related to those chords. Develops ability to improvise over tunes that focus on turnarounds in major and minor keys.

MU 5563 Jazz Materials and Techniques **2 SH**

Acquaints current or prospective director of secondary school jazz ensembles with materials and techniques appropriate to the idiom.

MU 5564 Jazz Arranging I **2 SH**

A course in the study of the fundamentals of jazz arranging.

MU 5565 Jazz Arranging II **2 SH**

A sequence of MU 564, the course offers a more advanced study of jazz arranging, culminating in arranging for standard big band.

MU 5571 Vocal Pedagogy **2-3 SH**

Includes teaching problems and materials, techniques, and literature related to Vocal Pedagogy. Dual listed with 471. May be taken for 2 or 3 credits.

MU 5572 Piano Pedagogy **2 SH**

Includes teaching problems and materials, techniques, and literature related to Piano Pedagogy.

MU 5574 String Pedagogy **2 SH**

Includes teaching problems and materials, techniques, and literature related to String Pedagogy.

MU 5575 Woodwind Pedagogy **2 SH**

Includes teaching problems and materials, techniques, and literature related to Woodwind Pedagogy.

MU 5576 Brass Pedagogy **2 SH**

Includes teaching problems and materials, techniques, and literature related to Brass Pedagogy.

MU 5577 Percussion Pedagogy **3 SH**
The above courses include the techniques, teaching problems, teaching materials and literature related to each given applied music area.

***MU 5578 Pedagogy of Music Theory** **3 SH**
A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

MU 5595 Creative Project **1-6 SH**
Students doing musical transcriptions or writing a music composition in lieu of a thesis or research project register for this course. (See Research Options)

MU 5596 Recital **2 SH**
A formal recital given in the major performing medium represents the culmination of study in the applied area. Prerequisite: four graduate SH in the performing medium of the recital program.

MU 5597 Independent Study **1-3 SH**

MU 5598 Research Project **3 SH**

MU 5599 Thesis **6 SH**

*Infrequently offered course

PSYCHOLOGY

***PSY 5521 Death and Dying** **3 SH**
This course provides an overview of the psychological aspects of death and dying in our society. It examines the process of death in our culture, including attitudes toward and preparation for death, the terminally ill patient, funeral rituals and burial, mourning and grief, and suicide and euthanasia. Readings, lectures, and discussions will be supplemented by self-exploration and writing by students concerning their feelings, attitudes, and beliefs about death.

***PSY 5522 Psychology of Women** **3 SH**
This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.

***PSY 5545 Advanced Counseling Techniques** **3 SH**
This course provides advanced training in counseling skills for students in the helping professions (nursing, social work, counseling/clinical psychology, criminal justice, etc.). Emphasis placed on diagnosis and treatment of clients requiring long-term intervention. Special emphasis will be placed on diagnosis and treatment of personality disorders.

*Infrequently offered course

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

***ANH 5501 World Cultures** **3 SH**

Comparative study of the major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined. Prerequisite; permission of instructor required

***SOC 5500 Men in Society** **3 SH**

Survey and analysis of traditional male sex-roles, as well as the evolution of new societal definitions of masculinity and the "New Men's Movement." Male/male and male/female relationships and communication are also critiqued and evaluated. The emphasis throughout is upon student application of critical thinking skills to appropriate written and media sources of sociological information.

***SOC 5515 American Values in Conflict** **3 SH**

Review of the conflicting values of different social and ethnic groups, generations, and sexual orientations and their consequences for American society. The nature of values, the basic American values system, and the relationship of individual and community value positions are examined. Attention is given to the application of techniques for value study to the clarification of educational and community problems.

SOC 5522 Sociology of Aging **3 SH**

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

***SWK 5552 Family Interventions** **3 SH**

This is a basic orientation to family counseling as one method of intervention for social dysfunction. Local social agency personnel and students in field placement are invited to participate. Role playing and video taping will be used to develop family-work skills.

***SWK 5554 Chemical Dependency Treatment** **3 SH**

Prepares students for entry level positions in the chemical dependency field. Students will learn a global assessment strategy for differential diagnosis, as well as, beginning intervention techniques with the chemically dependent.

*Infrequently offered course

SPECIAL EDUCATION

SPE 5501 Psychology of Exceptional Children **3 SH**

Personality, emotional, social, and learning characteristics of individuals who are exceptional. Includes mentally/physically disabled, gifted and culturally diverse. Emphasis on psychological adjustment, attitudes, diagnostic testing, counseling and guidance, methods to facilitate adjustment, and research findings.

SPE 5502 Administration and Supervision of Special Education **3 SH**
Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.

SPE 5503 Psycho-Educational Diagnostics **3 SH**
Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

***SPE 5504 Guidance for Exceptional Persons** **3 SH**
Principles, techniques and organization of guidance services for students with physical, mental, and/or social disabilities within various environmental cultures. (Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.)

SPE 5505 Mental Retardation **3 SH**
Intensive review of research on etiology of mental retardation, classification systems and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological tests, and criteria distinguishing mental retardation from other problems.

***SPE 5507 Career Education Seminar** **3 SH**
Theory and practice of career education for exceptionalities, including vocational training, guidance related services; elementary, high school, post-school perspectives and settings; issues, trends and research findings.

SPE 5508 Education of Severely Retarded **3 SH**
Organization of special educational programs for individuals with low-functioning retardation. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends; problems and issues.

SPE 5509 Early Childhood Special Education **3 SH**
Critical study and analysis of early childhood education for a young child with disabilities. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

***SPE 5510 Seminar Communication Disorders** **3 SH**
Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary and multi-cultural exploration and discussion of problems along with procedures and materials necessary for remediation.

***SPE 5515 Problems in Communication Disorders** **3 SH**
Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: SPE 510 and/or permission of instructor.

***SPE 5520 Seminar on the Gifted and Talented** **3 SH**
Advanced study of the nature, characteristics and educational needs of students who are gifted and talented from a variety of cultures. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.

***SPE 5521 Creativity and Education** **3 SH**
The nature of creativity in a broad range of human endeavors. Divergent thinking and its products: identifying and establishing climates or settings fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project. Prerequisite: SPE 520 and/or permission of instructor.

***SPE 5525 Contemporary Issues - Gifted and Talented** **3 SH**
Basic conditions in the educational and psychological development of children who are gifted. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child. Prerequisite: SPE 520 and/or permission of instructor.

SPE 5530 Seminar on Cultural Diversity in Special Education **3 SH**
Socioeconomic, political and ethnic characteristics of children and youth from diverse backgrounds. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation. (Required of M.Ed.)

***SPE 5531 Education of the Culturally Diverse** **3 SH**
Learning characteristics of children and youth from multi-cultural background. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.

***SPE 5535 Problems in the Education of the Culturally Diverse** **3 SH**
Educational issues of coping with problems of social, cultural and economic deprivation. Reviewing and designing research studies for resultant training and education of all individuals of diversity. Prerequisite: SPE 530 and/or permission of instructor.

SPE 5540 Behavior Disorders **3 SH**
Problems in the education of children with emotional/behavioral disorders in regular and special classes, including children whose emotional disturbances are associated with other disabilities. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

SPE 5542 Seminar on Behavior Modification **3 SH**
Behavior modification for children with learning and behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.

***SPE 5545 Problems in Education of the Emotionally Disturbed** **3 SH**
Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special education for children and youth with emotional/behavioral disorders. Prerequisite: SPE 540 and/or permission of instructor.

SPE 5550 Advanced Curriculum Development in Special Education 3 SH
Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials. (Required of M.Ed.)

SPE 5554 Law and Individuals with Disabilities 3 SH
Survey and description of major legal developments pertaining to identification, placement, education, services and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

SPE 5560 Problems in Special Education 3 SH
In-depth survey of current problems, issues and trends in Special Education.

SPE 5565 Microcomputers in Special Education 3 SH
The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assisting/adapting devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-stigmatized individual.

SPE 5570 Clinical Practicum 3-6 SH
An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student. Prerequisite: Site selection and arrangement approved by faculty advisor.

SPE 5575 Residential Facilities for the Disabled 3 SH
Provides the student with an orientation to the principles and philosophies of residential facilities. It explores the different types of residential facilities available for children with disabilities from institutions to semi-independent living accommodations and provides the student the skills necessary to apply to principles of normalization in all settings.

SPE 5576 Normalization 3 SH
This course explores the principles of normalization and how the theory can be applied to all problems dealing with individuals with disabilities. The skills and competencies of this course will also provide the student with techniques to develop awareness and attitudinal changes toward the individual with a disability in a community. In addition to normalization it explores the principles of advocacy, Section 504 of the Rehabilitation Act and recent litigation and legislation concerning the rights of individuals with disabilities in a community setting. Strategies for public relations using local government, agency and service organizations will be developed.

SPE 5577 Seminar on Adult Disabled 3 SH
A problem/solution-oriented seminar on adults with mental and physical disabilities. Discussion of nature and needs of broad range of adults with disabilities, implications for helping professions, research on adult learning and adjustment, current trends, issues and programs.

SPE 5578 Adult Program Practices **3 SH**

Basic organization, planning, and implementation of adult-level programs and services for individuals with mental and physical disabilities.

SPE 5580-85 Special Education Workshops **1-6 SH**

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

SPE 5590 Learning Disabilities **3 SH**

Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

SPE 5591 Comparative Special Education: Selected Countries **3 SH**

Students will participate in a comparative study of special education policies, practices, and procedures in selected countries. Students will observe and analyze programs for individuals with disabilities throughout the lifespan in relationships to their societal context.

SPE 5592 Learning Problems in Adults **3 SH**

An exploration of learning problems which adults experience because of intellectual or physical disabilities, emotional or psychological problems, limitations in educational programs, situational interferences, and cultural attitudes toward education of adults.

SPE 5595 Special Projects **1-6 SH**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

SPE 5597 Independent Study **3 SH**

SPE 5598 Research Project **3 SH**

SPE 5599 Thesis **6 SH**

*Infrequently offered course

GRADUATE FACULTY

For graduate faculty contact information visit the website at http://it.mansfield.edu/directory/ and click on the "Faculty and Staff" icon, or call Mansfield University's automated directory at (570) 662-4000.

FULL GRADUATE FACULTY

NANCY BOSTON (1989), Professor, Music
B.M., Lawrence University, 1973; M.M., Peabody Conservatory of Music, 1975; D.M.A., Ibid., 1984.

ADAM F. BRENNAN (1995), Associate Professor, Music
B.A., Western Illinois University, 1986; M.A., Ibid., 1989; D.M.A., University of Oklahoma, 2000.

BARRY BRUCKLACHER (1989), Professor, Education and Special Education
B.S.E, Mansfield State College, 1970; M.Ed., Ibid., 1981; Ph.D., Pennsylvania State University, 1992.

CELESTE BURNS (1975), Professor, Education and Special Education
B.S.Ed., Edinboro State College, 1971; M.Ed., Ibid., 1973; D.Ed., Pennsylvania State University, 1989.

CRAIG J. CLELAND (1981), Professor, Chairperson, Education and Special Education
B.S., Millersville State College, 1975; M.Ed., Shippensburg State College, 1978; Ph.D., University of Maryland, 1980.

DOUGLAS M. CROWDER (1998), Assistant Professor, Music
B.M., Westminster Choir College, 1980; M.C.M., School of Church Music of The Southern Baptist Theological Seminary, 1982; D.M.A., The Peabody Institute of the Johns Hopkins University, 1992.

BENJAMIN CUNNINGHAM (2001), Assistant Professor, Assistant Chairperson, Communication, Theater and Art
B.S., Indiana University of Pennsylvania, 1985; M.A., National University, 1986; M.A., Indiana University of Pennsylvania, 1991; Ph.D., Pennsylvania State University, 1999.

RICHARD DALE (2001), Assistant Professor, Education and Special Education
B.S., Lock Haven University, 1977; M.Ed., Mansfield University, 1985; D.Ed., Pennsylvania State University, 1999.

PEGGY DETTWILER (1990), Professor, Music
B.S., University of Wisconsin-Platteville, 1970; B.M., University of Wisconsin-Madison, 1982; M.M., Ibid., 1980; M.M., University of Texas-San Antonio, 1985; D.M.A., Eastman School of Music, 1991.

RUSSELL L. DODSON (1982), Professor, Chairperson, Geography and Geology
B.S.E, Wayne State University, 1972; M.S., Michigan State University, 1974; Ph.D., Ibid., 1985.

DORIS M. DORWART (2000), Professor, Library
B.S., Temple University, 1972; M.S., Ibid., 1974; Ed.D., Ibid., 1981.

RICHARD N. FEIL (1968), Professor, Psychology
B.A., Loyola University, 1961; M.A., Catholic University of America, 1963; Ph.D, Ibid., 1968.

DAVID C. FLESCH (1977), Professor, Chairperson, Biology
B.S., University of Wisconsin-Platteville, 1967; Ph.D., Iowa State University, 1977.

JANNIS V. FLOYD (1994), Associate Professor, Education and Special Education
B.A., Wake Forest University, 1975; M.Ed., East Carolina University, 1979; M.A., Appalachian State University, 1983; Ed.S., Virginia Polytechnic and State University, 1992; Ed.D., Ibid., 1995.

JANET A. FULLER (1980), Associate Professor, Education and Special Education
B.S., Mansfield State College, 1973; M.Ed., Ibid., 1976; Ed.D., Pennsylvania State University, 1989.

H. MICHAEL GALLOWAY (1980), Professor, Music
B.M.E., Baldwin-Wallace College, 1966; M.M., New England Conservatory, 1968; D.M.A., Hartt College, 1986.

SHELLIE L. GREGORICH (1999), Assistant Professor, Music
B.A., University of Washington, 1990; M.M., The Boston Conservatory, 1992; Ph.D., University of Oregon, 1998.

PETER A. KELLER (1974), Professor, Chairperson, Psychology
A.B., Franklin and Marshall College, 1967; M.S., University of Miami, 1970; Ph.D, Ibid., 1972.

EARL YOUNGSUCK KIM (1988), Associate Professor, Music
B.M., Seoul National University, 1978; M.M., New England Conservatory of Music, 1983; D.M.A., University of Miami, 1987.

HOBART M. KING (1994), Associate Professor, Geography and Geology
B.S., California State College, 1975; M.S., West Virginia University, 1977; Ph.D., Ibid., 1982.

BONNIE KUTBAY (1990), Professor, Art
B.A., University of Colorado, 1972; M.A., Ibid., 1976; M.A., Arizona State University, 1980; Ph.D., University of Toronto, 1991.

SUSAN G. LAIB (1989), Part-time Instructor, Music
B.M., Eastman School of Music, 1980; M.M., University of Colorado, 1982; D.M.A., Florida State University, 1997.

GALE P. LARGEY (1970), Professor, Social Work, Sociology, and Anthropology
B.A., St. Vincent College, 1966; M.A., SUNY at Buffalo, 1968; Ph.D., Ibid., 1972.

MARGARET H. LAUNIUS (1989), Professor, Psychology
B.A., California State Polytechnic University, 1981; M.A., California State University-Fullerton, 1983; Ph.D., Louisiana State University, 1988.

BRIAN T. LOHER (1990), Associate Professor, Psychology
B.A., Indiana University, 1980; M.A., Michigan State University, 1984; Ph.D., Ibid., 1987.

ANN MABE (1980), Professor, Social Work, Sociology, and Anthropology
B.S., Virginia Commonwealth University, 1971; M.S., Ibid., 1978; M.A., University of Virginia, 1978; Ph.D., Ibid., 1979.

MICHELLE MOORE (2001), Assistant Professor, Education and Special Education

B.S.E., Mansfield University, 1992; M.E., Mansfield University, 1996; Ph.D., Pennsylvania State University, 2001.

SHERYL MONKELIEN (2001), Assistant Professor, Music
B.M., Iowa State University, 1980; M.M., University of Nebraska-Lincoln, 1995; Ph.D., University of Nebraska, 2001.

JOSEPH M. MURPHY (1987), Professor, Chairperson, Music
B.M.E., Bowling Green State University, 1982; M.M., Northwestern University, 1983; D.M.A., Ibid., 1994.

J. DENNIS MURRAY (1978), Professor, Psychology
B.A., Syracuse University, 1970; M.A., University of Rochester, 1974; Ph.D., Ibid., 1975.

KONRAD L. OWENS (1966), Professor, Music
B.M., Oberlin Conservatory, 1964; M.M., Michigan State University, 1966; B.S., Elmira College, 1982; D.M.A., Michigan State University, 1988.

MONIQUE OYALLON (2000), Assistant Professor, Languages and Literature
B.A., University de Toulouse-Le Mirail, 1976; M.A., University de Toulouse I, 1976; CAPES de Sciences Economiques et Sociales, French National Teaching Certificate, 1978; Ph.D., University de le Sorbonne Nouvelle, 1992.

KENNETH L. SARCH (1995), Professor, Music
B.M., Julliard School of Music, 1965; M.M., Ibid., 1966; D.M.A., Boston University, 1982.

MARK-DANIEL SCHMID (1999), Assistant Professor, Music
B.A., Staatliche Hochschule f•r Musik, 1984; M.A., West Chester University, 1992; Ph.D., Northwestern University, 1997.

CHARLES F. SEIDEL (1967), Professor, Psychology
B.A., Lycoming College, 1957; M.A., Temple University, 1959; Ph.D., University of Liverpool, England, 1962.

BARBARA SMITH (2002), Assistant Professor, Education and Special Education
B.S., Tennessee Temple University, 1977; M.A., Grace College, 1985; Ph.D., Virginia Polytechnic and State University, 1993.

RONALD B. STRAUB (1975), Professor, Assistant Chairperson, Education and Special Education
A.B., Dartmouth College, 1969; M.Ed., University of Delaware, 1972; Ph.D., Pennsylvania State University, 1980.

JEAN-ANNE TEAL-GREENSHIELDS (1991), Associate Professor, Music
B.M., Oberlin College, 1960; M.M., University of Maryland, 1988; D.M.A., Ibid., 1996.

NANCI WERNER-BURKE (2001), Assistant Professor, Assistant Chairperson, Education and Special Education
B.S.E., Clarion University of Pennsylvania, 1990; M.Ed., Ibid., 1991; Ph.D., Indiana University of Pennsylvania, 2000.

ROBERT H. WOOLEY (1971), Professor, Sociology, Social Work, and Anthropology
B.S., University of Wisconsin, 1966; M.S., Ibid., 1967; Ph.D., University of North Carolina, 1977.

KATHY J. WRIGHT (1992), Associate Professor, Robert Packer Department of Health Sciences
B.S., Mansfield State College, 1982; M.S., Murray State University, 1985; Ph.D., Pennsylvania State University, 1998.

ASSOCIATE GRADUATE FACULTY

DONNA ALDEN (2001), Instructor, Communication, Theater, and Art
B.A., University of Illinois, 1982; M.S., Kansas State University, 1995; A.B.D., University of Missouri.

DAVID J. BORSHEIM (1973), Associate Professor, Music
B.A., College of St. Thomas, 1968; M.A., Ibid., 1970; M.M., University of Cincinnati Conservatory of Music, 1973.

STEPHEN D. BROWN (1974), Associate Professor, Psychology
B.S.Ed., Eastern Illinois University, 1970; M.S.Ed., Ibid., 1972.

WILLIAM S. CHABALA (1976), Associate Professor, Chairperson, Academic and Human Development B.S., Kutztown State College, 1971; M.Ed., Ibid, 1976.

JESUS R. LUCERO (1992), Associate Professor, Education and Special Education
B.A., University of Arizona, 1976; M.Ed., Ibid., 1981; Ed.S., Ibid., 1989.

ANGELA S. McBREARTY (1998), Assistant Professor, Music
B.M.E., Houghton College, 1987; M.M., SUNY Binghamton, 1989.

STEPHEN P. McEUEN (1977), Assistant Professor, Music
B.M., Northeast Missouri State University, 1974; B.M.E., Ibid., 1974; M.M., The Juilliard School, 1976.

GRADUATE INSTRUCTORS

VEANNA BAXTER (2003), Instructor, Library
B.S., Millersville University, 1975; M.S. Education Media, West Chester University, 1982.

MARGARET J. BENJAMIN (2000), Instructor, Library
B.S.E., Marywood College, 1975; M.S., Ibid., 1980; M.S.L.S., Lehigh University, 1994.

CANDACE L. BLESSING (2000), Instructor, Library
B.S.E., Millersville University, 1988; M.S., Drexel University, 1996.

NANCY HENRY (2001), Instructor, Library
B.S., Millersville University, 1988; M.L.S., Drexel University, 1992.

JANE P. FENN (2000), Instructor, Library
B.A., Wellesley College, 1968; M.A.Ed., Stanford University, 1969; M.L.S., University of California, 1979.

CARRIE N. GARDNER (2001), Instructor, Library
B.S.E., Millersville University, 1990; M.L.S., University of Pittsburgh, 1993.

DEBRA E. KACHEL (2000), Instructor, Library
B.S., Millersville University, 1972; M.S., Drexel University, 1992.

CYNTHIA KELLER (2002), Instructor, Library
B.S.E., Shippensburg University, 1972; M.S.L.S., Shippensburg University, 1982.

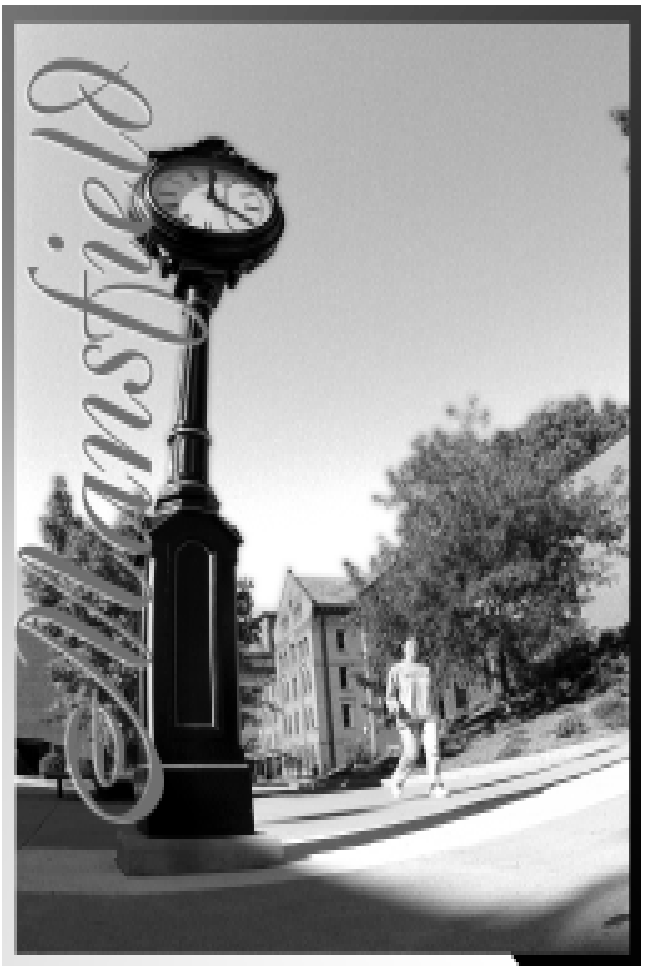
JAMES LAURETISEN (2003), Instructor, Library
B.A., St. Thomas University, 1969; M.A., Bary University, 1974; M.S.L.S. Shippensburg University, 1984.

ROBIN K. SCHREITER (2000), Instructor, Library
B.S.E., Millersville University, 1977; M.S.L.S., Drexel University, 1981.

MATT SLOTKIN (2001), Instructor, Music
B.M. Eastman School of Music, 1998; M.M. Eastman School of Music, 1999; D.M.A., Eastman School of Music, 2001.

SERA SMOLEN (1999), Instructor, Music
B.M. Ithaca College, 1977.

JEAN H. TUZINSKI (2000), Instructor, Library
B.S.E., Millersville University, 1967; M.L.S., Kutztown University, 1972.


Mansfield