

CLARION UNIVERSITY

**Rehabilitative Sciences (BS)
Rehabilitative Services (AS)**

STUDENT HANDBOOK

For

**Academic Advising
And
Field Experiences**

Clarion University
Rehabilitative Science & Rehabilitative Services
Student Handbook
For
Academic Advising & Field Experiences

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Introduction

Purpose

The purpose of this student advising/field experience handbook is to provide written guidance to students who are pursuing a BS degree in Rehabilitative Sciences and/or an AS degree in Rehabilitative Services. Highlights of this document include:

- An overview of program mission and objectives
- Overview of College of Education and Human Services and Program academic requirements
- Program academic checksheets and academic degree audit
- Review of the College of Education and Human Services Office of Field Experience procedures and registration requirements
- Overview of *COOP 377: Early Field Experience* and *REHB 378: Coop Seminar* enrollment procedures and completion requirements
- Overview of *REHB 495: Internship* and *REHB 496: Internship Seminar* enrollment procedures and completion requirements
- Overview of *REHB 295: AS Internship* and *REHB 296: Seminar* enrollment procedures and completion requirements

Welcome to the Clarion University Rehabilitative Sciences/Services Program

Clarion University offers a Bachelors of Science (B.S.) degree in Rehabilitative Sciences and offers an Associates of Sciences (A.S.) degree in Rehabilitative Services at its Venango Campus in Oil City, Pennsylvania.

Both programs are characterized by an emphasis on early field experiences and an in-depth internship experience (300 hours for A.S. degree students and 600 hours for B.S. degree graduates). Both programs comply with the National Organization of Human Services (NOHS) expectation of preparing students to meet an array of human services through an interdisciplinary approach.

In addition to preparation for direct service provision skills and remediation of client problems, the program also focuses on approaches to prevention, a commitment to cross-cultural competency skill development, and improvement of the lives of various service populations in need of human service assistance. Both programs also prepare students to understand the importance for helping agencies to improve service accessibility, accountability, and coordination among other service providers.

The Rehabilitative Sciences B.S. degree program is unique in that it allows students to track their course and field placement interests into one of three concentrations:

- Developmental Disabilities
- Substance Abuse
- Gerontology

All program students are required to follow a trans-disciplinary approach to professional human services preparation by taking courses in rehabilitative sciences, special education, psychology, social work, sociology, and health and physical education. In all courses and concentrated programs of study, students are provided with a balanced education that includes close relationships with faculty and opportunities to gain meaningful supervised classroom and field experiences across a broad spectrum of human services entities.

I. STUDENT ADVISING HANDBOOK

A. Mission Statements

Mission Statements

The Mission Statement of the College of Education and Human Services:

To develop educators and human service professional who have received specialized training, mastered a recognized body of knowledge, internalized standards of excellence, and who are ready to assume responsibility for the exercise of professional judgment and continued professional growth.

The Mission Statement of the College aligns closely with those of the Rehabilitative Sciences and Services Programs:

The Rehabilitative Sciences and Rehabilitative Service programs are committed to helping students acquire the knowledge, attitudes, and skills necessary for success as human services practitioners.

**B. Bachelor and Associate Degree
Programs' Goals and Objectives**

Clarion University

Rehabilitative Sciences (BS) and Rehabilitative Services (AS)

The Rehabilitative Sciences programs are committed to helping students acquire the knowledge, attitudes and skills necessary for success as human services practitioners.

The program faculty is:

1. Committed to the above mission
2. From diverse professional preparation and backgrounds who infuse the human service philosophy into the core courses and concentrations
3. Community-oriented
4. Dedicated to developing high quality skills and competencies in students
5. Committed to fostering cultural competency in order to address the concerns and needs of diverse clients

The Bachelor of Science (BS) program allows students to concentrate their studies in substance abuse, gerontology, or developmental disabilities. These concentrations require students to complete coursework within the Department of Special Education and Rehabilitative Sciences and from related areas of study within the University. BS students also complete junior and senior level supervised field placements prior to graduation.

The Associates Degree (AS) is centered at the Venango campus and prepares students for entry level human services positions. Students complete relevant coursework and a supervised field placement with an agency prior to graduation.

Program goals and objectives are designed to address the expected competencies for graduates of each program. Each goal has corresponding objectives that further specify the expected outcomes for each graduate. These statements serve to measure students' success in their field placements and is the primary tool for evaluating student success in the program:

A. Goal: Apply meaningful connections between classroom learning and experience in the field

Objectives/outcomes

1. Demonstrate knowledge of how individuals and families function
2. Display understanding of how services are delivered to individuals and families
3. Utilize case management strategies

B. Goal: Demonstrate a professional attitude

Objectives/outcomes

1. Demonstrate caring, respect, empathy, and genuineness when interacting with others
2. Demonstrate sensitivity and non-judgmental attitude
3. Demonstrate conscientiousness and willingness to fulfill all aspects of professional obligations
4. Undertake professional role responsibilities to include awareness and application of ethical standards with an emphasis on those from NOHS

C. Goal: Demonstrate appreciation and awareness of diversity when interacting with clients

Objectives/outcomes

1. Demonstrate cultural competency skills regarding the communities within which one practices
2. Adapt helping practices to address the concerns and needs of diverse clients
3. Provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, sexual orientation, or socioeconomic status
4. Demonstrate awareness of the legal and ethical prohibitions against discrimination

D. Goal: Display effective professional behaviors and skills

Objectives/outcomes

1. Communicate effectively with clients, peers, faculty, and supervisors
2. Establish rapport with clients
3. Deal appropriately with conflict
4. Demonstrate authenticity and honesty when interacting with others
5. Demonstrate professional behaviors such as punctuality, appropriate dress, and constructive use of time
6. Use initiative in interpreting and following instructions
7. Understand and follow agency's policies and procedures

E. Goal: Prepare human service practitioners who understand the importance and relevance of the constantly evolving knowledge base of the field of human services and its related disciplines and use this knowledge to better inform practice decisions and evaluate outcomes

Objectives/outcomes

1. Demonstrate the application of strategies for analyzing, formulating, and influencing human service related policies in professional practice
2. Apply critical thinking skills to generalist human service practice
3. Demonstrate the ability to evaluate one's own professional practice
4. Function within service delivery systems and a variety of human service organizations

C. Program Descriptions

1. Associate Degree Requirements

Associate of Science Rehabilitative Services

The Associate of Science in Rehabilitative Services trains people to work in human service practitioner roles with people with special needs in human service agencies. They include, but are not limited to, the roles of life skills worker, life coach, classroom assistant, and human development assistant. Because these roles vary, the program offers both specialized and general competencies. The two-year program culminates with a supervised field experience in a human service agency. Students who enroll in the associate degree program will work with nationally recognized faculty in the field. Qualified students who have earned a 2.5 QPA may continue their study toward a bachelor's degree in special education or rehabilitative sciences and receive credit toward graduation for courses taken while earning the associate degree.

I.	Rehabilitative Service Core	28 credits
	REHB 126: Introduction to Human Services.....	3
	REHB 211: Paraeducators and Human Service Practitioners	3
	REHB 227: Neurological Disorders and Physical Impairments.....	3
	SPED 128: High Incidence Exceptionalities	3
	SPED 129: Low Incidence Exceptionalities.....	3
	SPED 245: Applied Behavior Analysis.....	3
	REHB 250: The Helping Relationship.....	3
	REHB 295: Field Experience.....	6
	REHB 296: Seminar for REHB 295.....	1
II.	Human Development, Personal Adjustment, and Guidance	9 credits
	PSY 111: Psychology of Personal Growth	3
	PSY 260: Developmental Psychology.....	3
	ED 122: Educational Psychology.....	3
III.	Related Electives – 3 credits	

CLARION UNIVERSITY OF PENNSYLVANIA
College of Education and Human Services

NAME _____

Transfer: * _____

ID # _____

** _____

CUP Entrance Date _____

Program Entry Date _____

General Education 24 credits
I. Modes of Communication (6 credits)
 Eng 111 3 _____
 CMST 113 3 _____

II. Natural Sciences and Mathematics
 Three credits minimum to be selected from: Biology,
 Chemistry, Mathematics, Earth Science, Physical
 Science, Physics

III. Social Sciences (6 credits)
 PSY 211 General Psychology 3 _____
 SOC 211 Principles of Sociology 3 _____

III. Humanities
 Three credits minimum to be selected from: Art,
 English, Intermediate Foreign Language and Cultures
 Literature, Music, Philosophy, Speech
 Communication, and Theatre.

**IV. Personal Development and General Education
 Electives**
 Six credits minimum

AREA OF SPECIALIZATION 40 CREDITS
I. Rehabilitative Service Core (28 credits)
 REHB 126: Intro to Human Services 3 _____
 REHB 211: Paraeducators & Human Service
 Practitioners 3 _____
 REHB 227: Neuro. Impair. & Phys. Dis 3 _____
 SPED 128: High Incidence Exceptionalities 3 _____
 SPED 129: Low Incidence Exceptionalities 3 _____
 SPED 245: Applied Behavior Analysis 3 _____
 REHB 250: Helping Relationship 3 _____
 REHB 295: Field Experience 6 _____
 REHB 296: Seminar for REHB 295 1 _____

**II. Human Development, Personal Adjustment,
 and Guidance** (9 credits)
 PSY 111 Psych of Personal Growth 3 _____
 PSY 260 Developmental 3 _____

III. Related Elective (3 credits)
 _____ 3 _____

Total Credits: 64

2. Bachelor Degree Requirements

B.S. Degree in Rehabilitative Sciences

The Rehabilitative Sciences Program is an interdisciplinary program that combines the resources of the departments of psychology, sociology, health and physical education, and nursing with the resources of the Department of Special Education and Rehabilitative Sciences. The program prepares students for general human service positions in the areas of aging, developmental disabilities, or substance abuse. Graduates of the program assume a variety of positions, including case managers, residential program managers, therapeutic staff support, day service directors, rehabilitation program specialists, mental retardation personnel, substance abuse prevention specialists, activities directors, and similar positions.

Clarion's Rehabilitative Sciences Program is highly regarded throughout Pennsylvania as a producer of high-quality, entry-level rehabilitation professionals. Students who enroll in Clarion's Rehabilitative Sciences Program will work with nationally recognized faculty in the field and will participate in a variety of on- and off-campus field experiences involving increasing levels of responsibility and culminating in a semester-long supervised internship in a human services agency. Internship opportunities are available throughout the region. Acceptance into the Rehabilitative Sciences Program is contingent upon a 2.5 QPA in the first four semesters at Clarion and Act 33, Act 34, and FBI clearances.

Program Requirements Area of Specialization

I.	REHABILITATIVE SCIENCES CORE		33 credits
	REHB 126:	Introduction to Human Services	3
	REHB 227:	Neurological Impairments and Physical Disorders	3
	SPED 245:	Applied Behavior Analysis	3
	REHB 250:	The Helping Relationship	3
	REHB 460:	Models of Human Service Delivery Systems	3
	REHB 470:	Assessment and Intervention Strategies	3
	REHB 475:	Administering Rehab Delivery Systems	3
	SW 211:	Principles of Social Work	3
	SW 212:	Social Work with Groups	3
	HPE 317:	First Aid and Safety	2
	COOP 377:	Coop in Rehabilitative Sciences	3
	REHB 378:	Seminar in COOP 377	1

Concurrently with completion of the Rehabilitative Sciences Core, students must complete one of the following options. These options are designed to provide students with opportunities to focus their studies on a particular human service consumer group or prepare for further study at the graduate-school level.

A. Developmentally Disabled Concentration		29 credits
CSD 125:	Introduction to Communication Disorders	3
SPED 128:	High Incidence Exceptionalities	3
SPED 129:	Low Incidence Exceptionalities	3
SPED 446:	Meth/Prac. for Low Incidence Disabilities	3
HPE 333:	Fitness for Wellness	3
REHB 495:	Field Experience in Rehab Science	6
REHB 495:	Field Experience in Rehab Science	6
REHB 496:	Seminar for REHB 495	1
REHB 496:	Seminar for REHB 495	1
RELATED ELECTIVES – 10 CREDITS		

B. Gerontology Concentration		29 credits
SOC 353:	Aging in American Society	3
NURS 365:	Health Promotion for Elderly	3
PSY 464:	Theories of Counseling	3
PSY 467:	Gerontological Counseling	3
REHB 430:	Aging in the Human Services	3
REHB 495:	Field Experience in Rehab Sciences	6
REHB 495:	Field Experience in Rehab Sciences	6
REHB 496:	Seminar for REHB 495	1
REHB 496:	Seminar for REHB 495	1
RELATED ELECTIVES – 10 CREDITS		

C. Substance Abuse Concentration		29 credits
HPE 333:	Fitness for Wellness	3
SOC 351:	Contemporary Social Problems	3
SOC 361:	Sociology of Deviant Behavior	3
REHB 405:	Substance Abuse	3
REHB 410:	Prevention & Treatment Strat. in Sub. Abuse	3
REHB 495:	Field Experience in Rehab Sciences	6
REHB 495:	Field Experience in Rehab Sciences	6
REHB 496:	Seminar for REHB 495	1
REHB 496:	Seminar for REHB 495	1
RELATED ELECTIVES – 10 CREDITS		

Name _____
Clarion ID # _____
CUP Entrance Date _____
Program Entry Date _____
Advisor _____

Transfer *		**	
Date	Cr	Date	Cr
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GENERAL EDUCATION REQUIREMENTS (48 Credits)
Please refer to the approved list of Gen Ed courses that appear in the published class schedule.

I LIBERAL EDUCATION SKILLS - 12 CREDITS

A. English composition (3-6 credits)
(Eng 111): Writing II _____ 3 _____
B. Mathematics Competency¹ (3 credits) _____ 3 _____

C. Credits to total 12 in Category I, selected from at least two of the following: Computer Information Science, Elementary Foreign Language, English Composition, Logic, Mathematics, CSD 465, CMST 113, 213, 214, 251, HON 128, MMAJ 140, 340, AE 100

REHABILITATION SCIENCE CORE - 33 Credits

REHB 126 Into to Human Services	3	_____
REHB 227 Neur Dis & Phys Imp	3	_____
SPED 245 Applied Behavior Analysis	3	_____
REHB 250 Helping Relationships	3	_____
REHB 460 Models of Human Serv Deliv	3	_____
REHB 470 Assessment & Interven Strat	3	_____
REHB 475 Admin Rehb Delivery Sys	3	_____
SW 211 Principles of Social Work	3	_____
SW 212 Social Work with Groups	3	_____
HPE 317 First Aid and Safety	2	_____
COOP 377 Coop in Rehb Sciences	3	_____
REHB 378 Seminar for Coop 377	1	_____

II LIBERAL KNOWLEDGE - 27 CREDITS

A. Physical and Biological Sciences (9 credits)
Selected from at least two of the following: Biology Chemistry, Earth Science, Mathematics¹, Physical Science Physics, ENVR 275, GS 411, HON 230, NSCI 150, 151

B. Social and Behavioral Sciences (9 credits)
Selected from at least two of the following: Anthropology, Econ., Geog., History, Political Science, Psychology, Sociology, Social Work, Women's Studies, CSD 125, 257, GS 140, HON 240, NURS 320

C. Arts and Humanities (9 credits)
Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Communication Studies, HON 130, Theater

GERONTOLOGY - 29 Credits

SOC 353 Aging in American Society	3	_____
NURS 365 Health Promotion for Elderly	3	_____
PSY 464 Theories of Counseling	3	_____
PSY 467 Gerontological Psychology	3	_____
REHB 430 Aging and the Human Services	3	_____
REHB 495 Field Exp in Rehb Sciences	6	_____
REHB 495 Field Exp in Rehb Sciences	6	_____
REHB 496 Seminar for Rehb 495	1	_____
REHB 496 Seminar for Rehb 495	1	_____

RELATED ELECTIVES - 10 credits
With permission of advisor, suggested areas are:
ED, CSD, NURS, PSY, REHB, SOC, SW, SPED
(all 100-499)

III HEALTH AND PERSONAL PERFORMANCE (3 CR)

A. Health and Wellness (2 credits) _____ 2 _____

B. Personal Performance (1 course and 1 cr) _____ 1 _____

Proficiency in Psychology: (Grade of C or better)	
(Courses may be placed under II-B, IV or Related Electives)	
Psy 260 (Developmental Psychology)	_____
Method of Completion	_____
Psy 354 (Abnormal Psychology)	_____
Method of Completion	_____
(PSY 211- General Psychology is pre-requisite for both)	
Required Proficiencies (Grade of C or higher)	
ENG 111	_____
MATH 112	_____
CMST 113	_____

IV GEN. ED. Electives
Credits to total 48 from General Education excluding credits in Rehab. major. Up to 1 credit from III-B allowed.

¹MATH 110 may only be used under I-C (on left)
TOTAL CREDITS 120

FLAGS - Record below

- _____ First Year Values (V)
- _____ Quantitative Reasoning (Q)
- _____ Second Values (S)
- _____ Writing Intensive (W)

_____ Writing Intensive (W)
_____ Three Applications (A) in Major

2009

CLARION UNIVERSITY OF PENNSYLVANIA REHABILITATIVE SCIENCES/
College of Education and Human Services DEVELOPMENTALLY DISABLED

Name
ID #
CUP Entrance Date
Program Entry Date
Advisor

Table with columns: Transfer, Date, Cr, Cr, Date, Cr, Cr, Date, Cr, Cr

GENERAL EDUCATION REQUIREMENTS (48 Credits)
Please refer to the approved list of Gen Ed courses that appear in the published class schedule.

- I LIBERAL EDUCATION SKILLS - 12 CREDITS
A. English Composition (3-6 credits)
(Eng 110): Writing I
(Eng 111): Writing II
B. Mathematics Competency (3 credits)
C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication Computer Information Science, Elem Foreign Lang, Eng Comp, Logic, Mathematics, and Speech Communication
SC 113 Fundamentals of Speech

- REHABILITATION SCIENCE CORE - 33 Credits
REHB 126: Intro to Human Services
REHB 227: Neuro Dis & Phys Impairments
SPED 245 Applied Behavior Analysis
REHB 250: Helping Relationship
REHB 460 Models of Human Serv Deliv
REHB 470 Assessment & Interven Strat
REHB 475 Admin Rehb Delivery Sys
SW 211 Principles of Social Work
SW 212 Social Work with Groups
HPE 317 First Aid and Safety
COOP 377 Coop in Rehb Sciences
REHB 378: Seminar for Coop 377

- II LIBERAL KNOWLEDGE - 27 CREDITS
A. Physical and Biological Sciences (9 credits)
Selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics, Physical Science and Physics.
B. Social and Behavioral Sciences (9 credits)
Selected from at least two of the following: Anthropology Econ., Geog., History, Political Science, Psychology, Sociology, Social Work, and Women's Studies
C. Arts and Humanities (9 credits)
Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theater

- DEVELOPMENTALLY DISABLED - 29 Credits
CSD 125 Intro to Comm Disorders
SPED 128: High Incidence Exceptionalities
SPED 129: Low Incidence Exceptionalities
SPED 446: Meth/Prac. Low Incidence Disabilities
HPE 333 Fitness for Wellness
REHB 495 Field Exp in Rehb Sciences
REHB 495 Field Exp in Rehb Sciences
REHB 496: Seminar for Rehb 495
REHB 496: Seminar for Rehb 495

- III HEALTH AND PERSONAL PERFORMANCE (3 cr)
A. Health and Wellness (2 credits)
B. Personal Performance (1 course and 1 cr)

RELATED ELECTIVES - 10 credits
With permission of advisor, suggested areas are:
ED, CSD, NURS, OTA, PSY, REHB, SW, SPED
(all 100-499)

Proficiency in Psychology: (Grade of C or better)
(Courses may be placed under II-B, IV or related electives)
Psy 260 (Developmental Psychology)
Method of Completion
Psy 354 (Abnormal Psychology)
Method of Completion
(PSY 211 - General Psychology is pre-requisite for both)

Required Proficiencies (Grade of C or higher)
ENG 111
MATH 112
CMST 113

IV GEN. ED. Electives
Credits to total 48 from Gen. Ed. excluding credits in REHB
Major. Up to 1 credit from III.B allowed.

1MATH 110 may only be used under I-C (on left)

FLAGS - Record below
First Year Values (V)
Quantitative Reasoning (Q)
Second Values (S)
Writing Intensive (W)

Writing Intensive (W)

2009

Name _____
SS # _____
CUP Entrance Date _____
Program Entry Date _____
Advisor _____

Transfer *		**							
Date	Cr	Date	Cr	Date	Cr	Date	Cr	Date	Cr
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

GENERAL EDUCATION REQUIREMENTS (48Credits)
Please refer to the approved list of Gen Ed courses that appear in the published class schedule.
I LIBERAL EDUCATION SKILLS - 12 CREDITS
English Composition
(Eng 111): Writing II _____

B. Mathematics Competency¹ (3 credits) _____

C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication, Computer Information Science, Elem Foreign Lang, Eng Comp, Logic, Mathematics¹, and Speech Communication.

CMST 113 Fundamentals of Speech _____

REHABILITATION SCIENCE CORE - 33 Credits

REHB 126: Intro to Human Services	3
REHB 227: Neuro Dis & Phys Impairment	3
SPED 245: Applied Behavior Analysis	3
REHB 250: Helping Relationship	3
REHB 460 Models of Human Serv Deliv	3
REHB 470 Assessment & Interven Strat	3
REHB 475 Admin Rehb Delivery Sys	3
SW 211 Principles of Social Work	3
SW 212 Social Work with Groups	3
HPE 317 First Aid Safety	2
COOP 377 Coop in Rehb Sciences	3
REHB 378: Seminar for Coop 377	1

II LIBERAL KNOWLEDGE - 27 CREDITS

A. Physical and Biological Sciences (9 credits)
Selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics¹, Physical Science and Physics.

B. Social and Behavioral Sciences (9 Credits)
Selected from at least two of the following: Anthropology, Econ., Geog., History, Political Science, Psychology, Sociology, Social Work, and Women's Studies

C. Arts and Humanities (9 Credits)
Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theatre.

SUBSTANCE ABUSE - 29 Credits

HPE 333 Fitness for Wellness	3
SOC 351 Contemporary Social Problems	3
SOC 361 Soc of Dev Behavior	3
REHB 405 Substance Abuse	3
REHB 410 Pr & Tr Strat in Sub Abuse	3
REHB 495 Field Exp in Rehb Sciences	6
REHB 495 Field Exp in Rehb Sciences	6
REHB 496: Seminar for Rehb 495	1
REHB 496: Seminar for Rehb 495	1

RELATED ELECTIVES - 10 credits.
With permission of advisor, suggested areas are:
ED, CSD, NURS, OTA, PSY, REHB, SW, SPED
(all 100-499)

III HEALTH AND PERSONAL PEREORMANCE (3 CR)

A. Health and Wellness (2 credits)

Personal Performance (1 course and 1 cr)

IV GEN. ED. Electives
Credits to total 48 from Gen. Ed. excluding credits in REHB
Major. Up to 1 credit from III.B allowed.

Proficiency in Psychology: (Grade of C or better)
(Courses may be placed under II-B, IV or Related Electives)
Psy 260 (Developmental Psychology) _____
Method of Completion _____
Psy 354 (Abnormal Psychology) _____
Method of Completion _____
(PSY 211 - General Psychology is pre-requisite for both)

Required Proficiencies (Grade of C or higher)	
ENG 111	_____
MATH 112	_____
SC 113	_____

¹MATH 110 may only be used under I-C (on left)

FLAGS - Record below

- _____ First Year Values (V)
- _____ Quantitative Reasoning (Q)
- _____ Second Values (S)
- _____ Writing Intensive (W)

_____ Writing Intensive (W)

**D. National Organization of Human
Services (NOHS) Code of Ethics**

ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS

National Organization for Human Services/ Council
for Standards in Human Service Education

Preamble

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing, human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

Section I – Standards of Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as “clients” in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilize, advocate, community planner, community change organizer, evaluator and administrator (SREB, 1967). The following standards are written with these multifaceted roles in mind.

The Human Service Professional’s Responsibility to Clients

STATEMENT 1 Human Service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

STATEMENT 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in Statement 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client populations.

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultants between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

The Human Service Professional's Responsibility to the Profession

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

The Human Service Professional's Responsibility to Employers

STATEMENT 32 Human service professionals adhere to commitments made to their employers.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high-quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors.

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Section II – Standards for Human Service Educators

Human service educators are familiar with, informed by, and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA), and the National Organization for Human Services (NOHS).

STATEMENT 38 Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

STATEMENT 39 Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of human services and in teaching effectiveness, for example, learning styles and teaching styles.

STATEMENT 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

STATEMENT 42 Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively, and fully.

STATEMENT 43 Human service educators, at the onset of courses, inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and differentiate between information based on scientific data, anecdotal data, and personal opinion.

STATEMENT 44 Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

STATEMENT 45 Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about encouraging of students' learning.

STATEMENT 46 Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

STATEMENT 47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

STATEMENT 48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

STATEMENT 49 Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professional relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

STATEMENT 50 Human service educators recognize and acknowledge the contributions of students to their work, for example, in case material, workshops, research, and publications.

STATEMENT 51 Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

STATEMENT 52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

STATEMENT 53 Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Service Education (CSHSE), the Community Support Skills Standards, and state/local standards; and take them into consideration in designing the curriculum.

STATEMENT 54 Human service educators create a learning context in which students can achieve the knowledge, skills, values, and attitudes of the academic program.

E. Program Advising

Student Fitness for Program Policies

Students enrolled in the A.S. program in Rehabilitative Services and the B.S. program in Rehabilitative Sciences should be aware of the standards of conduct of the University, the College, and the Department of Special Education and Rehabilitative Sciences. The following policies apply to Rehabilitative Sciences/Services students in the classroom and in field placement sites.

Classroom Policies

General Misconduct

Students in the Rehabilitative Sciences/Services programs at Clarion University of Pennsylvania are expected to meet the role expectations of constructive members of a learning environment. Students may be charged with misconduct for violations of law or university rules and regulations.

Specific acts that are prohibited include:

- Acts against people: Includes assault, harassment, coercion, personal abuse, and other acts causing threatening injury or danger to others.
- Acts against property: Includes vandalism, theft, trespass, tampering, and other acts causing or risking damage or loss of property.
- Acts against public order and decency: Includes disorderly conduct, fighting, unreasonable noise, public intoxication, and other acts of disruption or disturbance.
- Sexual acts against people: Includes rape, deviate sexual intercourse, indecent assault, or indecent exposure.
- Ethnic intimidation: Acts against people, property, or public order committed with malicious intent toward the race, color, religion, or national origin of another individual or group.
- Possession, use, or sale of controlled narcotics and drugs.
- Possession, or use by, and sale or furnishing of, alcoholic beverages to those under 21-years of age.
- False fire alarms, bomb threats, and other emergencies.
- Misuse or tampering with fire-fighting equipment.

University regulations include the following prohibitions:

- Acts of academic dishonesty (as described below).
- Misuse or unauthorized use of university transcripts, records, or identification.

- Possession or use of firearms, firecrackers, explosives, or other dangerous substances or articles in or around university and university-supervised facilities or on university property.
- Possession or consumption of alcoholic beverages in or around university and university-supervised facilities or on university property.
- Unauthorized use of or possession of university and university supervised facilities.
- Breach of building security measures in university and university supervised facilities.
- Falsification of information given during a university disciplinary investigation or hearing.
- Willful obstruction of a university staff member in the performance of duties.
- Failure to comply with university disciplinary procedures and decisions.
- Failure to provide identification upon the request of a properly identified university staff member.
- Acts of sexual harassment, including any unwelcome sexual advances, request for sexual favors, or other physical conduct of a sexual nature.
- Acts prohibited in the Acceptable Use of Technology Resources policy including, but not limited to, copying and copyright infringement; use of network to abuse, defame, harass, or threaten individuals or groups; and other acts not in accordance with university policies.

Academic Dishonesty

As noted in university handbook, *Students Rights, Regulations, and Procedures Online*, all Rehabilitative Sciences/Services students must maintain a high standard of academic honesty and integrity in their academic work. "Classroom" is used to describe both a physical face-to-face setting and an online teaching environment. Behaviors specifically forbidden include, but are not limited to:

- Plagiarism: Including, but not limited to, misappropriating information acquired from another source, such as internet websites and/or paper mills, as one's own original work.
- Collusion: Collaborating with another person in assignments, notes, tests, papers, etc., unless specifically permitted by the professor.
- Cheating: Including, but not limited to, use of cheat sheets, crib notes, or other prepared material, on a test or quiz.
- Falsification of data: Manufacturing or providing false or misleading information, or selective use of information to avoid actual research or to reach false conclusions.

Complaints of academic dishonesty may be brought by professors, fellow students, or any member of the academic community. Instructors may lower a grade on the particular assignment affected by the academic dishonesty. If they choose this course of action, the professor must inform the student of this decision in writing.

Right to Appeal

Students have the right to appeal such a decision by the instructor in one of two ways (but not both). He/she can either exercise his/her right to appeal the grade, or he/she can appeal directly to the University Conduct Board by contacting the Office of Judicial and Mediation Services.

If the student chooses to appeal the grade, he/she would first seek out a discussion of the grade with the classroom instructor who issued the grade. If the issue is not resolved at that level, the student should seek out a discussion of the complaint with the department chair. Further appeals can be made in private conference with the student or in conference with the student and the instructor by the dean of the college, then by the provost of the university. The appeal process ends with the decision of the university provost, which is final. Should the instructor in question be the department chair, the student should meet with dean, following an initial meeting with the instructor.

If the student appeals directly to the University Conduct Board, a hearing will be scheduled. In this hearing, the instructor is given an opportunity to explain the charge and the course of action. The student is then given the right to address the allegation. The decision of the board is final.

If the act(s) of academic dishonesty is considered by the instructor to be especially serious, or part of a pattern of academic dishonesty, charges may be brought directly to the University Conduct Board, which has the authority to sanction the student beyond the scope of one individual class, including dismissal from the university. In such a case, the student will have an opportunity to address the allegations at the board hearing, as noted above. Decisions of the University Conduct Board are final.

Field Assignment Policies

The general classroom policies stated above also apply to rehabilitative sciences/services students in field placements. However, field placement classes introduce a new set of rules and regulations to protect students in their field placements and to ensure that students representing the department, college and university are acting in a professional and acceptable manner. Students are referred to the College of Education's Policy on Withdrawal, Reassignment, and/or Termination of a Field Assignment.

Clearances

Students in Rehabilitative Sciences and Rehabilitative Services are required to obtain certain legal clearances and medical tests prior to entering field work. In the area of legal clearances, the following are required of all students:

- **Act 33/34 Clearances:** Act 33 is required prior to working in agencies that serve children and Act 34 is required prior to working in public or private school settings. The

clearances are obtained from the PA State Police and they establish that a criminal record is not present.

- **Childline verification** is required from the PA Dept. of Public Welfare to establish that the student does not have a known history of child abuse.
- **FBI criminal background check:** Establishes that students from out of state and/or under the age of 21 do not have a criminal record.

Medical clearances required of all university students prior to commencing field placement activities include the following:

- Physical examination
- Tuberculosis test
- Hepatitis B vaccination
- Hearing screening

All students are required to obtain liability insurance prior to beginning internship placement (REHB 295/495). The insurance can be obtained online and additional information is available in the Rehabilitative Sciences Field Handbook or through the Office of Field Services.

Accommodations

Any Rehabilitative Sciences/Services student in need of accommodation due to a disability should contact the Director of Field Services and the Coordinator of Disabilities Support Services at Clarion University. If a student were to feel that his or her academic performance is negatively affected by a disability-related issue, he/she should immediately contact the course instructor, who can serve as a liaison with the student's field supervisor, to address the issue(s) in a timely manner. If the student feels that his/her academic performance has been deemed unsatisfactory due to a disability-related issue, he/she should make the Director of Field Services aware of the situation in writing. The Director of Field Services will contact the Coordinator of Disability Support Services for consultation and any assessment deemed to be appropriate. The Director of Field services may include the Coordinator of Disability Support Services as a part of a committee to complete the review process.

Reasons for Field Assignment Withdrawal, Reassignment and/or Termination

In accordance with the College of Education's Policy on Withdrawal, Reassignment, and/or Termination of a Field Assignment, the following are reasons for withdrawal, reassignment or termination:

1. Behavior unacceptable to the agency of field placement. If the behavior exhibited by the field placement student is considered to be unacceptable to the field placement site, that agency may initiate their own process to be followed (examples include breaches of confidentiality, non-attendance, dual relationships, etc.)

2. Behavior unacceptable to the university. If it is determined by the course instructor that the behavior exhibited by the student is not acceptable to the university, the university initiated process will be followed (see below).
3. Unsatisfactory academic performance within a field placement agency. If it is determined by the course instructor and the field site supervisor that the student's competency level is unsatisfactory, the university initiated process will be followed. It is important that students communicate problems they are having with both their field supervisory and their course instructor (e.g., COOP 377 or REHB 495) in a timely manner. Most problems can be corrected with meeting early in the field placement experience.

The process for withdrawal, reassignment, and/or termination depends on who is initiating the action. If it is initiated by the agency hosting the student, an immediate response will be made to the student's field placement supervisor. A thorough review of the events leading up to the request will be made to determine whether or not remediation, withdrawal, or termination is appropriate.

Based on the student behavior in the field placement, the agency may wish to unilaterally terminate the student from that field placement site. Alternately, the agency may wish to meet with the student, the field supervisor, and the course instructor to lay out an improvement plan. If the student's behavior improves, no further action may be necessary. However, if the problem behavior does not improve, the agency may decide unilaterally to terminate the field placement. If termination occurs unilaterally from the community agency, the second level of review under the university initiation process will be followed at that point.

The course instructor may determine that the student is at an unsatisfactory level of performance (academic, professional, or behavior related) based on competency levels indicated on the appropriate evaluation form. As soon as possible, a three-way conference will be held by the course instructor, the field supervisor, and the student to discuss possible remedial strategies. This action will result in a sincere attempt to assist the student in making improvements. If this initial conference does not result in improvements, a second-level review will result, with a committee consisting of the same three parties.

At the second-level review, it will be determined whether there will be a withdrawal, reassignment, or termination of the field assignment.

If the student is not satisfied with the decision made by the university, he/she will have five business days (from the date of notification of the decision) to appeal the decision to the Dean of the College of Education and Human Services. The Dean will convene a committee comprised of himself/herself, the department chair of Special Education and Rehabilitative Sciences, and the academic advisor or a departmental designee. The committee will render a decision regarding the withdrawal or termination of the field assignment.

If the student remains dissatisfied with the results at this level of determination, he or she should inform the Provost and Academic Vice President within five business days from the date he/she was informed of the findings at this level. If still dissatisfied, a further appeal of the Provost's decision can be made within five business days to the President. If at any time during these processes, the student feels that he/she was discriminated against for personal reasons, they non-discriminatory process shall be used. Procedures and review processes that must be used in such an instance are available in the University's *Non-Discrimination Policy and Procedures Handbook*. A copy of this policy can be obtained from the Office of Social Equity.

Clarion University of Pennsylvania
College of Education and Human Services
Program Admission Application
(814) 393-2146 (phone) 814-393-2446 (fax)

Name _____ Semester Fall Spring Summer YEAR

Clarion ID # _____

To be completed by student

Major _____
 Emphasis _____ (Elementary Education)
 Discipline Concentration _____ (Rehabilitative Sciences)

Current Address _____ Telephone _____
 _____ E-mail _____

Faculty Advisor _____

Admission Criteria—to be completed by advisor and student

Date of Entrance to CUP _____ Current Overall QPA _____

Transfer Student yes no # of credits for current semester _____

Number of credits completed _____

Skills Courses (All grade of "C" or higher) -- All completed before student teaching

ENG 111 (Composition) _____
 ENG _____ (Literature) _____
 MATH _____ (Required MATH Competency (see back of this sheet) +
 MATH _____ 2nd College Level MATH class required for certification)

Professional Education courses--"C" or higher, 6 credits necessary for program admission (see back of sheet for specific courses)

_____	_____	_____	_____
(course)	(grade)	(course)	(grade)

Speech and Hearing Screening (All Students) DATE COMPLETED _____
 (Offered Near the End of each semester; Basement of Keeling Health Center)

Act 33/151 Clearance DATE of clearance _____
 Act 34 Clearance DATE of clearance _____
 FBI Clearance DATE of clearance _____
 Forms on the Clarion Website

PRAXIS TESTS (Student MUST pass all three PRAXIS I tests prior to Admission to the Certification Program, 300-Level Education Courses, and BLOCK- Information available in OFS - 127 Stevens Hall)

DATE Tests completed _____

READING	Passed	Failed	Score _____
WRITING	Passed	Failed	Score _____
MATH	Passed	Failed	Score _____

Composite Score (if applicable) _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Date admitted _____ (for Dean's Office only)

Note: Students are responsible for submitting the completed application to the Office of the Dean, 101 Stevens Hall.
 03/2008

2.80 for admission with 48-60 credits completed and 3.0 to graduate & qualify for Instructional I Certificate

ADDITIONAL INFORMATION REGARDING PROGRAM ADMISSION:

INTRODUCTORY PROFESSIONAL COURSES:

IF YOUR MAJOR IS:

ED 110, ED 121	ELEMENTARY; EARLY CHILDHOOD; ELED/ECH; ELEM/SPECIAL ED;
ED 110, ED 122	SPECIAL ED/ECH; ELEM/LIBRARY SCIENCE; ELEM/ENVIRONMENTAL ED
LS 255 AND ED 110 OR ED 122	MUSIC EDUCATION; ALL SECONDARY MAJORS;
	ENVIRONMENTAL ED w/SECONDARY; ENVIRONMENTAL ED (ALONE)
	LIBRARY SCIENCE
SPED 128, 220 (Courses are sequential)	SPECIAL EDUCATION
REHAB 126, 227 (Courses are sequential)	REHABILITATIVE SCIENCES
CSD 125, 150, 156 (150 pre-requisite)	COMMUNICATION SCIENCE DISORDERS

SPECIFIC MATH REQUIREMENTS (LISTED BELOW)

MATH 111 & MATH 211	ELEMENTARY, EARLY CHILDHOOD, ANY DUAL CERTIFICATION WHICH INCLUDES ELEMENTARY OR EARLY CHILDHOOD
MATH 111, MATH 112-999	SPECIAL EDUCATION
MATH 111 OR MATH 112	REHABILITATIVE SCIENCES
CPSC 201	SECONDARY: MATHEMATICS
MATH 111-999, MATH 221 OR PSY 230	SPA
MATH 112, MATH 131-999	LIBRARY SCIENCE, MUSIC EDUCATION

(MATH 111 AND MATH 211 ARE NOT APPROPRIATE FOR SECONDARY MAJORS)

SECONDARY:	BIOLOGY	MATH 171 OR HIGHER
	CHEMISTRY	MATH 271 OR HIGHER
	EARTH & SPACE SCIENCE:	MATH 260 (MATH 171 IS PRE-REQUISITE)
	GENERAL SCIENCE	MATH 171, MATH 260
	PHYSICS	MATH 270, 271, 272, 350

ALL OTHER SECONDARY MAJORS: MATH 112 OR HIGHER (MATH 112 RECOMMENDED FOR 1 REQUIREMENT)

NOTE: MATH 110 is used ONLY under LEDE and DOES NOT satisfy MATH REQUIREMENT for ANY Education major.

ELEMENTARY and EARLY CHILDHOOD majors MUST COMPLETE MATH 111 AND MATH 211 WITH A GRADE OF "C" OR HIGHER BEFORE BLOCK (ELED 324) AND STUDENT TEACHING.

COMPLETION OF SPEECH AND HEARING SCREENING..... GIVEN ONCE EVERY SEMESTER... DATES AND TIMES ARE POSTED. IT IS PREFERRED YOU HAVE THE SCREENING WHEN APPLYING FOR PROGRAM ADMISSION, BUT IT WILL NOT KEEP YOU FROM ADMISSION IF YOU HAVE COMPLETED THE OTHER ENTRANCE REQUIREMENTS.

ACT 33/151 AND ACT 34 CLEARANCES..... FORMS ARE AVAILABLE ON THE CLARION WEBSITE: <http://www.clarion.edu> CLEARANCES ARE REQUIRED ONLY ONCE WHILE ATTENDING CUP. THEY ARE REQUIRED BEFORE BLOCK OR STUDENT TEACHING/EXTERNSHIPS.

ALL 2nd SEMESTER SOPHOMORES PRAXIS I tests (READING, WRITING AND MATHEMATICS) must be PASSED BEFORE program admission, 300-Level Education Classes, AND BLOCK. Answers/Registration Information available: Office of Field Services (127 Stevens)

REMEMBER: DESIGNATE CLARION UNIVERSITY TO RECEIVE YOUR SCORES WHEN TAKING THE TESTS!

*** STUDENT TEACHERS MUST VERIFY PRAXIS II TESTS HAVE BEEN PASSED PRIOR TO STUDENT TEACHING ***
ELEMENTARY MAJORS NEED TO DECLARE AN 11-CREDIT EMPHASIS (Advisor has list; also in 123 Stevens);

REHABILITATIVE SCIENCES STUDENTS (QPA requirement is 2.50) HAVE 3 TRACKS TO CHOOSE FROM: SUBSTANCE ABUSE, DEVELOPMENTALLY DISABLED OR GERONTOLOGY. CHOOSING YOUR AREA OF INTEREST EARLY HELPS TO AVOID TAKING COURSES THAT WILL NOT COUNT IN YOUR MAJOR!

2.80 OVERALL QPA (For Certification Program Admission) And 3.0 OVERALL QPAFOR GRADUATION & CERTIFICATION.**

****EFFECTIVE 9/2005, PDE REQUIRES AN OVERALL OPA OF: 3.0 FOR ALL INSTRUCTIONAL I CERTIFICATION APPLICANTS**



Name: _____ Term: _____ Major: _____

I certify that I have reviewed relevant sections of the university catalog and consulted with my academic advisor to ensure the courses I schedule will fulfill my degree requirements. I understand that failure to do so may result in my taking courses that will not fulfill degree requirements. I also acknowledge the right of designated university personnel to remove me from any courses for which I have not scheduled the required co-requisite or pre-requisite courses or for which I am not academically qualified.

iClarion Registration Procedures

iClarion Registration is available seven days a week, 8 a.m.-11 p.m.

1. Click into the iClarion portal from the Clarion University Webpage at www.clarion.edu
2. Log into the iClarion portal. If you have not previously logged onto iClarion and changed your password, your initial password is a 13-digit number consisting of your student ID (9-digit Social Security Number) and your month and day (not year) of birth (January 1 would be 0101). An example of your initial password would be "123456789mmdd." If this is your first time logging onto iClarion, please change your password by clicking the lock and key in the bottom, left-hand corner of the iClarion portal My Clarion page.
3. Click on the School Services tab.
4. Click on Web for Students.
5. Click on Student & Financial Aid.
6. On the blue navigation bar under Registration, choose Drop and Add Classes.
7. Follow the instructions for dropping or adding a class. *If you are dropping all of your classes, it is very important that you contact the Registrar's Office at 814-393-2232.*
8. You can print your schedule through your Web browser. Highlight Registration on the blue navigation bar and select Student Schedule.

Recommended Courses

Call #	Course ID	Credits	Course Title	Meeting Days/Times

Alternate Courses

Call #	Course ID	Credits	Course Title	Meeting Days/Times

Student's Signature & Clarion ID _____ Date _____ Advisor's Signature _____ Date _____

Student _____ ID # _____

Date _____

<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>Semester _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>

How to read your degree audit

How do I read my degree audit?

Academic catalog year you were admitted to Clarion or academic catalog year you changed your major.

Analysis of Academic Progress
COL OF BUSINESS ADMIN
B.S.B.A. in Marketing
Catalog 20074, 2007-08

Your college

Your major

This evaluation is provided for advisement; it is not an official record. Please report any additions or corrections to your advisor.

----- Test Scores -----

TEST	DATE			
SAT	03-01	590-VERB	MATH-520	1110-TOT
PLACE	07-03	ENG-111		
PLACM	07-03	MATH-131		

Your SAT, ACT, and placement test scores appear here.

Credits that do not count toward your degree program.

Your current cumulative grade point average.

----- Summary of Credit towards Graduation -----

REF	INSTITUTION	PASSED	IN/PROG	N/A	GPA	VARIANCE
1	Clarion University of PA	6.00	24.00	3.00	3.5	
2	Robert Morris University	27.00				
3	Comm College of Allegheny County	3.00				
		36.00	24.00			

Summary of Credits toward Graduation from Clarion University and previous schools.

School reference number to identify transferred courses.

----- GPA DESCRIPTION -----

REQUIRED	APPLIED	N/A	GPA	VARIANCES
120.00	33.00		3.5	

MARKETING MAJOR REQUIREMENTS

Number of credits counted toward your major requirements.

Number of credits counted toward general university requirements.

Academic Requirements Remaining

This analysis assumes successful completion of all course work currently in progress.

----- UNIVERSITY REQUIREMENTS -----

1. Complete 15 hours of the last 64 in residence.
2. Complete a minimum of 60 hours credit with a minimum QPA of 2.000.

----- GENERAL EDUCATION REQUIREMENTS -----

A total of 48 credits is required in General Education.

----- LIBERAL EDUCATION SKILLS -----

Complete 3 hours credit in: ENG 111; HON 129. (HON 129 replaces ENG 111 for Honors students.)

----- Liberal Education Electives (6 credits) -----

Complete 6 hours credit. (Total credits earned must be in at least 2 areas.)

1. AS 100.
2. CIS 110, 163, 217, 244, 317.
3. COMM 140, 340.
4. ENG 110, 202, 207, 301, 303, 304, 306, 307. (ENG 110 may only be taken for credit if required by the English Placement Test)
5. FR 150-153; GER 150-152; SPAN 150-153.
6. HON 128.
7. MATH 110, 111, 112, 131, 171, 211, 221, 222, 232-233, 260, 270, 271, 272, 285. (No credit for Math 110 if taken Math 131 or above.)
8. PHIL 111, 311.
9. SC 113, 213, 214, 251

----- LIBERAL KNOWLEDGE -----

----- Physical/Biological Sciences (9 credits) -----

Complete 3 hours credit. (Total credits earned must be in at least 2 areas.)

1. BIOL 100-499
2. CHEM 100-499
3. ENVR 275
4. ES 100-499
5. GS 411
6. HON 230
7. MATH 111-499
8. PH 100-499
9. PHSC 100-499

----- HEALTH/PERSONAL PERFORMANCE (3 credits) -----

1. Complete 1 course in: HPE 111.
2. Complete 1 hour credit in the following:
 - A. HPE 102, 121, 123, 125, 131, 135, 141-145, 147, 150, 161-164, 170, 181, 185, 186, 191, 230, 231, 247, 330; MUSA 110-127, 130-145; MUS 160, 162, 246; SC 101, 102; THE 103, 104, 154 (No more than 2 hrs HPE act count toward grad.)

----- MARKETING MAJOR REQUIREMENTS -----

----- Business Lower Division Core -----

Complete 3 courses with a minimum QPA of 2.000 in: ACTG 252; ECON 221, 222.

----- Business Upper Division Core -----

Complete 5 courses with a minimum QPA of 2.000 in: ECON 310; MGMT 320; FIN 370; MGMT 425; BSAD 490.

----- Marketing Major Core -----

Courses in the major core require a minimum grade of C.

1. Complete 3 courses in: MKTG 461, 465, 469.
2. Complete 4 courses in: MKTG 361, 362, 363, 364, 366, 368, 369, 390, 460, 463, 468, 491, 495.

This section lists requirements not yet completed. As you take or complete courses in this section, they are recorded in **Academic Requirements Completed or in Progress.**

General Education includes four categories: Liberal Education Skills, Liberal Knowledge, Health & Personal Performance, and General Education Electives. A general education course can satisfy requirements in only *one* general education category. Some of these courses may also satisfy general education flag requirements.



-----Business Elective-----
 3. Complete 1 course in: ACTG 300-999; BSAD 241, 300-999; ECON 300-999; FIN 300-999; MGMT 300-999; MKTG 300-999; RE 300-999.

----- BUSINESS COMPUTER SCIENCE REQUIREMENT -----

(Credits applied in Gen Ed.)
 Complete 1 course in: CIS 217.

----- BUSINESS MATHEMATICS REQUIREMENT -----

(Credits applied in Gen Ed. Minimum grade of C.)
 1. Complete 1 course in: MATH 232, 260, 270, 271, 272.

----- BUSINESS INTERNATIONAL REQUIREMENT -----

1. Complete 3 hours credit with a min grade of C: (MGMT 426 is required for MGMT majors) ACTG 461; BSAD 341, 437; ECON 312, 361, 363; FIN 480; MGMT 426; MKTG 469. (Credits apply in the major)
 2. Complete 3 hours credit in: ANTH 354, 357, 358, 359, 361; ART 211-215, 314; ENG 228, 457; FR 101-999; GEOG 100, 250, 252, 260, 265; GER 101-999; GS 109; HIST 110, 113, 131, 150, 254, 255, 275, 277, 286, 366, 370; HUM 120, 121; PHIL 215, 258, 310; PS 300, 311, 352, 353, 390; SOC 395; SC 312, 400; SPAN 101-999; ACTG 461; BSAD 341; ECON 312, 361, 363; FIN 480; MGMT 426; MKTG 469.

----- GENERAL EDUCATION FLAGS -----

Credits will apply in general education and/or your major.

----- Writing Intensive Flag (W) -----

Complete 2 courses in the following: BSAD 490; MKTG 363, 390, 461, 463, 468, 469.

Academic Requirements Completed or in Progress

This section lists requirements that you have already completed or are in the progress of completing.

Mathematics Competency (3 credits)		Course number and title.	Course credits.	Course grade.	
MATH 131	APPLIED FINITE MATH	081	3.00		Registered
Total			3.00		
Physical/Biological Sciences (9 credits)					
ES 111	BASIC EARTH SCIENCE	074	3.00	B	
MATH 112	EXCURSIONS MATH	074	3.00	TR	MATH 1050 Transfer from #2
Total			6.00		
Social & Behavioral Sciences (9 credits)					
PS 210	INTRO TO POLITICAL SC	074	3.00		Registered
PSY 211	GENERAL PSYCHOLOGY	074	3.00	TR	PSYC 1010 Transfer from #2
SOC 211	PRIN OF SOCIOLOGY	074	3.00	TR	SOCI 1010 Transfer from #2
Total			9.00		
Arts and Humanities (9 credits)					
HUME 1XX	HUMANITIES ELECT I	074	3.00	TR	COSK 1220 Transfer from #2
MUS 111	INTRO TO MUSIC	081	3.00		Registered
MUS 274	INTRO TO MUSIC BUSINE	074	3.00		Registered
Total			9.00		
GENERAL EDUCATION ELECTIVES					
GEDE 1XX	GENERAL ED ELECTIVE I	074	3.00	TR	COSK 1221 Transfer from #2
THE 359	HIST OF THEATRE	081	3.00		Registered
Total			6.00		
Business Lower Division Core					
ACTG 251	FINANCIAL ACTG	081	3.00		Registered
BSAD 240	LEGAL ENVIRONMENT I	074	3.00		Registered
ECON 211	PRIN OF MACRO	074	3.00	TR	ECON 1020 Transfer from #2
ECON 212	PRIN OF MICRO	074	3.00	TR	ECON 1030 Transfer from #2
Total			12.00		
Business Upper Division Core					
MKTG 360	PRIN OF MARKETING	081	3.00		Registered
Total			3.00		
FREE ELECTIVES					
COMM 100	INTRO TO MASS MEDIA	074	3.00	TR	COMM 1010 Transfer from #2
HPE 334	FOOD, FITNESS WT MGMT	074	3.00	TR	BIOL 1050 Transfer from #2
PHIL 211	INTRO TO PHIL	074	3.00	TR	PHL 101 Transfer from #3
Total			9.00		
BUSINESS MATHEMATICS REQUIREMENT					
MATH 131	APPLIED FINITE MATH	081	3.00		Registered
Total			3.00		
Values Flag (V) & (S)					
BSAD 240	LEGAL ENVIRONMENT I	074	3.00		Registered
ECON 212	PRIN OF MICRO	074	3.00	TR	ECON 1030 Transfer from #2
Total			6.00		
Quantitative Flag (Q)					
MATH 131	APPLIED FINITE MATH	081	3.00		Registered
Total			3.00		

Course you are currently taking or registered to take.

Semester: first two digits are the year and the third is the semester (1=spring; P=pre-session; 2=summer I; 3=summer II; 4=fall).

For transfer courses, grades are listed as "TR" and referenced to the transfer institution.

Work Not Applicable to This Program

This section lists courses that do not count toward your degree program.

MATH 050	BASIC ALGEBRA	074	3.00	A
----------	---------------	-----	------	---

Important Note: Effective Fall 1999, undergraduate students are permitted a total of five individual course withdrawals during their remaining undergraduate career at Clarion University without regard to the number of their previous course withdrawals. All class withdrawals must be processed through the Office of the Registrar. Clarion University is an affirmative action equal opportunity employer.

Clarion University of Pennsylvania
Course Transfer Request for Enrolled Undergraduate Students

To ensure proper placement of transfer credits taken at another institution, students enrolled at Clarion University are strongly encouraged to request written permission from their college dean to take courses at another institution for transfer back to Clarion.
 *Please note: Graduate students are not permitted to use this form.

<p>Students should follow the steps below:</p> <ol style="list-style-type: none"> 1. Student provides course catalog description(s) from the transferring institution to accompany this request. Course equivalency information is available to students & faculty on www.pacollege-transfer.com 2. The college dean submits the completed form to the Office of the Registrar (122 Carrier). Students should verify that this is approved <i>prior</i> to registering for the course that is to be transferred. 3. Once courses are completed, the student must request the transferring institution send an official sealed transcript directly to Clarion University, Office of the Registrar, 840 Wood Street, Clarion University, Clarion, PA 16214. 	<p>Students should be aware of the following:</p> <p><i>Clarion's transfer policy</i></p> <ol style="list-style-type: none"> 1. We will accept all courses earned with a C or better from regionally accredited colleges except developmental/remedial courses. 2. Credits are transferable, but grades and quality points are not. 3. Grades and quality points for courses taken elsewhere do not transfer and cannot be used as repeats for grades previously earned at Clarion. 4. A minimum of 30 of the last 45 credits required for graduation with a baccalaureate degree must be taken through Clarion University. At least fifty percent of major credits must be earned through Clarion.
--	---

For questions please contact the Office of your College Dean <http://www.clarion.edu/976>.

Name _____ Clarion ID _____

Address _____

City _____ State _____ Zip Code _____ Phone _____

Date _____ E-mail _____ Major _____

Advisor Name _____ Expected Date of Graduation _____

<p>Transferring Term _____</p> <p>Transferring Institution _____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course No.</th> <th style="width: 45%;">Course Title</th> <th style="width: 15%;">Qtr Hrs*</th> <th style="width: 25%;">Sem Cr</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p><small>*Qtr credits will be converted to semester credits by multiplying by 2/3</small></p>	Course No.	Course Title	Qtr Hrs*	Sem Cr																									<p>Clarion Equivalents (Check equivalency on www.pacollege-transfer.com)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course No.</th> <th style="width: 45%;">Course Title</th> <th style="width: 40%;">Sem Cr</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Course No.	Course Title	Sem Cr																		
Course No.	Course Title	Qtr Hrs*	Sem Cr																																															
Course No.	Course Title	Sem Cr																																																

Notes: _____

Approvals
 Before signing to approve course equivalency verify that the request is valid.

Advisor	Date
Department Chair of Student's Major	Date
College Dean of Student's Major	Date

PLEASE NOTE:
 Upon course completion, student must request the transferring institution send an **official sealed transcript** directly to Clarion University, Office of the Registrar, 840 Wood Street, Clarion, PA 16214.



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TRANSFER AND ARTICULATION CENTER

PA TRAC - KEEPING YOU ON TRACK TO A COLLEGE DEGREE

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Discover how students benefit from Pennsylvania's Transfer Credit Framework
 Plan your course work to avoid taking classes that will not count toward your degree
 Get step-by-step instruction for registering and transferring



When it comes to planning your transfer, there is no time like the present. [Start planning today!](#)

[SEARCH](#) participating colleges

A college degree is valuable. So is your time and money. When you transfer to a PA TRAC college or university, you have the assurance that every effort was made to maximize your credit transfer and to spare you from having to repeat a course for graduation.



ANSWERING your questions

How can I find out whether my courses will transfer?
 Counselors and advisors can assist in knowing how your courses transfer. You can also check the Search for Equivalencies database in PA TRAC. >> [View more questions.](#)

Take Your Credits With You!

Click [here](#) to find courses that transfer to any participating colleges and universities.

PA TRAC College Profiles

Check out information about participating Institutions. [View Profiles...](#)

[West Chester University of Pennsylvania](#)



[PLAN](#) your summer courses





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[About PA TRAC](#) > [Participating Colleges](#)

Participating Institutions

The following is a list of currently participating colleges and universities in Pennsylvania. If you don't see the college you are looking for, feel free to contact them directly and encourage their participation.

To view information on a specific institution, click on the institution's name.

Pennsylvania Community Colleges

- [Bucks County Community College](#)
- [Butler County Community College](#)
- [Community College of Allegheny County](#)
- [Community College of Beaver County](#)
- [Community College of Philadelphia](#)
- [Delaware County Community College](#)
- [Harrisburg Area Community College](#)
- [Lehigh Carbon Community College](#)
- [Luzerne County Community College](#)
- [Montgomery County Community College](#)
- [Northampton Community College](#)
- [Pennsylvania Highlands Community College](#)
- [Reading Area Community College](#)
- [Westmoreland County Community College](#)

State-Related Institutions

- [Lincoln University](#)
- [Pennsylvania College of Technology](#)

PA State System of Higher Education Universities

- [Bloomsburg University of Pennsylvania](#)
- [California University of Pennsylvania](#)
- [Cheyney University of Pennsylvania](#)
- [Clarion University of Pennsylvania](#)
- [East Stroudsburg University of Pennsylvania](#)
- [Edinboro University of Pennsylvania](#)
- [Indiana University of Pennsylvania](#)
- [Kutztown University of Pennsylvania](#)
- [Lock Haven University of Pennsylvania](#)
- [Mansfield University of Pennsylvania](#)
- [Millersville University of Pennsylvania](#)
- [Shippensburg University of Pennsylvania](#)
- [Slippery Rock University of Pennsylvania](#)
- [West Chester University of Pennsylvania](#)

Private Institutions

- [Lackawanna College](#)
- [Saint Francis University](#)





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Transfer Credit Framework
Finding a Course for Transfer
Students With a Major
Students With a Major and Transfer Institution
Students With a Transfer Institution
Students Without a Major or Transfer Institution

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Department of Education (PDE) began implementation of [Article XX-C of the Public Institution Code of 1949](#). Intended to create a seamless statewide transfer and articulation system, this legislation requires Pennsylvania's 14 community colleges and the 14 universities in the [Pennsylvania State System of Higher Education \(PASSHE\)](#) to adopt mandatory equivalency standards for the purpose of creating at least 30 hours of foundation courses that can be easily transferred to any of the participating institutions and to establish an electronic portal for providing public access to transfer information.

Voluntary participation by private colleges and universities is allowed under the law. State-related institutions also may voluntarily participate in this statewide transfer system.

As of Spring 2008, Lackawanna College, Lincoln University, Seton Hill University and St. Francis University have joined PA TRAC. This brings the number of institutions participating in PA TRAC to 32. For a complete listing of participating institutions, click [here](#).

Transfer Credit Framework

Students who successfully complete courses from the approved [Transfer Credit Framework](#) will have their credits transferred and counted towards graduation at any of the [participating colleges and universities](#).

Certain majors have specific requirements prescribed by external agencies. A reason for not applying an approved course towards graduation is based on external accreditation requirements and not internal college or university requirements. The student is responsible for working with an advisor to select appropriate courses as they relate to the major and these requirements.

The [Transfer Credit Framework](#) goes into effect for students matriculated Fall 2008.

PA TRAC

The Pennsylvania Transfer and Articulation Center (PA TRAC) was created as a one-stop shop for transfer students, administrators and advisors/faculty.

The site contains the following information:

- Information about the "[Transfer Credit Framework](#)";
- Transfer course equivalencies;
- College profiles for the participating institutions;
- Searchable databases such as Search by Institution and Search by Course; and
- Planning for Transfer Guidance.





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Administrators

Welcome to PA TRAC

Welcome TAOC Administrators!

This site contains information specifically for administrators from institutions participating in the statewide transfer initiative and Transfer and Articulation Oversight Committee (TAOC).

[Transfer Tools](#) includes links to databases and work systems such as the Course Equivalency Management Center and College Transfer Profile, which are used by TAOC representatives to maintain their institution's information on the site.

[Transfer Resources](#) contains links to a glossary of terms, commonly asked questions pertaining to the transfer initiative, a list of participating institutions and links to related websites.

[Transfer Policies](#) provides information about legislation, policies and procedures concerning the transfer initiative and PA TRAC website.

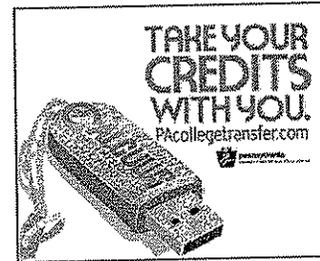
[Transfer Updates](#) provides announcements such as dates of upcoming meetings and pending deadlines and tasks for TAOC representatives and the related subcommittees.

Not a participating institution?

Every day hundreds of students and advisors access this site. Don't miss an opportunity to reach them.

Learn more about [participating in PA TRAC](#) and the statewide transfer system.

[Click Here for Promotional Toolkit](#)





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PA TRAC College Profiles

Check out information about participating institutions. [View Profiles...](#)

[Website of the University of Pennsylvania](#)



Student > Search for Equivalencies

Search for Equivalencies

This search will help you find out how specific courses taken at one college will transfer to another college.

An equivalent or transferable course is a course taken at one college or university that can be used for course credit at another school.

Use the dropdown lists to specify where you plan to take the course and where you want the course to transfer.

Step 1: Transfer FROM

College:

Step 2: Transfer TO

College:

Step 3: Additional Search Fields

Fill in any of these fields in order to further refine your search. All of these fields are optional.

Subject: (Optional)

Course Prefix: (Optional)

(For example, ACC 100 - Course Prefix is ACC)

Course Number: (Optional)

(For example, ACC 100 - Course Number is 100)

Course Title: (Optional)

(For example, Introduction to Accounting)

Find only Transfer Credit Framework Equivalencies



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Student

Welcome to PA TRAC!

What Do You Know?

Don't let the college transfer process overwhelm you!

Start by selecting the statement that best identifies what you know about your college experience.

Then allow PA TRAC to guide you through the transfer process that fits your situation.

It's that easy!

I know my major and college.

I know my major.

I know my college.

I don't know my major or college.

I want to take a course during the summer.

Transfer Credit Framework

Take Your Credits With You!

Click here to find courses that transfer to any of the participating colleges and university.

PA TRAC College Profiles

Check out information about participating institutions. [View Profiles...](#)

[East Stroudsburg University](#)
[Penn State Harrisburg](#)
[York University](#)



CREATE an Equivalency Map to see how your previous coursework transfers to any of the PA TRAC institutions.

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New Users

[Create an account](#)

Returning Users

[Sign In](#)

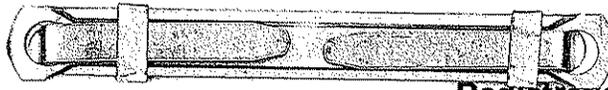
Note: PA TRAC is a tool to help you plan your transfer and should be used with the information and support you receive from your transfer counselor or advisor.





**Department of Special Education and
Rehabilitative Sciences**

Advisement Folder



Name: _____ Term: _____ Major: _____

I certify that I have reviewed relevant sections of the university catalog and consulted with my academic advisor to ensure the courses I schedule will fulfill my degree requirements. I understand that failure to do so may result in my taking courses that will not fulfill degree requirements. I also acknowledge the right of designated university personnel to remove me from any courses for which I have not scheduled the required co-requisite or pre-requisite courses or for which I am not academically qualified.

iClarion Registration Procedures

iClarion Registration is available seven days a week, 8 a.m.-11 p.m.

1. Click into the iClarion portal from the Clarion University Webpage at www.clarion.edu
2. Log into the iClarion portal. If you have not previously logged onto iClarion and changed your password, your initial password is a 13-digit number consisting of your student ID (9-digit Social Security Number) and your month and day (not year) of birth (January 1 would be 0101). An example of your initial password would be "123456789mmdd." If this is your first time logging onto iClarion, please change your password by clicking the lock and key in the bottom, left-hand corner of the iClarion portal My Clarion page.
3. Click on the School Services tab.
4. Click on Web for Students.
5. Click on Student & Financial Aid.
6. On the blue navigation bar under Registration, choose Drop and Add Classes.
7. Follow the instructions for dropping or adding a class. *If you are dropping all of your classes, it is very important that you contact the Registrar's Office at 814-393-2232.*
8. You can print your schedule through your Web browser. Highlight Registration on the blue navigation bar and select Student Schedule.

Recommended Courses

Call #	Course ID	Credits	Course Title	Meeting Days/Times

Alternate Courses

Call #	Course ID	Credits	Course Title	Meeting Days/Times

Student's Signature & Clarion ID _____ Date _____ Advisor's Signature _____ Date _____

**Student Rights,
Regulations,
& Procedures**



**GUIDE TO CLARION UNIVERSITY
JUDICIAL POLICY**

2009-2010

WWW.CLARION.EDU/STUDENTRIGHTS.PDF



The Pennsylvania Anti-Hazing Law and Clarion University Anti-Hazing Policy

Act 175 of the General Assembly makes hazing a criminal offense within the Commonwealth of Pennsylvania. "Hazing" is defined in the law as:

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of an institution of higher education. The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

Hazing is deemed criminal misconduct and is made a third degree misdemeanor, punishable by a year's imprisonment. 24 P.S. 5353 (Purdon's Leg. Service); 18 P.S. 1101. Colleges and universities are expressly authorized to suspend, expel, or fine students who engage in hazing, and to withhold grades and diplomas to compel payment of fines. 24 P.S. 5354(3) (Purdon's Leg. Service).

The object of the law is to ensure that no student at a Pennsylvania college or university, public or private, is subjected to physical or mental harm as a condition of joining, affiliating, or holding membership in fraternities, sororities, or other officially recognized student organization. An organization and its members are engaged in hazing if it engages in any activity, for purpose of initiation or continuing membership, which recklessly or intentionally endangers the physical or mental health of a student. This means any potentially dangerous forced physical activity; any activity which could cause a student to suffer extreme mental stress, as well as any other form of forced activity potentially harmful to the mental health or dignity of a student. Hazing activities include, but are not limited to, the following: whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food; liquor, drugs (legal or illegal), or other substance; sleep deprivation, forced exclusion from social contact; conduct which could result in extreme embarrassment; and/or nudity, coerced sexual activity, confinement, physical restraints, or mental harassment. An organization and its student members are also engaged in hazing if pledge, initiation, or continuing membership activities cause the willful destruction or removal of public or private property.

Act 175 provides that no student can consent to being hazed. Any activity falling within the definition of hazing activities is considered to be a forced activity, subjecting the organization and its members to the full range of penalties. In compliance with Act 175 and in accordance with long-standing policy, Clarion University has the following regulation:

All activities of student groups and organizations, including pledging and initiations, shall be conducted in such a way as not to embarrass or injure participants or in any way adversely reflect upon Clarion University. Hazing and one-way initiation rides are prohibited. Conducting pledging activities at strip mine sites are prohibited.

In general, the following acts would constitute violations of the university regulation on hazing:

1. Conducting activities which are abusive and/or humiliating to participants.
2. Coercing participation in disagreeable, objectionable, and/or embarrassing activities, and
3. Engaging in activities defined by law as hazing.

Several factors need to be understood relative to violations of the university regulation. Firstly, the test for determining if an activity was abusive or humiliating does not rest solely on the reactions of the participants. If it is evident that such was the intent of the activity or the result of the activity, it would be hazing whether or not the participants believed the activity was hazing. Secondly, if continuation of pledging, initiation, or membership was contingent upon participation in an activity, that participation in effect coerced. Should the activity be disagreeable, objectionable, or embarrassing to a participant, it would be hazing. Thirdly, the consent of the participant has no effect upon the determination of the activity being recognized as hazing.

Additional guidelines for determining the hazing potential of an activity are:

1. The activity is liable to be harmful because it involves improper or wrongful use of something.
2. The activity is liable to result in injury because the intent is to create an element of danger or fear.
3. The activity involves deliberate maltreatment of participants.
4. The activity is liable to be harmful due to negligence or lack of knowledge on the part of those conducting it.
5. The activity would be degrading of participants because it would subject them to public shame, scorn, or ill-repute.
6. The activity involves something which the participants would not freely do because of its offensiveness or unpleasant elements.

It should be remembered that university regulations are also violated by:

1. Activities which are dangerous, either by their nature or the conditions under which they are conducted, and
2. Activities in which the possibility of injury to participants is evident.

Any organization found to have engaged in hazing may have its official recognition permanently revoked. Any student who participates in hazing may be fined, suspended, or expelled from the university. Hazing is also a criminal offense. Any student who participates in hazing may be arrested and prosecuted. Conviction may result in a jail term of one year in addition of any other applicable penalty under the Pennsylvania Crimes Code.

II. FIELD EXPERIENCE MANUAL

A. Field Sites

REHAB FIELD SITES, March 2009

<u>Agency</u>	<u>County</u>	<u>Contact</u>	<u>Phone</u>
Abraxas	Forest	Bert Nemcik	927-6615
AC Valley School	Armstrong		
Adult Daily Living Center	Clarion	Deb Wilson	227-2353
Allegheny East Enterprises	Allegheny		
Allegheny Manor	Clarion		
Allegheny Valley Hospital	Allegheny		
Armstrong County Memorial	Armstrong	Beth Neveux	(724)543-8437
Behavioral Health Services	Potter	Jack Goga	274-8651
Beverly Healthcare-Shippenville	Clarion	Mary Hoffman	226-5660
Beverly Healthcare-Grandview	Venango	Vickie Atkinson	676-8208
Bi-County Treatment Center	Clearfield	Barb Aitkens	371-1522
Big Brothers and Big Sisters of Venango County	Venango	Jean Mansfield	677-4005
Bradford Guidance Center and Family Center	McKean		
The Bradley Center	Allegheny	Lisa Fox	(412)767-5460
Brookville Intermediate Unit Preschool	Jefferson		
Butler County Adult Probation	Butler	Gary Elliott	(724)284-5259
Butler County Children & Youth	Butler	Betsy Brown	(724)284-5156
Butler Memorial Hospital, Butler Regional Recovery Center	Butler	Bill Ainsworth	(724)284-4357
The Caring Place	Venango		
Chestnut Ridge Counseling Services	Allegheny		
The Children's Institute	Allegheny	Barb Clougherty	(412)521-9000
Children, Youth, & Family Services Training Development	Allegheny	Charlene Templin	(412) 473-2207
Choice Enterprises	Clarion	Tim McNamara	227-2731
Clarion Care Center	Clarion		
Clarion County Children and Youth Services	Clarion	Carie Everett	226-9280
Clarion County AAA	Clarion		
Clarion County Counseling Center	Clarion		
Clarion County Drug and Alcohol Administration	Clarion	Nicole Salvo	226-5888
Clarion County Infant Stim	Clarion	Kathy Shugars	226-4122
Clarion County Juvenile Probation	Clarion		
Clarion County MR BSU	Clarion		
Clarion County MH/MR	Clarion		
Clarion County Public Defender's Office	Clarion		
Clarion Rehabilitation -Outpatient & Clinic Hospital	Clarion		
Clarion Forest VNA	Clarion		
Clarion Psychiatric Center	Clarion	Bill Buckley	226-9545
Clarion Ship-N-Bill CEO	Allegheny		
Clearfield County AAA	Clearfield	Stephenie Wilshire	226-4640
Clearfield-Jefferson County Community Mental Health Ctr	Clearfield/Jeff		371-1100
Clearfield/Jefferson BSU/MH-MR	Clearfield/Jeff		
Clearfield-Jefferson D&A Commission	Clearfield/Jeff		
C/J Packaging & Distribution	Clearfield/Jeff	Kim Anderson	375-7061
Community College of Beaver County	Beaver	Karen Boak Wagner	(724)775-7904
		Fax	(724)775-7345
Community Counseling Center-Hermitage	Mercer		

Community Counseling Center-Sharon	Mercer	Phillip Gsell	(724)836-8747
Community Living Care, Inc.	Westmoreland		
Community Services of Venango County	Venango		
Comprehensive Substance Abuse Services (MYRIAD)			
Counseling and Care Services	Westmoreland		
Dept. of Human Services Clarion County	Clarion		
Community Youth Volunteer Program	Clarion		
Crawford County D&A Executive Commission	Venango		
Department of Aging	Crawford		
Dr. Gertrude A. Barber Center	Dauphin		
Dickinson Mental Health Center	Erie		
DuBois Regional Medical Center (DRMC)B. Serv.	Erie	Paul Snyder	776-2145
Easter Seal Society-Venango County	Elk	Kelly Spacht	375-6348
Eastern Area Adult Services, Inc	Clearfield	Diana Griffith	437-3071
Espirit	Venango	Nancy Marenstein	(412)247-1446
Family Links of Clarion County	Allegheny		
Family Service & Children's Aid Society	Allegheny		
Family Services of Western PA	Clarion		
Farmers National Bank	Venango		
Forest-Warren Dept. of Human Services	Armstrong	Jane Harper	(724)335-3003
Foxview Manor, Inc	Venango	Emily Schultheiss	(724)935-3228
Franciscan Manor	Venango		
Franklin Housing Authority	Forest		
Gateway D&A Rehabilitation Center	Jefferson	Martha Livermore	328-2720
Gateway Institute, DuBois-Clearfield CMHC	Beaver	Joan Kelly	(724)891-1150
Gateway Rehabilitation Center	Venango		
	Westmoreland	Deb Shaffer	9724)832-4110
	Clearfield	Grace Marshall	371-1100x221
	Westmoreland	Nicholas Landolina	(724) 776-4844
		Alex Corkos	(724)375-8815
Gateway Rehabilitation Center	Butler		
GECAC	Erie		
Genesis House, Inc	Lycoming	James DeSanto	(570)322-0520
George Junior Republic	Mercer		
The Guidance Center	McKean		
Harbor House	Venango	Rick Lloyd	677-2567
Highland Oaks	Venango	Robin Knight	782-3203
Hiram G. Andrews Center	Clarion	Dennis Yeager	(800)762-4211
	Cambria		X 8366
		Lisa Lego	696-5221
Holidaysburg Veteran's Home	Blair		
Horizon Hospital	Mercer		
Human Services Consultants Management, Inc	Monroe	Marleah Heller	(570)839-1388
		Fax	(570)839-1395
	Allegheny	Cheryl Simo	(412)261-2817
lelase Institute	Clarion		
Infant Stimulation Clarion	Erie		
Independence Court of Erie	Allegheny		
Independence Court of Mt. Lebanon	Allegheny		
Independence Court of Oakland	Butler		
Irene Stacy Center	Jefferson	Cheryl Muders	849-3096
Jefferson County Adult Probation	Jefferson	Jackie Wolfe	849-3696
Jefferson County AAA	Jefferson	Karen Wilshire	849-8026
Jefferson County Children and Youth Services	Jefferson		
Jefferson Manor Health Center	Jefferson		
Juvenile Probation and Parole of Clarion County	Jefferson		
Keystone Adolescent Center	Mercer		
Life Learning Center	Clarion		
Loysville Youth Development Center	Perry		

Lutheran Youth & Family Services	Butler		
Mercer County Association for the Retarded	Mercer		
McKenna Senior Community Center	Westmoreland	Ester Hales	(724)837-8832
Mercer County AAA	Mercer		
Mercer County Behavioral Health Commission	Mercer	Kim Anglin	(724)662-1550
Mercer County D&A Commission	Mercer		
Mercer County MH/MR Administration	Mercer		
Mifflin County Children & Youth Services	Mifflin	Anna Marie Yoder	(717)248-3994
Morning Haus	Venango		
Northwest Medical Center, Behavioral Health	Venango		
Northwest PA Rural AIDS Alliance	Clarion		
Northwest Training & Venango React	Venango	Sue Shilling	437-9527
OVR-DuBois	Clearfield		
OVR-Erie	Erie		
Overlook Green	Allegheny		
Pathways of Clarion County	Clarion	Jay Blondheim	226-5870
Pennsylvania Memorial Home	Jefferson		
Pennsylvania Special Olympics	Beaver		
PHASE	Fayette		
Polk Center	Venango		
Presbyterian Home-Oil City	Venango		
Public Defender's Office	Elk	James Martin	772-6003
Rehabilitation Institute of Pittsburgh	Allegheny		
Ridgemont Assisted Living Facility	Elk	Patricia Medell	772-6608
Riverview Intermediate Unit 6	Clarion		
Riverview Even Start Consortium	Clarion	Lori Kersey	226-7103x149
SCI-Cresson	Center	Jeffrey Rackovan	886-818x15
Sharon Regional Behavioral health Services	Mercer	Lori Marinko	(724)938-5434 X6445
Sharon Regional Medical Center Counseling & CD Services	Mercer		
Ship n' Bill	Clarion	Kasey Sumoske	782-6317
Skills Group Inc.	Center	Eileen Glunt	886-2339
Southwoods Assisted Living	Crawford	Lori Graham	827-8727
Spinal Bifida Assn. Of Western PA	Allegheny	Jennifer Wolford	(800)243-5787
Stairways	Erie		
Stepping Stones of Meadville Medical Center	Crawford		
St. Vincent Health Center	Erie		
Shriner's Hospital -Erie	Erie		
State Correctional Facility-Mercer	Mercer		
Stepping Stones Meedville Med.Ctr.	Crawford	Connie Zimmerman	336-5810
Sugar Valley Lodge	Venango		
Teen Challenge of Western PA	Allegheny		
The Terraces	Lancaster		
Turning Point	Venango	Steve Miller	437-1750
TRANSACT Health Systems	Allegheny	Mary Wolowicz	9412)856-9250
United Community Independence Programs, Inc.	Venango	Eleanor Rynd	677-9361 x2
UPMC Rehab. Hospital Parkinson Outreach	Allegheny	Tammy Waters	(412)422-8183
US Department of Justice - Bureau of Prisons FCI McKean	McKean	Walt Rinehart	362-8900 x3441
VA Medical Center, Butler	Butler		
Venango County AAA	Venango	Barb Hinds	432-9711
Venango County MR BSU	Venango	Kim Woods	677-1336
United Community Independence Program of Crawford/Venango/Clarion Counties	Craw/Ven/Clar		

Venango County Children & Youth Services	Venango	Jayne Romero	432-9743
Venango County D&A Administration	Venango	Bonnie Summers	432-9745
Venango County MH/MR	Venango	Joey Zuck	432-9754
Venango Crawford OEO	Venango		
Venango Training Center	Venango		
Vista-Clearfield	Clearfield		
Welcome Every Child	Venango		
Westburg United Methodist Retirement Community	Crawford	Cathi Hanson	332-9000
Western Psychiatric Institute & Clinic	Allegheny		
The Women's Center of Beaver County	Beaver	Annette Blaldwin	(412)775-0131

Type of Setting Codes: 1 = Drug & Alcohol
 2 = MR/DD
 3 = Gero

RFF Rev. 11/17/98

3/9/09 RL

B. Field Experience Information

**1. COOP Information and Forms
Early Experience**

a. Syllabi for COOP Experience and Seminar

Clarion University
College of Education and Human Services
Department of Special Education and
Rehabilitative Sciences

Course: COOP 377

Credit Hours: 3

Schedule: As arranged with instructor

Title: Cooperative in Rehabilitative Sciences

Catalog Description:

The university cooperative program is designed to enhance the student's self-realization and direction by integrating theory with supervised experiences in a professional setting. Based on a job assignment related to the student's major concentration and career objectives, COOP 377 provides a learning experience that helps the student implement classroom study into actual practice in a human service setting.

Companion Courses: Rehb 470: Assessment and Intervention Strategies
Rehb 475: Administration of Rehabilitation Service Delivery

Rehab 378: Coop Seminar

Recommended Prerequisites: The COOP experience is intended to allow rehabilitative sciences students to apply core knowledge of the program in a real world human service setting. Demonstration of basic skills and knowledge obtained from the following prerequisite courses will be required prior to enrollment in COOP.

Rehb 126 provide students with the basic knowledge of the field of human services and the kinds of exceptionalities they will likely encounter in COOP. Rehb 126 and/or 250 enables students to develop the human relations and communication skills that they will apply in their field-work. Sped 245 is a recommended prerequisite because it arms the COOP student with knowledge of the principles and applications of behavior management skills with special populations.

KNOWLEDGE:

1. Demonstrate an understanding of an applied network of services available in the specific field placement organization.
2. Demonstrate an understanding of the purpose and application of the COOP agency's assessment and treatment procedures.
3. Understand and apply the NOHS professional code of ethics

SKILLS:

1. Demonstrate effective communication skills in both group and individual interactions with clients, peers, and agency personnel.
2. Demonstrate the ability to effectively gather information using a variety of techniques.
3. Demonstrate the ability to document information appropriately, using a variety of techniques.
4. Demonstrate the ability to effectively prioritize tasks, client issues and needs, and agency functions in the field.
5. Demonstrate the ability to identify strengths, needs of the clients they encounter.

ATTITUDES:

1. Demonstrate positive regard for and acceptance of the individuals they encounter while on COOP.
2. Demonstrate the ability to empathize with the clients they encounter while on COOP.
3. Demonstrate the development of realistic role expectations of self and agency in the provision of services to the target population while on COOP.
4. Demonstrate the development of realistic expectations of the individual(s) served while on COOP.
5. Demonstrate the ability to maintain a positive outlook and self-regard while functioning in a clinical setting.

COOP 377: Cooperative in Rehabilitative Sciences

Written Assignment 1

Assignment: Agency Clinical Assessment Overview or Evaluation of Agency Services

Date Due: Depends upon your spring schedule, should be completed *after 30 hours are served and before 40 hours* are completed.

Format: Paper is to be typed, and should be four to six pages, double-spaced. Please include your name, the name of the agency/program to which you are assigned, and the date in the upper right hand margin of the first page.

Please summarize the client/patient/student assessment process utilized by the agency. Your summary should include type of assessment(s) used; purpose of the assessment(s); who conducts the assessment; how the assessment is used in the determination of client/patient/student treatment or intervention; and how (or if) the assessment is used to determine on-going progress, performance, or changes in prescribed or indicated treatment.

Evaluation: In evaluation of this assignment, emphasis will be placed on content and organization (80 % of grade); however, errors of punctuation, spelling, and structure will count (20 %).

Note: *This assignment is due after you have completed 30 hours of your COOP and before you have completed 40 hours*

It may be submitted –

1. directly to the instructor
2. placement in instructor's mailbox in 102 Sped Ctr. (Special Education Office)
3. by email attachment to your instructor

Written Assignment 2

Assignment: Agency Summary

Date Due: Depends upon your spring schedule, should be completed *after 60 hours and before 70 hours are served.*

Format: Summaries are to be typed and should be six – eight pages, double-spaced. Please include your name, the name of the agency/program to which you are assigned, and the date, single-spaced in the upper right-hand corner of page one.

Requirements: Please write brief statements concerning the following topics that summarize the organization and performance of the agency to which you are assigned. Necessary information can be obtained by referring to agency policy and/or procedure, by reviewing regulatory standards or licensing requirements, and by interviewing your cooperating supervisor or other agency personnel.

Professional Services – the agency’s mission, its goals and objectives. Describe the services provided and the population served. Identify the way in which services can be accessed and utilized. State the hours and days of operation.

The Governing Body – the entity that has overall responsibility for the organization’s operation. Identify the legal basis (i.e., private non-profit corporation, religious organization, educational institution, etc.) and describe the responsibilities and duties of the governing body in relation to the operation of the agency and the welfare of the individuals served.

Professional Staff Organization – the structure of the professional services and staff composition. Briefly describe staff assignments and performance expectations with regard to the purpose of the agency. Include the function of volunteers if they comprise a major component of the agency’s service delivery.

Fiscal Support – elements comprising agency’s funding (revenue) and the expenditure of those funds in the provision of service. List source(s) of revenue (local, state, federal government; grant awards; fund raisers; coalitions; endowments; client fees, etc.) Describe briefly the expenditure categories (personnel, operating expenses/overhead, equipment and fixed assets, transportation, supplies, etc.)/

Regulatory Information – entity or agency to which the agency is accountable in order to maintain operations. List government jurisdiction (if any) under which agency lies. Describe licensing, certification, or accreditation requirements, procedures, and time lines, and identify the entity responsible for conducting above inspection(s).

Practicum Responsibilities – Describe the activities, duties, and responsibilities that you are expected to perform. Designate those that occur regularly and include any that will take place in the future. Identify the person(s) responsible for supervising you.

On-the Job Requirements – List any particular prerequisite, training, certification requirements, or qualification needed to serve as an intern/extern in your agency, for instance, medical examinations or pre-employment testing, criminal history and/or child abuse clearance, first aid or CPR certification, agency orientation or training, etc.

Policy and Procedure – Most agencies that are funded with public monies are required to adopt written policies and job descriptions for students and/or volunteers. Please identify any such procedures and explain how they apply to you. Include explanations of: maintaining confidentiality; client/patient/student rights; procedures for responding to unusual incidents; the organization's channel of communication between you and other personnel. Indicate the process for informing students of these procedures and identify the person(s) responsible.

Evaluation of Written Assignment 2 : In evaluation of this assignment, emphasis will be placed on content (80 % of grade) and organization (20 % of grade). On this paper, and all written assignments, errors of punctuation, spelling, and structure will be deducted from your grade. Students will be referred to the Writing Center if their written performance indicates that assistance and/or remediation is necessary.

It may be submitted –

1. directly to the instructor
2. placement in the instructor's mailbox in 102 Sped Ctr (Special Education Office)
3. by email attachment to your instructor

Written Assignment 3

Assignment: Journal

Date Due: Due upon completion of all 90 hours and maintained at a secure location at your COOP site. Instructor will review during each site visit.

Format: Please use uniform size paper, preferably notebook paper or spiral bound paper. The journal should be a compilation of each day's experiences in the practicum. There is no need to type your entries, however, handwriting should be legible.

Requirements: Entries to the journal should be made after completion of each "shift" in the practicum assignment, beginning with the first day. Please use the journal to record not only your activities and the date and time of service, but your reactions, reflection, and concerns as well. For instance, in addition to describing a particular activity of a workday, you may also wish to comment on some aspect of that situation or discuss an interaction between you and the person(s) involved. You may wish to express your feelings concerning events, people, or your own expectations. Use this format to ask questions or voice concerns (about yourself, your agency, the individual or collective population served). Explore alternatives – *"How could I have more effectively handled this situation?"* Pat yourself on the back – *"Hey, I didn't realize I had such good problem-solving skills!"*. Describe your reactions. Reflect upon the difference/similarities between theory and practice! No one but the practicum instructor will read your journal – your observations will not be shared with personnel or clientele from your agency.

One Word of Caution – Please do not use any identifying information of the real names of the clients/patients/students or agency personnel about whom you write. Remember that confidentiality is a guaranteed right of all consumers in the human services field.

Evaluation: There will be no requirements concerning length, organization, composition, or structure, as journals are very personal and individual compositions.

Course Requirements: Students will be required to complete three written assignments, which comprise a total of 37.5% of the final grades. An evaluation of the student, completed by the agency supervisor, will comprise 62.5% of the total grade.

Summary of grading calculations:

Written Assignment 1 (Assessment)	24 points	12	%
Written Assignment 2 (Agency Descript)	33 points	16.5	%
Written Assignment 3 (Journal)	18 points	8	%
Supervisor Rating	125 points	62.5	%
<i>Total</i>	<i>200 points</i>	<i>100</i>	<i>%</i>

Students' work will be graded according to the following scale:

<u>Letter Grade</u>	<u>Points</u>
A	180 – 200
B	160-179
C	140-159
D	120-139
E	below 119

Generally, COOP courses are NOT assigned a letter grade, BUT because completion of COOP 377 is a required course for students, a letter grade will be assigned upon completion of the course. The signed COOP enrollment application that was forwarded to the Registrar contains a "Request for a Letter Grade" statement. A letter grade will be issued only if the student has completed this necessary paperwork.

Written Assignment Schedule:

<u>Written Assignment</u>	<u>Due Date</u>
Written Assignment 1 (Agency Assessment)	between 30-40 hours of assignment
Written Assignment 2 (Agency Description)	between 60 – 70 hours of assignment
Written Assignment 3 (Journal)	ongoing and at end of 90 hours

Specific information regarding the requirements and due dates for the written assignments is described above.

Accommodations: Students with disabilities who require accommodation in order to complete the requirements of the course are asked to inform the course instructor as soon as possible.

CSHSE NATIONAL STANDARDS FOR COOP 377

CSHSE, National Standards, May 2005

A. Knowledge, Theory, Skills, and Values

1. History

The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development. (Note: Relates to National Community Skill Standards, Competency Area 8: Advocacy.)

Standard Number 11: The curriculum shall include the historical development of human services.

Technical Specifications for Standard 11

This standard does not apply.

Associate Specifications for Standard 11

Demonstrate how the following are included in the curriculum:

- a. The historical roots of human services,
- b. The creation of the human services profession,

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 12: The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

- a. An introduction to human development theory,
- b. Overview of how small groups are used in human services settings,
- c. Skills for facilitating groups,
- d. An introduction to the organizational structures of communities, and
- e. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

Associate Specifications for Standard 12

Demonstrate how the following are included as a major emphasis of the curriculum:

- i. An understanding of the capacities, limitations, and resiliency of human systems.

Advanced Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. To effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
- k. To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. The Scope of Human Services

The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental

disabilities. The needs that arise in these conditions provide the focus for the human services profession. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard #13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

- a. An introduction to the broad knowledge, theory, and skills of the human services profession.
- b. An introduction to the range of populations served and needs addressed by human services professionals.
- c. An introduction to human services delivery systems, organization, and characteristics.
- d. An introduction to major models used to conceptualize healthy functioning, prevention, maintenance, intervention, and rehabilitation.
- e. Skills to appropriately define, assess, and respond to needs of clients.

Associate Specifications for Standard 13

Demonstrate how the following are included and applied as an emphasis of the curriculum:

- f. The broad knowledge, theory, and skills of the human services profession,
- g. The range of populations served and needs addressed by human services professionals,
- h. The range of human services delivery systems, organization, and characteristics, and
- i. The major models used to integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

Advanced Specifications for Standard 13

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- k. Political and ideological aspects of human services,

4. Planning and Evaluation

A major component of the human services profession involves the assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments made to the plan. (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Technical Specifications for Standard 14

Demonstrate how the following are included in the curriculum:

- a. Design or assist in the design of interventions.
- b. Facilitate interventions related to specific client or client group goals.
- c. Assess the impact of specific interventions on the client or client group.

Associate Specifications for Standard 14

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
- e. Evaluate the outcomes of the plan.

Advanced Specifications for Standard 14

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- f. Program design.
- g. Program implementation.

5. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information. (Note: Relates to National Community Skill Standards, Competency Area 12: Documentation.)

Standard Number 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

- a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.
- b. Skills to record and organize professionally relevant information.
- c. Skills to disseminate information that provides in written or verbal form routine and critical information in a timely manner to clients, colleagues, or other members of the related services system.
- d. Issues of client confidentiality and appropriate use of client data.

Associate Specifications for Standard 15

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Knowledge and skills to obtain information through the observation of systems.
- g. Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.
- h. Knowledge and skills to evaluate in terms of its significance, relevance, and timeliness.
- i. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems

Advanced Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- k. Knowledge, theory, and skills to conduct basic program evaluation.
- m. Use of technology to create and manage spreadsheets and databases.

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard Number 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum:

- a. Skills to provide direct services, under supervision, to individuals or groups.
- b. Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles.

Associate Specifications for Standard 16

Demonstrate how the following are included as a major emphasis of the curriculum:

- e. Criteria for the selection of appropriate intervention techniques in specific situations.
- f. Learning experiences in the following areas:
 - 1. case management,
 - 2. intake interviewing,
 - 3. individual counseling,
 - 4. group facilitation and counseling,
 - 5. location and use of appropriate resources and referrals,
 - 6. use of consultation.

Advanced Specifications for Standard 16

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- g. Expanded scope, variety, and mastery of modalities and interventions specified at the associates level.
- h. Increased analytical skills including the evaluation of intervention outcomes.

7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

Standard Number 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

Standard Number 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Technical and Associate Specifications for Standard 18

This standard does not apply.

Advanced Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

- a. Organization management,
- b. Supervision,
- c. Planning and evaluating program services,
- d. Developing budgets and monitoring expenditures,
- e. Grant and contract negotiation,
- f. Legal/regulatory issues and risk management,
- g. Managing professional development of staff,
- h. Recruiting and managing volunteers,

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

Standard Number 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for All Levels for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

- a. Choosing the least intrusive intervention in the least restrictive environment,
- b. Client self-determination,
- c. Confidentiality of information,
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity,
- e. Belief that individuals, services systems, and society can change,
- f. Interdisciplinary team approaches to problem solving,
- g. Personal commitment to appropriate professional boundaries.
- h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education (<http://www.nationalhumanservices.org/ethics.html>).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

Standard Number 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of self,
- b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency),
- c. Clarification of values,
- d. Awareness of diversity,
- e. Strategies for self-care.

B. Field Experience

1. Minimum Requirements

While there is agreement that field experience is a critical component of any human services program, there are variations in format, duration, and placement of the field experience.

Field experience is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It should be an integral part of the total education process. The content of the field experience shall be congruent with the curricular content requirements for each of the three program levels. (Note: Relates to National Community Skill Standards, Competency Area 4: Community Service and Networking.)

Standard Number 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for All Levels for Standard 21

As evidence of meeting this standard, programs must:

- a. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
- b. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements
- c. Provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction.

Additional Technical Specifications for Standard 21

- e. Provide evidence that required field experience is no less than 180 clock hours.

Additional Advanced Specifications for Standard 21

- i. Demonstrate how the field experience provides either an assignment of an independent caseload or assignment of administrative responsibilities within the agency.

2. Academic Credits

The granting of academic credits for field placement is widely accepted. It validates the experience as a genuine part of the curriculum and tends to assure quality instruction. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 22: The program shall award academic credit for the field experience.

Specifications for All Levels for Standard 22

- a. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
- b. Demonstrate that the field experience is structured with clear learning outcomes and

methods of evaluation.

3. Supervision

Maximal learning will occur only when both the field site placement and the college provide quality supervision of students. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 23: It is the responsibility of the program to insure that field placements provide quality supervised learning experiences.

Specifications for All Levels for Standard 23

- a. Demonstrate the field supervisors have no less than the same credential or degree the program awards. It is strongly recommended that field supervisors have no less than one degree above the level of certificate or degree of the students they are supervising. Preferably a Masters degree.
- b. Demonstrate the program continually monitors the progress of each student and perform no less than one site visit to each field placement site per quarter or semester.
- c. Demonstrate there is a written plan of learning objectives, activities, and outcomes for each student that was conjointly developed and agreed to by the student, the program, and the agency supervisor.

378 Course Syllabus

Course Number: Rehab 378

Course Title: Coop Seminar
Early field experience

Instructor: Dr. Greg Clary

Office Phone: 393-2450 (also voice-mail)

Room: 112/113 Special Ed Ctr.

Office: 115 Special Education Center

email: gclary@clarion.edu

Office Hours: As posted

Home phone: (814) 745-2718

Required Texts:

Kiser, P. M. (2008). *The human services internship: Getting the most from your experience*. Belmont, Ca. Thomson Brooks/Cole.

Meeting times:

This course will use a combined approach of traditional and on-line interaction (via BlackBoard) as means to accomplish course objectives. Please refer to the class schedule attached to this document for specific meeting times.

Traditional class meetings will convene **Thursdays 3:30-5:00 p.m. on those assigned dates.**

Catalog Description:

This required companion course to COOP 377 enables students to have an opportunity to discuss their field experiences in a structured seminar setting, providing them with the opportunity to better understand and integrate agency activities such as assessment, treatment planning, team meetings, case management, and therapeutic interventions. In addition, students discuss and appreciate agency policies, procedures, and interpersonal communication.

Note:

Given the participatory nature of the class and the sometimes personal focus these discussions, it is essential that confidentiality be maintained among members of the class. As an aspiring professional in the realm of human services, the ability to discuss course topics purposefully, maturely, and civility is an essential element of your professional preparation and future success. This course is an extension of those professional expectations.

2.0 COURSE OBJECTIVES

The student will demonstrate knowledge of theories and research related to:

1. **Knowledge:** The student will demonstrate knowledge in
 - Specific information in possible agency training opportunities;
 - Basic communication dynamics (e.g. verbal, nonverbal, listening, responding, and affect and content);
 - Understand and apply the NOHS professional code of ethics
 - Understanding and applying research based practices
 - Important variables in group communication and effectiveness, including social interdependence, group goals and goal structuring, leadership, effective decision making, controversy and creativity, conflict, and team development
 - The basic elements of effective cooperative learning and their relation the helping professions
 - The relationship between group roles, communications and group problem- solving;
 - The basic elements of cultural competence within human service settings
 - Modes and styles of effective professional and organizational communications;
 - Basic rights of clients as consumers of human services
 - The central role of communications and human relations skills to the human service professional
2. **Skill** The student will demonstrate skill in:
 - Identify professional helping role models via observation, interaction, and supervision.
 - Create an initial career network system of social service professionals and paraprofessionals;
 - Utilize the seminar to summarize and assess learning experiences gained at the agency/placement site
 - Effective communication and interpersonal human relations skills in a variety of situations
 - Using task and maintenance roles to support effective human relations skills
 - The use of cultural competence when interacting with diverse others
 - Effective problem-solving within groups
 - Applying human relations skills to various situational problems
3. **Attitude:** The student will value:
 - Professional communications and effective human relations communications skills;
 - Self-awareness, sensitivity and respect toward others in their communications;

- The necessity to sustain life-long professional development

3.0 INSTRUCTIONAL METHODS/MATERIALS

This class format will consist of both face-to-face and on-line approaches via BlackBoard. There will be 10 face-to-face meetings each lasting 90 minutes (see attached schedule for topics). Assignments from the course text and other sources will be reviewed and discussed at that time.

Other course assignments may be posted and completed on BlackBoard. This may consist of both written assignments and on-line discussion. Please check the Announcements link of BlackBoard each Monday for assignments for the forthcoming week.

METHODS

Class discussions
 Mini-lectures
 Demonstrations
 Class presentations
 Small Group Problem-Solving
 Essays
 Homework Exercises
 Critiques
 Guest speakers

MATERIALS

BlackBoard (online)
 DVD's/web-streaming
 Worksheets
 Overheads
 Handouts
 Text
 Logs/Journals

4.0 STUDENT PERFORMANCE EVALUATION:

- Attendance:** 5 points x 10 classes = 50 points
- BlackBoard Discussion threads:** Total points to be determined
- Written assignments as assigned on BlackBoard =** Total points to be Determined
- Presentation:** Each student will develop a PowerPoint presentation (at least 4 slides) that describes your field placement site and present it in class = 20 points
 - A copy of your presentation shall be provided to the instructor
- Portfolio** consisting of a resume, self assessments, written reflections, and other materials = points to be determined.

5.0 CLASS ATTENDANCE:

Due to the participatory nature of this class and its focus on collaborative and peer learning, class attendance is essential if the full learning benefits are to be achieved. Students will earn 5 points for each class that is attended without lateness or early exit.

6.0 GRADING SCALE:

<u># Points Earned</u>	<u>%</u>	<u>Final Grade</u>
to be determined		
90-100%		A
80-89%		B
70-79%		C
60-69%		D
Below 60%		E

7.0 STUDENTS WITH DISABILITIES-

If you are a student with a disability, who is in need of accommodative services in order to successfully complete the course objectives or to fully participate in class activities, please make an appointment with the instructor as soon as possible so that we may discuss the nature of your request/s.

All university students with disabilities, who are in need of accommodative services, must register with the Office of Disability Support Services in 102 Ralston Hall. This office is responsible for reviewing all disability-related documentation and for certifying the approval of requests for accommodations.

8.0 REVISIONS/ADJUSTMENTS-

The instructor reserves the right to revise the syllabus content as outlined above including the addition, revision, and/or deletion of course assignments and requirements.

9.0 **Coop 378 Seminar**
Tentative Course Schedule

Date	Topic	Assigned Reading
Class 1	Intro to Course/ Course Topics Purpose of a field experience Discussion of field assignments	syllabus
Class 2	Discussion of field experiences/ assignments	handouts/text
Class 3	Discussion of field experiences <i>NOHS Code of Ethics</i>	handouts
Class 4	Discussion of field experiences/ Interviewing skills	Career Services Speaker
Class 5	Professional trends Resume draft due	Panel presentation
Class 6	Discussion of field experiences and assignments	handouts
Class 7	Discussion of field experiences Student Presentations PowerPoint handouts due Resume due	handouts
Class 8	Student Presentations	
Class 9	Student presentations	
Class 10	Wrap-up Portfolio due	

* Please note that other course topics, activities, and assignments will occur via BlackBoard on a regular basis throughout the semester. Please check the Announcements link each Monday for a detailed description of particular assignments and responsibilities.

CSHSE NATIONAL STANDARDS FOR REHB 378

CSHSE, National Standards, May 2005

A. Knowledge, Theory, Skills, and Values

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 12: The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

- c. Skills for facilitating groups,
- d. An introduction to the organizational structures of communities, and
- e. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

Advanced Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- k. To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. The Scope of Human Services

The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard #13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

- a. An introduction to the broad knowledge, theory, and skills of the human services profession.

- e. Skills to appropriately define, assess, and respond to needs of clients.

4. Planning and Evaluation

A major component of the human services profession involves the assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments made to the plan. (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Associate Specifications for Standard 14

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Application of skills to analyze the needs of clients, develop goals, and design and

implement a plan of action.

e. Evaluate the outcomes of the plan.

5. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information. (Note: Relates to National Community Skill Standards, Competency Area 12: Documentation.)

Standard Number 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

- a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.
- b. Skills to record and organize professionally relevant information.
- c. Skills to disseminate information that provides in written or verbal form routine and critical information in a timely manner to clients, colleagues, or other members of the related services system.
- d. Issues of client confidentiality and appropriate use of client data.

Associate Specifications for Standard 15

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Knowledge and skills to obtain information through the observation of systems.
- g. Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.
- i. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems

Advanced Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- l. Skills to present research findings in written or verbal form to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations.

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard Number 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum:

- a. Skills to provide direct services, under supervision, to individuals or groups.
- b. Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles.

Associate Specifications for Standard 16

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Learning experiences in the following areas:
 1. case management,
 2. intake interviewing,
 3. individual counseling,
 4. group facilitation and counseling,
 5. location and use of appropriate resources and referrals,

6. use of consultation.

7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

Standard Number 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

At the advanced level, human services graduates are expected to have administrative skills.

Standard Number 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Technical and Associate Specifications for Standard 18

This standard does not apply.

Advanced Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

- a. Organization management,
- f. Legal/regulatory issues and risk management,
- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

Standard Number 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for All Levels for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

- a. Choosing the least intrusive intervention in the least restrictive environment,
- b. Client self-determination,
- c. Confidentiality of information,
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity,
- e. Belief that individuals, services systems, and society can change,
- f. Interdisciplinary team approaches to problem solving,
- g. Personal commitment to appropriate professional boundaries.
- h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education (<http://www.nationalhumanservices.org/ethics.html>).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

Standard Number 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of self,
- b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency),
- c. Clarification of values,
- d. Awareness of diversity,
- e. Strategies for self-care.

B. Field Experience

1. Minimum Requirements

While there is agreement that field experience is a critical component of any human services program, there are variations in format, duration, and placement of the field experience.

Field experience is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It should be an integral part of the total education process. The content of the field experience shall be congruent with the curricular content requirements for each of the three program levels. (Note: Relates to National Community Skill Standards, Competency Area 4: Community Service and Networking.)

Standard Number 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for All Levels for Standard 21

As evidence of meeting this standard, programs must:

- d. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.

Additional Advanced Specifications for Standard 21

- i. Demonstrate how the field experience provides either an assignment of an independent caseload or assignment of administrative responsibilities within the agency.

b. COOP Forms

Procedure for COOP 377 Registration*

Complete application:

1. Pink form – practicum questionnaire
2. Green form – course registration, credit distribution, job information
3. Obtain first three necessary signatures on green form
4. Bring both completed forms to faculty coordinator
Dr. Greg Clary (814 -393-2450) email: gclary@clarion.edu
5. Faculty coordinator meet with Rehab Faculty to review information
6. Assignments are made
7. Students and agencies are advised

**NOTE: Prerequisites:*

- *Junior or Senior status*
- *QPA of 2.5 or higher*
- *Enrolled in or have completed REHB 460, REHB 470, REHB 475*

Revised 10/8/08

**COURSE REGISTRATION, CREDIT DISTRIBUTION
& JOB INFORMATION**

College of Education and Human Services

Name _____ ID # _____

Current Address _____ Phone _____

Total credits completed (before coop semester) _____

Major _____ QPA _____

Course Title: COOP 377 Cooperative in Rehabilitation _____ Spring _____

_____ Summer _____

of Credits 3 distributed as follows: credited to Rehabilitative Sciences Core

REGISTRAR: COOP is a required course; therefore, please assign a letter grade upon completion

1. Students Signature _____ Date _____

2. Academic Advisor _____ Date _____

3. Dean of Education & Human Services _____ Date _____

4. Faculty Coordinator _____ Date _____

➤ Cooperating Institution: To be determined in conjunction with student, following initiation of Spring Semester

➤ Regular Working Hours/Week: to be determined

➤ Anticipated Total Number of Hours: 90

COOP 377: Cooperative in Rehabilitative Sciences

PRACTICUM QUESTIONNAIRE

Name _____ ID# _____

Major _____ Concentration _____

Campus Address _____ Local/Cell Phone _____

Campus Email _____

Home Address _____ Home Phone _____

When is the best time(s) to contact you? _____

Do you have use of a vehicle? Yes _____ No _____

List any restrictions or limitations you may have regarding your assigned placement.

Do you have any preference for any type(s) of experience? For example, Substance Abuse: prevention, residential in-patient, out-patient treatment, case management, dual diagnosis, etc.; Developmental Disabilities: residential program, supported employment, sheltered workshop, pre-school, adult day services, case management, etc.; Gerontology: community-based casework, nursing home, senior center, etc.

Yes _____ No _____

If yes, list order of preference.

Please complete the information on the other side.

Do you have a facility/agency of preference for completing your practicum?

Yes _____ No _____

If yes, list name of facility _____

Location _____

Contact Person (if known) _____

Have you contacted anyone at this agency regarding a practicum?

Yes _____ No _____

Please list the days and hours that you will be able to complete the required hours during the spring semester. Include weekends and evenings, if appropriate.

Are you presently employed?

Yes _____ No _____

If yes, where? _____

Location _____

Type of work _____

Please add any additional information or comments that you feel are important.

Signature

Date

Please return completed form to the COOP coordinator.

COOP 377: COOPERTIVE IN REHABILITATIVE SCIENCES

PERFORMANCE EVALUATION FORM

Student _____ Agency _____

Student Responsibility

Student showed reasonable initiative in making arrangements to begin his/her COOP, and to complete the required 90 hours of work.

_____ True/Mostly True (25 pts.) _____ False (0 pts.)

Rating Scale: <u>5</u>	At All Times	(Highly Satisfactory)
<u>4</u>	Most of the Time	(Satisfactory)
<u>3</u>	Some of the Time	(Needs Some Improvement)
<u>2</u>	Infrequently	(Needs Considerable Improvement)
<u>1</u>	Not at all	(Performance was Always Unsatisfactory)
<u>N/A</u>	Item does Not Apply	

Performance Characteristics

- _____ Is Punctual
- _____ Attends when scheduled; notifies agency supervisor, according to procedure regarding schedule changes or absences.
- _____ Dresses appropriately
- _____ Is a willing worker
- _____ Has a thorough understanding of practicum responsibilities
- _____ Displays a high level of interest in agency work
- _____ Displays efficient use and organization of time
- _____ Carries out assignments with minimal supervision
- _____ Is consistent and dependable in fulfilling practicum responsibilities as assigned
- _____ Can be relied on to handle other phases of work when needed
- _____ Adapts self easily to varied practicum assignments and situations
- _____ Receives constructive criticism well
- _____ Works cooperatively with others
- _____ Is tactful when dealing with clients, public, and agency personnel
- _____ Uses appropriate forms of communication with clients
- _____ Implements instructional or therapeutic activities for clients as directed
- _____ Supervises small and large group activities appropriately
- _____ Collects and maintains data on clients, students, or patients appropriately
- _____ Completes assigned paperwork in timely manner
- _____ Observes agency policy and procedures

Name of Person Completing Form

Signature

Date

Comments on reverse side:

**2. REHB 295 A.S. and REHB 495 B.S.
Internship Information and Forms
Finishing Experience**