

## Mansfield University

Feb 05, 2013

Mansfield University 2012-2013 Graduate Catalog

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## School Library and Information Technologies, Master of Education

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Offered by the Department of School Library and Information Technologies

Ms. Cynthia Keller, Chairperson

Retan Center 202D; (570) 662-4676; e-mail [ckeller@mansfield.edu](mailto:ckeller@mansfield.edu)

(717) 816-6995 (home office)

The School Library & Information Technologies department offers the degree program, Master of Education (M.Ed.) with two concentrations, Certification and Non-Certification. The total number of credit hours for this degree is 32-34. The M.Ed. is a distance education program that emphasizes practice-oriented outcomes and offers students the following:

1. Close bonds with faculty who are committed to sharing their many years of practical experience and leadership in the school library community
2. Convenience of online courses designed for working adults who cannot or find it difficult to attend a traditional library school
3. Collaboration with practitioners and leaders in the school library community who provide advice on course development and revision
4. Authentic assessment of practical, standards-based skills to enhance the learning experience

Mansfield University's School Library and Information Technologies program is nationally reviewed and recognized by the American Association of School Librarians (AASL), 50 East Huron Street, Chicago, IL 60611-2795, (800) 545-2533, [www.aasl.org](http://www.aasl.org).

The Master of Education, School Library & Information Technologies program is approved by the American Library Association (ALA).

Most candidates can complete the online master's program in two to three years. A one year completion is possible but not recommended for candidates holding a job. Candidates are allowed up to seven years to complete the program. Every course is offered at least twice each year. Many courses are offered during summer. For additional information, refer to the website: <http://library.mansfield.edu>

### Mission

The mission of the School Library and Information Technologies graduate program is to empower school librarians with the skills and knowledge to assume an essential role in their school as leaders, instructional partners, information specialists, teachers, and program administrators of library and information services. The M.Ed. supports the mission of Mansfield University and the Teacher Education Unit.

In developing the program, the following core documents guided curriculum design: *Empowering Learners: Guidelines for School Library Programs*; *Standards for the 21st Century Learners*, a document that offers vision for teaching and learning; *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 guidelines represent the best thinking in the profession and reflect the emerging role of the school librarian as a critical educational leader.

### Vision

Graduates with a M.Ed. degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to enhance school library services. Graduate program faculty in the M.Ed. program are committed to:

- Enhancing learning with interactive technologies for all students, regardless of physical location in an online, web-based environment.
- Preparing skilled and knowledgeable school librarians based on the national school library guidelines. *Empowering Learners: Guidelines for School Library Media Programs*.
- Offering a transformative, personal learning experience facilitated by successful practitioners who apply best practices from contemporary educational theory within a highly practical, problem-solving environment.

Graduates of the School Library and Information Technologies program will demonstrate the knowledge, skills, and disposition necessary to develop and manage library and information services in a PreK-12 setting. As M.Ed. candidates, students will meet or exceed the competencies of state and national school library professional organizations, as follows:

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interest and develops their ability to inquire, think critically, gain and share knowledge. (ALA/AASL Standard 1)
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. (ALA/AASL Standard 2)
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve

- practice. (ALA/AASL Standard 3)
4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school librarians contribute to student achievement. (ALA/AASL Standard 4)
  5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. (ALA/AASL Standard 5)
  6. Candidates apply fundamental concepts of library science to teaching K-12 grade students (PDE Standard I)
  7. Candidates foster student learning through multiple instructional methodologies (PDE Standard II)
  8. Candidates foster professionalism in school and community settings (PDE Standard III)

**The following two concentrations are available in the M.Ed., School Library and Information Technologies Program:**

### **School Library & Information Technologies Certification Concentration**

*Coordinator: Ms. Cynthia Keller  
Retan Center 202D; (570) 662-4676; e-mail: ckeller@mansfield.edu  
(717) 816-6995 (home office)*

The certification concentration is designed for teacher-certified educators who are seeking Pennsylvania certification to be school librarians, K-12.

#### **School Library Certification for Pennsylvania Residents**

Pennsylvania certified teachers who complete the following 34-credit program with a 3.0 GPA or better can request the addition of "Library Science" to their teaching certificate by the Pennsylvania Department of Education (PDE). This certification is granted for grades K- 12. Candidates for the certification concentration:

1. Have earned at least a B in the four core special education courses, required by the Pennsylvania Department of Education, or their equivalent:
  - o SPE 5501 - Educating Children with Exceptional Learning Needs
  - o SPE 5530 - Diverse Cultural and Linguistic Learners
  - o SPE 5542 - Assessment and Behavior Management
  - o SPE 5544 - Instruction for High Incidence Disabilities
2. Completed the one-credit Introductory Seminar, LSC 5500
3. Completed 10 core courses of the School Library & Information Technologies graduate program
4. Completed the culminating, three-credit School Library Practicum (LSC 5565) course
5. Earned at least a 3.0 GPA in graduate course work
6. Passed the state-required Library Media Specialist PRAXIS II Test (0311)

Although Pennsylvania certified teachers can become certified school librarians by passing the Library Media Specialist PRAXIS II Test, completion of the School Library & Information Technologies program fully prepares the candidate for the rigors of the job. The following course plan of 32 credits is designed for PRAXIS-certified school librarians who have been working as a professional school librarian for at least one consecutive year prior to taking the culminating LSC 5565 course.

1. Have earned at least a B in four core special education courses, required by the Pennsylvania Department of Education, or their equivalent:
  - o SPE 5501 - Educating Children with Exceptional Learning Needs
  - o SPE 5530 - Diverse Cultural and Linguistic Learners
  - o SPE 5542 - Assessment and Behavior Management
  - o SPE 5544 - Instruction for High Incidence Disabilities
2. Completed the one-credit Introductory Seminar, LSC 5500
3. Completed 10 core courses of the School Library & Information Technologies graduate program
4. Completed the culminating, one-credit School Library Practicum (LSC 5565) course
5. Earned at least a 3.0 GPA in graduate course work

Students must contact the Department Chairperson (Ms. Cynthia Keller) for approval to take the one-credit School Library Practicum (LSC 5565) culminating experience course.

#### **School Library Certification for Non-Pennsylvania Residents**

Out-of-state students may seek Pennsylvania school library certification by applying for reciprocity to the Pennsylvania Department of Education. Pennsylvania has reciprocal certification agreements with all states. Known as the Interstate Agreement, this provision allows teachers certified in a particular state to teach in reciprocal states, sometimes with additional requirements. Even though Pennsylvania may have a reciprocal certification agreement with another state, out-of-state students still need to contact their state's department of education to identify additional requirements needed for transferring PA library certification to their state.

An out-of-state student who wishes to earn Pennsylvania school library certification first and then use the Interstate Agreement to secure certification in his or her state needs to meet these Pennsylvania requirements:

1. Hold a baccalaureate degree
2. Have completed a state-approved teacher education program, including a supervised student teaching experience, leading to a teaching certificate
3. Have taken at least three (3) credits of college-level English composition coursework, three (3) credits of college-level English literature coursework and six (6) credits of mathematics courses (at least undergraduate level)
4. Passed the following examinations including the following Educational Testing Services (ETS) tests:
  - o PRAXIS I for PPST Reading, PPST Writing, and PPST Mathematics
  - o PRAXIS I for PPST Fundamental Subjects Content Knowledge Test (0511)
  - o PRAXIS II Test for Library Media Specialist (0311)

Note: the PRAXIS II test should be taken near or at the end of the School Library & Information Technologies program
5. Completed all required courses in the School Library & Information Technologies program (31 credits) plus either the one

or three-credit School Library Practicum (LSC 5556) culminating experience course, depending on whether the candidate is certified as a school librarian and has worked as a professional school librarian for at least one consecutive year prior to taking the culminating course

6. Have earned at least a B in four core special education courses, required by the Pennsylvania Department of Education, or their equivalent:
  - o SPE 5501 - Educating Children with Exceptional Learning Needs
  - o SPE 5530 - Diverse Cultural and Linguistic Learners
  - o SPE 5542 - Assessment and Behavior Management
  - o SPE 5544 - Instruction for High Incidence Disabilities
7. Have earned at least a 3.0 GPA in graduate coursework
8. Received the recommendation from the Certification Officer at Mansfield University

#### **Student Learning Outcomes, School Library & Information Technologies Certification Concentration**

As M. Ed. candidates, students will meet or exceed the competencies of state and national school library professional organizations, as follows:

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. (ALA/AASL Standard 1)
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. (ALA/AASL Standard 2)
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. (ALA/AASL Standard 3)
4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. (ALA/AASL Standard 4)
5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. (ALA/AASL Standard 5)
6. Candidates apply fundamental concepts of library science to teaching K-12 grade students (PDE Standard I)
7. Candidates foster student learning through multiple instructional methodologies (PDE Standard II)
8. Candidates foster professionalism in school and community settings (PDE Standard III)
9. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. (AASL Standard 1.1)
10. Candidates present information literacy skills instruction that will meet the needs of the exceptional child as well as the diverse cultural and linguistic learner

#### **Certification Concentration Courses**

- [LSC 5500 - Introductory Seminar](#)
- [LSC 5501 - Instructional Collaboration](#)
- [LSC 5505 - Children's and Young Adult Literature](#)
- [LSC 5510 - Technologies for School Libraries](#)
- [LSC 5515 - Collection Management in the Electronic Age](#)
  
- [LSC 5521 - Introduction to Electronic Cataloging](#) OR
- [LSC 5522 - Advanced Electronic Cataloging](#)
  
- [LSC 5525 - Strategic Library Management](#)
- [LSC 5530 - Library Advocacy](#)
- [LSC 5535 - Information Literacy and Academic Standards](#)
- [LSC 5540 - Information Searching, Retrieval, and Presentation Strategies](#)
- [LSC 5545 - Access and Legal Issues in the School Library](#)
- [LSC 5565 - School Library Practicum](#) (culminating experience)

**Total Credit Hours: 32 - 34**

#### **School Library & Information Technologies Non-Certification Concentration**

*Coordinator: Ms. Cynthia Keller  
Retan Center 202D; (570) 662-4676; e-mail: ckeller@mansfield.edu  
(717) 816-6995 (Home Office)*

The non-certification concentration is designed for teacher-certified educators who are not seeking Pennsylvania certification in school library but will request Certification/Licensure/or Endorsement in library science, K-12, in accordance with requirements of their state Department of Education.

#### **Student Learning Outcomes, School Library & Information Technologies Non-Certification Concentration**

As M. Ed. candidates, students will meet or exceed the competencies of state and national school library professional organizations, as follows:

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share

- knowledge. (ALA/AASL Standard 1)
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. (ALA/AASL Standard 2)
  3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. (ALA/AASL Standard 3)
  4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. (ALA/AASL Standard 4)
  5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. (ALA/AASL Standard 5)
  6. Candidates apply fundamental concepts of library science to teaching K-12 grade students (PDE Standard I)
  7. Candidates foster student learning through multiple instructional methodologies (PDE Standard II)
  8. Candidates foster professionalism in school and community settings (PDE Standard III)

Any student who is seeking only the Master of Education degree, without school library certification, must complete all graduate coursework as well as either the one or three-credit School Library Practicum (LSC 5565) culminating experience course, with a 3.0 GPA or better. Students must contact the Department Chairperson (Ms. Cynthia Keller) for approval to take the one-credit School Library Practicum (LSC 5565) culminating experience course.

### Non-Certification Concentration Courses

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- [LSC 5500 - Introductory Seminar](#)
- [LSC 5501 - Instructional Collaboration](#)
- [LSC 5505 - Children's and Young Adult Literature](#)
- [LSC 5510 - Technologies for School Libraries](#)
- [LSC 5515 - Collection Management in the Electronic Age](#)
  
- [LSC 5521 - Introduction to Electronic Cataloging](#) OR
- [LSC 5522 - Advanced Electronic Cataloging](#)
  
- [LSC 5525 - Strategic Library Management](#)
- [LSC 5530 - Library Advocacy](#)
- [LSC 5535 - Information Literacy and Academic Standards](#)
- [LSC 5540 - Information Searching, Retrieval, and Presentation Strategies](#)
- [LSC 5545 - Access and Legal Issues in the School Library](#)
- [LSC 5565 - School Library Practicum](#) (culminating experience)

**Total Credit Hours: 32 - 34**

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Find whole word or phrase only.

- [LSC 5500 - Introductory Seminar](#)

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### LSC 5500 - Introductory Seminar

New students of the School Library & Information Technologies program will develop core technical and critical thinking skills necessary to progress through the online graduate program. The one-credit course will begin with a tutorial on Blackboard and proceed with various self-assessments and exercises to improve skills and dispositions related to technology, reflective writing, critical thinking, and online communication needed in a modern school library media center. As needed, the instructor will provide coaching, advising and writing assessments to prepare students for successful program completion.

Credits: 1 SH

- [LSC 5501 - Instructional Collaboration](#)

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### LSC 5501 - Instructional Collaboration

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.

#### Prerequisites & Notes

LSC 5560.

Credits: 3 SH

- [LSC 5505 - Children's and Young Adult Literature](#)

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### LSC 5505 - Children's and Young Adult Literature

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.

Credits: 3 SH

- [LSC 5510 - Technologies for School Libraries](#)

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### LSC 5510 - Technologies for School Libraries

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.

Credits: 3 SH

- [LSC 5515 - Collection Management in the Electronic Age](#)

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### **LSC 5515 - Collection Management in the Electronic Age**

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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.

Credits: 3 SH

- [LSC 5521 - Introduction to Electronic Cataloging](#)

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### **LSC 5521 - Introduction to Electronic Cataloging**

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This course is designed for school librarians who wish to provide their patrons with the most successful access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print and media recourse. The application of RDA, the MARC21 format, Sears List and Library of Congress subject headings, and the Dewey Decimal Classification system will be emphasized. Students will also become familiar with integrated library systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

Credits: 3

- [LSC 5522 - Advanced Electronic Cataloging](#)

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### **LSC 5522 - Advanced Electronic Cataloging**

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This course is designed for graduate students with prior cataloging knowledge who want to increase access to their school library collections. Course participants will advance skills to apply the principles of description (cataloging) and organization (classification) of print, media, and digital resources. The application of RDA, Curriculum-Enhanced MARC, Authority Control, Subject Access points, and the Dewey Decimal Classification system will be emphasized. Students will also develop local standards for cataloging specifications, apply database clean-up and maintenance tasks, and explore the decision making process for migration of integrated library systems.

#### **Prerequisites & Notes**

Completion of undergraduate/graduate cataloging course and/or at least 3 years experience in working with electronic cataloging in a school library.

Credits: 3

- [LSC 5525 - Strategic Library Management](#)

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### **LSC 5525 - Strategic Library Management**

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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.

Credits: 3 SH

- [LSC 5530 - Library Advocacy](#)

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### **LSC 5530 - Library Advocacy**

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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.

**Prerequisites & Notes**

LSC 5560.

Credits: 3 SH

- [LSC 5535 - Information Literacy and Academic Standards](#)

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### **LSC 5535 - Information Literacy and Academic Standards**

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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.

Credits: 3 SH

- [LSC 5540 - Information Searching, Retrieval, and Presentation Strategies](#)

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### **LSC 5540 - Information Searching, Retrieval, and Presentation Strategies**

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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.

Credits: 3 SH

- [LSC 5545 - Access and Legal Issues in the School Library](#)

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### **LSC 5545 - Access and Legal Issues in the School Library**

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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.

Credits: 3 SH

- [LSC 5561 - Seminar in School Librarianship](#)

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### **LSC 5561 - Seminar in School Librarianship**

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This one (1) credit course allows time for the student to reflect, to assess his or her professional growth, and to create an electronic portfolio that represents their educational progress and their plans for professional development. Registration for this course is done by the Instructor only. It will consist of modules that span nine-weeks that include readings, research, and threaded discussions. Each student will create a professional portfolio, revise a resume for career opportunities, and assess his or her professional growth utilizing the current Pennsylvania Library and Science Standards (PDE, 2001). Each student will also conduct a job search, and review professional organizations and continuing education opportunities. All students ARE required to complete Seminar in School Librarianship, including those students who already hold certification as a school library media specialist.

**Prerequisites & Notes**

LSC 5501 and LSC 5530 and 21 earned credits.

Credits: 1 SH

- [LSC 5563 - Residency in School Librarianship](#)

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### **LSC 5563 - Residency in School Librarianship**

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This one (1) credit course is offered during the spring and fall semesters only. Students who seek Pennsylvania certification ARE required to complete this course. Students from other states may or may not be required to complete a residency and should ascertain whether or not their state department of education requires the completion of the residency. All out-of-state students should contact their advisor to determine whether they have the appropriate credits and courses to earn certification in their own state. The spring semester residency is held near the end of June, while the fall residency is usually held near the end of October or the beginning of November. While the preferred site will be Harrisburg, Pennsylvania, other sites may be used depending upon the geographic locations of the students in any one semester. The residency allows students to broaden their understanding of how the competencies that they have developed during the program fit together to create an efficient and effective school library media specialist. Students will be given various opportunities to demonstrate their achievement of the standards as required by the Pennsylvania Department of Education and their readiness to be recommended for certification. This experience will also allow students to form a bond and create a circle of peers that may turn into life-long friendships.

**Prerequisites & Notes**

LSC 5501, LSC 5530 and LSC 5561 and 21 earned credits.

Credits: 1 SH

- [LSC 5565 - School Library Practicum](#)

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### **LSC 5565 - School Library Practicum**

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All students who seek a M.ED in School Library& Information Technologies must complete either a one credit or three credit School Library Practicum course. The one credit course will be for students who are already certified as school library media specialists. The basic requirement for this course is publishing an electronic portfolio. The three credit course is designed for students who are not already certified school library media specialists. In addition to publishing an electronic portfolio, students seeking three credits must complete a 100-hour practicum in a local school library. The practicum allows students to demonstrate that they have developed the knowledge, skills and dispositions necessary to become an effective efficient school library media specialist. This one or three variable credit course will occur during the spring and fall semesters only.

**Prerequisites & Notes**

21 credits in the SL&LT program and must include LSC 5501 and LSC 5530.

Credits: 1-3 SH

- [LSC 6600 - Leveraging School Libraries to Improve Student Learning](#)

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### **LSC 6600 - Leveraging School Libraries to Improve Student Learning**

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This course is designed to build leadership and advocacy skills in how to maximize a school library program to increase student achievement. Participants will learn to apply the research, best practices in school library management, and relevant assessment tools to build a collaborative culture in which teachers and the library media specialist work together to integrate information and technology skills with classroom curricula. The culminating assignment results in an action plan and a professional development tool to revitalize the school library program to impact student learning.

Credits: 1 SH

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Offered by the Department of Health Sciences

Dr. Janeen Sheehe, Chairperson

Elliott 212C, (570) 662-4522, email [jsheehe@mansfield.edu](mailto:jsheehe@mansfield.edu)

The Masters of Science in Nursing program is designed for professional nurses who seek an advanced nursing degree while maintaining current employment. Students may choose either the educator or leadership / administrator concentration. Graduates are qualified to teach in nursing education programs and staff development departments within health care agencies, or to manage nursing care delivery services in health care settings. The Master of Science in Nursing program is offered online. Students can complete the program in two years by taking two courses per semester or in 4 years by taking one course per semester. A culminating capstone projects is required for graduation. The program must be completed in five years.

The Masters of Science in Nursing program is accredited by The National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326. (404-975-5020; [www.nlnac.org](http://www.nlnac.org))

### Mission

The mission of the Mansfield University graduate nursing program is to prepare leaders in nursing education and nursing administration who are able to advance the profession.

### Vision

The MU nursing programs will produce graduates who are recognized for their excellence in practice.

### Values

The Mansfield University nursing faculty value the Mansfield Creed, and interpret the characteristics of the Creed in nursing terms as:

- Character: Demonstrating integrity and professionalism
- Scholarship: Generating knowledge and engaging in lifelong learning
- Culture: Demonstrating cultural competence and promoting social justice
- Service: Caring for and improving the lives of individuals, groups, and communities

### Program Goals

- Build upon baccalaureate nursing education to integrate advanced knowledge, theory, and evidence-based research into the educator and administrator roles
- Provide an environment that promotes nursing excellence, professionalism, and a commitment to lifelong learning
- Promote faculty development in teaching, nursing practice, and nursing scholarship

### Student Learning Outcomes (Core):

Graduate of the Masters of Science in Nursing (MSN) program will:

- Analyze the impact of social, ethical, cultural, economic, and political influences on nursing education and/or nursing practice.
- Engage in scholarly inquiry to clarify and improve nursing education and/or nursing practice.
- Demonstrate legal and ethical accountability while in the role of nurse educator or nurse administrator.
- Function in the role of a nurse educator or nurse administrator upon graduation and exhibit a future commitment to excellence in nursing.

### Student Learning Outcomes specific to nurse educator concentration

- Integrate epistemological perspectives from nursing science, education, and evaluation to design, implement and evaluate nursing curricula.
- Design, implement and evaluate teaching strategies for classroom and clinical arenas.
- Synthesize knowledge from nursing science and learning theory to demonstrate praxis of teaching in the classroom and clinical arenas.

### Student Learning Outcomes specific to nurse leader/administrator concentration

- Provide leadership in the strategic planning of a healthcare organization and nursing services.
- Synthesize knowledge of evidence-based practice, quality improvement, models of care and evaluation of operations and care delivery systems to assure quality of nursing care.
- Provide leadership in human resources development and management to improve nursing care.
- Manage fiscal and technological resources to improve nursing care.
- Analyze the impact of public policy on the health of clients and healthcare organizations.

**Admission prerequisites for ALL students admitted to MSN program**

- RN Licensure
- Bachelors of Science in Nursing degree or other bachelors degree
- Completion of the following courses at the baccalaureate or higher level
  - Introduction to Statistics
  - Community Health Nursing (NUR4471) or Practices and Principles of Community Health (NUR4417) or equivalent course.
- 3.0 or higher cumulative GPA on 4.0 scale
- Official transcripts of all undergraduate and graduate work completed at any institution
- Official transcripts from basic nursing program
- One professional letter of recommendation indicating student's ability to do graduate level work
- Application fee of \$25
- If GPA is 2.8 to 2.999, then applicant may be considered for provisional acceptance.
- Students provisionally admitted into the nursing program will be expected to take and successfully complete NUR 5510 and NUR 5520 (Educator Track) or ORL 5501 and NUR 5520 (Administrator Track) before formal admission to the program.

**Program requirements:**

Students must be able to meet all requirements of clinical agencies to be able to complete courses with precepted experiences. These requirements include, but may not be limited to: CPR certification, malpractice insurance, health insurance, specific immunizations, and background checks. If a student does not meet agency requirements, the student cannot complete the course. A list of general requirements for precepted experiences can be found in the MSN Student Handbook. Request a copy of the handbook from Janeen Sheehe at [jsheehe@mansfield.edu](mailto:jsheehe@mansfield.edu)

Students are expected to locate a preceptor for precepted experiences and submit all information about preceptors and agencies as soon as possible after acceptance into the program. A contract must be in place with all outside agencies/schools before precepted experiences can begin.

Online Master of Science in Nursing (MSN), Department of Health Sciences

One semester hour or credit of class = 15 clock hours; one semester hour or credit of precepted experience = 45 clock hours.

**Core Courses**

- [NUR 5520 - Nursing Theories](#)
- [NUR 5535 - Research I](#)
- [NUR 5540 - Research II](#)
- [NUR 5565 - Leadership Through Scholarly Growth](#) (Capstone Course)

**Education Track**

- [NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span](#)
- [NUR 5510 - Teaching and Learning for Nurse Educators](#)
- [NUR 5515 - Measurement and Evaluation in Nursing Education](#)
- [NUR 5525 - Teaching and Learning in the College Setting](#)
- [NUR 5530 - Teaching and Learning in the Clinical Setting](#)
- [NUR 5545 - Curriculum Design in Nursing Education](#)
- NUR Elective - Take one from the following:
  - [NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education](#)
  - [NUR 5550 - The Nurse in Academe: Issues in Higher Education](#)
  - [NUR 5560 - Nurse Educator as Leader in Healthcare](#)

**Leadership / Administration Track**

Nursing Leadership / Administration courses

- [NUR 5570 - Nursing Leadership and Administration I](#)
- [NUR 5575 - Nursing Leadership and Administration II](#)
- NUR Elective - Take one course from the following:
  - [NUR 5580 - Inferential Statistics for the Health Sciences](#)
  - [NUR 5585 - Power and Politics in Healthcare](#)
- Organizational Leadership courses
  - [ORL 5501 - Organizational Leadership: Theory and Practice](#)
  - [ORL 5510 - Organizational Behavior and Change](#)
  - [ORL 5520 - Organizational Planning and Administration](#)
  - [ORL 5540 - Leadership Ethics](#)

**Total Credit Hours: 33**

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### Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix:  Code or Number:  Keyword or Phrase: NUR  Filter

Find whole word or phrase only.

- [NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span](#)

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### NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span

Advanced Physical Assessment and Pathophysiology across the life Span is designed to provide the student with the knowledge and skills to perform an advanced physical examination. Physical assessment skills will be incorporated with related pathophysiological abnormalities. Interviewing techniques and basic head-to-toe physical assessment will be reviewed. The course will then concentrate on the focused systems assessments necessary for providing care to clients across the lifespan. Students will be expected to perform an advanced physical assessment upon a designated client (which will be taped) and effectively communicate such findings. The integration of laboratory findings, pathophysiology, and physical exam findings will also be addressed. (30 hours theory; 45 hours precepted experiences)

Credits: 3 SH

- [NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education](#)

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### NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education

This course explores the existing historiography on the topic of higher education and professional studies in the United States. The focus is on historical literature, which provides perspectives on individuals, social movements, and institution building that contributed to transformations in nursing education. Comparisons to developments in related professional education programs provide the context for understanding issues of class, gender, and social power. Readings include both classic and recent historical studies.

Credits: 3 SH

- [NUR 5510 - Teaching and Learning for Nurse Educators](#)

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### NUR 5510 - Teaching and Learning for Nurse Educators

In this course, students explore the role of the teacher as well as the faculty role. As part of exploring the role of the teacher, students appraise the philosophical foundations of nursing education, analyze and apply learning theories to individual learning styles and types of learning. Epistemological differences between andragogy and pedagogy are explored. Exploration of the role of faculty in higher education includes specific topics such as tenure, promotion, self-governance, and scholarship expectations.

Credits: 3 SH

- [NUR 5515 - Measurement and Evaluation in Nursing Education](#)

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### NUR 5515 - Measurement and Evaluation in Nursing Education

In this course, students explore various theories of measurement and evaluation. They will analyze the relationships among assessment, instruction, and learning. Students will write objectives, develop test questions based on a test blueprint, and analyze various methods of establishing reliability and validity for testing procedures. Students will explore the implications of standardized testing in nursing education. Other focus areas include overall student, course, and program evaluation.

Credits: 3 SH

- [NUR 5520 - Nursing Theories](#)

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### **NUR 5520 - Nursing Theories**

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This course is designed to encourage the graduate student to incorporate theory and theoretical frameworks into nursing education. It explores the partnership between nursing theory and nursing theory with an emphasis on individualism. The premise of this course is that learning and knowing transform the human spirit. This course further attempts to answer the practical question: What does theoretically driven learning look like and how might it shape the future of nursing education?

Credits: 3 SH

- [NUR 5525 - Teaching and Learning in the College Setting](#)

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### **NUR 5525 - Teaching and Learning in the College Setting**

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This course allows the graduate nursing student to work with a preceptor in a college or university setting. The graduate student has the opportunity to select and operationalize an aspect of the teaching and faculty role in an area of interest, and to examine issues in higher education from the perspective of a faculty member. Integration of theoretical concepts and socialization into the role of nurse educator is a major focus.

#### **Prerequisites & Notes**

NUR 5510, NUR 5515, NUR 5520 and NUR 5545.

Credits: 3 SH

- [NUR 5530 - Teaching and Learning in the Clinical Setting](#)

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### **NUR 5530 - Teaching and Learning in the Clinical Setting**

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This course allows the graduate student to utilize and apply theories and principles of teaching and learning in a clinical specialty setting of interest to the student. A major emphasis will be on clinical teaching, planning, implementation, and evaluation. (15 hours theory; 90 hours precepted experiences)

#### **Prerequisites & Notes**

NUR 5520, NUR 5515, NUR 5525 (Prerequisite or Co-requisite), NUR 5545.

Credits: 3 SH

- [NUR 5535 - Research I](#)

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### **NUR 5535 - Research I**

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This course introduces the basic concepts of research. A comparison of qualitative and quantitative research perspectives will assist the student in seeing basic differences and similarities between the two major types of research methodologies used in nursing. The major emphasis in this course will be on student dyads developing a complete qualitative research proposal.

#### **Prerequisites & Notes**

Corequisites: NUR 5520.

Credits: 3 SH

- [NUR 5540 - Research II](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **NUR 5540 - Research II**

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This course will focus on designing a research project. Quantitative research and the topics unique to that methodology will be

explored. Different research designs commonly used in for teaching, curriculum development, evaluation, and other research based projects will be investigated. Individual proposals for a research project will be written.

**Prerequisites & Notes**

NUR 5535.

Credits: 3 SH

- [NUR 5545 - Curriculum Design in Nursing Education](#)

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**NUR 5545 - Curriculum Design in Nursing Education**

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The central focus on this course is to define the interrelationship between course development and curriculum design. The course will explore the teaching/learning process with an emphasis on diversity, a learning-centered syllabus, and the implementation and evaluation of learning outcomes. Links between individual student generated courses will shape a blueprint for a curriculum design.

**Prerequisites & Notes**

NUR 5510, NUR 5515 and NUR 5520.

Credits: 3 SH

- [NUR 5550 - The Nurse in Academe: Issues in Higher Education](#)

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**NUR 5550 - The Nurse in Academe: Issues in Higher Education**

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This course introduces the graduate nurse to the tripartite role of the faculty member in higher education. General issues such as tenure and promotion, self-governance, legalities and ethics of teaching, academic freedom, and the nature of scholarship as it relates to injury, integration, application and teaching are explored. Issues specific to nursing such as the dichotomous nature of nursing practice and higher education are also a major focus of discussion.

**Prerequisites & Notes**

NUR 5510.

Credits: 3 SH

- [NUR 5560 - Nurse Educator as Leader in Healthcare](#)

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**NUR 5560 - Nurse Educator as Leader in Healthcare**

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This course will explore the role of the nurse educator as a leader in the health care arena, with particular emphasis on the emerging trends in health care and world health systems. Students will conduct an analysis of healthcare systems, with particular emphasis on power dynamics, governmental influences, funding sources, educational systems and inequalities, both on the national and global scale. Examination of healthcare from a variety of theoretical perspectives will provide students with the opportunity to rethink current educational and work practices, with an eye towards promoting empowerment and change within the health care system.

Credits: 3 SH

- [NUR 5565 - Leadership Through Scholarly Growth](#)

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**NUR 5565 - Leadership Through Scholarly Growth**

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The concept of being a nursing leader through engaging in scholarly activity will be explored in this course. The major activity in this course will be the completion of a research project that is considered to embody the precepts of scholarly growth. Individual research projects will be carried out by each student thus providing them with an opportunity to integrate the growth achieved throughout the program and give them the opportunity to demonstrate the capability to carry out independent scholarly inquiry.

**Prerequisites & Notes**

NUR 5535 and NUR 5540.

Credits: 3 SH

- [NUR 5570 - Nursing Leadership and Administration I](#)

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### **NUR 5570 - Nursing Leadership and Administration I**

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This course provides the graduate student with the opportunity to apply the concepts learned in prerequisite courses to nursing. The content focuses on healthcare organizations, the forces that are changing healthcare, managing and improving the quality of healthcare, models of care, and regulatory issues. Through mutual agreement, the student and the course instructor choose an area of concentration and clinical practice site appropriate for meeting course and student goals. (15 hours theory; 90 hours precepted experiences)

**Prerequisites & Notes**

ORL 5501, ORL 5510 and ORL 5520.

Co-requisite: ORL 5540.

Credits: 3 SH

- [NUR 5575 - Nursing Leadership and Administration II](#)

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### **NUR 5575 - Nursing Leadership and Administration II**

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This course provides the graduate student with the opportunity to apply the concepts learned in prerequisite courses to nursing. The content focuses on human resource management, evidence-based practice, managing interdisciplinary teams, collaborative decision making and communication in healthcare and legal issues of management in a healthcare environment. Through mutual agreement, the student and course instructor choose an area of concentration and clinical practice site appropriate for meeting course and student goals. (15 hours theory; 90 hours precepted experiences)

**Prerequisites & Notes**

ORL 5501, ORL 5510, ORL 5520 and ORL 5540.

Credits: 3 SH

- [NUR 5580 - Inferential Statistics for the Health Sciences](#)

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### **NUR 5580 - Inferential Statistics for the Health Sciences**

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Survey of descriptive and inferential statistical methods used commonly in health sciences. Topics include measures of central tendency and dispersion, standardized scores, probability, correlation, regression, t-tests, and ANOVA. Students will learn how to interpret results and apply their knowledge when reading scientific articles. Analyses using SPSS or other appropriate statistical software will also be a major focus.

Credits: 3 SH

- [NUR 5585 - Power and Politics in Healthcare](#)

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### **NUR 5585 - Power and Politics in Healthcare**

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This course will introduce the student to the relationships between power and political behavior and how this interaction affects outcomes. Students will learn effective methods to anticipate and respond to political situations, as well as develop strategies for building collaborative relationships with the multiple constituencies in health care.

**Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

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## Special Education, Master of Education

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Offered by the Department of Education and Special Education

Dr. Kathleen Carico, Chairperson

Retan Center 207D, (570) 662-4562, e-mail [kcarico@mansfield.edu](mailto:kcarico@mansfield.edu)

The Education and Special Education Department offers the degree program Master of Education (M.Ed.), Special Education with two concentrations, Certification and Non-Certification. The M.Ed. is chosen by those pursuing a master's degree with a special education emphasis. The minimum number of credit hours required for this degree is 33 (or 30 if the thesis option is completed).

Teaching requires knowledgeable, creative, and committed professionals who make informed decisions on behalf of their students. Through advanced studies in education, M.Ed. graduate students become more knowledgeable, skilled and confident teacher leaders. They also learn to collaborate with colleagues, to be lifelong learners, and to lead by example. Courses and research experiences in the graduate program are designed to prepare reflective teacher leaders. This program is also designed to develop advanced knowledge in research, curriculum, supervision, and adaptive strategies meeting the needs of all learners.

The Mansfield University Special Education Program is nationally recognized by the Council for Exceptional Children at the Initial Teacher Preparation level. The certification concentration is designed for educators who are certified at the initial level in another education field. The graduates of this concentration are prepared to meet the special education certification requirements in Pennsylvania. Students in the non-certification concentration will not be prepared for certification in Pennsylvania. The non-certification concentration for candidates from education and related fields not seeking special education certification provides the opportunity to develop an understanding of special education programs and services for individuals with exceptional learning needs.

### Mission

The mission of the Special Education Degree Program of study (M.Ed.) is to provide candidates with a specialization in special education.

The M.Ed. in Special Education supports the mission of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

### Vision

Graduates with an M.Ed., Special Education degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to enhance special education services.

### Values

Graduate program faculty in the Master of Education, Special Education Degree Program are committed to providing the following:

- Curricula of rigor and relevance through a model of continuous reflection, assessment, and collaboration
- Standards of professional growth and performance that challenge faculty to maintain the highest quality of teaching and that challenge students to a life of scholarship, leadership, and continuous professional growth
- Support of student learning through equitable, caring, and stimulating professional relationships
- Development of students' leadership skills to ensure that their respective schools follow best practice in using evidence-based instruction

### Student Learning Outcomes for the Master of Education, Special Education Degree Program

After completion of the M.Ed. degree, students will be able to:

- Use their advanced knowledge to enhance elementary classroom instruction, design effective assessments, and improve student learning for all children in a variety of settings.
- Develop and nurture collaborations with professional communities and participate in professional organizations to continue growth and enhance professional effectiveness in ever-broadening educational and community settings.
- Draw on advanced knowledge of and collaborations with local communities to ensure an equitable, safe, effective learning environment for all children and to interact with students and families in culturally responsive ways.
- Communicate professional and curricular decisions confidently and effectively, both orally and in writing, to students, parents, administrators, school board officials, and other important stakeholders.

**The following two concentrations are available in the M.Ed., Special Education Degree Program:**

### Special Education Certification Concentration

Coordinator: Professor Jannis Floyd  
 Retan Center 208B; 662-4795; [jfloyd@mansfield.edu](mailto:jfloyd@mansfield.edu)

In this online master's level special education certification concentration, candidates will be prepared to meet the demands for providing special education support in the Pennsylvania public schools. The concentration will provide an intensive and in-depth focus on special education in inclusive and support classrooms. The preparatory course work, based on PDE guidelines, will include knowledge, skills and field experience in (a) special education foundations; (b) understanding and preventing over-representation of diverse students in special education; (c) prevention and early intervention; (d) development of academic and functional performance needs of students with disabilities; (e) individual learning differences; (f) development of diverse learners in a standards aligned system focusing upon cognitive, physical, social, behavioral, and language domains; (g) instructional strategies; (h) learning environments and social interactions; (i) least restrictive environment-school wide delivery; (j) communication; (k) literacy development and instruction; (l) instructional planning; (m) instructional strategies for students in inclusive, support and self-contained settings; (n) assessment; (o) professional and ethical practice; (p) collaboration; and (q) secondary transition. The research, training and evaluation activities will be geared to the student's grade level certifications.

This concentration will require an early childhood, middle level or secondary teacher certification prior to admission into the M.Ed. Special Education Certification Concentration. Coursework equivalents will be accepted from accredited universities and community colleges. The thirty-six credit graduate concentration will include a three (3) credit research course, nine (9) credits of inclusive education courses, three (3) credits of linguistic diversity, twelve (12) credits of special education foundation courses, three (3) credits of related educational topics and two 3 credit courses of clinical experience. The clinical practicum courses will be taken in two separate semesters and will consist of 90 hours of field experience each, resulting in the 180 hours required for certification. In addition, students will have experience in varied special education service delivery placements. Graduate courses will promote advanced study, action-research, and service and leadership opportunities. Developing professional dispositions and appropriate pedagogical uses of technology will be integrated throughout the concentration.

Candidates must complete departmental requirements: comprehensive written examination, oral examination and a departmental research paper. This should be completed near the end of the program.

#### **Mission**

The mission of the Special Education Graduate (M.Ed.) Concentration is to provide candidates with a specialization in special education. The certification concentration is designed for educators who are certified at the Initial level in another education field; these candidates are prepared to meet the special education certification requirements. The M.Ed. in Special Education supports the missions of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

#### **Values**

Graduate faculty in the M.Ed. Concentration in Special Education with certification are committed to the following:

- Offering opportunities for integration of knowledge
- Permitting greater depth of learning
- Heightening receptivity to new ideas, viewpoints and beliefs
- Improving research skills and enhance skills of critical analysis
- Building skills in leadership process
- Expanding abilities to work independently
- Encouraging application of acquired knowledge and skills in classroom instruction
- Refining capability to initiate, define, and synthesize viewpoints and concepts
- Developing methods of dealing with change
- Promoting a vision of schools as places of equal access, excellent instruction, and supportive environments for all children

#### **Student Learning Outcomes, Special Education Certification Concentration\***

1. Evidence-based Theories
  - Candidates will demonstrate knowledge of evidence-based principles and theories in Special Education (foundations, laws and policy, historical influences, diversity issues, prevention and early intervention).
2. Knowledge of Students with Disabilities
  - Candidates will demonstrate knowledge of cognition and development of students with disabilities.
3. Assessment
  - Candidates will demonstrate knowledge and skills in identifying, administering, interpreting and planning instruction based on assessment components, guided by the legal policies and ethical principles of measurement and assessment.
4. Positive Environment
  - Candidates will demonstrate knowledge and skills to create an environment which fosters an appreciation of diversity, a sense of safety and emotional well-being, and positive social interactions.
5. Professionalism
  - Candidates will demonstrate knowledge, skills, and attitudes in professional and ethical practices including the dispositions necessary for effective teaching: maintaining an equitable and safe classroom environment; demonstrating ethical behavior in all practices; exercising responsible judgments in dealings with students, colleagues, and parents; and planning, teaching and assessing students with a high degree of competence.
6. Family and Community
  - Candidates will demonstrate knowledge and skills in effective collaboration with families, other educators, related service providers and personnel from community agencies in culturally responsive ways.
7. Differentiation
  - Candidates will demonstrate knowledge and skills in specially designed instruction in academic and non-academic areas for all service settings through the use of differentiated instruction.

\* These outcomes are based on standards issued by the Council for Exceptional Children, <http://www.cec.sped.org/>, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, Phone: 888-232-773, TTY: 866-915-5000.

#### **Special Education (M.Ed.) Certification Courses**

##### **Research**

- [ED 5500 - Methods and Materials of Research](#)

##### **Special Education Core**

- [SPE 5501 - Educating Children with Exceptional Learning Needs](#)
- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)
- [SPE 5542 - Assessment and Behavior Management](#)

- [SPE 5544 - Instruction for High Incidence Disabilities](#)  
(These courses may be waived for students who have completed them or their transfer-equivalents at the undergraduate level.)

A minimum of 33 credits / maximum of 36 credits is required for the degree. If two, three, or four of these courses are waived, the student must replace them with 3 - 9 credits of Education, Elementary Education, or Special Education Electives, in order to reach the minimum-required 33 credits.

#### Special Education Foundations

- [SPE 5508 - Instruction for Low Incidence Disabilities](#)
- [SPE 5511 - Communication and Communication Disorders](#)
- [SPE 5541 - Behavior Adaptation](#)
- [SPE 5550 - Advanced Curriculum Development in Special Education](#)

#### Education Topics

- [ELE 5523 - Foundations of Reading Instruction](#)

#### Field Experience

- [SPE 5570 - Clinical Practicum](#) (six credits across two semesters)

**Total Credit Hours: 33 - 36**

### Special Education Non-Certification Concentration

Coordinator: Dr. Jannis Floyd  
Retan Center 208B; 662-4795; [jfloyd@mansfield.edu](mailto:jfloyd@mansfield.edu)

The special education non-certification concentration provides professionals an understanding of the foundations and theory of the field of special education. This concentration is designed for those interested in the field of special education but not pursuing teacher certification.

Candidates must complete departmental requirements: comprehensive written examination, oral examination and a departmental research paper. This should be completed near the end of the program.

#### Mission

The mission of the Special Education Graduate program (M.Ed.) of study is to provide candidates with a specialization in special education. The non-certification concentration for candidates from education and related fields not seeking special education certification provides the opportunity to develop an advanced knowledge of special education programs and services for individuals with exceptional learning needs. The M.Ed. in Special Education supports the missions of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

#### Values

Graduate faculty in the M.Ed. program with a concentration in Special Education non-certification are committed to the following:

- Offering opportunities for integration of knowledge
- Permitting greater depth of learning
- Heightening receptivity to new ideas, viewpoints and beliefs
- Improving research skills and enhance skills of critical analysis
- Building skills in leadership process
- Expanding abilities to work independently
- Encouraging application of acquired knowledge and skills
- Refining capability to initiate, define, and synthesize viewpoints and concepts
- Developing methods of dealing with change

#### Student Learning Outcomes, Special Education Non-Certification\*

1. Evidence-based Theories
  - Candidates will demonstrate knowledge of evidence based principles and theories in Special Education (foundations, laws and policy, historical influences, diversity issues, prevention and early intervention).
2. Knowledge of Students with Disabilities
  - Candidates will demonstrate knowledge of cognition and development of students with disabilities.
3. Assessment
  - Candidates will demonstrate knowledge and skills in identifying, administering, interpreting and planning instruction based on assessment components, guided by the legal policies and ethical principles of measurement and assessment.
4. Positive Environment
  - Candidates will demonstrate knowledge and skills to create an environment which fosters an appreciation of diversity, a sense of safety and emotional well-being, and positive social interactions.
5. Professionalism
  - Candidates will demonstrate knowledge and skills in professional and ethical practices.
6. Family and Community
  - Candidates will demonstrate knowledge and skills in effective collaboration with families, other educators, related service providers and personnel from community agencies in culturally responsive ways.

\* The outcomes are based on standards issued by the Council for Exceptional Children, <http://www.cec.sped.org/>; 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, Phone: 888-232-7733, TTY: 866-915-5000.

#### Special Education Non-Certification Concentration Courses

**Research**

- [ED 5500 - Methods and Materials of Research](#)

**Special Education Foundations**

- [ED 5540 - School Law](#)
- [SPE 5501 - Educating Children with Exceptional Learning Needs](#)
- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)
- [SPE 5541 - Behavior Adaptation](#)
- [SPE 5544 - Instruction for High Incidence Disabilities](#)

**Special Education Topics** - In consultation with advisor, select 15 credits from the following:

- [SPE 5503 - Psycho-Educational Diagnostics](#)
- [SPE 5511 - Communication and Communication Disorders](#)
- [SPE 5554 - Law and Individuals with Disabilities](#)
- [SPE 5560 - Problems in Special Education](#)
- [SPE 5580 - Special Education Workshops](#)
- [SPE 5581 - Special Education Workshops](#)

**Total Credit Hours: 33**

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### Course Filter

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Prefix:  Code or Number:  Keyword or Phrase: SPE  Filter 

Find whole word or phrase only.

- [SPE 5501 - Educating Children with Exceptional Learning Needs](#)

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### SPE 5501 - Educating Children with Exceptional Learning Needs

This course identifies the history and foundation of special education. Graduate students will develop a working knowledge of the characteristics, prevalence's, causes, effective interventions and family concerns of IDEA eligible categories of disabilities and gifted.

Credits: 3 SH

- [SPE 5502 - Administration and Supervision of Special Education](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### SPE 5502 - Administration and Supervision of Special Education

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.

Credits: 3 SH

- [SPE 5503 - Psycho-Educational Diagnostics](#)

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### SPE 5503 - Psycho-Educational Diagnostics

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.

Credits: 3 SH

- [SPE 5505 - Mental Retardation](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### SPE 5505 - Mental Retardation

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.

Credits: 3 SH

- [SPE 5508 - Instruction for Low Incidence Disabilities](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

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### **SPE 5508 - Instruction for Low Incidence Disabilities**

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Teacher education candidates will study the nature and needs of children with moderate to severe disabilities. Focus will be on the educational and transitional needs of these individuals. The teacher education candidates will develop knowledge and skills in identification, assessment, educational techniques and strategies which are coupled with supportive measure, materials and techniques. The teacher candidate will research best practices for education students with severe disabilities which will include instructional adaptations and assistive technology. A field component will be required.

Credits: 3 SH

- [SPE 5509 - Early Childhood Special Education](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

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### **SPE 5509 - Early Childhood Special Education**

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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.

Credits: 3 SH

- [SPE 5511 - Communication and Communication Disorders](#)

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### **SPE 5511 - Communication and Communication Disorders**

---

This course will focus on speech, language and communication disorders with applications to school age children, language and communication difficulties associated with specific disability types and assessment practices. Students will examine evidence-based practices language and communication disorders. A field component will be required - observation and interview.

Credits: 3 SH

- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)

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### **SPE 5530 - Diverse Cultural and Linguistic Learners**

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This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- [SPE 5540 - Behavior Disorders](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

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### **SPE 5540 - Behavior Disorders**

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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.

Credits: 3 SH

- [SPE 5541 - Behavior Adaptation](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

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### **SPE 5541 - Behavior Adaptation**

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The intent of the course is to present a detailed overview of the principles of behavior modification, following the Law of Association and the law of Effect. Positive behavioral support will be emphasized, using evidenced based practice for the public school environment.

Credits: 3 SH

- [SPE 5542 - Assessment and Behavior Management](#)

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### **SPE 5542 - Assessment and Behavior Management**

---

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating, strengthening and maintaining desirable behaviors will be stressed. Conditioning of both academic skills and non academic behaviors on an individual and group basis will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3 SH

- [SPE 5544 - Instruction for High Incidence Disabilities](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **SPE 5544 - Instruction for High Incidence Disabilities**

---

This course provides an in-depth look at the assessment-instruction cycle and effective teaching-learning strategies that will benefit the learning of children with disabilities in the various service delivery options. Based on research-supported methods, students will develop assessment and remediation strategies to monitor children's academic progress. Field component required.

Credits: 3 SH

- [SPE 5550 - Advanced Curriculum Development in Special Education](#)

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### **SPE 5550 - Advanced Curriculum Development in Special Education**

---

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.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- [SPE 5554 - Law and Individuals with Disabilities](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **SPE 5554 - Law and Individuals with Disabilities**

---

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.

Credits: 3 SH

- [SPE 5560 - Problems in Special Education](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **SPE 5560 - Problems in Special Education**

---

In-depth survey of current problems, issues, and trends in Special Education.

Credits: 3 SH

- [SPE 5565 - Microcomputers in Special Education](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **SPE 5565 - Microcomputers in Special Education**

---

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.

Credits: 3 SH

- [SPE 5570 - Clinical Practicum](#)

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### **SPE 5570 - Clinical Practicum**

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.

**Prerequisites & Notes**

Prerequisite: Site selection and arrangement approved by faculty advisor.

Credits: 3-6 SH

- [SPE 5580 - Special Education Workshops](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

---

### **SPE 5580 - Special Education Workshops**

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.

Credits: 1-6 SH

- [SPE 5581 - Special Education Workshops](#)

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---

### **SPE 5581 - Special Education Workshops**

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.

Credits: 1-6 SH

- [SPE 5590 - Learning Disabilities](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

---

### **SPE 5590 - Learning Disabilities**

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.

Credits: 3 SH

- [SPE 5593 - Teaching Learners With Mild Disabilities](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

---

### **SPE 5593 - Teaching Learners With Mild Disabilities**

This course will focus on the learning needs of children and youth with mild disabilities. An in-depth review of disabilities categorized as mild in nature along with characteristics, etiologies, interventions and current issues will be discussed. Student will develop appropriate curriculum, lesson plans, adaptations and modifications to meet these students' needs in all educational settings.

Credits: 3

- [SPE 5597 - Independent Study](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **SPE 5597 - Independent Study**

Credits: 3 SH

- [SPE 5599 - Thesis](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **SPE 5599 - Thesis**

Credits: 6 SH

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- [ED 5500 - Methods and Materials of Research](#)

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### **ED 5500 - Methods and Materials of Research**

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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.

Credits: 3 SH

### **ELE 5523 - Foundations of Reading Instruction**

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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.

Credits: 3 SH

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## Organizational Leadership, Master of Arts

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Offered by the Department of Psychology  
 Dr. Brian Bridgeforth, Program Director  
 South Hall, (570) 662-, e-mail: [bbridgef@mansfield.edu](mailto:bbridgef@mansfield.edu)

The Masters of Arts in Organizational Leadership at Mansfield University is a distance education program providing advanced knowledge in leadership across a wide spectrum of disciplines and organizational settings. This interdisciplinary program allows students to enhance their knowledge about leadership and the organizational environment, applying leadership skills in real-world settings. The program focuses on the theoretical foundations of leadership and develops practical skills for emerging leaders working in local, regional, national and international organizations. It creates an online leadership learning environment that promotes inclusion, respect, collaboration and a view of leadership development that embraces the values of the Mansfield University Creed: Character, Scholarship, Culture, and Service.

### Vision

The Program strives to support Mansfield University's focus on "Developing Tomorrow's Leaders". The curriculum will continue to help students to develop practical leadership skills they will apply to real-world organizational settings, enabling them to attain leadership positions in their chosen careers. The Program will utilize emerging technologies to provide students with improved opportunities for engaged distance learning. The Program will continuously grow in size and reputation and develop new partnerships to enhance leadership and workforce development in regional organizations.

### Student Learning Outcomes, Organizational Leadership Program

Graduates of the Organizational Leadership Program will demonstrate:

1. An integrated knowledge of leadership theory, organizational behavior theory, change theory, and communication theory.
2. Knowledge of organizational: planning, management, leadership and oversight of human resources.
3. Self-awareness of personal leadership styles, strengths and skills, and a personal plan for leadership development.
4. Scholarly inquiry to evaluate the needs, challenges and opportunities of organizations.
5. Understanding and application of values of diversity, social justice, integrity, ethical analysis, and change to promote the common good.
6. Practical leadership skills:
  - o communicating effectively with others within and outside an organization;
  - o interpersonal problem solving and conflict resolution;
  - o group participation and facilitation;
  - o planning and decision making;
  - o budgeting;
  - o evaluating internal and external environmental forces on an organization and developing a plan to manage change;
  - o using current technology, statistical tools and information resources to assist in effective decision making; and
  - o implementing needs assessments and evaluations of program and organizational performance.

### Core courses

- [COM 5545 - Effective Communication in Leadership Roles](#)
- [ORL 5501 - Organizational Leadership: Theory and Practice](#)
- [ORL 5510 - Organizational Behavior and Change](#)
- [ORL 5520 - Organizational Planning and Administration](#)
- [ORL 5530 - Governance and Community Relations](#)
- [ORL 5540 - Leadership Ethics](#)
- [ORL 5550 - Research, Program Assessment and Evaluation](#)

### Electives

Take 6 credits from the following:

- [ORL 5571 - Leadership In A Global Society](#)
- [ORL 5572 - Entrepreneurial Leadership](#)
- [ORL 5573 - The Drama and Rhetoric of Leadership](#)
- [ORL 5574 - Team Leadership](#)

### Practicum

- [ORL 5580 - Organizational Leadership Practicum](#)

### Capstone Course

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- [ORL 5595 - Leadership Capstone Seminar](#)

**Total Credit Hours: 33**

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### Course Filter

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Prefix:  Code or Number:  Keyword or Phrase: 
 ORL  Filter

Find whole word or phrase only.

- [ORL 5501 - Organizational Leadership: Theory and Practice](#)

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### ORL 5501 - Organizational Leadership: Theory and Practice

This first course in Organizational Leadership will examine key concepts, issues and practices that contribute to effective leadership in a variety of organizations both nationally and internationally. Through a focus on self-reflection and awareness, participants in the course will examine their leadership styles, strengths and challenges and receive useful practical suggestions for improving leadership skills.

Credits: 3 SH

- [ORL 5510 - Organizational Behavior and Change](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### ORL 5510 - Organizational Behavior and Change

This course focuses upon managing for the future and preparing people for a continuous organizational learning pattern leading to innovation and change. It approaches change from understanding organizational behavior through structural, strategic, political and cultural lenses.

#### Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5520 - Organizational Planning and Administration](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### ORL 5520 - Organizational Planning and Administration

This course focuses on the role of leaders in planning and administration of both profit and non-profit organizations. Includes understanding how to assess the practices of an organization, lead others in strategic planning and decision making and understanding the basics of budgeting and finance, developing a business plan, grant writing and facilitating an environment to empower employees.

#### Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5530 - Governance and Community Relations](#)

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### ORL 5530 - Governance and Community Relations

This leadership course examines organizational governance, the relationships between organizations and their stakeholder communities and strategies for building and improving those relationships. Emphasis is placed on governance relationships, understanding community context and building improved outreach and marketing efforts.

**Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

- [ORL 5540 - Leadership Ethics](#)

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**ORL 5540 - Leadership Ethics**

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This course focuses upon ethical leadership practices in organizations. The course takes an interdisciplinary approach using elements of law, political economy, international business, ethics, and social responsibility. Organizations have social as well as economic responsibilities to society. Ethics and integrity are essential to the process of developing and monitoring organization practices.

**Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

- [ORL 5550 - Research, Program Assessment and Evaluation](#)

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**ORL 5550 - Research, Program Assessment and Evaluation**

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This course introduces the skills, attitudes and methods to analyze services offered to both public and private organizations in a wide range of fields. In addition, basic research methodology is covered to illustrate the importance of a scientific approach to organizational research and problem-solving projects. Students will learn to formulate a problem, choose research methods, clearly articulate the past research and then collect, analyze and present new data with new interpretations and conclusions.

**Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

- [ORL 5571 - Leadership In A Global Society](#)

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**ORL 5571 - Leadership In A Global Society**

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This course focuses upon understanding the nature of communicating, collaborating and negotiating in diverse cultures across the globe. Examination of one's ethnocentric viewpoint will be emphasized through experiential activities. Understanding others' cultural values, learning to communicate in diverse populations and becoming aware of global etiquette will also be emphasized in this course.

**Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

- [ORL 5572 - Entrepreneurial Leadership](#)

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**ORL 5572 - Entrepreneurial Leadership**

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Entrepreneurial leadership encompasses an understanding of how to analyze the calculated risks necessary to launch into a new venture.

This course covers the process of starting and operating a new organization, through assembling resources, examining the risks and potential benefits of moving forward, examining the market, developing a business plan and recruiting the right team of people. At each stage, participants will examine how these processes must be viewed through analysis of individual, group and societal contexts.

**Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

- [ORL 5573 - The Drama and Rhetoric of Leadership](#)

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### **ORL 5573 - The Drama and Rhetoric of Leadership**

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Although the concepts dramaturgy, rhetoric, sense making, organizing, and storytelling are well established in the literature on philosophy, cognitive studies, organization studies, sociology, theatre, cinema, psychology, communication, and culture studies – the ways in which these conceptual fields are interrelated remains unexplored. The crux of dramaturgical theory in this context is that each of us creates, throughout a complex system of everyday interactions, dramatic impressions of organizational life based on a particular framing, or staging, of various socially constructed scenes. Dramaturgy is about the creation, maintenance, and destruction of socially constructed realities. This interdisciplinary tactic to leadership studies has two primary aims: (1) to promote thinking about how confluent cognitive, emotional, and organization changes are socially constructed, and (2) to coach the planning and performing of rhetorical action in real teams and organizations.

#### **Prerequisites & Notes**

ORL 5501.

Credits: 3 SH

- [ORL 5574 - Team Leadership](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **ORL 5574 - Team Leadership**

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This course addresses the conceptual and practical aspects of organizational teams and team leadership. While the leader is a relational element of a group, leadership is an emergent property of a group. Through this course, learners explore the union of these two realities in the context of team. Teams are examined in terms of composition, dynamics, and practice.

Credits: 3 cr.

- [ORL 5580 - Organizational Leadership Practicum](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **ORL 5580 - Organizational Leadership Practicum**

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This is an applied experience in an organization with focus on the type of leadership opportunities the student wants to better understand. Students will practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor and interacting online with other practicum students and the course instructor. One-hundred twenty (120) on-site hours with regular supervision are required for this course.

#### **Prerequisites & Notes**

ORL 5501 and 21 credits completed in the program.

Credits: 3 SH

- [ORL 5590 - Organizational Leadership Internship](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **ORL 5590 - Organizational Leadership Internship**

---

This is an applied experience in the community with focus on the type of organization the student wants to better understand. Students can practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor. There will be an assigned site supervisor/mentor related to the student's desired learning outcomes. Two-hundred forty (240) on-site hours with one hour of supervision per week is required for this course.

#### **Prerequisites & Notes**

ORL 5501 and 27 credits earned.

Credits: 3 SH

- [ORL 5595 - Leadership Capstone Seminar](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **ORL 5595 - Leadership Capstone Seminar**

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The Leadership Capstone course is designed as a summative evaluation experience for students in the master's program. A major project and portfolio will be developed with guidance by the faculty mentor. The purpose of the project and leadership portfolio is to showcase students' leadership skills.

#### **Prerequisites & Notes**

21 credits completed in the Organizational Leadership Program (all required core courses).

Co-requisites: ORL-5580

Credits: 3 SH

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# Education, Master of Science

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Offered by the Education and Special Education Department  
Dr. Kathleen Carico, Chairperson  
Retan Center 207D, (570) 662-4562, e-mail [kcarico@mansfield.edu](mailto:kcarico@mansfield.edu)

The Education and Special Education Department offers a degree in Master of Science (M.S.), Education, with two concentrations: Reading Specialist Added Certification K-12 and Teaching Children's Literature P-12. The M.S. is chosen by those graduate students pursuing a master's degree with secondary emphasis or by those pursuing a master's degree with a K-12 emphasis. The minimum number of credit hours required for this degree is 33 (or 30 if the thesis option is completed).

Teaching requires knowledgeable, creative, and committed professionals who make informed decisions on behalf of their students. Through advanced studies in education, Master of Science, Education graduate students become more knowledgeable, skilled and confident teacher leaders. They also learn to collaborate with colleagues, to be lifelong learners, and to lead by example. Courses and research experiences in the graduate program are designed to prepare reflective teacher leaders. These programs are also designed to develop advanced knowledge in research, curriculum, supervision, and adaptive strategies meeting the needs of all learners.

Selected MU programs that prepare teachers and other educational professionals at the initial or advanced levels are nationally recognized by specialized professional associations (SPAs), which are member organizations of NCATE. For a current listing of specific Mansfield University nationally recognized SPAs, please consult the NCATE listing at <http://www.ncate.org/>. The contact information for NCATE is:

National 2010 Washington, Telephone: Fax: General e-mail: <a href="mailto:ncate@ncate.org">ncate@ncate.org</a>	Council Massachusetts	for	Accreditation Ave DC (202) (202)	of NW,	Teacher Suite	Education 500 20036 466-7496 296-6620
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## Mission

The mission of the M.S., Education Degree Program is to prepare teacher leaders who use their advanced scholarship related to knowledge of students, content, pedagogy, resources, and culture to design effective classroom instruction and to influence the culture and opportunities for children in their respective schools and districts.

## Vision

Graduates with a Master of Science in Education degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to improve education for children.

## Values

Graduate program faculty in the M.S., Education Degree Program are committed to the following:

- Curricula of rigor and relevance through a model of continuous reflection, assessment, and collaboration

- Standards of professional growth and performance that challenge faculty to maintain the highest quality of teaching and that challenge students to a life of scholarship, leadership, and continuous professional growth
- Support of student learning through equitable, caring, and stimulating professional relationships
- Development of students' leadership skills to ensure that their respective schools follow best practice in using evidence-based instruction

### **Student Learning Outcomes for Master of Science, Education Degree Program**

After completion of this degree, students will be able to:

- Use their advanced knowledge to enhance instruction, design effective assessment, and improve student learning for children in a variety of settings.
- Develop and nurture collaborations with professional communities and participate in professional organizations to continue growth and enhance professional effectiveness in ever-broadening educational and community settings.
- Draw on advanced knowledge of and collaborations with local communities to ensure an equitable, safe, effective learning environment for children and to interact with students and families in culturally responsive ways.
- Communicate professional and curricular decisions confidently and effectively, both orally and in writing, to students, parents, administrators, school board officials, and other important stakeholders.

## **Teaching Children's Literature P-12 Concentration**

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*Coordinators: Dr. Craig Cleland and Dr. Kathleen M. Carico  
Retan Center, (570) 662-4563; (570) 662-4562*

To be admitted to the concentration in Teaching Children's Literature P-12, an applicant must hold a current Pennsylvania teaching certificate (e.g., elementary, secondary, special education) and have completed an initial preparation program that included at least 12 weeks of full-time student teaching. This concentration leads to a Master of Science degree in Education; it does not lead to advanced certification. The concentration will provide graduate students the opportunity for in-depth study of literature including extensive genre study, research in the field of children's literature, and strategies for effective teaching of children's literature to children from birth to young adulthood. Emphasis is placed on selection, evaluation, and integration of quality children's literature of all genres into the curriculum from preschool through high school. Students may choose to focus on literature for young children, children in the intermediate grades, or adolescents by selecting courses relevant to their interests. As part of the literature emphasis, students will also consider the learner and the environment, exploring ways to use their advanced knowledge to make literature accessible and meaningful for students of all ages, thereby improving student learning.

### **Mission**

The mission of the concentration is to prepare teachers whose advanced knowledge of literature, enhanced pedagogical strategies, awareness of issues relevant to the teaching of literature, and honed professional skills will make them instructional leaders in their schools and districts in the area of teaching children's and young adult literature, promoting a lifelong love of reading and literature for all students.

### **Student Learning Outcomes, Teaching Children's Literature P-12 Concentration**

1. Content Knowledge
  - Candidates will be able to demonstrate advanced knowledge of content: children's and young adult literature genre, theories of literary criticism, and strategies for integrating literature into other content areas and will apply this knowledge in designing effective instruction.
2. Critical Issues

- Candidates will be able to identify critical issues in teaching with children’s and young adult literature and be able to develop effective action plans for addressing those issues as they arise in teaching. Candidates will be able to articulate sound, informed rationales for curricular decisions and will be able to do so clearly and with confidence, both orally and in written communication.
- 3. Research
  - Candidates will be able to use research skills and theoretical knowledge to design a project that addresses critical questions in teaching literature. Candidates will be able to evaluate and use research findings to improve student learning.
- 4. Reflection
  - Candidates will be able to demonstrate their abilities to reflect upon the effectiveness of instructional practices in order to enhance classroom teaching.
- 5. Technology
  - Candidates will be able to use advanced technology resources to promote student learning of literature.
- 6. Learning Environment
  - Candidates will be able to demonstrate their advanced understanding of the importance of a learner’s individual characteristics as well as the impact of the total classroom environment on the learning process.
- 7. Professional Responsibilities
  - Candidates will be able to demonstrate knowledge of community and professional resources and the impact of student communities on learning and demonstrate skills in collaborating with those communities to improve individual student learning and enhance the instructional environment of the classroom and/or school.

\* These outcomes are based on the following National Board for Professional Teacher Standards: Early and Middle Childhood/Literacy: Reading-Language Arts; Early Adolescence: Language Arts; and Adolescence and Young Adulthood: English Language Arts (<http://www.nbpts.org/>).

### Teaching Children’s Literature P-12 Courses

- **Education core** (15 credits required)
- [ED 5500 - Methods and Materials of Research](#)
- [ED 5554 - Curriculum: Principles and Contemporary Thought](#)
- [ED 5592 - The Teacher and Educational Leadership](#) (See information below under “Culminating Experience”)
- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)
- SPE 55XX - Any special education course EXCEPT for SPE 5530 Diverse Cultural & Linguistic Learners & SPE 5570 Clinical Practicum
- **Professional Education** (six credits required)
- Take one course from the following:
- [ED 5505 - Educational Psychology](#)
- Not required if ED 2205 or equivalent was taken at undergraduate level.
- [ED 5545 - Analysis and Evaluation of Pupil Growth](#)
- Not required if ED 3260 Assessment in Ed or equivalent was taken at undergraduate level.
- Take one course from the following:
- [ED 5531 - Social Foundations of Education](#)
- [ED 5532 - Historical Foundations of Education](#)
- [ED 5535 - Foundations of Education](#)
- [ED 5596 - Supervision: Principles and Current Practices](#)
- Note: Both ED 5596 and one of the ED 5531, 5532 or 5535 Foundations of Education courses may be taken if both ED 2205 and ED 3260 or equivalents were taken at the undergraduate level.
- **Specialization in the Concentration** (12 credits required) Twelve of these eighteen credit hours may be elected in consultation with the advisor.
- [ED 5562 - Cross-Curricular Teaching with Children’s Literature](#) **OR**
- [ELE 5562 - Cross-Curricular Teaching with Children’s Literature](#)
- 
- [ED 5565 - Children’s Literature for the Middle Grades](#)

- 
- [ED 5568 - Selected Topics in Children's Literature](#) **OR**
- [ELE 5568 - Selected Topics in Children's Literature](#)
- 
- [ED 5569 - Children's Literature in the Classroom: Related Research](#) **OR**
- [ELE 5569 - Children's Literature in the Classroom: Related Research](#)
- 
- [ELE 5560 - Children's Literature, A Multi-Cultural Approach](#)
- [ELE 5561 - Children's Literature, N-3](#)
- **Culminating Experience**

ED 5592 is the culminating experience of the Teaching Children's Literature P-12 concentration. It is considered the capstone course of the concentration and must be taken in the last semester of coursework. In this capstone course, students focus on how to use their advanced knowledge to prepare for their roles as leaders, not just in the classroom, but in the school, district, region, and beyond. As part of leadership preparation, graduate students also engage in the research on a specific focus of children's literature.

**Total Credit Hours: 33**

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- [ED 5500 - Methods and Materials of Research](#)

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### ED 5500 - Methods and Materials of Research

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.

Credits: 3 SH

- [ED 5505 - Educational Psychology](#)

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### ED 5505 - Educational Psychology

Focuses upon the application of learning theory principles in educational settings. This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching. Students will learn how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching.

Credits: 3SH

- [ED 5506 - Field Experience](#)
- [ED 5510 - Fostering Adolescent Content Literacy](#)
- [ED 5531 - Social Foundations of Education](#)

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### ED 5531 - Social Foundations of Education

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.

Credits: 3 SH

- [ED 5532 - Historical Foundations of Education](#)

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### ED 5532 - Historical Foundations of Education

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.

Credits: 3 SH

- [ED 5535 - Foundations of Education](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **ED 5535 - Foundations of Education**

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A study of the people and forces that impact American education through study of the history and philosophy of education. Development of new perspectives on contemporary educational issues.

Credits: 3 SH

- [ED 5540 - School Law](#)
- [ED 5545 - Analysis and Evaluation of Pupil Growth](#)

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### **ED 5545 - Analysis and Evaluation of Pupil Growth**

---

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

Credits: 3 SH When Offered: Infrequently offered course

- [ED 5553 - Applications in Literacy Coaching](#)
- [ED 5554 - Curriculum: Principles and Contemporary Thought](#)

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### **ED 5554 - Curriculum: Principles and Contemporary Thought**

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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.

#### **Prerequisites & Notes**

Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533 or ED 5535.

Credits: 3 SH

- [ED 5562 - Cross-Curricular Teaching with Children's Literature](#)

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### **ED 5562 - Cross-Curricular Teaching with Children's Literature**

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Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ELE 5562

- [ED 5565 - Children's Literature for the Middle Grades](#)

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### **ED 5565 - Children's Literature for the Middle Grades**

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An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

Credits: 3 SH Dual Listed: ELE 5565

- [ED 5568 - Selected Topics in Children's Literature](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

### **ED 5568 - Selected Topics in Children's Literature**

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An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ELE 5568

- [ED 5569 - Children's Literature in the Classroom: Related Research](#)

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### **ED 5569 - Children's Literature in the Classroom: Related Research**

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ELE 5569

- [ED 5570 - Endless Mountain Summer Writing Institute](#)
- [ED 5571 - Endless Mt Writing Project Advanced Institute](#)
- [ED 5592 - The Teacher and Educational Leadership](#)

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### **ED 5592 - The Teacher and Educational Leadership**

Culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for the chosen problem. The course is for elementary (M.Ed) and secondary (M.S.Ed.) program students during their final semester of graduate studies.

#### **Prerequisites & Notes**

ED 5500.

Credits: 3 SH When Offered: Infrequently offered course Dual Listed: ELE 5592.

- [ED 5596 - Supervision: Principles and Current Practices](#)

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### **ED 5596 - Supervision: Principles and Current Practices**

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; Mansfield University's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

#### **Prerequisites & Notes**

Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533, or ED 5535.

Credits: 3 SH

- [ED 5597 - Independent Study](#)
- [ED 5600 - Continuous Enrollment](#)
- [ED 6601 - Critical Topics Seminar for Supervisors](#)
- [ED 6602 - Internship in School Supervision](#)

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- [ELE 5502 - Innovative Educational Practices](#)
- [ELE 5503 - Elementary Language Arts](#)
- [ELE 5505 - Seminar in Early Childhood Education](#)
- [ELE 5523 - Foundations of Reading Instruction](#)
- [ELE 5524 - Diagnosis of Reading Difficulties](#)
- [ELE 5528 - Developmental and Remedial Reading in the Middle and Secondary School](#)
- [ELE 5529 - Remediation of Reading Difficulties](#)
- [ELE 5530 - Reading and Study Practicum \(Elementary\)](#)
- [ELE 5531 - Reading and Study Practicum \(Middle and Secondary School Students\)](#)
- [ELE 5550 - Advanced Child Growth and Development](#)
- [ELE 5553 - Applications in Literacy Coaching](#)

- [ELE 5560 - Children's Literature, A Multi-Cultural Approach](#)

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### ELE 5560 - Children's Literature, A Multi-Cultural Approach

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.

Credits: 3 SH Dual Listed: ED 5560

- [ELE 5561 - Children's Literature, N-3](#)

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### ELE 5561 - Children's Literature, N-3

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.

Credits: 3 SH

- [ELE 5562 - Cross-Curricular Teaching with Children's Literature](#)

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### ELE 5562 - Cross-Curricular Teaching with Children's Literature

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ED 5532

- [ELE 5565 - Children's Literature for the Middle Grades](#)
- [ELE 5568 - Selected Topics in Children's Literature](#)

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### **ELE 5568 - Selected Topics in Children's Literature**

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An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ED 5568

- [ELE 5569 - Children's Literature in the Classroom: Related Research](#)
- [ELE 5570 - Endless Mountain Summer Writing Institute](#)
- [ELE 5571 - Endless Mt Writing Project Advanced Institute](#)
- [ELE 5584 - Mathematics for the Elementary School Teacher](#)
- [ELE 5586 - Recent Trends in Social Studies](#)
- [ELE 5587 - Elementary Science, Curriculum and Instruction](#)
- [ELE 5592 - The Teacher and Educational Leadership](#)

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## Art History, Bachelor of Arts

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Offered by the Department of Art  
 Professor Kutbay  
 Associate Professor Schlegel  
 Assistant Professor Anderson, Whitehouse (Chairperson)

Art history majors acquire a background in the historical and cultural origins of the visual arts, from cave painting to computer art. Art History courses include Art and Mythology of Ancient Greece, Medieval Art, Art of the Renaissance, History of African-American Art, and Asian Art. This program is primarily preparation for graduate school, but with close advisement in selecting courses, it also prepares students for work in galleries, museums, writing in the art field, and other related careers.

The B.A. in Art History is unique in that it offers all 30 credits of core courses in Art History in an online environment. In addition the 120 credit program requires 55 credits of General Education courses, and 35 credits of free electives. The 30 credits of core courses consist of ARH 1101 Introduction to Art, ART 3300 Visual Studies in Aesthetic Experiences, ART 4404 Special Problems in Art, and 21 credits of Art History electives. As part of the B.A. degree in Art History, students are required to do either a minor in any field, or complete any language of choice at a second year proficiency. Currently the majority of online General Education courses are offered during the summer. Students may supplement their online courses with courses that are offered on campus, or they may opt to transfer in credits from elsewhere as part of their degree program.

### Mission

The Art History mission is to develop awareness of the cultural traditions in the visual arts worldwide, foster an understanding of the institutions that display and conserve art collections, and teach skills in visual analysis, critical thinking and interpretation of artworks that are useful for a lifetime.

### Vision

The vision of the Art History, B.A., is to celebrate artistic and cultural creativity worldwide by interpreting objects of art and culture in ways that increase knowledge, enrich the spirit, engage the mind and stimulate the senses. Through these activities, Art History strives to create experiences that transform people's lives by broadening their perspectives, attitudes, and knowledge of themselves and the wider world.

### Values

The Art History program is committed to providing the highest quality education in a caring environment that supports diversity, individual achievement, excellence and integrity.

### Program Outcomes

- Articulate knowledge of the cultural and historical context in which works of art and architecture were made.
- Distinguish among stylistic traditions in major historical art styles in selected artworks.
- Specify the iconography of selected artworks.
- Apply knowledge of aesthetics in some of the major styles of western and non-western art.

### Program Requirements: Art History (B.A.): 120 s.h.

- [ARH 1101 - INTRODUCTION TO ART](#)
- [ART 3300 - VISUAL STUDIES IN AESTHETIC EXPERIENCES](#)
- [ART 4404 - SPECIAL PROBLEMS IN ART](#)
- Art History Electives - 21 credits from the ARH prefix

### Total Credit Hours: 30

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## Liberal Studies, Bachelor of Arts

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Offered by the Department of Academic and Human Development  
 Associate Professors: Chabala, Krieger  
 Assistant Professors: Rotella (chairperson)  
 Instructor: Hale

The Bachelor of Arts in Liberal Studies is a degree program designed to accommodate the students with prior learning credits and those students who wish to have flexibility in designing a program to meet individual personal career interests. Because Mansfield University offers over 50 unique academic minors, our Liberal Arts majors may select from a broad range of degree concentrations. Thus Business, Communication, Art, and Journalism could be combined to construct a concentration in Advertising, or Anthropology, History, and Art History for museum studies.

Students in Liberal Studies fulfill the University's general education program requirements(see General Education) and either declare an academic minor or achieve second-year proficiency in a foreign language. Second year language proficiency is defined as successful completion of the 2202 level of a foreign language. Although there are no specific course requirements for Liberal Studies, the structural foundation of the program is the 24-hour rule. This rule holds that, for a Liberal Studies student, no more than 24 credit hours in any individual prefix area can be counted towards the number of hours needed for graduation (120). (Note that BUS, MU ART, ED and ELE are each separate course prefix areas. The 24-hour rule ensures that Liberal Studies will be used as a combined major.

### Mission

The mission of the Liberal Studies discipline, offered by the Department of Academic and Human Development, is to assist students in the purposeful planning of an undergraduate liberal education that contributes to an environment which promotes academic and personal growth, as well as intellectual, ethical, and aesthetic values. Liberal Studies is an interdisciplinary program designed to provide an individualized education based in the tradition of the liberal arts (humanities, arts, languages, mathematics, and natural and social science). The program is committed to the development of the independent lifelong learner.

### Program Goals

- To impart general knowledge and enhance critical thinking skills and intellectual capabilities
- To enable the student to pursue broad interests or to develop specialized program in a discipline unavailable as an undergraduate degree at the University
- To provide the student the opportunity to engage fully in shaping an education best suited to individual needs and interests
- To empower the student with the necessary skills and knowledge to be an effective and productive citizen and leader in a challenging and rapidly changing global society

### Program Outcomes

The acquisition of knowledge of:

- Western culture and its relationship to non-western cultures
- The foundations and characteristics of educated discourse
- The unity and diversity of humanity
- Fine arts and aesthetics
- The intricate complexities of life on the planet
- Scientific information as it is applied to personal and social decisions
- The approaches of the liberal arts disciplines

The demonstration of skills in:

- Critical and analytical thinking
- Effective written and oral communication
- The use of more than one language
- Inquiry and research
- Quantitative reasoning
- Problem solving

The development of dispositions to:

- Form a coherent, independent philosophy of life
- Make socially responsible and personally fulfilling life choices
- Live sustainably
- Value knowledge and continuing growth
- Form opinions and modify positions based on evidence
- Reason ethically and act with integrity

- Promote social justice and peace

Interested students should contact the chairperson, Professor Deborah Rotella (570-662-4824) for information.

### **Program Requirements: Liberal Studies (B.A.): 120 s.h.**

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#### **General Education Outline**

##### A. Foundations of Knowledge (12 credits)

- First Year Seminar (3)
- Written Communication (6)
- Oral Communication (3)

##### B. Approaches to Knowledge (18-20 credits)

- Humanities (6) (Courses must have a different prefix)
- Natural and Physical Sciences (3-4) (Must have a laboratory component)
- Social and Behavioral Sciences (6) (Courses must have a different prefix) Mathematics (3-4)

##### C. Unity and Diversity of Humanity (12 credits)

- Global Perspectives (6)
  - o Option 1: Language other than English (6) (Must be two consecutive courses of the same language)
  - o Option 2: Western and Non-Western Global Cultures (6) (Courses must have a different prefix)
- Themes (6 from at least two strands)
  1. Ethics and Civic Responsibility (3)
  2. Environmental, Economic, Social, and Personal Sustainability (1-3)
  3. Arts & the Human Experience (1-3)

D. A program of study based on learning outcomes, designed in collaboration with a faculty advisor and not exceeding 24 credit hours in courses with the same prefix.

E. Capstone Project accomplished within the major. It may take any appropriate form, e.g., portfolio, research paper, performance, etc.

TOTAL HOURS 42-44

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## Nursing, Bachelor of Science in Nursing

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Offered by the Department of Health Sciences  
 Professors Sheehe (chairperson), Wright, K.  
 Associate Professors Evans, Maisner  
 Assistant Professors Decker, Klesh, Materese, Oakes, Urban, Valverde, Zaparzynski  
 Instructors Ferrito, Greer, Hanlon, Lanzara, Vosburgh

Mansfield University's Department of Health Sciences offers a nursing program that blends the resources of a public university and a regional medical center. This combination leads to a program that is both academically and clinically strong. The curriculum provides a solid background in nursing as well as the liberal arts and sciences.

Students who are unlicensed spend their first two years on the Mansfield campus taking courses in general education and nursing. The second two years are at the Sayre site where they engage in a wide range of clinical experiences at the Robert Packer Hospital and other community hospitals. Students also have opportunities to learn in community settings such as nursing homes, elementary and secondary schools, nursery schools, and outpatient clinics, in addition to traditional public health agencies. Students who are already licensed as professional nurses, take courses that build on their previous education and nursing background. The overall objectives for both licensed and unlicensed students are to enhance intellectual curiosity, build clinical judgment, improve communication skills, and develop therapeutic nursing skills which provide the foundation for successful careers in professional nursing as well as strong underpinnings for graduate study.

The Bachelor of Science in Nursing is accredited by The National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326. (404-975-5020; www.nlnac.org)

### Mission

The mission of the Mansfield University baccalaureate nursing program is to prepare graduates who demonstrate clinical judgment, nursing knowledge, and interpersonal skills necessary to perform as professionals in primary, secondary, and tertiary care settings.

### Vision

The MU baccalaureate in nursing program will produce graduates who are recognized for their excellence in practice.

### Values

The Mansfield University nursing faculty value the Mansfield Creed, and interpret the characteristics of the Creed in nursing terms as:

- Character: Demonstrating integrity and professionalism
- Scholarship: Generating knowledge and engaging in lifelong learning
- Culture: Demonstrating cultural competence and promoting social justice
- Service: Caring for and improving the lives of individuals, groups, and communities.

### Program Goals

- Integrate nursing knowledge with the liberal arts and sciences
- Provide an environment that promotes nursing excellence, professionalism, and a commitment to lifelong learning
- Promote faculty development in teaching, nursing practice, and nursing scholarship

### Program Student Learning Outcomes

Graduates of the program will:

- Demonstrate clinical judgment through the application of theories, concepts and research from the scientific, humanistic, and nursing disciplines.
- Implement therapeutic nursing interventions in the care of individuals, families and communities utilizing the nursing process in compliance with the ANA's Nursing: Scope and Standards of Practice (2010).
- Integrate communication skills required for the role of a generalist professional nurse as a practitioner, educator, collaborator, leader and advocate in providing health care for individuals, families and communities
- Demonstrate legal, ethical, and professional behaviors and accountability in all nursing roles.

### Policies and Procedures specific to the nursing major:

**Admissions: Unlicensed** - Criteria for admission shall be the same as that for general admission to the University with these exceptions: Applicants must submit satisfactory reports of medical examination with specific immunizations prior to the opening of the school term, and have completed the following subjects in high school:

English, four (4) credits  
 History or Social Studies, three (3) credits  
 Lab sciences, two (2) credits (Biology and Chemistry required) (LPNs and RNs with integrated curricula may meet this requirement.)  
 Math, two (2) credits, one of which must be algebra

**Admissions: Licensed**

Graduation from an accredited nursing program  
 Minimum 2.7 GPA required

**Minimum Academic Requirements for Licensed and Unlicensed:** Students are subject to all university academic requirements. The following academic requirements apply only to continuance in the nursing program at the University.

- A. Required courses for the B.S. degree in Nursing (BSN) are not included in the University Pass/Fail policy.
- B. Students must be enrolled as a nursing major to enroll in NUR prefix courses.
- C. A grade of C or better must be achieved in all nursing (NUR) courses.
- D. An unsatisfactory grade in the clinical component of a nursing course will result in an F grade for the course.
- E. Requirements for the Bachelor of Science degree in Nursing must be completed within seven years.
- F. Program Progression:
  - 1. A student will not be allowed to register for NUR 3270, NUR 3271 and NUR 3370 if he or she has a cumulative GPA of less than 2.7
  - 2. Students must have successfully completed BSC 1121 and BSC 1122 (or equivalent course or instructor permission) with a grade of C to enroll in NUR 3270.
  - 3. Once a student meets the requirements of moving to upper division courses (NUR 3300 to 4999), he/she may proceed if his/her cumulative average falls below 2.7, if he/she has received a grade of C or above in all nursing prefix courses.
  - 4. If a first year student has not met nursing program standards by the end of the Spring term, he/she will be dropped from NUR prefix courses in which he/she has registered. All other students not meeting nursing standards will be dropped from nursing courses at the end of the semester during which they do not meet standards. When the student has met the nursing program requirements, he/she must contact the nursing program Academic Progression and Retention committee to see if a seat is available. The student can progress if a seat is available; a seat will not be saved for a student who has dropped below nursing program standards. If more than 40 students meet the standards for progression to the junior level, students who have consistently met program standards will be given priority. Decisions are made on grade point averages.
  - 5. A grade of C (C) or better in CHM 1110, BSC 1121, BSC 1122, BSC 3271 (or equivalent courses) is required to progress in the nursing program.
- G. Program Academic Dismissal:
  - 1. Students who fail to achieve a C grade or better after taking a nursing (NUR) course for the second time will be automatically dismissed from the nursing program.
  - 2. Only one nursing (NUR) course may be repeated for the entire nursing program. If a student receives a C minus (C-) or below in a second nursing course, the student will be dismissed from the program.
  - 3. Students will not be readmitted to the nursing program after receiving a C minus (C-) or below in two nursing courses.
- H. Program Health/Background Requirements:
  - 1. Students must meet all clinical agency health and background check requirements. These may include specific background checks, urine drug testing, and a respirator fit test. CPR certification, specific immunizations, malpractice insurance and health insurance are required. Students will be expected to cover the cost of these items. If a student does not comply with any of these requirements, he/she will receive a failing grade in the clinical component of the course. Students' academic and health information will be shared if requested in writing by clinical agency.
  - 2. Any new or existing health (or other) condition that may put the student, staff, faculty or patient in jeopardy must be reported to the nursing program faculty. Written documentation from a physician stating the student is safe to return to class and/or clinical must be submitted to the nursing program. If the nursing program faculty becomes aware that this policy has not been followed, program dismissal may result.
- I. Nursing Program Attendance Policy:  
 It is imperative that students attend clinical experiences so that they can meet course objectives. Make-up time is scheduled for each clinical course. If a student is absent from clinical experiences, there is no guarantee that he/she can meet course objectives. If excessive time is missed, he/she may be in danger of not being able to meet course objectives and may be asked to withdraw from the class.
- J. Students are required to purchase the ATI testing package that is used across the nursing curriculum.
- K. Background check information will be shared with clinical agency personnel. If agency personnel deem a student unfit for clinical experience in that agency and no other comparable experience can be found, the student will fail the nursing course.
- L. The Mansfield University nursing program endeavors to comply with the Americans With Disabilities Act and with University Policies regarding students with disabilities. Every effort will be made to provide reasonable accommodation for qualified students with disabilities who are able to perform the essential functions of our academic program in nursing. Students who are accepted into the program, and then discovered to be unable to perform these essential functions (with or without accommodation) may not be able to complete the program. Graduates who complete the program but are unable to perform certain competencies may experience significant roadblocks to, and in, the employment setting.

**Licensure Eligibility in Pennsylvania:** Applicants to nursing education programs in Pennsylvania should be aware of certain restrictions on obtaining a nursing license. Pennsylvania Public Law No. 317, No. 69, known as the Professional Nursing Law, places the following limitation on licensure eligibility.

The Pennsylvania State Board of Nursing may refuse, suspend or revoke any license in any case where the Board shall find that the applicant

- 1. Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in courts of this Commonwealth, the United States, or any other state, territory or county;
- 2. Has committed fraud or deceit in securing his or her admission to the practice of nursing or to nursing school;
- 3. Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue

For a complete list of reasons why the Board may refuse a professional nursing license to an applicant, please see section 14 of the Professional Nursing Law, 63 P.S. § 224.

One semester hour of class = 15 clock hours; one semester hour of clinical experience = 45 clock hours.

**Program Requirements: Nursing (B.S.N.): 120 s.h.**

- [BI 3371 - MICROBIOLOGY OR](#)

- [BSC 3271 - MICROBIOLOGY FOR HEALTH SCIENCES](#)
- [BSC 1121 - HUMAN ANATOMY AND PHYSIOLOGY I](#)
- [BSC 1122 - HUMAN ANATOMY AND PHYSIOLOGY II](#)
- [CHM 1110 - SURVEY OF CHEMISTRY, INTRODUCTORY, ORGANIC, AND BIOLOGICAL](#)
- [DIT 2211 - INTRODUCTION TO NUTRITION](#)
- [MA 1125 - INTRODUCTORY STATISTICS](#)
- [NUR 1100 - FOUNDATIONS OF PROFESSIONAL NURSING](#)
- [NUR 3270 - INTRODUCTION TO PROFESSIONAL NURSING I](#)
- [NUR 3271 - INTRODUCTION TO PROFESSIONAL NURSING II](#)
- [NUR 3361 - INTRODUCTION TO NURSING RESEARCH](#)
- [NUR 3370 - NURSING CARE OF THE ADULT CLIENT](#)
- [NUR 3371 - NURSING CARE OF CHILDBEARING AND CHILD REARING FAMILIES](#)
- [NUR 3391 - THE PATHOPHYSIOLOGIC AND PHARMACOLOGIC BASES OF NURSING PRACTICE I](#)
- [NUR 3392 - THE PATHOPHYSIOLOGIC AND PHARMACOLOGIC BASES OF NURSING II](#)
- [NUR 4460 - CURRENT ISSUES IN PROFESSIONAL NURSING](#)
- [NUR 4471 - COMMUNITY HEALTH NURSING](#)
- [NUR 4472 - MENTAL HEALTH NURSING](#)
- [NUR 4480 - LEADERSHIP AND MANAGEMENT IN NURSING](#)
- [NUR 4490 - CARE OF THE CLIENT WITH MULTISYSTEM STRESSORS](#)
- [PHL 3380 - HEALTH CARE ETHICS](#)
- [PSY 1101 - INTRODUCTION TO GENERAL PSYCHOLOGY](#)
- [SOC 1101 - INTRODUCTION TO SOCIOLOGY](#)

Nursing Elective

- Take 3 credits from the NUR prefix

**Total Credit Hours: 93**

**Program Requirements: Nursing (B.S.N.) (RN/Licensed Students): 120 s.h.**

- [BI 3371 - MICROBIOLOGY OR](#)
- [BSC 3271 - MICROBIOLOGY FOR HEALTH SCIENCES](#)
- [BSC 1121 - HUMAN ANATOMY AND PHYSIOLOGY I](#)
- [BSC 1122 - HUMAN ANATOMY AND PHYSIOLOGY II](#)
- [CHM 1110 - SURVEY OF CHEMISTRY, INTRODUCTORY, ORGANIC, AND BIOLOGICAL](#)
- [DIT 2211 - INTRODUCTION TO NUTRITION](#)
- [MA 1125 - INTRODUCTORY STATISTICS](#)
- [PHL 3380 - HEALTH CARE ETHICS](#)
- [PSY 1101 - INTRODUCTION TO GENERAL PSYCHOLOGY](#)
- [SOC 1101 - INTRODUCTION TO SOCIOLOGY](#)

#### Nursing Transfer Credits

- [NUR 1100 - FOUNDATIONS OF PROFESSIONAL NURSING](#)
- [NUR 3270 - INTRODUCTION TO PROFESSIONAL NURSING I](#)
- [NUR 3271 - INTRODUCTION TO PROFESSIONAL NURSING II](#)
- [NUR 3370 - NURSING CARE OF THE ADULT CLIENT](#)
- [NUR 3371 - NURSING CARE OF CHILDBEARING AND CHILD REARING FAMILIES](#)
- [NUR 4472 - MENTAL HEALTH NURSING](#)
- [NUR 4490 - CARE OF THE CLIENT WITH MULTISYSTEM STRESSORS](#)

#### Nursing Major Credits

- [NUR 3261 - HEALTH ASSESSMENT ACROSS THE LIFE SPAN](#)
- [NUR 3361 - INTRODUCTION TO NURSING RESEARCH](#)
- [NUR 3391 - THE PATHOPHYSIOLOGIC AND PHARMACOLOGIC BASES OF NURSING PRACTICE I](#)
- [NUR 3392 - THE PATHOPHYSIOLOGIC AND PHARMACOLOGIC BASES OF NURSING II](#)
- [NUR 4460 - CURRENT ISSUES IN PROFESSIONAL NURSING](#)
- [NUR 4471 - COMMUNITY HEALTH NURSING](#)
- [NUR 4480 - LEADERSHIP AND MANAGEMENT IN NURSING](#)

Nursing Electives

- Take 11 credits from the NUR prefix

**Total Credit Hours: 101**

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