

# Catalog Home

## To Apply:

Contact the Office of Graduate Admissions

724-738-2051

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Slippery Rock, Pennsylvania 16057-1326

## Rock Solid Education

Produced under the supervision of Slippery Rock University's division of Academic Affairs.

This catalog contains requirements, regulations, and descriptions that are subject to change at any time. Slippery Rock University specifically reserves the right and authority to alter and amend any and all requirements contained herein. The educational policies and procedures are reviewed and changed continually in keeping with the educational mission of the university. Consequently, this document is intended to be used only as an informational guide. Students are responsible for keeping informed of official policies and regulations and for meeting all appropriate requirements.

Slippery Rock University of Pennsylvania is a member of the Pennsylvania State System of Higher Education

# Respect for Individuals in the Community Statement

The statement states:

"Slippery Rock University provides an environment that respects, encourages, and promotes the talents and contributions of all. Slippery Rock University values a community with a shared sense of purpose, where people demonstrate mutual respect and appreciation. Slippery Rock University values diversity that honors and includes all persons regardless of age, creed, disability, ethnic heritage, gender, gender identity, race, religion, sexual orientation, or socioeconomic status in academic and extracurricular endeavor, in the working environment, and in the daily life of the university community."

# Academic Policies

Academic procedures and policies are subject to change during the time a student is enrolled in the university. These changes are usually in course content, but may also involve the requirements in departmental majors. Any such changes are publicized to students via campus publications, advisors, or by the specific department involved.

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## Academic Integrity

The value of a Slippery Rock University education is determined by the quality and character of Slippery Rock University students and graduates.

Therefore, students and student organizations are expected to uphold academic integrity.

- All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students' own work.
- Students are expected to learn and practice proper techniques for accurately citing resource material.
- Students are expected to be honest in all academic work, refraining from all forms of cheating.
- Students are expected to function as learners, including, but not limited to, attending class regularly and completing all assignments and examinations.

Students charged with academic dishonesty will deal with either the director of judicial programs or the course instructor or both. If the instructor handles the matter, the instructor is to inform the department chairperson of the problem and its resolution. The department chairperson is to forward the information to the appropriate dean who will then inform the provost and vice president for academic affairs. If the instructor decides to refer the matter to the office of judicial programs, the director of judicial programs will begin institutional action through an investigation into the matter. If there is sufficient cause, students will be notified of the charges brought against them under the Code of Conduct. The student may then face judicial action, in addition to the instructor's action, which may include a university hearing board that could lead to suspension or dismissal from the university.

Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:

- buying, selling, or trading papers, projects, or other assignments;
- using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- plagiarizing and/or submitting the work of another as your own;
- fabricating information or citations;
- facilitating dishonest acts of others pertaining to academic work
- possessing unauthorized examinations;
- submitting, without instructor permission, work previously used;
- tampering with the academic work of another person;
- ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- any attempt, or actual, computer program theft; illegal use of software; inappropriate use of the Internet, such as, but not limited to, illegal or unauthorized transmissions; or improper access to any computer system or account;
- any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
- forging a faculty member's or administrator's signature on any card, form or document.

# Attendance Policy

Slippery Rock University does not have a university-wide class attendance policy. Faculty members determine attendance requirements for their classes.

These requirements will be given to students in writing during the first week of classes. Students are expected to attend all class sessions of courses for which they are registered.

Attendance may be required for class meetings or field trips outside the regular schedule if such activities are listed as required in a course description in the catalog and/or the course syllabi. Arrangements to make up work because of class absences are the students' responsibility.

# Academic Complaints

Students who want to file an appeal concerning their grades or any other academic matter should first contact the instructor. Barring resolution there, students should contact the graduate coordinator or appropriate departmental chairperson, then their academic college dean. Further appeal may be directed to the provost and vice president for academic affairs.

# Course Information

**500-Level Courses.** A maximum of twelve 500-level course credits may be counted toward master's degree requirements. Some departments/programs may choose to allow less than the maximum. Courses numbered below 500 do not bear graduate credit.

**Course Changes.** To add a course or withdraw from a course after registration, a student must file the appropriate card with the Office of Academic Records and Summer School. The card may be secured from the Office of Academic Records and Summer School, the student's academic department or online. Failure to withdraw officially from a course will result in the assignment of a grade of "F".

**Dual-Numbered Courses.** Graduate credit may not be earned in a dual-numbered course if undergraduate credit was earned in a course with the same title.

**Student Load.** Nine to 12 semester hours are usually considered a normal load for fulltime graduate students. Students who wish to carry more than 12 semester hours of credit require authorization from their graduate coordinator. A full-time graduate assistant must register for at least nine semester hours of graduate credit per semester. Requirements for Physical Therapy graduate assistants are different than those above. No graduate assistant is permitted a tuition waiver for more than 15 graduate credits per semester.

**Workshops.** A maximum of six semester hours of credit earned in graduate workshops may be applied to degree requirements.

# Degree Completion

Master's students must earn at least two-thirds of the credits meeting program requirements at SRU. This new policy will reduce the number of allowable transfer credits (currently 12) in any graduate program requiring fewer than 36 credits. Collaborative programs will be identified such that residency can be met consistent with the collaborative agreement.

DPT residency requirements are determined at the program level.

## **Drop, Add, Withdrawal**

Open full-semester courses may be added during the first week of classes without professor approval. Students wishing to add courses during the second week of the semester must secure the professor's permission on a yellow add card. Courses dropped during the first week of the semester will not be recorded on students' permanent records unless they withdraw from all their classes, in which case grades of "W" will be awarded. Students may withdraw from full-semester classes with a grade of "W" between the second and tenth weeks of the semester. Students will not be permitted to withdraw from classes after the tenth week and will be held accountable and awarded a final grade for all coursework, exams and other work assigned during the final five weeks of the semester. For courses meeting fewer than 15 weeks, the withdrawal deadline is two-thirds of the way through the course's beginning and ending dates.

Students desiring to add closed sections or courses for which they lack the appropriate pre/corequisites will have to secure the signature of the course's professor.

Students may use yellow drop/add cards to drop classes anytime after they have registered until the end of the first week of the semester. After the first week of the semester, students must use blue withdrawal cards, which require the signature of the professor of the course and the student's advisor.

Students who for exceptional reasons, are permitted to drop, add, or withdraw from classes after the university's stated deadlines must receive their respective dean's approval and will be charged \$15 for each transaction.

## **Final Examinations**

At the termination of each semester/session/term, all final examinations are administered during the time stipulated in the examination schedule in the online Schedule of Classes. The decision to give a final examination is the prerogative of each faculty member, but if a final examination is given, it is to be administered according to the time as stipulated in the examination schedule. The class will meet during the scheduled examination time whether or not an examination is given. The dean of the college must approve any exception to this policy.

## **Grade Appeal Policy**

### **Procedure for Filing Grade Appeal**

#### **Academic Due Process Procedures**

The purpose of the following procedure is to provide students with a system by which to grieve complaints of alleged academic injustice(s) relating to a final grade and/or professional responsibilities.

Students who believe that their final course grade reflect unsubstantiated academic evaluation may initiate and pursue a grade change appeal in accordance with provisions of this document. At the same time, all academic rights and privileges of faculty members are to be honored in this process, which includes careful review of the course syllabus. Changes in final course grades will occur only when, as a result of this grade appeal process, there is clear evidence of unsubstantiated academic evaluation. Because the grade process involves the instructor's judgment of the academic performance of a student the only issue under consideration in the grade appeal process is whether or not the student can present clear evidence that the assignment of the grade was based on factors other than the academic judgment of the instructor.

Some examples of the basis for a legitimate disagreement could include, but not be limited to prejudiced, capricious, or unsubstantiated academic evaluation by the instructor:

1. The instructor did not inform the student of the basis for calculation of grades.
2. The instructor did not calculate the student's grade in accordance with the instructor's stated policy for calculating grades.
3. Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or a grade assigned arbitrarily and capriciously on the basis of whim, impulse or caprice.
4. There is an error in the computation of the grade that was not corrected.
5. The student, through no fault of his or her own, was not provided with the same opportunity to complete the requirements for the course in terms, for example, of time, access to materials, or access to the instructor as the other students.

**A student may not claim arbitrariness and capriciousness if he/she disagrees with the subjective professional evaluation of the instructor.**

#### **Informal Appeal Procedure:**

1. The student must discuss the final course grade, grading practices and assignments with the instructor who gave the final grade. This discussion may eliminate any misunderstandings over the assignment of the grade as relates to the course syllabus. This discussion must occur before the student may file a formal appeal.
2. If the faculty member finds in the student's favor, a grade change card is submitted with signatures and the appeal process is resolved.

If a student and instructor fail to resolve the grade dispute through informal means the student may request a formal grade appeal process by completing a "**Final Grade Appeal Form.**"

#### **Formal Appeal Procedure:**

##### **Step One**

The student must complete and submit the "**student**" portion of the **Final Grade Appeal Form** to the course instructor no later than **15 days** after the beginning of the semester following the issuance of the final grade. The summer term does not constitute a semester.

The student must retain a copy of the Final Grade Appeal Form for his/her records and send a copy to the department chairperson (or substitute) of the department in which the course is housed. The chairperson of the department evaluation committee shall substitute for the department chairperson IF the department chairperson was the instructor of the course in which the grade is being appealed.

##### **Step Two**

The department chairperson (or substitute) notifies the instructor in writing that chairperson is aware that the instructor has received a grade appeal.

If the instructor decides that the final grade is correct, he/she must complete the "**instructor**" portion of the Final Grade Appeal Form, and return it to the student and send a copy to the chairperson (or substitute) **within 10 working days of receipt of the student's appeal.**

If an instructor fails to respond within the allotted time, the appeal shall move to step 3 below.

If a faculty member whose grade(s) are being appealed is no longer employed by the university or is unavailable due to a sabbatical, sick leave, or other reasons during the time period allotted for the appeal process, the appeal should be directed to the chair of the department (or substitute) for review.

##### **Step Three**

If the student wishes to appeal further, he/she must submit the original Final Grade Appeal Form (or copy if the instructor fails to respond as described in step 2 above) to the department chairperson (or substitute) and the college dean. This appeal must be submitted **within 10 working days** of the dated instructor's response, or if the instructor does not respond, **within 15 working days** after the appeal was originally filed with the instructor.

The department chairperson (or substitute) will review the appeal **within 10 working days**.

Before the department chairperson (or substitute) determines if the student's complaint provides evidence that the instructor's assignment of the grade was based on factors other than the academic judgment of the instructor he/she will review the appeal with the instructor. The chairperson (or substitute) may also conduct whatever informal investigation seems necessary and should attempt to achieve a negotiated settlement.

#### A. When Chair Agrees Grade Is Correct

If the department chairperson (or substitute) determines the student's evidence **does not meet** the criteria for a grade appeal, the chairperson (or substitute) will forward his/her decision on the grade appeal to the instructor, student and college dean.

#### B. When Chair Disagrees that Grade is Correct

If the department chairperson (or substitute) determines the student's evidence **does meet** the criteria for a grade appeal, he/she will offer an explanation on the Final Grade Appeal Form and provide a copy to the instructor.

The instructor must then indicate on the Final Grade Appeal Form whether he/she agrees or disagrees with the chairperson's recommendation, signs and returns the Final Grade Appeal Form to the chairperson **within 5 working days**.

1. If the instructor amends the grade, a signed grade change card is submitted and the grade appeal is ended.
2. If the instructor does not agree to amend the grade or fails to respond in the allotted time, the chairperson (or substitute) submits the Final Grade Appeal Form to the college dean, student, and instructor with his/her recommendation **within 5 working days**.

### Step Four

If the dean, upon review of the chairperson's recommendation, also determines the student's evidence **does not meet** the criteria for a grade appeal, the dean will complete and return the Grade Appeal Form to the student with a copy to the instructor and chairperson (or substitute) **within 5 working days**. **The grade appeal process ends.**

If the dean, upon review of the chairperson's recommendation, determines that the evidence is unclear or the student's evidence **does meet** the criteria for a grade appeal, the dean **shall initiate a meeting with the faculty member**. The dean shall review the appeal, can hear evidence by each side, and may collect further evidence as needed.

If **agreement** cannot be reached, the dean will forward the Final Grade Appeal Form to the Provost **within 20 working days**, with his/her recommendation that the grade appeal be referred to a Grade Appeal Board. The dean also forwards a copy of the Final Grade Appeal Form to the student, instructor, and chairperson.

In each of the above statements, the chairperson of the department evaluation committee shall substitute for the department chairperson IF the department chairperson was the instructor of the course in which the grade is being appealed. Should the chair of the evaluation committee not be available, APSCUF will be consulted in the process of choosing a substitute.

TOP

### Step Five

#### A. Composition of the Grade Appeal Board

- Three faculty selected by APSCUF. One from the academic department in which the course is taught. Not the instructor.
- Two managers selected by the provost. One to be the dean of the college in which the course was taught.
- One student selected by Student Government Association. A senior outside the department in which the course is taught.

Normally, each Grade Appeal Board will be appointed to hear one appeal.

Those responsible for recommending board members should be sensitive to race and gender composition.

The Provost will appoint each board and chairperson within the parameters above.

#### B. Grade Appeal Board Procedures

Once the appeal board has been established, the appointed chairperson of the committee will contact board members, the faculty member, and the student bringing forth the appeal to determine a date to convene the board (within 20 working days) and send them a letter confirming the date and place of the meeting.

At this point, all paperwork and collected evidence will be copied and provided to the members of the appeal board committee in sealed, confidential envelopes. This paperwork and evidence will be assembled by the dean of the college involved in the appeal, reviewed and brought by appeal board members to the appeal meeting. The chair will collect the copies at the end of the meeting.

The procedure for the appeal meeting is as follows:

1. The chairperson of the Grade Appeal Board will call the meeting to order and review procedure.
2. The student will have 10 minutes to present his/her reason for the appeal.
3. The faculty member will then have 10 minutes to explain why he/she feels there is no basis for the appeal.
4. The committee member can then ask questions of the student and/or faculty member to clarify any points.
5. The faculty member and the student are excused and told they will be notified of the decision by letter.
6. The committee discusses and reaches a recommendation by majority vote.
7. The chairperson will notify the President of the University of the recommendation of the committee by memo. The chairperson will notify the student and faculty member of the president's decision by letter. The letter will be copied to the Department Chair and Dean.

#### **Step Six**

Students who appeal a grade to a Grade Appeal Board are responsible for maintaining ALL written materials relevant to the appeal, such as papers, examinations, and completed assignments. Further, the appeals board must have access to appropriate documentation and academic records pertaining to the course grade in question. After the appeals process is complete, the only record to be maintained will be the student's final grade.

Each appeals board will make its recommendation to the university proesident, who may accept or reject the recommendation. Since the university has the power and duty to direct the activities of the institution, nothing in this policy should be construed as to diminish that authority in any way.

## **Grading System**

The following grading system is used in graduate studies:

A - High quality graduate work

B - Satisfactory graduate work

C - Acceptable graduate work (cumulative grade average must be at least 3.000)

D - Unacceptable graduate work

I - Incomplete (becomes an "F" if not completed by faculty deadline. If no deadline is set by the professor, all incompletes must be completed within 12 months, except for thesis, or they will be changed to an "F".

F - Failure

W - Withdrawal

P - Passing (In all programs except Physical Therapy, this is equivalent to a letter grade of "C" or better. In Physical Therapy, it is equivalent to a "B" or better.)

X - No grade given (becomes an "F" if not removed by the end of the student's next semester of enrollment)

These grade symbols are translated into quality points as follows: each semester hour of credit with a grade of A counts four quality points; B, three points; C, two points; D, one point. Degree candidates must maintain a minimum cumulative quality point average of 3.000. Credits earned with less than a "C" grade cannot be accepted as satisfying any of the requirements for the master's degree. Grades earned in all graduate courses taken at Slippery Rock University are used in the calculation of quality point average.

The formula for quality point calculation is as follows:

QPA = quality points earned divided by number of semester hours attempted. Graduate courses in which a letter grade of "C" or less was earned on the first attempt may be repeated. No course may be repeated more than once. Permission to repeat a course shall be granted with the approval of both the advisor and the graduate coordinator of the student's program. A student may repeat a total of two courses during the six-year statute of limitations, and any repeat must occur within the six-year statute of limitations.

Any extensions of the time limit shall not entitle the student additional repeats. Course repeats in Physical Therapy are permitted only with approval of the dean of the college of health, environment and science. (When a student repeats a course, only the grade earned on the most recent attempt is used in the QPA calculation.) A grade of "I" is not a permanent grade. An incomplete grade for a course must be removed within one calendar year and an incomplete grade for thesis must be removed within the six- year statute of limitations. Unless the instructor has submitted a change of grade prior to the expiration of the specified time limit, the grade of "I" will automatically be converted to a grade of "W". A grade of "I" for thesis will remain an "I" grade until the requirements are met and a grade change has been submitted.

## **Notice of Consumer Information Web Site and Annual Security Report**

In accordance with the provisions of the Student Right to Know and Clery Acts, students are urged to access SRU's Consumer Information Website (Including campus crime statistics, graduation rates, and Students Rights to Privacy.)

## **Notice Designating Directory Information**

Slippery Rock University hereby designates the following student information as public or "Directory Information." Such information may be disclosed without a student's previous consent by the institution for any purpose, at its discretion.

1. Name
2. Addresses (local, permanent, and e-mail)
3. Telephone number (local and permanent)
4. Date and place of birth
5. Program and concentration(s) and minor(s)
6. Student activities, including athletics
7. Weight and height (athletic teams)
8. Dates of attendance
9. Degrees and awards received



10. Date of graduation
11. All educational institutions previously attended
12. Academic Awards/Scholarships
13. Title of Master Thesis
14. Number of credits (full- or part-time) for which a student is registered
15. Pictures of students (for university use in publications, press releases, and advertisements)
16. Class level
17. Anticipated graduation date

Currently enrolled students have the opportunity to withhold disclosure of all 17 categories of information under the Family Educational Rights and Privacy Act of 1974. The University will not partially withhold this information, so students are advised to think carefully before requesting non-disclosure. To withhold disclosure, written notification must be received in the Office of Academic Records and Summer School, Slippery Rock University, Slippery Rock, PA 16057 prior to the end of the second week of each semester/summer session. Forms requesting the withholding of "Directory Information" are available in the Office of Academic Records and Summer School, Room 107, Old Main.

Slippery Rock University assumes that failure on the part of any student to specifically request the withholding of "Directory Information" indicates individual approval for disclosures. Former students and alumni are not covered under the Family Educational Rights and Privacy Act of 1974. As such, the University is not obligated to honor requests for non-disclosure from former students.

Note: Students requesting that "Directory Information" not be disclosed during their final semester of enrollment will have this information withheld indefinitely after leaving the University. Students are cautioned that making such a request may adversely impact future requests from potential employers, and other important individuals/organizations.

## Probation and Suspension

A student is on academic probation whenever the cumulative quality point average for all graduate courses attempted at Slippery Rock University is less than 3.000. A student whose academic standing is unsatisfactory (less than 3.000) for two successive terms of registration (summers are included as "terms"), shall be suspended by their academic dean. A suspended student may petition their academic dean for readmission.

## Records Privacy Policy

(PL 93-380 & Right to Know Law: PA PL 390)

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

Students should submit to the Executive Director of Academic Records and Summer School, Dean, Department Chairperson, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding to the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Council of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

4. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to *any* third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases *even when we object to or do not request such research*. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Slippery Rock University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Copies of the University's policy governing the Family Education Rights and Privacy Act are available in the Office of Academic Records and Summer School, Room 107, Old Main. Questions concerning FERPA should be referred to the Executive Director of Academic Records and Summer School.

# Registration Procedures

Any student who does not register for four consecutive regular semesters will become inactive. The student will require readmission to continue working on a graduate degree. During the inactive period, the statute of limitations will continue to be applied.

## Repeat Policy

Effective May 2009, graduate students may repeat a single course only once. In addition, graduate students will be limited to a maximum of two repeats across their program. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the student's QPA calculation. Note: This is SRU's current policy.

## Senior Citizens

Senior citizens, (age 62 or older, who are receiving social security or equal retirement benefits) may take courses on an "audit" basis at no cost at Slippery Rock University on a space available basis. Senior citizens that take courses for credit will have their tuition waived but must pay all university fees. Senior citizens must provide proof of retirement, name, address, and social security number in order to complete registration. Senior citizens who are not working and do not receive any form of social security/ retirement benefits may also participate in this program if specific conditions have been met. Senior citizens may register for classes beginning one week prior to the start of the semester/term. For more information contact the Office of Academic Records and Summer School, 724/738-2010.

## Statute of Limitations

All requirements for the master's degree must be completed within a six-year period commencing with the first graduate course taken at SRU. The student's academic dean may extend this period upon written request from the student for justifiable reasons. This request must be supported by the graduate coordinator before submission to the academic dean. There will be an absolute limit of ten years from the date the student's first graduate course is taken for all degree requirements to be met.

## Student Responsibility

Graduate students are expected to know the requirements for their degree program. While academic advisors and faculty members will endeavor to aid students, the responsibility for compliance with regulations and requirements rests with the student.

## Thesis

Final copies of theses must be submitted in photo-ready typed format, using a letter quality typewriter or printer. Three bound copies of the thesis are minimal: two for the library and one for the department. Custom frequently dictates two additional copies: one for the thesis advisor and one for the student. The fees for binding and copying must be paid prior to or at the time an application for graduation is filed. Students should consult with their faculty advisor/graduate coordinator for official thesis style guides. An approval code from the Institutional Review Board for the Protection of Human Subjects (IRB-PHS) is required before data collection involving human subjects may begin. Research protocol guidelines may be obtained from the chair of the IRB-PHS.

# Transcript

Students desiring transcripts of their graduate credits may obtain them by writing to the Office of Academic Records and Summer School. A fee of \$3.00 is charged for each mailed or electronically sent transcript. Students requesting that a transcript be faxed will be assessed a \$5.00 fax transcript fee. Transcripts are typically processed in 24-48 hours. Students requesting "same day" service will be charged \$10 per transcript (\$12 per transcript if faxed). A complimentary copy of the transcript is sent to all students upon graduation. Checks for transcripts should be made payable to Slippery Rock University and should accompany the transcript request. Official transcripts include the student's entire undergraduate and graduate record. Students may request to have only their entire SRU graduate record sent. Transcripts will not be processed for students who have any form of outstanding obligation to the university.

## Course Descriptions

### **CDEV 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **CDEV 595 - Workshops**

Special topics of interest to graduates, upper level undergraduates and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: Variable

### **CDEV 598 - Selected Topics**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **CDEV 602 - Introduction to Student Affairs**

An overview of student personnel work, sometimes referred to as student services, student affairs, student development, and college personnel, in higher education including, but not limited to, history, philosophy, organizational/staffing patterns, assessment/evaluation, and a general exploration of several of the component comprising a student personnel operation such as the admissions process, financial aid, residence life, student activities, and college student unions, counseling/advisement, and other areas impacting the profession.

Credits: 3

### **CDEV 603 - Career Counseling and Development**

A study of trends in the world of work; of career development and counseling theories; of career counseling; of career education; and of sources and uses of occupational, educational, and social information. Emphasis is placed upon developing skills for assisting individuals and groups - elementary school through adulthood - in career development and planning. Relevant for persons interested in career development.

Credits: 3

### **CDEV 607 - Models of Adaptive Behavior**

This course provides a survey of models of problem formation and how people adapt to environmental and community demands. Special attention is given to classification, psychopharmacology, and links to treatment/counseling. Research that explores the effects of biological, psychological, social, and cultural influences on the emergence and/or maintenance of abnormal functioning will also be reviewed.

Credits: 3

### **CDEV 608 - Legal Issues in Student Affairs**

Designed for practitioners in-training to help them understand the nature of the law, the legal structure of post-secondary education, contemporary campus conditions and their implementations for the future.

Credits: 3

### **CDEV 610 - Lifespan Development**

This course is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the client-counselor relationship.

Credits: 3

### **CDEV 611 - Family Counseling**

This course provides community and school counselors with a presentation of family systems theory in education, consultation, and counseling with families in both school and agency settings. The course explores the theoretical and historical foundations of family systems theory and the family life cycle, and examines the predominant systems approaches for promoting change. Students will develop a personal family counseling style to facilitate systemic change.

Credits: 3

### **CDEV 612 - Group Counseling**

This course is a study of the theories, techniques, dynamics, and process of group counseling. The course includes both didactic and experiential components. Special attention is given to the development of group facilitation skills via supervised technique-building exercises

Credits: 3

### **CDEV 613 - Introduction to School Counseling**

This course studies the philosophy and rationale which underlie the American School Counselor Association's (ASCA) National Model and the Comprehensive, Developmental Guidance Model, both of which advocate for school counseling programs that provide comprehensive services to address the academic, career and social/emotional developmental needs of all students. This course examines the history, objectives, organization and current issues which impact the design, development, implementation, and evaluation of these models as well as the personal qualities, skills and aptitudes of an effective school counselor.

Credits: 3

### **CDEV 614 - Counseling Techniques**

An introduction to the counseling field including the process, development, and acquisition of those basic counseling skills appropriate in a variety of human service agencies in the community. It is recommended that this be the first course taken by the students entering the Counseling Services Program.

Credits: 3

### **CDEV 615 - Introduction to Community Counseling**

This course covers the basic tenets of the community mental health counseling. It investigates the historical and present day awareness of the etiology, classification, treatment, and legal aspects of mental illness in our society. Accrediting bodies, accountability, and their relation to managed care programs will be covered. The place of the community counselor in the mental health system will be addressed.

Credits: 3

### **CDEV 616 - College Student Development**

College Student Development This course involves the study of human development with specific attention to college age populations (i.e., young adults and adults) across a variety of developmental domains including intellectual, personality, social, emotional, and moral. How development may be affected within and the college will also examine context. The course is particularly aimed at those interested in college student personnel work concerned with better understanding students' developmental processes as well as exploring how campus environments might be designed to help facilitate learning and development.

#### **Prerequisites & Notes**

CEDP 610.

Credits: 3

### **CDEV 617 - Counseling the Adult**

This course will study a representative sampling of the many therapeutic techniques currently in use in the counseling and therapy of adults. The theoretical, where appropriate, and scientific bases will be covered in conjunction with an approach that emphasizes the varied nature of the presenting problems that today's mental health client presents, as the

counselor realistically attempts to facilitate behavioral change.

Credits: 3

### **CDEV 618 - Systems of Adaptive Behavior in Youth**

This course is designed to provide the student with an understanding of the systems involved in behavioral and emotional disorders of childhood and adolescence. Systems reviewed include family, ecological, developmental, and medical models. The course focuses on analysis of each classification system with respect to symptoms, etiology, response to treatment, and prognosis of each disorder, as well as associated biological, personal, and social characteristics.

#### **Prerequisites & Notes**

CDEV 610 - Lifespan Development

Credits: 3

### **CDEV 619 - Psychology of Adulthood**

This course provides a theoretical foundation for working with adults at all stages (early, middle, and late) of development. It provides for an in-depth investigation of models of human development and change across a variety of domains such as cognitive, personality, social, emotional and moral. The course is particularly aimed at the process of change and how this impacts the process of counseling in a community setting. The course is grounded in a community counseling model and is aimed at those preparing to work with adults within that context.

#### **Prerequisites & Notes**

Admission to degree candidacy and successful completion of the CEDP qualifying examination.

Credits: 3

### **CDEV 620 - Management in Higher Education**

The course deals with the principles, practices, and issues in the management of higher education.

Credits: 3

### **CDEV 621 - Social and Cultural Diversity**

This course is designed to help master's level students in counseling and college student personnel degree programs develop intercultural sensitivity and competence through self awareness, awareness of cultural differences, and an understanding of the impact of prejudice, discrimination, and oppression on helping professionals and the diverse populations they serve. Cultural differences in ethnicity, race, sexual orientation, gender, and ability level are included. Students will also examine development frameworks which assist with individual and group work, program evaluation, advocacy, and consultation. Course requirements include ten hours of small group interaction.

Credits: 3

### **CDEV 622 - Behavior Modification**

A presentation of basic psychological principles governing human behavior within the framework of social learning, with special attention given to the principles of operant conditioning, contingency management, and imitative learning.

Credits: 3

### **CDEV 623 - Higher Education Environments, Cultures, and Students**

Students will develop an understanding of the influence of university cultures and student cultures on higher education. Emphasis is placed on the origins and assumptions of U.S. higher education in an international context, the impact of institutional contexts on students, and the needs of different student subcultures.

Credits: 3

### **CDEV 624 - Psychology of Aging**

Theories and techniques of counseling the aging are identified and examined. Attention is focused on the understanding of the elderly along with their problems and methods of resolution.

Credits: 3

### **CDEV 626 - Foundations of Addiction**

This course is an introduction to the field of addiction. Traditional chemical addictions as well as food, sex, and gambling addiction are covered in terms of etiology, definition, measurement, classification, intervention, and treatment approaches. Special attention is given to the history and evolution of twelve step programs as well as alternative approaches to recovery.

Credits: 3

### **CDEV 631 - College Student Learning and Development 1**

This course involves the study of human learning and development with specific attention to college age populations (i.e., young adults and adults) across the domains of epistemological/cognitive, moral/ethical, and spiritual development. How learning and development in these domains may be affected within and by the college context will be examined. The course is particularly aimed at those interested in better understanding college students' developmental processes as well as exploring how campus environments might be designed to help facilitate learning and development.

#### **Prerequisites & Notes**

Prerequisites: CDEV 610

Credits: 3

### **CDEV 632 - College Student Learning and Development 2**

This course involves the study of human learning and development with specific attention to college age populations (i.e., young adults and adults) across the domains of identity, self/ego and psychosocial development. How learning and development in these domains may be affected within and by the college context will be examined. The course is particularly aimed at those interested in better understanding college students' developmental processes as well as exploring how campus environments might be designed to help facilitate learning and development.



**Prerequisites & Notes**

Prerequisites: CDEV 631

Credits: 3

**CDEV 636 - Counseling the Addict**

In-depth understanding of the assessment of and treatment techniques for persons afflicted with alcoholism and/or substance abuse. The progressive nature of addiction, predisposing psychological, familial, and social factors, will be explored. Current research and clinical case management methods will be presented.

**Prerequisites & Notes**

CDEV 670 and CDEV 626.

Credits: 3

**CDEV 642 - Leadership and Managing Change in Student Affairs**

Students will explore theories of leadership and consider their role in creating and managing change in higher education. A case study approach will allow students to apply these theories to several functional areas.

Credits: 3

**CDEV 643 - Organizational Behavior in Higher Education**

This course is designed to introduce theories of organizational behavior as they relate to higher education. Emphasis is placed on the development of learning organizations.

**Prerequisites & Notes**

Prerequisites: CDEV 642

Credits: 3

**CDEV 670 - Counseling Theory**

A study of theoretical approaches to counseling with emphasis on individual and group counseling techniques.

Credits: 3

**CDEV 680 - Principles of Appraisal**

A comprehensive study of objective and subjective measures used in school and agency settings including techniques of administration, and the analysis and interpretation of data to individuals and groups.

Credits: 3

**CDEV 682 - Assessment for School Counselors**

This course is a study of the basic principles of assessment in education and counseling. Students will learn various forms of formal and informal assessment methods for diagnosing individual and comprehensive student trends in

academic, behavioral, socio-emotional and career development and performance, and designing and assessment outcomes of interventions.

Credits: 3

### **CDEV 685 - Youth Counseling**

Counseling theories and techniques are studied as applied to individual and group counseling of youth. Applications extend to consultation with teachers, school systems, parents, and family systems. A developmental perspective is maintained throughout the course.

#### **Prerequisites & Notes**

CDEV 670 - Counseling Theory, CDEV 614 - Techniques of Counseling, and CDEV 610 - Lifespan Development

Credits: 3

### **CDEV 688 - Counseling in the Schools**

Counseling theories and techniques are studied as applied to individual and group counseling of youth in school settings. Theories for consulting with parents, school personnel, and community agencies are explored. A developmental perspective is maintained throughout the course.

#### **Prerequisites & Notes**

CDEV 670; 614; 610

Credits: 3

### **CDEV 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **CDEV 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **CDEV 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

### **CDEV 699 - Research and Assessment**

Students will become critical consumers of research and will be familiar with issues related to conducting research and assessment. Students will learn about qualitative and quantitative research assumptions, methods, and design considerations, including an overview of statistics.

Credits: 3

### **CDEV 700 - Independent Study**

Intended for students who wish to study a topic in-depth that is not already a major part of a graduate course. Approval to undertake an independent study is required prior to registration.

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3

### **CDEV 701 - Master in Arts in Community Counseling (MACC) Practicum**

Actual counseling and consulting in the field under supervision. Although individual counseling is emphasized, there are opportunities for group counseling, the administration and/or interpretation of tests, consulting with the client's "significant others," and the utilization of referral sources. Students regularly meet both individually with their university supervisor, as well as in a seminar setting.

#### **Prerequisites & Notes**

CEDP 685 or 670. Approval of graduate coordinator.

Credits: 3

### **CDEV 703 - Practicum in Counselor Supervision**

Supervision of counselor trainees in agency and laboratory settings. Emphasis is placed on integration of theory, research, and practice of clinical supervision.

#### **Prerequisites & Notes**

CEDP 701 and permission of graduate coordinator.

Credits: 3

### **CDEV 704 - School Counseling Practicum**

Supervised individual and group counseling, and consultation with teachers, administrators, and parents. Students also learn to utilize both school and community referral sources. Students meet regularly for individual supervision with their on-site and university supervisor, and receive group supervision with their university supervisor. Refer to the individual program guides for prerequisites. Requirements include Act 34 and Act 151 clearances and proof of insurance.

#### **Prerequisites & Notes**

All course work except CDEV 611, 678 and 750.

Credits: 3

### **CDEV 705 - Student Affairs Practicum 1**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision

with their on-site and university supervisor, and receive group supervision with their university supervisor. Student Affairs Practicum 1 will meet for the first six weeks of the semester. This course also focuses on the writing and analysis of a case study derived from the student's fieldwork experiences.

**Prerequisites & Notes**

Approval by Program Coordinator based on consideration of student's completed coursework, previous experience, and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance is required.

Credits: 1

**CDEV 706 - Student Affairs Practicum 2**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual supervision with their on-site and university supervisor, and receive group supervision with their university supervisor. Students have the option to add a second practicum site in addition to continuing at the practicum site at which they began their fieldwork for Student Affairs Practicum 1. Student Affairs Practicum 2 will meet for the last nine weeks of the semester. This course also focuses on the writing and analysis of a case study derived from the student's fieldwork experiences.

**Prerequisites & Notes**

Approval by Program Coordinator based on consideration of student's completed coursework, previous experience, and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance is required.

Credits: 2

**CDEV 750 - School Counseling Internship**

This 3 or 6 hour credit course is comprised of individually designed experiential learning intended to provide the student with the opportunity for observation and participation in a wide range of guidance and counseling activities in an approved educational, institutional or agency setting.

**Prerequisites & Notes**

Approval by School Counseling Program Coordinator based on consideration of student's background, previous experience, and demonstrated readiness to undertake responsibilities involved in the internship.

Requirements: Act 34 and Act 151 clearances and proof of insurance.

Credits: 3

**CDEV 751 - Community Counseling Internship**

Individually designed learning intended to provide the student with an opportunity for observation and participation in a wide range of counseling activities in an approved institutional or agency setting. Requirements: Act 34 and 151 clearances and proof of insurance.

Credits: 3-6

**CDEV 753 - College Student Personnel Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in a wide range of student affairs professional activities in an approved college student affairs

setting. Prerequisites: Approval by program coordinator based on consideration of student's background, previous experience, and demonstrated readiness to undertake responsibilities involved in the internship. Proof of insurance is required.

Credits: 3

### **CDEV 755 - Student Affairs Internship**

Individually designed experimental learning providing an opportunity for the student to perform under supervision a variety of activities that a regularly employed student affairs staff member in the setting would be expected to perform. Theory to professional practice considerations are a central focus. Students regularly meet both individually with their on site supervisor as well as in a seminar setting with a faculty member. This course will also focus on issues relation the transition from graduate student to professional in the field of student affairs.

#### **Prerequisites & Notes**

Prerequisites: CEDP 705

Must receive approval of Program Coordinator. Proof of liability insurance is required.

Credits: 3

### **CDEV 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3 to 6

### **CRIM 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: up to 3

### **CRIM 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: up to 3

### **CRIM 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **CRIM 601 - Proseminar**

This course is the introductory course for the graduate program in criminal justice and is designed to introduce the new graduate student to current research in various aspects of the criminal justice system. Each week a different faculty will discuss his/her current research and research interests in order to familiarize the students with the graduate faculty and to give them a sense of what areas of research are available.

Credits: 3

### **CRIM 610 - Administration of Justice**

This course provides an overview of criminal law and procedure, including landmark decisions, juvenile proceedings, Constitutional issues and the role of law in society.

Credits: 3

### **CRIM 615 - Advanced Criminological Theory**

This course entails a detailed examination of a wide range of criminological theories pertaining to offending and the correlates of crime. Students are expected to assess critically the application of various paradigms to selected crime types, relying extensively on original empirical and theoretical literature.

Credits: 3

### **CRIM 620 - Correctional Administration**

The course reviews the history of the administration of the U.S. correctional system and explores prison operations from designing and staffing a prison to responsible reintegration. It discusses the political, social, and economic issues that have impacted correction operations, such as sentencing reform, overcrowding, and boot camps and provides an overview of corrections through a blend of theory and practice.

Credits: 3

### **CRIM 621 - Seminar in Community Corrections**

This course explores the origins of community corrections and its role in the American criminal justice system. Starting with pre-arrest diversion, the course covers the major issues and topics associated with community corrections and re-entry programs.

#### **Prerequisites & Notes**

Correctional Administration

Credits: 3

### **CRIM 622 - Individual and Group Interventions**

Basic concepts of individual and group techniques used with offenders. Rudimentary skills practice to prepare the student for practice in the field, and the issues and strategies most often associated with special populations. This course will review various treatment models and the rationales for their use.

Credits: 3

### **CRIM 625 - Contemporary Issues in Policing**

In this course, students will examine contemporary issues in law enforcement and delve the social, political, and cultural climate of the most compelling challenges facing policing agencies today. Learners will study issues such as police use of force, policing in a diverse society, recruitment and training, police culture, law enforcement and ethics, technology and policing, and more.

Credits: 3

### **CRIM 626 - Victimology**

This course will present the student with a detailed understanding of the scope of victimology and the extent of criminal victimization by examining specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services.

Credits: 3

### **CRIM 627 - Criminal Justice and the Multicultural Community**

This course will examine current issues and social problems relating to the administration of justice in a culturally diverse society. The focus of the course will be on the changing ethnicity of communities and related changes in social and institutional public policy.

Credits: 3

### **CRIM 630 - Statistical Methods in Criminal Justice**

In this course, students will learn principles of statistical techniques (both descriptive and inferential statistics) with emphasis upon their application in the criminal justice system. Students will be familiar with correlation and regression analysis, probability and sampling theory, estimating population parameters and testing hypotheses.

Credits: 3

### **CRIM 635 - Criminological Research**

In this course, students will learn different approaches and techniques for conducting criminological research. Students will be able to interpret data from research problems and evaluate research designs and their implementation in criminal justice.

Credits: 3

### **CRIM 660 - Criminal Justice Ethics**

This course covers various schools of ethical thought and their applications to all aspects of criminal justice.

Credits: 3

### **CRIM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: up to 3

### **CRIM 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: up to 3

### **CRIM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **CRIM 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: up to 6

### **CRIM 750 - Internship in Criminology**

This course consists of field placement in a criminal justice agency involving administrative, research, teaching, and related activities. It will give students the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating agencies and organizations.

Credits: 6

### **CRIM 800 - Master's Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

### **ELEC 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **ELEC 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.



## **ELEC 598 - Selected Topics in Elementary Education/Early Childhood**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

## **ELEC 601 - Introduction to Educational Research**

This course provides an introduction to a variety of educational research methods. Students will locate, understand, evaluate and interpret educational research.

### **Prerequisites & Notes**

Admission to the ELEC MEd Mathematics/Science Education program and certified/licensed teacher.

Credits: 3

## **ELEC 607 - Classroom Teacher Leadership**

This course is intended to help teachers develop knowledge, skill, and dispositions in assuming leadership roles and responsibilities in their schools, districts, and the educational community. This course will focus on those aspects of leadership seen as most appropriate and potentially beneficial for teacher involvement. Particular attention will be paid to the relationship between teacher leadership, school effectiveness, and site-based accountability. Students will learn the knowledge, skills, and attitudes through both university classroom and site-based clinical activities.

Credits: 3

## **ELEC 608 - Historical, Psychological and Linguistic Foundations of Literacy**

A survey of the historical, psychological, and linguistic foundations that support current teaching-learning theories of reading instruction.

Credits: 3

## **ELEC 610 - The Reading Program in the Elementary School**

An in-depth study of reading development, materials, and instruction from emergent literacy through reading in the third grade.

Credits: 3

## **ELEC 612 - The Reading Program in the Middle/Secondary School**

This course is designed to assist candidates in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline-specific curriculum, including adaptation for culturally diverse and exceptional learners.

Credits: 3

## **ELEC 614 - Foundations of Instructional Coaching**

This course will focus on introducing participants to best practices for K-12 instructional coaches. Topics will include providing leadership for K-12 curriculum programs, collaboration with teachers and administrators, data analysis, curriculum issues, knowledge of K-12 standards, and professional development facilitation. These foundations will provide students with experience in working with teachers to improve their instructional practice as well as student achievement. Special attention will be given to mastering the complexities of observing and modeling in classrooms and providing feedback to teachers.

Credits: 3

## **ELEC 615 - Teacher Leadership and School Change for Instructional Coaches**

This course is designed to develop the understandings and skills of teachers as leaders in school change, through the lens of the instructional coach. Candidates will explore theories of organizational change as they apply to schools and school culture, focusing on current formal and informal opportunities for leadership. Candidates will apply the strategies and approaches in several authentic contexts.

Credits: 3

## **ELEC 622 - Literacy Assessment Analysis and Instructional Decision Making**

A study of the causes and methods of correcting reading disabilities, this course is designed to familiarize the prospective reading specialist / literacy coach with the various kinds of assessments used in the diagnosis and remediation of reading difficulties and the use of assessment data to inform instructional decisions.

### **Prerequisites & Notes**

ELEC 608, 610, 612 and 614

Credits: 3

## **ELEC 625 - Practicum: Assessment and Instruction for the Reading Specialist**

A practicum course designed to give the reading specialist candidate an opportunity to gain competence in selecting, administering, and interpreting a variety of formal and informal assessment measures in a field-based setting. The candidate will design and implement a program to help students with reading difficulties.

### **Prerequisites & Notes**

ELEC 610, 612, 622 and current child abuse and criminal clearances as required for teachers by the States of Pennsylvania Department of Education.

Credits: 3

## **ELEC 627 - Current Issues in Reading Research**

A course designed to provide an opportunity for the student to make an individual in-depth study of one or more issues associated with instruction in reading.

### **Prerequisites & Notes**

SEFE 602, and SEFE 696 or appropriate ELEC 698; minimum of 6 credits of SRU graduate reading courses completed

Credits: 3

### **ELEC 629 - Practicum: Organization and Administration of School Reading Programs**

A field-based course to provide the potential reading specialist with an opportunity to survey and evaluate an existing reading program. Leadership qualities will be fostered to help the student grow as a resource member of an educational team.

#### **Prerequisites & Notes**

ELEC 622 and current child abuse and criminal clearances as required for teachers by the State of Pennsylvania Department of Education.

Credits: 3

### **ELEC 631 - Teaching Writing as a Process**

An in-depth study of a process approach to writing instruction, including assessment and response to writing with an emphasis on using children's literature in the teaching of writing.

Credits: 3

### **ELEC 633 - Resource Materials in Children's Literature**

Selection and evaluation of children's literature, survey of recent additions to the area with emphasis on newer non-fictional materials. Examines the place of literature in the teaching of reading and writing in the elementary classroom.

Credits: 3

### **ELEC 636 - A Survey of the Mathematics Curriculum K-8**

Teachers will evaluate mathematics curricula materials from a variety of sources using instruments designed to help determine the value of support materials. The types of curriculum materials will be discussed and evaluated on current research.

Credits: 3

### **ELEC 638 - Curriculum Materials for K-8 Science**

This course is designed to provide teachers with a detailed study of current K-8 instructional materials and programs in science education. Emphasis is placed on construction of teaching materials, programs, and teaching concepts, which may be utilized to develop scientific concepts taught in the K-8 classroom.

Credits: 3

### **ELEC 643 - Advanced Literacy Coaching Practicum**

This is a practicum course designed to support reading specialist candidates' development of literacy coaching skills, strategies, and dispositions through hands-on activities with inservice teachers, administrators, allied support staff, and parents. Candidates will complete a minimum of 45 hours of supervised practicum experiences.

**Prerequisites & Notes**

ELEC 622, 614, 615, and 629

Credits: 3

**ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science**

Candidates will develop the use of technologies to assist classroom teachers in the diagnosis of student misconceptions, and in the remediation and enrichment of mathematics and science instruction. This course is designed to help practicing teachers become familiar with educational technology, its uses and how to integrate computer and calculator technology in their mathematics and science classrooms. The goal is to help teachers implement technology effectively in their own instruction, as well as, assisting their students to utilize educational technology efficiently and appropriately.

Credits: 3

**ELEC 664 - Problem Solving in K-8 Education**

Students will examine research and techniques as they apply to mathematical and related problem solving approaches for students in the elementary school. There will be special emphasis on induction and deduction techniques as they apply to a wide variety of topics in elementary school mathematics.

Credits: 3

**ELEC 667 - Science Concepts for K-8 Teachers**

This course is designed to increase the practicing teacher's knowledge and conceptual understanding of science concepts outlined in the National Science Education Standards and Pennsylvania Science and Technology, as well as Environmental and Ecology Standards. Participants will develop this understanding via a problem-based approach allowing them to develop their own inquiry-based lesson planning in the classroom, while connecting science concepts to everyday life.

Credits: 3

**ELEC 668 - Mathematics Content for K-8 Teachers**

Students will explore the mathematics required for teaching and the different methods of approaching and solving without the use of traditional algorithms.

Credits: 3

**ELEC 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

**ELEC 691 - History of Mathematics Education**

This course will enable the student of mathematics education to be conversant about the people and beliefs that have influenced the practice of teaching mathematics from pre-school through grade 8.

Credits: 2

### **ELEC 692 - History of Science**

This course provides teachers with an in depth look at key individuals and cultures that have impacted Western civilization from antiquity through the early modern era with regards to science content. The primary focus will be on discoveries that have impacted current knowledge bases in chemistry, biology, medicine, geology, and physics. A second focus will be study of the debate and reasoning provided by leading scientists involved, while paying attention to the social and cultural contexts in which they worked.

Credits: 2

### **ELEC 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **ELEC 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

### **ELEC 699 - Teacher Action Research in the Math/Science Classroom**

This course is designed to increase the practicing teacher's understanding of qualitative research. Practicing teachers will develop a qualitative research proposal or action research proposal to implement during the seminar course (ELEC 705).

#### **Prerequisites & Notes**

ELEC601, 636, 638

Credits: 3

### **ELEC 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3

### **ELEC 705 - Seminar in Mathematics and Science Education Research**

Students will participate in a practicum experience under the direction of a faculty member. The practicum experience will be completion of a research project developed during the program and carried out during this course. The final project will be written, bound and submitted for review by two faculty members who will determine if the student has successfully completed the requirements for the program.

#### **Prerequisites & Notes**

ELEC 601 and ELEC 698 (Math and Science Qualitative Research)

Credits: 2

### **ELEC 800 - Thesis**

In Thesis, the candidates for the Master of Education degree writes the last two chapters of their thesis with the assistance of the thesis committee. In addition, the candidates must make a successful oral defense of the thesis. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

### **ENGL 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **ENGL 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **ENGL 598 - Selected Topics**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

Credits: Up to 6

### **ENGL 601 - Research in the Discipline**

Examines the backgrounds and techniques of scholarship in English studies. Introduction to the scope of the discipline, methods of research, and professional discourse as they reflect current interpretive issues. Includes the preparation of an annotated bibliography and paper.

Credits: 3

### **ENGL 602 - Introduction to Rhetoric**

This course outlines the history of rhetoric ("the art of persuasion") from the classical period to the present. It examines the revival and transformation of rhetoric in the twentieth century, both as a medium of peaceful cooperation and as a pedagogy for teaching writing.

#### **Prerequisites & Notes**

Graduate standing or consent of instructor.

Credits: 3

### **ENGL 603 - Literary Criticism**

The study of literary criticism and aesthetic theory.

Credits: 3

### **ENGL 607 - Themes in Medieval & Renaissance British Literature**

A study of important texts in British literature from the medieval and Renaissance periods. This is not a survey, but will instead trace selected major themes through the periods. Themes may include, but will not be limited to, such topics as Arthurian myth, religion and literature, allegory, the lyric, drama, women and literature, and travel and colonial literature.

Credits: 3

### **ENGL 608 - English Literature: 18th Century**

A survey of English literature focusing on major figures from the Renaissance through the 18th Century.

Credits: 3

### **ENGL 609 - The English Literature: 19th Century**

A study of literary texts of the 19th century.

Credits: 3

### **ENGL 617 - American Literature: Origin to 1865**

A thorough study of Early American literature and the Transcendentalists through Whitman.

Credits: 3

### **ENGL 618 - American Literature: 1865-1945**

A study of major and minor American writers and movements from 1865 to 1945.

Credits: 3

### **ENGL 619 - American Literature: 1945 to the Present**

American literature from 1945 to the present.

Credits: 3

### **ENGL 620 - Linguistics**

An introduction to the theories and classroom application of linguistic studies.

Credits: 3

## **ENGL 621 - The Teaching of Writing and Literature**

This course extends into practice the theoretical considerations of English 602 and 603. Students will study and practice techniques for teaching writing and literature.

### **Prerequisites & Notes**

Graduate standing, ENGL 602 and 603 or consent of instructor.

Credits: 3

## **ENGL 651 - Seminar in Shakespeare**

An intensive reading of Shakespeare

Credits: 3

## **ENGL 652 - Seminar in the Literature of Pluralism**

This course provides the opportunity for an in-depth and focused study of minority literature (i.e. Native, Black, Aged, Women, Disabled, Hispanic and Asian Americans). It will examine a specific body of writing showing its relationship to the larger construct, American Literature, and investigating rhetoric from a specific point of view.

### **Prerequisites & Notes**

Graduate standing or consent of instructor.

Credits: 3

## **ENGL 653 - Seminar in World Literature**

Critical analysis of works from various countries and cultures.

Credits: 3

## **ENGL 654 - Seminar in Professional Writing**

An in-depth study of how writing is used in various professions.

Credits: 3

## **ENGL 655 - Administrative, Technical, and Scientific Writing**

Will instruct masters students in the theory, skills and practice necessary to successful administrative, professional and technical communication.

Credits: 3

## **ENGL 656 - Seminar in Visual Rhetoric**

Will instruct masters students in the professional writing program in the theory and practice of visual rhetoric in technical design and familiarize them with the growing body of empirical research into how visual persuasiveness is



achieved in professional documents.

Credits: 3

### **ENGL 657 - Seminar in Advertising and Public Relations Writing**

Will instruct masters students in the professional writing program in the theory and practice of advertising and public relations writing in the context of expanding global and electronic advertising markets and an increasingly complex communication.

Credits: 3

### **ENGL 658 - Seminar in Grant and Proposal Writing**

Will instruct students in the goals, audiences, sources, methods, processes and formats requisite for successful grant and proposal writing.

Credits: 3

### **ENGL 660 - Seminar: Creative Writing**

Provides students with the opportunity to develop their abilities in writing poetry, fiction or dramatic writing (stage or screen). While the student will be expected to become knowledgeable of the techniques of each genre, the major writing project for each student will focus on one genre. Thus, while providing a wide range of options for the advanced student, the course provides depth and focus in one selected genre. The course may be repeated up to six credits.

Credits: 3

### **ENGL 688 - Classic Stage**

The study of five or six classic plays, including attending of performances at the Stratford Shakespeare Festival in Ontario, Canada, or other appropriate theaters. Travel fees required.

Credits: 3

### **ENGL 689 - The Shakespeare Stage**

Study of Shakespeare plays and attendance at Stratford, Shakespearean Festival (Ontario, Canada). Travel fees required.

Credits: 3

### **ENGL 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **ENGL 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **ENGL 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

### **ENGL 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3

### **ENGL 750 - Internship**

Professional experiences geared to students' vocational goals. Writing for newspapers, magazines, and social welfare agencies, film production with filmmakers, and other job-related experiences.

Credits: 3 to 6

### **ENGL 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

### **G&ES 525 - Introduction to Geographic Information Systems**

This course introduces students to digital techniques for the capture, storage, manipulation, analysis, and visualization of earth-referenced data. Computers are used to store maps, analyze maps, and produce new maps along with their attributes to address societal issues. Includes a lab. Students will be introduced to data collection through global positioning technology and remote sensing, data management and analysis through Geographic Information systems, and data visualization through a range of platforms. *Graduate students will produce a professional portfolio and databases that highlight techniques used in the class.* Includes lab.

Credits: 3

### **G&ES 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

## **G&ES 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

## **G&ES 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

## **G&ES 602 - Principles of Sustainability**

This course explores the history of the sustainability movement, and the current and emerging science and practices of sustainability. Students will also be introduced to the research tools and methods needed to evaluate the sustainability of energy systems, technology, the built environment, and environmental regulations and policy.

Credits: 3

## **G&ES 616 - Planning for Sustainable Communities**

This course focuses on the concept of planning for more sustainable and livable communities. Students will examine the emerging planning tools for creating more livable, equitable, and ecological communities.

### **Prerequisites & Notes**

G&ES 602, or consent of instructor

Credits: 3

## **G&ES 625 - Environmental GISci**

This course provides a theoretical and practical exploration of the applications of Geographic Information Systems, Remote Sensing and geospatial statistics to environmental issues. Students will become familiar with approaches to modeling fragmentation, flow analysis, site selection and allocation, watershed analysis, and geostatistics. Students will also be required to produce project design and implementation plans including workload budgets, cost estimates and data acquisition.

### **Prerequisites & Notes**

G&ES 602, and G&ES 325/525, or consent of instructor

Credits: 3

## **G&ES 631 - Environmental Economic Geography**

Environmental economic geography takes a geographical approach to the interface between nature and the economy, with an emphasis on patterns and trends in environmental services and resource management.

### **Prerequisites & Notes**

G&ES 602, or consent of instructor

Credits: 3

## **G&ES 632 - Energy and Society**

Students will develop a working knowledge of energy technologies and policies, and their impacts on both the environment and society. Discussions and case studies will include analysis of current and emerging energy sources and consumption.

### **Prerequisites & Notes**

G&ES 602, or consent of instructor

Credits: 3

## **G&ES 638 - Green Building Design**

Students will examine methods by architects and contractors to design and construct sustainable buildings that consume less fossil fuel, limit environmental impacts and improve worker health and productivity. This course will also explore the opportunities within local, state, and federal government to encourage sustainable building design.

### **Prerequisites & Notes**

G&ES 602, or consent of instructor

Credits: 3

## **G&ES 650 - Water, Climate, and Sustainability**

This course examines how freshwater resources and climate influence our ability to live sustainably. Case studies of past and predicted scenarios will be studied through lectures, discussions, and student projects as we explore the connection between the environment and sustainability.

### **Prerequisites & Notes**

G&ES 602, or consent of instructor

Credits: 3

## **G&ES 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

## **G&ES 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

## **G&ES 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **G&ES 750 - Internship**

Individually designed internship intended to provide the student with an opportunity to work on a sustainability project within the community.

Credits: 3

### **GERO 450/650 - Gerontology Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in a wide range of gerontological activities in an approved institution or agency setting.

#### **Prerequisites & Notes**

Nine hours of approved gerontology coursework or permission of the Gerontology Coordinator.

Credits: 3

### **GERO 465/665 - Seminar in Gerontology**

An interdisciplinary investigation of selected facets of gerontology. Course content is drawn from the biological, behavioral, and social sciences, and will include a consideration of current issues in such areas as mental health, housing, economics, transportation, preventive health programs, long-term care, leisure and work activities.

#### **Prerequisites & Notes**

Aging and the Older Adult or equivalent work experience; additional coursework in gerontology is desirable.

Credits: 3

### **GERO 590 - Experimental Courses**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Please contact the department for more information.

### **GERO 667 - Research Seminar in Gerontology**

A study of the sources of information, areas of gerontological investigation, commonly used research approaches, and the procedures utilized in conducting gerontological research and the writing of grant proposals.

Credits: 3

### **GERO 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Please contact the department for more information.

### **GES 700 - Independent Study**

In-depth reading and/or research in an area of particular interest to the student, done with the guidance of a faculty member.

Credits: 3

### **HIST 511 - Renaissance and Reformation**

A survey of the institutional and cultural developments in Europe from 1400 to 1600 by means of selective illustrations in the learning and arts of the Renaissance and the theologies and social doctrines of the Reformation.

Credits: 3

### **HIST 512 - Europe, 1715-1815**

The study of the development of bureaucracy, the emergence of Britain, Russia, and Prussia as great powers, and the decline of the ancient regime with the Enlightenment, the French Revolution, and the Napoleonic Wars.

Credits: 3

### **HIST 530 - Hispanic American History to 1815**

The political and social institutions of the colonial period which form a basis for modern Hispanic American culture and the rise of nationalism in Latin America.

Credits: 3

### **HIST 540 - The United States in the Twentieth Century**

Contemporary history of the 20th century with major emphasis on the political, economic, and social changes since World War I.

Credits: 3

### **HIST 550 - Public History: Theory and Practice**

This course introduces graduate students to the concept and practice of public history in the United States. We will examine the role of memory and commemoration in American society, the distinction between history and heritage; the significance of place and material culture in presenting the past; the problem of how to represent past events, actors and ideas visually and textually; and the difficult issues of representation, interpretation, and authority in a diverse pluralistic society. Intended to provide students with a broad survey of such historical practice, the course addresses theoretical as well as practical issues.

Credits: 3

### **HIST 561 - The Ancient Near East**

A study of the Eastern Mediterranean world from ca. 3200 BC to 323 BC in order to understand the rich diversity of cultures which that area produced.

Credits: 3

### **HIST 575 - Material Culture and Historical Interpretation**

This course focuses on material culture - the objects, buildings, and spaces left by those in the past - and its value as historical evidence. The course examines the social and cultural forces influencing the production and use of material objects and how these objects have in turn shaped culture in historical contexts. The course will focus particular attention on the interpretation of material culture for diverse public audiences.

Credits: 3

### **HIST 585 - The Middle East in Modern Times**

The Islamic and Ottoman background and influences, the impact of the West, developments in 20th century Turkey, Iran, the Arab States, and Israel.

Credits: 3

### **HIST 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **HIST 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **HIST 598 - Selected Topic**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

### **HIST 605 - Historical Method**

The critical method of historical research is emphasized, and the materials employed by historical writers are identified and analyzed. Using bibliographies, checklists, and other research aids develops research skills.

Credits: 3

### **HIST 612 - Ancient Greece**

A study of the history of Archaic, Classical, and Hellenistic Greece (ca. 800-146 BC) with an emphasis on the cultural contributions that have provided the basis for much of western culture.

Credits: 3

### **HIST 614 - Tudor-Stuart England**

An analysis of the beginning of the modern history of England. The course will study the important political, military, and religious developments in England from the reign of Henry VII through that of James II.

Credits: 3

### **HIST 616 - Modern England**

Basic developments in England since 1689 will be covered such as the development of cabinet government, sea power and empire, industrial power, and military victories.

Credits: 3

### **HIST 617 - Modern Germany**

Germany's drive for recognition as a world power, culminating in the horror of World War I, the failure of the Weimar Republic, and the rise of Hitler and the Nazis.

Credits: 3

### **HIST 618 - Russia in the Twentieth Century**

A study of the forces producing the Communist Revolution in 1917 and the consequent domestic and foreign policies of Soviet Russia as a great power in the contemporary world.

Credits: 3

### **HIST 625 - Women in History**

An analysis of women from the earliest civilizations to the 20th century through the examination of the lives of ordinary and outstanding women from different levels in the social order.

Credits: 3

### **HIST 631 - Mexico and the Caribbean**

The social, economic and political development of Mexico, the five Central American nations, Panama, and the Greater Antilles in the 20th century. Emphasis will be on the years after 1930.

Credits: 3

### **HIST 633 - Colonial America, 1607-1763**



Colonization of North America, with emphasis on the English heritage of the 17th and 18th centuries, the diverse ethnic groups, the growth of imperial controls, and the sectional conflicts that evolved by 1763.

Credits: 3

### **HIST 634 - The American Revolutionary Era**

Forces in Britain and in British America leading to political separation and the nemesis of a republic. The bulk of the course will be concerned with changing and recent interpretations of the meaning of the Revolution.

Credits: 3

### **HIST 635 - The Civil War and Reconstruction**

A study of the background causes, the political and military events of the war, and the period of reconstruction, with emphasis on the lasting impact of the war on the development of the American nation.

Credits: 3

### **HIST 636 - The American West**

Study of territorial expansion and westward movement of the American people from colonial times to 1890. The advance of the American population from the Atlantic to the Pacific over a span of three centuries will be considered, along with the results of the movement. The Trans-Mississippi West will be given special emphasis.

Credits: 3

### **HIST 637 - Indians of North America**

An inquiry into the history and culture of the Native Americans, Mesoamerica, and the Arctic regions.

Credits: 3

### **HIST 638 - American Constitutional History Through 1865**

This course will explore the significant constitutional issues and Supreme Court cases that permeate the history of the American colonies and later the United States through 1865.

Credits: 3

### **HIST 639 - American Constitutional History Since 1865**

This course will explore the significant constitutional issues and Supreme Court cases that permeate the history of the United States since 1865.

Credits: 3

### **HIST 643 - Hispanic American History to 1830**

The political and social institutions of the colonial period which form a basis for modern Hispanic American culture and the rise of nationalism in Latin America.

Credits: 3

### **HIST 644 - The ABC Powers and Mexico**

The social, economic, and political development of Argentina, Brazil, Chile, and Mexico since independence. Coverage will be from 1830 with special emphasis on the 20th century.

Credits: 3

### **HIST 662 - The Arabs and Israel**

A study of the imperialism and nationalism in the 19th and 20th century Middle East and an analysis of the ruling forces that have shaped the contemporary revolutions and conflicts in the area.

Credits: 3

### **HIST 666 - Twentieth-Century Africa**

A study of the struggle for independence from imperialism with special emphasis on the social, economic, and political conflicts. (1948 to present).

Credits: 3

### **HIST 686 - Contemporary China**

This course will investigate recent events in and related to China. Chinese culture will be examined as a background in which to place and assess contemporary events.

Credits: 3

### **HIST 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **HIST 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **HIST 698 - Selected Topic**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

### **HIST 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1 to 3

### **HIST 710 - Seminar in Medieval Europe**

Studies selected topics of the High Middle Ages such as the medieval church, Gothic art, rural society, religious life, and scholasticism.

Credits: 3

### **HIST 733 - Seminar in American Industrialism and Reform, 1887-1914**

A study of the impact of industrialism on the social, political, and economic life of late 19th and early 20th century United States. The emphasis will be on reforms and reformers of the Populist and Progressive eras.

Credits: 3

### **HIST 734 - Seminar in American Foreign Policy**

Studies in depth of significant diplomatic crises in the 19th and 20th centuries.

Credits: 3

### **HIST 735 - Seminar in Pennsylvania History**

Emphasis on the frontier role in western Pennsylvania, population movements and composition, natural resources, and unique economic, political, and social developments.

Credits: 3

### **HIST 750 - History Internship**

Supervised placement and research in selected public and private agencies at appropriate institutions.

Credits: 3 to 6

### **HIST 800 - Thesis**

To be selected by those students desiring to do a project or thesis in history or to satisfy the requirements for a seminar. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary

selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3 to 6

### **NURS 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **NURS 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

### **NURS 598 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **NURS 601 - Advanced Concepts in Pathophysiology**

This course is devoted to the study of the physiological process of disease and the body's response to this process. It is the goal of the course to present broad physiological principles that nurse practitioners can apply to their clinical experiences. Specific diseases are used to exemplify pathophysiological concepts, and treatment is examined at the molecular level as response to the pathophysiology. The course investigates exogenous causes of diseases emphasizing infection, inflammation and the immune response as well as endogenous diseases of the nervous, endocrine, cardiovascular, hepatic, pulmonary and renal systems. Fall annually.

Credits: 3

### **NURS 602 - Pharmacological Applications**

This course will cover principles of pharmacology as applied to advanced nursing practice, including drug effectiveness, mechanism and interaction. Emphasis will be on the pharmacological action of drugs on specific organ systems and the clinical use of drugs in treatment of disease conditions. Emphasis will be on critical decision-making skills in the selection of drug therapy, doses of drugs, routes of administration, and preferred therapy. This course focuses on pharmacologic implications for the family nurse practitioner working with individuals across the life span.

#### **Prerequisites & Notes**

NURS 601. Spring annually and as needed.

Credits: 3

### **NURS 603 - Essentials in Professional School Nursing**

This course introduces the multi-faceted responsibilities of the scope and practice of school nursing. Content related to leadership strategies, school law, and the legal and professional responsibilities of the school nurse are emphasized. Content addresses the need for the school nurse to work within the school organization and the community to effectively manage school health services, while collaborating across disciplines.

Credits: 3

### **NURS 605 - Evolution of Nursing Theory**

This course focuses on selected aspects of theory development in nursing science. Emphasis is given to the study of epistemological issues related to the evolution of theory in nursing. Varying levels and components of theories are explored. Major strategies for theory development including concept analysis, synthesis, and theory derivation are analyzed. Students gain experience in critically examining major existing theoretical models. Fall annually.

Credits: 3

### **NURS 610 - Advanced Concepts in Nursing Research**

This course examines the relationship and contribution of nursing research to the development of nursing science. The growth of research will be traced over the course of the last century, with particular emphasis on the evolution that has occurred since mid-century. Students will be assisted to increase their ability to critically evaluate published research and to make decisions concerning its applicability to practice. Additionally, students will develop a proposal for an individual or group research project that may become the foundational work for the scholarly project.

#### **Prerequisites & Notes**

NURS 605, or by permission of the instruction. Spring annually.

Credits: 3

### **NURS 614 - Family and Community Perspectives**

This course introduces the advanced practice nurse student to health promotion and disease prevention strategies for families and communities. Students will explore principles of family theory, established models of family development, epidemiology, and demography. An opportunity will be given to develop intervention plans to improve wellness based on risk assessment and knowledge of national standards of clinical preventive services. This course is a prerequisite to all clinical nursing courses. Fall annually.

#### **Prerequisites & Notes**

Must be taken concurrently with NURS 620.

Credits: 3

### **NURS 615 - Advanced Health Assessment**

This course builds upon the basic assessment skills of the nurse. It is designed to augment, refine, and enhance the practitioner's ability to assess the health status of individuals, to recognize deviant and abnormal findings, to evaluate responses to illness and to identify health risks. The course will enable the practitioner to collect a comprehensive health history and perform a complete physical assessment in a systematic and organized manner. Course content emphasizes a holistic approach toward assessment, incorporating the client's response to wellness and illness,

sociocultural influences, and health seeking behaviors. Specialized assessment tests and procedures and laboratory test data will be used by the practitioner to uncover client health cues in addition to those identified by questioning and examining. The practitioner's skill in assessing a client's resources, strengths, limitations, and coping behaviors will be intensified.

**Prerequisites & Notes**

Or co-requisite: NURS 601. Fall annually and as needed.

Credits: 2

**NURS 616 - Advanced Health Assessment Practicum**

Provides opportunity for the student to implement the objectives identified in NURS 615. Students may select experiences from a variety of clinical settings appropriate to the course focus. This course must be taken concurrently with NURS 615.

**Prerequisites & Notes**

NURS601. Fall annually and as needed.

Credits: 1

**NURS 620 - Clinical Decision Making I**

This course emphasizes clinical data-gathering skills, diagnostic reasoning, and clinical problem-solving for application in NURS 630 and NURS 640 directed toward the management of common health problems of clients throughout the lifespan. Critical thinking skills are emphasized and honed and are used to amplify common sense, intuition, and simple reasoning. Emphasis is placed upon the analysis and synthesis of client data for diagnosis and for identification of appropriate nursing and other therapeutic interventions to be used by the advanced practice nurse. This course is required as a prerequisite to all other clinical nursing courses.

**Prerequisites & Notes**

NURS 615 and NURS 616. Spring annually and as needed.

Credits: 2

**NURS 621 - Clinical Decision Making I practicum**

Provides opportunity for the student to implement the objectives identified in NURS 620. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken concurrently with NURS 620.

**Prerequisites & Notes**

NURS 615. Spring annually and as needed.

Credits: 1

**NURS 622 - Nursing Practice for School Populations**

This course, in conjunction with NURS 623, Nursing Practice with School Populations Practicum, are the culminating nursing courses for eligibility for certification as a school nurse in the Commonwealth of Pennsylvania. The role of the professional nurse in providing for the health and learning needs of students with and without special needs, families and the school community is explored. Within all components of the course, the responsibility of the school nurse to

exercise leadership, in collaboration with teachers, administrators, and parents for planning, implementing, and evaluating the school health program is emphasized as well as the major socioeconomic and ethical factors which influence it.

**Prerequisites & Notes**

NURS603

Credits: 3

**NURS 623 - Nursing Practice for School Populations Practicum**

This course, in conjunction with NURS 622, Nursing Practice with School Populations, are the culminating nursing courses for eligibility for certification as a school nurse in the Commonwealth of Pennsylvania. The 100 hour practicum with a Certified School Nurse emphasizes the application of all theoretical course work in fulfilling the role of the school nurse with school populations. The students carry out the role of the professional school nurse in providing for the health and learning needs of diverse students with and without special needs, families, and the school community.

**Prerequisites & Notes**

NURS603

Credits: 3

**NURS 630 - Clinical Decision Making II**

This course focuses upon birth through adolescence in regard to health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions. All dimensions of development and the total health of the child and family are considered. Course theory seeks to expand the practitioner's base of knowledge and understanding while clinical practicum provides an opportunity for the application of learning and the enhancement of decision-making skills. Opportunity is provided for the development of skill in selected therapeutic interventions related to health care of the client from birth through adolescence. The course provides for expansion of knowledge for application in working with clients, families, and colleagues in clinical practice. Collaboration with other health care providers is fostered. Three lecture hours weekly. The course must be taken concurrently with NURS 631 and NURS 632.

**Prerequisites & Notes**

Minimum grade of "B" in NURS 614, 615, and 620. Fall annually.

Credits: 3

**NURS 631 - Clinical Decision Making II: Role Seminar**

This seminar, a controlled environment for deliberation on clinical situations encountered, explores the role of the practitioner in advanced nursing practice. It provides opportunities for discussion of alternative approaches to diagnosis, advanced nursing, medical or collaborative management. The seminar will include the discussion of clinical based research questions, client presentation, and effective treatment interventions. Two laboratory hours weekly. This course must be taken concurrently with NURS 630 and NURS 632.

**Prerequisites & Notes**

Minimum grade of "B" in NURS 614, 615, and 620. Fall annually.

Credits: 1

## **NURS 632 - Clinical Decision Making II Practicum**

Provides opportunity for the student to implement the objectives identified in NURS 630. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. This course must be taken concurrently with NURS 630 and NURS 631.

### **Prerequisites & Notes**

Minimum grade of "B" in NURS 614, 615, and 620. Fall annually.

Credits: 2

## **NURS 640 - Clinical Decision Making III**

This course focuses upon adults (young, middle aged, and older) in regard to health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions. All dimensions of development and the total health of the adult and family are considered. Course theory seeks to expand the practitioner's base of knowledge and understanding while clinical practicum provides an opportunity for the application of learning and the enhancement of decision-making skills. Opportunity is provided for the development of skill in selected therapeutic interventions related to health care of the adult. The course provides for expansion of knowledge for application in working with clients, families, and colleagues in clinical practice. Collaboration with other health care providers is fostered with emphasis upon the coordination and continuity of client care. Three lecture hours weekly. This course must be taken concurrently with NURS 641 and 642.

### **Prerequisites & Notes**

Minimum grade of "B" in NURS 614, 615, and 620. Spring annually. (

Credits: 3

## **NURS 641 - Clinical Decision Making III: Role Seminar**

This seminar, a controlled environment for deliberation on clinical situations encountered, explores the role of the practitioner in advanced nursing practice. It provides opportunities for discussion of alternative approaches to diagnosis, advanced nursing, medical or collaborative management. The seminar will include the discussion of clinical based research questions, client presentations, and effective treatment interventions. Two laboratory hours weekly. This course must be taken concurrently with NURS 640 and 642.

### **Prerequisites & Notes**

Minimum of grade of "B" in NURS 614, 615, and 620.

Credits: 1

## **NURS 642 - Clinical Decision Making III Practicum**

Provides opportunity for the student to implement the objectives identified in NURS 640. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. This course must be taken concurrently with NURS 640 and NURS 641.

### **Prerequisites & Notes**

Minimum grade of "B" in NURS 614, 615, and 620. Spring annually.

Credits: 1



### **NURS 645 - Nursing and Public Policy**

This course examines the implications of health care financing, structuring, labor market trends, and current health care reform proposals for nursing in general and for advanced practice nursing specifically. Additionally, the student will be stimulated to appreciate the critical need for nurses to engage in activities, individually and as members of professional organizations, that will enhance the position of nursing in influencing health care policy and legislation at all levels local, state, and federal. A pervasive theme throughout the course is the ultimate goal of improving the health care of our citizens. Spring annually.

Credits: 3

### **NURS 650 - Application of Systems Management to Nursing Administration**

This course focuses on the organizational structure within which the nurse administrator operationalizes the mission and goals of the health care delivery system. General system theory, strategic planning, integrated quality management, marketing, and fiscal management are all portrayed as essential knowledge areas for the nurse administrator. Fiscal, economic, budgetary resources, and management are also highlighted. Information systems as assistive technology in health care administration are emphasized. This course provides the student with a foundation of systems management based on organizational theory and analysis. Fall annually.

Credits: 3

### **NURS 655 - Nursing Administration in Healthcare Delivery Systems**

This course emphasizes the use of ethical and legal frameworks in nursing administration. The role of nursing as a “women’s system” is explored as it has evolved as a major health care profession. Nursing administration is examined by studying the nurse as a leader who deals with basic managerial issues and organizational situations. This course provides the student with information and guidance in methods of creative problem solving, decision-making, and conflict management. Spring annually.

Credits: 3

### **NURS 656 - Human Resources Management in Nursing**

This course focuses on building and managing human resources in a health care delivery system. Communication is addressed as the foundation for optimizing human potential and personnel management. The nurse administrator as a power base is studied as students investigate the personnel control, staffing, and nursing care delivery systems. Maximizing the creativity and productivity of worker is stressed through study of personnel development and collective action. This course provides the student with information and guidance in methods of increasing productivity, job satisfaction, and personal growth of health care personnel. Spring annually.

Credits: 3

### **NURS 660 - Nursing Administration Practicum**

This course provides the student with the opportunity to apply administrative concepts, principles, and strategies to the role of nurse administrator. It focuses on the nurse administrator as a leader, planner, organizer, and professional. Responsibilities as a nurse leader are addressed as they relate to all aspects of professionalism. Students investigate planning as an important component of management as well as organizational activities of the nurse administrator. The course focuses on the administrator’s role in professional development of self and health care staff. It emphasizes the integration of theoretical approaches to nursing administration in the health care setting. Clinical practicum provides

the student with the opportunity to apply theoretical knowledge to the role of nurse administrator. This course must be taken concurrently with NURS 661.

**Prerequisites & Notes**

Minimum grade of "B" in NURS 650, 655, and 656.

Credits: 3

**NURS 661 - Nursing Administration Role Seminar**

This seminar, a controlled environment for deliberation on administrative situations encountered, explores the role of the nurse administrator in advanced nursing practice. It provides opportunities for discussion of the role of the nurse administrator as a leader, planner, organizer, and professional. The seminar will include the discussion of administrative based research questions, teaching-learning presentations, and teaching strategies. This course must be taken concurrently with NURS 660. Fall annually.

**Prerequisites & Notes**

Minimum grade of "B" in NURS 650, 655, and 656.

Credits: 1

**NURS 675 - The System of Nursing Education**

Examines curriculum development in post secondary nursing programs. Focuses on philosophical issues, learning theories, learner needs assessment, and curriculum design for target populations in various nursing education programs. Enables advanced practice nursing students to develop and evaluate curriculum for selected nursing education programs. Fall every other year and/or as needed.

Credits: 3

**NURS 676 - Educational Strategies in Nursing**

Provides a comprehensive overview of educational strategies for students who desire to function as advanced practice nurses in the educational arena. Provides the necessary theory to implement the instructional process with various populations. Examines issues relevant to educational strategies and their evaluation. Students design and implement a lesson plan. Self-evaluation and critique of others are used as a method to improve teaching. Fall every other year and/or as needed

Credits: 3

**NURS 677 - Evaluation and Assessment in Nursing**

Provides a comprehensive overview of evaluation and assessment in learning for students who desire to function as advanced practice nurses in the educational arena. Emphasizes current issues in assessment, establishment and measurement of learning outcomes, and the development and utilization of assessment tools. Students design and use evaluation tools for clinical and classroom application in nursing and health education. Spring every other year and/or as needed.

Credits: 3

**NURS 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a “one time only” basis and not as a permanent part of the department’s curriculum.

Credits: 3

### **NURS 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

### **NURS 698 - Selected Topic**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

Credits: 3

### **NURS 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university’s traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3

### **NURS 750 - Internship**

Provides the opportunity to gain competency in the multifaceted role of nurse practitioner or nurse educator through a supervised clinical experience. Students enact their chosen role in selected settings with target populations while functioning under the guidance of certified nurse practitioners, licensed physicians, or nurse educators who have been approved by the department as preceptors. Nine to eighteen hours of clinical experience weekly, depending on program concentration.

#### **Prerequisites & Notes**

All program coursework, excluding scholarly project. Spring annually and as needed.

Credits: 6

### **NURS 800 - Scholarly Project**

Scholarly project based on an innovative and/or creative study pertinent to nursing or a related area. Students register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the scholarly project in one calendar year must register for 1 additional credit each consecutive term until completion up to a maximum of 6 credits. A research advisor and committee supervise the scholarly project.

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

**Prerequisites & Notes**

NURS 605 and 610. Annually.

Credits: 3 to 6

**PE 560 - Physical Education Symposium**

The symposium will present information on timely issues in the field of physical education. The role and responsibility of the profession in the solution of current problems will be emphasized. The symposium is designed to be of short term and variable in topic content.

Credits: 1 to 3

**PE 576 - Stress Management**

Students will examine their own way of caring for self through an exploration of responses to stress. The components of stress will be studied and instruction will be provided for increasing physical and psychological well being through stress management strategies and adjunctive techniques of time management, decision-making skills and assertiveness.

Credits: 3

**PE 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

**PE 595 - Physical Education Workshops**

The workshops will present information on timely issues in the field of physical education. The role and responsibility of the profession in the solution of current problems will be emphasized. The workshops are designed to be of short-term and variable in topic content.

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

**PE 598 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

**PE 612 - History and Philosophy of Physical Education**

A study of the past with the objective of gaining insight into the future. Various cultures of the past are studied to gain a broad historical base from which it is possible to interpret present day problems. The most accepted philosophies of the past and present are identified with physical education trends. The forces that have shaped and fashioned physical education through the ages are examined.

Credits: 3

### **PE 620 - Analysis of Research Literature in Sport and Physical Education**

This course focuses on the critical analysis of research literature related to teaching physical education. It is an introduction to research design, the research process, and the nature of educational research. Research studies using both the qualitative and the quantitative paradigms will be compared and contrasted.

Credits: 3

### **PE 662 - Disability Sport in the 21st Century: A Global Perspective**

This course is designed to introduce the students to the study of Disability Sport across the world. Students will study the history, current movement, and future developments of Disability Sport in an ever changing and emerging field of sport for persons with disabilities.

Credits: 3

### **PE 663 - Health-Related Fitness Education and Assessment**

This course is designed to provide practical knowledge to develop, organize, administer, and assess an age appropriate health-related fitness education program for children and adolescents. Emphasis will be placed on assessment and technology.

Credits: 3

### **PE 665 - Perceptual Motor Development**

This course is designed to provide the student with a knowledge of the development of perceptual and motor factors. Insights are provided into the assessment of a typical growth with the formulation of programs that can be used to assist the development of perceptual and motor factors.

Credits: 3

### **PE 668 - Current Issues in Physical Education**

The identification of principles, problems, and procedures for administering physical education programs. Particular attention is given to problems pertinent to class members.

Credits: 3

### **PE 669 - Discipline Strategies for Teachers and Coaches**

This course identifies behavioral problems that exist in schools. Problem analysis, evaluation, and the design of teaching strategies that serve as preventive measures will be included in the course.

Credits: 3

### **PE 671 - Trends and Issues in Elementary Physical Education**

Designed for the classroom teacher, as well as the specialist in physical education, this course emphasizes practices directed toward the improvement of instruction and the professional growth of teachers in the elementary school.

Credits: 3

### **PE 672 - Psychology of Sport**

This course examines psychological principles and knowledge as they are related to one's participation in sport and play. Areas of major concern include: motivation, aggression, personality, self-concept, mental health, and stress.

Credits: 3

### **PE 673 - Advanced Study of Disability in Physical Activity**

This course is designed to actively engage the learners in discussion and dialogue of new and emerging high-incidence disabilities that are prevalent in the schools, communities, and physical activity facilities. The course will provide students with an understanding and an ability to assess, design, implement, and evaluate individualized programs of physical activity for individuals with emerging disabilities that face the community.

Credits: 3

### **PE 678 - Lifespan Physical Activity and Disability**

This course is designed to investigate the physical, social, psychological, and emotional needs of individuals with disabilities at key developmental milestones across the lifespan. Students will study the concept of transition from one life event to another related to health promotion and physical activity.

Credits: 3

### **PE 685 - Fundraising/Grant Writing in Adapted Physical Activity**

This course is designed to develop competencies in fund raising strategies utilizing grant writing skills geared toward corporations and charitable foundations. Students will study the specific skills needed to develop a funding concept, preparation of the proposal, and the establishment of relationships with potential donors.

Credits: 3

### **PE 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **PE 694 - Health Promotions for Persons with Disabilities**

This course is designed to address changes in international and national trends in public health related to health promotion and physical activity for individuals with disabilities. Students will study emerging and critical trends and research in adapted physical activity related to health promotion and physical activity of individuals with disabilities.

Credits: 3

### **PE 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

### **PE 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **PE 698 - Special Topics in Adapted Physical Activity**

This course is designed to address emerging special topics in the field of adapted physical activity such as outdoor education for persons with disabilities, international trends in services and supports, accessibility, and other issues. Topics will be selected based upon their relevance to current issues in the field.

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **PE 700 - Independent Study**

With the prior approval of the student's advisor and the written approval of the sponsoring professor, a student may pursue an individual project especially suited to meet the student's interests and needs. A topic may receive from one to three semester hours credit. A student may enroll in separate Independent Studies (different topics of study) up to a total of six semester hours' credit.

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3 to 6

### **PE 701 - Life Span Motor Development**

This course is designed for graduate students with varied background in the studies of human movement experiences. It will focus on the foundations and theoretical perspectives of motor development across the life span. Featured are studies centered upon life span growth, maturation, aging, fundamental motor skill development, perceptual motor development, functional and structural constraints.

Credits: 3

## **PE 702 - Technology for Physical Educators**

This course is designed to provide the physical educator with an overview of the various types of technology that can be utilized in teaching health and physical education. The purpose of this course is to familiarize and enhance physical education teachers' technology skills to support instruction in a K-12 setting. The course includes personal computer use in creating materials to enhance instruction and aid in assessment. Also included are other technologies, such as personal digital assistants (PDA), digital cameras/camcorders, various physical education software and Internet options.

Credits: 3

## **PE 703 - Developmental Training Theory for Coaching Adolescents**

This course is designed to provide the graduate student with the knowledge of applied training principles as related to training theory for adolescents, ages 13-18 years. Emphasis will be given to areas such as developmentally appropriate strength, power, speed, agility, and flexibility training programs; gender and age differences in training; movement analysis using kinematic and kinetic approaches; muscle-tendon injury prevention; and application of training theory in designing physical education or coaching programs.

Credits: 3

## **PE 740 - Application of Research for Practicing APA Specialists**

This course is designed to provide the learners with the competencies, skills, and abilities to read, understand, and interpret current and emerging research in the field of adapted physical activity. Students will study the analysis, synthesis, and evaluation of the results of research and its impact on the application of physical activity for individuals with disabilities will be discussed.

Credits: 3

## **PE 741 - Adventure Programming**

This course is designed to explore the various approaches to Adventure Programming as it is applied to K-12, Physical Education. Topics to be investigated include: The history, philosophy, theoretical models (e.g. experimental learning theory), and application of Adventure programming in the Physical Education setting, the Experimental Learning Cycle, goal setting, value contracts for individuals and groups, individual choice in a group setting, effective leadership, cooperative games, low and high challenge course facilitation, various suitable adventure activities, and the application of developmentally appropriate adventure activities within the elementary and secondary school physical education curriculum.

Credits: 3

## **PE 745 - Leadership Training in Adapted Physical Activity**

This course is designed to prepare professionals for a variety of emerging and expanding leadership opportunities in physical activity, wellness, and health promotion for athletes, and the physically active, and physical activity for individuals with disabilities. Students will study conflict resolution, negotiation skills, and teamwork skills in developing leadership qualities.

Credits: 3



## **PE 750 - Internship**

Supervised in-depth practical experience which provides the opportunity to practice and/or apply Exercise Science career-oriented skills in selected agencies or institutions.

### **Prerequisites & Notes**

Approval by permission of internship supervisor based upon completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in internship.

Credits: 6

## **PE 751 - Practicum in Teaching Physical Education**

Each practicum experience provides students with the opportunity to put theory and technique into practice at the level of their teaching specialization. The students will also attend a seminar led by the university supervisor. A formal application to begin a practicum must be filed by the fifth week of the semester before the semester in which the student wishes to undertake the practicum.

### **Prerequisites & Notes**

Satisfactory completion of all other degree requirements for degree completion, and the permission of the program coordinator.

Credits: 6

## **PE 766 - Current Issues in Athletics**

This course addresses the issues in contemporary athletics. Athletics change, to some degree, from day to day; therefore, intense reading as to the happenings in the athletic world is essential.

Credits: 3

## **PE 770 - Children in Sport**

This course is designed to examine the issues related to teaching developmentally appropriate elementary physical education, and developing elementary physical education curricula in relation to national, state and local standards. Emphasis is placed on current trends and teaching methods in elementary physical education, and on the relationship of reflective teaching and teaching effectiveness at the K-5 grade levels.

Credits: 3

## **PE 771 - Meaningful Movement for Children**

This course is designed to give teachers the opportunity to integrate and synthesize the newest experiential information and materials available concerning children and movement.

Credits: 3

## **PE 772 - Program and Curriculum Development in Physical Education**

This course is designed to examine the issues related to curriculum theory and design; developing curricula in relation to national, state and local standards; and program development and administration. Emphasis is placed on the current

content standards in health and physical education, and on the relationship of program development and teaching effectiveness.

Credits: 3

### **PE 775 - Secondary Pedagogy**

This course is designed to examine the issues related to teaching secondary physical education, and developing secondary physical education curricula in relation to national, state and local standards. Emphasis is placed on current trends and teaching methods in secondary physical education, and on the relationship of reflective teaching and teaching effectiveness at the 6-12 grade levels.

Credits: 3

### **PE 800 - Thesis**

In Thesis, the candidates for the Master of Education degree writes the last two chapters of their thesis with the assistance of the thesis committee. In addition, the candidates must make a successful oral defense of the thesis.

Credits: 6

### **PHTH 540 - PT Procedures**

Physical therapy procedures is an introductory clinical skills course that focuses on infection control, vital signs, clinical emergencies, body mechanics, positioning and draping, basic wheelchair prescription, transfers, bed mobility, and gait training of patients referred to physical therapy. In addition, it introduces the student to the American Physical Therapy Association's Guide approach to physical therapy practice and documentation.

Credits: 2

### **PHTH 545 - Health Care Systems I**

The purpose of this course is to introduce the student to the historical development, structure and function of the American health care system and the profession of physical therapy. The elements of patient management as described in the APTA Guide to Physical Therapy Practice and a model of displacement will be used as a framework to introduce patient management across various practice settings.

Credits: 2

### **PHTH 548 - Pathophysiology I**

This is the first of two sequential courses that examine normal physiology and pathology of various body systems and the alterations in structure and function. Emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings. Implications to physical therapy clinical practice will be discussed.

Credits: 3

### **PHTH 549 - Pathophysiology II**

This is the second of two sequential courses that examines the physiology and pathology of various body systems and the alterations in structure and function. Emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings. Implications to physical therapy clinical practice will be discussed.

Credits: 3

### **PHTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **PHTH 591 - Technology in Physical Therapy (TDPT)**

This course introduces the student to current technology that is available and influences the profession of physical therapy. Topics include literature searches, management software, virtual reality, and how to critically evaluate technology.

Credits: 1

### **PHTH 592 - Evidence-Based Practice (TDPT)**

The course will emphasize Sackett's model of evidence-based medicine. Students will learn how to critically evaluate medical literature. Students will be required to perform literature searches, read, interpret, critique and apply current research to clinical practice to provide a rationale for practice.

Credits: 2

### **PHTH 593 - Differential Diagnosis (TDPT)**

Whether physical therapists practice under increasingly prevalent direct access laws or practice by physician referral, their ability to recognize systemic disease is critical. This course will prepare physical therapists to recognize signs and symptoms of systemic disease and make appropriate medical referrals.

Credits: 2

### **PHTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

### **PHTH 598 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **PHTH 630 - Gross Anatomy I**

This is the first of a two semester sequence of courses and focuses on the anatomy of the upper and lower extremities and the superficial back. This course includes full cadaver dissection.

Credits: 5

### **PHTH 631 - Neuroscience I**

This course is primarily a study of the development of the human nervous system, the morphology, classification and basic physiology of neurons, and the neuroanatomy of the brain and spinal cord. It provides a basic foundation of knowledge regarding the essential concepts of neuroscience with a focus on the basic physiology and 3-dimensional anatomy of the central nervous system.

Credits: 4

### **PHTH 633 - Histology**

This course examines the structure and function of the human body based on microscopic examination of tissues. Special emphasis is placed on those organ systems most directly impacted by the practice of physical therapy.

Credits: 2

### **PHTH 635 - Gross Anatomy II**

This is the second of two-semester sequence of courses and focuses on the anatomy of the head, neck, deep back, spinal column, and body cavities. This course includes full cadaver dissection.

#### **Prerequisites & Notes**

PHTH 630.

Credits: 5

### **PHTH 636 - Neuroscience II**

This course builds upon the basic neuroscience foundation provided in Neuroscience I (PHTH 631). A systems approach is utilized to examine structure and function of the clinically relevant systems of the peripheral and central nervous systems as applied to neurological evaluation. An introduction to basic neurological physical examination methods is included.

#### **Prerequisites & Notes**

PHTH 631

Credits: 4

### **PHTH 645 - Clinical Experience I**

The purpose of this course is to provide students with first hand knowledge of the multi-faceted role of the profession of physical therapy through an introductory two-week full-time clinical experience. Students will have the opportunity to practice basic examination and intervention skills under the direct supervision of a licensed physical therapist.

**Prerequisites & Notes**

PHTH 545, 630 and 635

Credits: 1

**PHTH 646 - Movement Science**

This course is taken concurrently with Gross Anatomy and complements knowledge of human anatomy with the investigation of normal and pathological human movement using the physical laws of motion and principles of arthrology. Emphasis is on discussion of Newton's Laws of Motion and application to isolated and gross movement patterns of the upper and lower extremities.

**Prerequisites & Notes**

PHTH 630 and 635

Credits: 3

**PHTH 650 - PT Modalities**

This course focuses on the theory and physiological effects of selected instrumentation with indications and contraindications relevant to specific problems. Therapeutic modalities include: heat, cold, electrical current, light, sound, intermittent compression and traction. In addition, the American Physical Therapy Association's Guide will be reviewed relative to physical therapy modality practice.

**Prerequisites & Notes**

PHTH 540.

Credits: 2

**PHTH 651 - PT Assessment**

This course focuses on physical therapy assessment techniques specifically goniometry, manual muscle testing, electromyography, and sensory and reflex testing.

**Prerequisites & Notes**

PHTH 630 or 540 and 636.

Credits: 3

**PHTH 652 - Nutrition**

This course provides the student with an introduction and application of the science of nutrition. Emphasis is placed on an understanding of the various nutrients, their functions and availability as well as a realistic means by which to obtain them in the diet. Implications for the physical therapist will be addressed.

Credits: 1

### **PHTH 653 - Pharmacotherapy**

This course introduces students to medications, their appropriate uses, side effects, interactions and adverse effects. Emphasis is placed on an understanding of medication effects as they relate to a patient's progress in physical therapy. The course content will encompass all age groups, but special emphasis will be placed on adolescent, adult and older adults.

Credits: 1

### **PHTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **PHTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

### **PHTH 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **PHTH 699 - Current Concepts in Rehabilitation (TDPT)**

This course focuses on current concepts in rehabilitation including motor control, motor learning, medical monitoring, strengthening, stretching, motor control, spasticity, and functional retraining.

Credits: 2

### **PHTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

### **PHTH 702 - Musculoskeletal I**

This is the first of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the upper extremity.

**Prerequisites & Notes**

PHTH 645.

Co-requisite: PHTH 729 and 719

Credits: 3

**PHTH 703 - Musculoskeletal II**

This is the second of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the temporomandibular joint, spine, and sacroiliac joint.

**Prerequisites & Notes**

PHTH 702, 710

Credits: 3

**PHTH 704 - Musculoskeletal III**

This is the third of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the lower extremity.

**Prerequisites & Notes**

PHTH 703

Credits: 3

**PHTH 710 - Clinical Experience II**

The purpose of this course is to provide students with the opportunity for professional development through a five-week full-time clinical experience. Students will have the opportunity to practice basic patient/client management skills under the direct supervision of a licensed physical therapist.

**Prerequisites & Notes**

PHTH 645 Co-requisites: PHTH 702 and 717

Credits: 3

**PHTH 717 - Neuromuscular I**

This is the first of two sequential courses on neuromuscular physical therapy. This course focuses on the examination of patients with neuromuscular dysfunction. Practical application of appropriate interventions will be introduced with an emphasis on motor learning for patients with balance, vestibular, and cerebellar dysfunction. Students will be introduced to the basic concepts of electrodiagnostic testing.

**Prerequisites & Notes**

PHTH 636,646, and 651.

Co-Requisites- PHTH 702, 719, and 729.

Credits: 4

## **PHTH 718 - Neuromuscular II**

This is the second of two sequential courses on neuromuscular physical therapy. This course focuses on the examination of patients with neuromuscular dysfunction and interventions for specific diagnoses which include hemiparesis, brain injury, and spinal cord injury. Interventions will expand beyond motor learning and traditional approaches.

### **Prerequisites & Notes**

PHTH 702, 710, 717, 719, and 729.

Credits: 4

## **PHTH 719 - Therapeutic Adaptations**

This three credit lecture and laboratory based course focuses on orthoses, prostheses, assistive technology, adaptive equipment, and environmental assessment and modifications.

### **Prerequisites & Notes**

PHTH 645, 646, and 651

Co-Requisites- PHTH 702, 719

Credits: 3

## **PHTH 729 - Therapeutic Exercise**

Therapeutic Exercise will include information relative for creating, analyzing, modifying, and progression of activity training regimens utilized throughout rehabilitation. Students will learn how to manage individualized and group therapeutic exercise programs; determine the precautions, indications, and contraindications of various techniques; identify common conditions where therapeutic strategies are employed. Emphasis is placed on clinical application of muscle strengthening, stretching, conditioning, and aquatic therapy. Principles of exercise prescription will be discussed.

### **Prerequisites & Notes**

PHTH 540, 651, 635, 549, 636, 646, and 645.

Credits: 2

## **PHTH 731 - Diagnostic Imaging for PTs**

This course focuses on the study of the principles, procedures, and interpretation of diagnostic imaging techniques. Emphasis is placed on plain film radiography, myelograms, CT scans, medical resonance imaging and nuclear medicine as they relate to the musculoskeletal, cardiovascular, gastrointestinal and reproductive systems.

### **Prerequisites & Notes**

PHTH 548, 630 and 635

Credits: 1

## **PHTH 732 - Cardiopulmonary**



Cardiopulmonary Physical Therapy is a lecture and laboratory course focusing on the fundamental components of cardiopulmonary physical therapy for entry-level physical therapists. Concepts of exercise physiology and practical application in cardiopulmonary physical therapy are addressed. Emphasis is placed on clinical application of cardiac and pulmonary rehabilitation and management of patients during critical illnesses and integration of pathophysiology, anatomy, and pharmacotherapy.

**Prerequisites & Notes**

PHTH 651, 549, 729, and 653

Credits: 3

**PHTH 733 - Integumentary PT**

This course will focus on integumentary physical therapy and the patient/client management model. The course will encompass burns and wounds with emphasis on differential diagnosis, burn/wound examination, evaluation, diagnosis, prognosis, and intervention.

**Prerequisites & Notes**

PHTH 549, 635, 651, 653, 729, 732

Credits: 1

**PHTH 734 - Geriatric PT**

This course is designed to prepare physical therapists to work effectively with the older adult in a variety of settings. The emphasis is placed on examination, treatment, and interactions with individuals after middle-age. Laboratory sessions compliment lectures.

**Prerequisites & Notes**

PHTH 704, 718, 732, 719, 729, and 653

Corequisite: PHTH 733

Credits: 3

**PHTH 735 - Pediatric PT**

This course is designed to prepare physical therapists to apply the patient/client management model to the pediatric population. Emphasis is placed on typical and atypical growth and development of the major body systems and developmental disorders.

**Prerequisites & Notes**

PHTH 702, 703, 704, 717, 718, 732, and 733

Credits: 3

**PHTH 736 - Special Topics in PT**

Special Topics is a one credit course focusing on women's health, labor and delivery, breast cancer, lymphedema, incontinence, bariatrics, and oncology. Through case studies this course explores niche practice arenas.

**Prerequisites & Notes**

PHTH 732, 733, and 743

Co-Requisite- PHTH 734

Credits: 1

### **PHTH 737 - Physical Therapy Business Practices**

This two-credit course focuses on business practices in physical therapy. Emphasis is placed on direction, delegation and supervision, jurisdictional law, documentation, risk management, human resources, financial management, marketing and public relations, regulatory and legal requirements, and professional advocacy. The student will work on preparing for entering the job market. In small groups, establish a business plan on a programmatic level within a practice.

#### **Prerequisites & Notes**

PHTH710 and 742

Credits: 2

### **PHTH 742 - Health Care Systems II**

This course encompasses communication, ethics and legal issues that affect the profession of physical therapy. Communication will focus on interactions with patients, clients, family, colleagues, and other members of the health care team with emphasis on cultural sensitivity.

#### **Prerequisites & Notes**

PHTH 545

Credits: 3

### **PHTH 743 - Education, Prevention, and Wellness**

This course focuses on the role of the physical therapist in the areas of education, prevention, and practice. Emphasis is placed on authentic assessment and application of knowledge through the development of patient educational materials, professional educational presentation, behavioral change, theory and practice related to patient education.

#### **Prerequisites & Notes**

PHTH 710

Credits: 2

### **PHTH 744 - Psychosocial integration**

This course introduces psychosocial concepts related to the role of the physical therapist in caring for individuals experiencing acute, chronic and terminal illness. Explores the relationships and interactions between patients and society with respect to physical disability and disease. Lecture discussion, independent reading and experimental learning are employed to investigate self-awareness, interpersonal communication, problem solving, stress management, coping mechanisms and motivation.

Credits: 2

### **PHTH 751 - Electroneuromyography**

This course provides an overview of the anatomical and neurophysiological foundations, basic principles, and common techniques associated with electrophysiologic evaluation of the peripheral nervous system utilizing electromyography (EMG) and nerve conduction studies (NCS). Emphasis is placed on developing the student's skills in correlating patient history and clinical examination findings used in formulation of differential working diagnoses with EMG/NCS findings in the evaluation of the differential diagnoses.

Credits: 2

### **PHTH 752 - Pediatric Elective**

This course expands on the material presented in Pediatric PT (PHTH 735). Emphasis is placed on the following topics: assessment, cognitive development, the high risk infant, adaptive equipment for the physically challenged, physical therapy in the school setting, special topics, issues and concerns of parents with children with disabilities, maturation of the child with disabilities into adulthood.

#### **Prerequisites & Notes**

PHTH 646, 702, 703, 704, 717, and 718

Credits: 2

### **PHTH 754 - Sports PT**

This course focuses on the evaluation and management of athletic injuries. Emphasis is placed on the physical therapy diagnosis for acute and overuse injuries to the musculoskeletal system, and the recognition and on-site care of life-threatening conditions and injuries to the head and spinal column.

Credits: 2

### **PHTH 755 - Geriatric Elective**

Geriatrics focuses on the study of all aspects of aging: biological, psychological, and social. The study of diseases in the elderly and rehabilitation of older adult are emphasized.

#### **Prerequisites & Notes**

PHTH 702, 703, 717, 718, 719, 729, 732, and 733

Credits: 2

### **PHTH 756 - Complementary and Alternative Medicine in PT**

The growth in complementary and alternative treatments is rapid in all areas of health care especially physical therapy. Complementary and Alternative Medicine in Physical Therapy will introduce students to various interventions such as myofascial release, cranial-sacral, Reiki, Pilates, t'ai chi chuan and qigong, aquatic therapy and other interventions. This course will compliment the entry-level DPT curriculum.

#### **Prerequisites & Notes**

PHTH 646

Credits: 2

## **PHTH 757 - Concepts of Evidence-Based Practice**

This course will introduce the evidence-based practice process and emphasize formulating focused clinical questions and searching the literature for various levels of evidence for all aspects of physical therapy practice. Emphasis will also be placed on basic concepts of measurement and critical analysis of literature.

Credits: 2

## **PHTH 758 - Evidence-based Practice: Appraising the Literature**

This course is designed to develop skill in identifying appropriate research designs and analysis for each element of the patient/client management model (diagnosis and screening, prognosis, intervention, outcome) and in critically appraising various levels of evidence for all elements. Students will contribute to the evidence for practice for by writing a critical appraisal of an element of patient care

### **Prerequisites & Notes**

PHTH 66-757

Credits: 3

## **PHTH 759 - Evidence-based Practice Application**

This is the final course in the evidence-based practice series. Emphasis is placed on synthesizing skills from the various phases of evidence-based practice and self assessing utilization of the evidence-based practice process. Students will complete a project that includes formulating and answering an original clinical question, using multiple sources of evidence, and then deliver a formal presentation of their work.

### **Prerequisites & Notes**

PHTH 66-758

Credits: 2

## **PHTH 760 - Case-Based Research Project (TDPT)**

This course will enable the student to be able to conduct case-based research in a clinical environment using appropriate research designs and statistical procedures. The course may be repeated once for one additional credit.

Credits: 1

## **PHTH 802 - Clinical Internship I**

The purpose of this course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient/client management under the direct supervision of a licensed physical therapist in one or more clinical settings.

### **Prerequisites & Notes**

All courses except PHTH 737, 804, 816, 819 and 820

Credits: 6

## **PTHH 804 - Clinical Internship II**

The purpose of this final clinical education course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient/client management under the direct supervision of a licensed physical therapist in one or more clinical settings.

### **Prerequisites & Notes**

All courses except PTHH 737, 802, 816, 819 and 820

Credits: 6

## **PTHH 816 - Professional Exploration I**

The purpose of this course is to provide the students with the opportunity to develop a project that will allow them to explore one of several physical therapy specialty areas such as clinical practice, education, research, administration, their professional organization and service learning. This course will allow the students to plan their exploratory project, write objectives and find a mentor for their project. The project will then be implemented the following semester in Professional Exploration II (66-819).

### **Prerequisites & Notes**

Permission of Instructor

Credits: 1

## **PTHH 819 - Professional Exploration II**

Professional Exploration II is the second course in the Professional Exploration sequence. This course will allow the student to implement the project he/she developed in Professional Exploration I (PTHH 816). The student will work closely with their mentor to accomplish the outcome objectives for their selected specialty area.

### **Prerequisites & Notes**

PTHH 816

Credits: 1

## **PTHH 820 - Professional Inquiry**

Professional Inquiry is the final course in the PT curriculum in which emphasis is placed on various areas of physical therapy practice. Presentations are scheduled based on student and faculty-identified interests.

### **Prerequisites & Notes**

By permission of Instructor

Credits: 2

## **PREE 541 - Design Graphics and Problem Solving**

The application of design and graphic fundamentals to sustainable systems.

Credits: 3

### **PREE 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **PREE 595 - Recreation Workshops**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1 to 3

### **PREE 598 - Selected Topics in Parks and Recreation/Environmental Education**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

### **PREE 612 - Open Space Planning**

The fundamentals of open space planning, including feasibility studies, site analysis, resource analysis, and planning consideration.

Credits: 3

### **PREE 613 - Analysis of Professional Literature**

A "how to" course in understanding and using statistical analysis for reading and research and techniques for analyzing research publications and writing literature reviews. Offered only as an on-line course.

Credits: 3

### **PREE 615 - Issues in Parks and Recreation/Resource Management**

An integrative course for detailed study of current and future challenges facing the parks and recreation professional.

Credits: 3

### **PREE 616 - Aquatic Systems**

Using aquatic environments as a thematic focus, this course provides foundational information and teaching techniques related to aquatic systems. The course will cover resource related information, as well as formal and non-formal teaching techniques about amphibians, reptiles, aquatic macro invertebrates and fish. This course includes training in Aquatic Wild.

Credits: 3

### **PREE 617 - Terrestrial Systems**

This course focuses on resource management, sustainability and educational teaching techniques as they apply to terrestrial systems. Emphasis will be placed on forests, endangered systems, and the development of associated natural history skills. The course includes training in Project Learning Tree.

Credits: 3

### **PREE 618 - Wildlife Education**

This course provides an overview of wildlife and associated teaching techniques. Emphasis will be placed on current issues in conservation, management and identification. Topics will include ornithology and mammalogy. Students will utilize field studies and hands-on, problem solving activities. This course will include training in Project Wild and other associated teaching aids.

Credits: 3

### **PREE 619 - Environmental Grant Writing**

Grant writing is a specialized skill that can supplement and enhance projects and programming. This course is designed to provide basic information and skills in grant writing, with emphasis on the environmental and educational grant potential. Students will learn how to search for appropriate grant sources, the intricacies of grant writing from both the scientific and sociological venues, as well as grant-related nuances.

Credits: 3

### **PREE 620 - Recreation and the Aging Process**

A study of the interests, needs, and limitations of individuals age 55 and above, as they concern their use of discretionary time and use of leisure activities.

Credits: 3

### **PREE 621 - Green Schools**

This course provides an overview of specific practices and technologies used in green school facilities and grounds. Course participants will investigate the role that school facilities play in shaping the student's awareness of the natural environment and ways of living sustainably. Through conducting case studies of existing schools, course participants will learn how to evaluate school facilities. Course participants will develop proposals recommending changes to the structure or operation of school facilities, which would create more environmentally-focused educational settings.

Credits: 3

### **PREE 631 - Design for Sustainable Landscapes**

Focuses on sustainable and regenerative design/spec projects at residential and homestead scales. Selected assignments require students to research and develop creative solutions that span the boundary between house and garden, and reflect the interrelationships among human and natural systems. The course is founded on permaculture principles, including zoning and stacking functions, but it is expanded to provide practical tools for planning, detailing and implementing small site design projects. Projects may be chosen in urban and rural settings.

Credits: 3

### **PREE 632 - Group Facilitation and Leadership**

This course will cover the concepts related to working with groups as a facilitator. Hands-on approaches to program design, sequencing activities, and processing experiences will be examined. Students will facilitate their classmates as well as possible REACH Program participants through a group development experience making use of SRU's low and high challenge courses and the Leadership Reaction Course. Students will participate in course/equipment set-up and risk management practices.

Credits: 3

### **PREE 642 - Sustainable Agriculture Techniques**

This course presents the concepts of agroecology and applies them to on-farm practices. Integrates principles of crop, animal, weed, and insect biology with whole farm management practices, such as use of crop rotation, agroforestry, cover-cropping and conservation techniques.

Credits: 3

### **PREE 643 - Sustainable Agricultural Practices in Plant and Animal Husbandry**

This course provides an overview of biology as it applies to sustainable crop management, with a strong emphasis on genetic resource conservation. The course provides numerous opportunities for hands-on practice of sustainable agriculture.

Credits: 3

### **PREE 644 - Fertility Considerations in Regenerative Agriculture**

This is a follow-up to Soils as a Resource (645), focusing on sustainable management of the soil fertility base through cropping system development and use of organic amendments.

Credits: 3

### **PREE 645 - Soils as a Resource**

This course is designed to provide students with an analysis of the soil resource as a pivotal component of agricultural and natural ecosystems. This synthesis of historic and scientific information will enable students to critically evaluate the sustainability of soil management systems.

Credits: 3

### **PREE 654 - Natural and Cultural Resources Law**



Provides students with advanced knowledge of public land laws regarding natural and cultural resources. Topics of student include history and associated laws concerning water, mineral, timber, range, wildlife, recreation, and cultural resources.

Credits: 3

### **PREE 661 - Design and Resource Development for Energy Conservation**

This course provides an introduction to the concepts and practices of environmentally conscious design. With an emphasis on understanding the natural and cultural context, the course will address the environmental issues related to the development of a small-scale design project.

Credits: 3

### **PREE 662 - Healthy Building Systems and Materials**

This course provides an introduction to the theories and practices related to the design of healthy buildings. The course examines the impacts of the built environment on both human health and environmental health, and the role of the designer in addressing these issues.

Credits: 3

### **PREE 663 - Alternative Energy and Engineering for Sustainable Systems**

The course will explore environmental technology and energy efficiency as they relate to buildings. Topics will include passive and active techniques for thermal comfort, day-lighting and alternative energy resources.

Credits: 3

### **PREE 673 - Ecosystem Ecology**

This course examines the principles and practices of ecosystem management. An examination of the ecological concepts and processes that underlie ecosystem integrity is followed by an analysis of the role of humans in shaping and managing ecosystems, including institutional and socioeconomic considerations.

Credits: 3

### **PREE 675 - Recreation Resources Management**

The principles and practices of recreational land and water management.

#### **Prerequisites & Notes**

Consent of instructor.

Credits: 3

### **PREE 676 - Site and Building Feasibility Studies**

This course is designed to develop a comprehensive feasibility study for selected land-based sustainable enterprises. The course will include an on-site inventory and analysis, market evaluation, preliminary planning and cost-return

analysis. Three project tracks recreation resource management, community development and sustainable agriculture.

Credits: 3

### **PREE 677 - Cultural Resource Management**

The course presents information on current cultural resource preservation efforts and protection strategies for wildland recreation areas. The course covers: current trends and strategies for identifying cultural resource looting and vandalism; protection strategies for managing cultural and historic resources; and methods for developing a proactive cultural and historic resources protection and management program.

### **PREE 678 - Restoration Ecology**

Restoration ecology is an emerging discipline that addresses ecological healing, and this course examines the principles and practices underlying this growing field. Exploration of conceptual issues is followed by a review of key ecological concepts pertinent to successful restoration of biodiversity and other ecological features. Practical issues for implementation of a restoration project are also thoroughly addressed. A prior understanding of ecological principles is required.

Credits: 3

### **PREE 680 - Environmental Education**

A study of the history, philosophy, and theory of environmental education; problems and trends in environmental education; and relationships of environmental education to the total school program.

Credits: 3

### **PREE 681 - Environmental Issues**

A course designed to develop skills in the identification, investigation, evaluation, and solution of environmental problems and issues. Students will learn how to use these skills, in formal and non-formal educational situations, in the development of an environmentally literate citizenry. (

Credits: 3

### **PREE 683 - Parks and Recreation/Environmental Education Administration**

A study of education administration and curricular development for programs; duties and responsibilities of the coordinator or director; and operation and administration of the areas and facilities.

Credits: 3

### **PREE 686 - Management Strategy in Parks and Recreation**

A study of administrative and managerial strategy focused on the needs of a parks and recreation professional. Offered only as an on-line course.

Credits: 3

### **PREE 688 - Interpretive Media**

A study of various media useful in an interpretive situation, interpretive planning and analysis, and interpretive programming for park and recreation professionals.

Credits: 3

### **PREE 689 - Applied Ecology**

This course is an integration of ecology, resource management, and environmental education to promote an understanding of the application of ecological principles as they relate to sustainability. Emphasis is placed on ecological principles that relate to social value orientations and directly apply to resource management practices.

#### **Prerequisites & Notes**

One of the following: an undergraduate ecology course, challenge test in ecology, Ecosystem Ecology (PREE 673)

Credits: 3

### **PREE 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **PREE 695 - Recreation Workshops**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1 to 3

### **PREE 698 - Selected Topics**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

Credits: 3

### **PREE 700 - Independent Study**

A special study opportunity for students to investigate, in depth, approved topics in recreation, environmental education, or sustainable systems. Topics and credit are established by student and supervising instructor.

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1 to 3

### **PREE 750 - Parks and Recreation/Environmental Education Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in an array of parks, recreation, and/or environmental education activities in an approved setting.

#### **Prerequisites & Notes**

Approval by department committee based on consideration of student's background, previous experience, and demonstrated readiness to undertake responsibilities involved in internships.

Credits: 3 to 6

### **PREE 795 - Workshop**

Varies

Credits: 3

### **PREE 799 - Research Methods**

A practical course in using research to study recreation, park, and resource management problems.

Credits: 3

### **PREE 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

### **SEFE 519 - Teaching History and Social Studies in Middle and High Schools**

This course gives middle/high school and upper elementary teachers the relevant teaching strategies and content for historical and social studies pedagogy. This course simultaneously incorporates a strong focus on the practical application of these strategies with recommendations of professional societies (e.g. NCSS) and governmental bodies (e.g. PDE). In addition, current issues are studied with emphasis on research-based strategies for increasing students' motivation and achievement in social studies education.

Credits: 3

### **SEFE 521 - Teaching Language Arts at the Middle and High School Levels**

This course gives middle/high school and upper elementary teachers the relevant teaching strategies and content for English pedagogy. This course simultaneously incorporates a strong focus on the practical application of these

strategies with recommendations of professional societies (e.g. NCTE) and governmental bodies (e.g. PDE). In addition, current issues are studied with emphasis on research-based strategies for increasing students' motivation and achievement in education.

Credits: 3

### **SEFE 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **SEFE 595 - Graduate Workshops**

Special topics of interest to graduates, upper level undergraduates, and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: Variable

### **SEFE 598 - Selected Topics**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department. Special courses offered on a one-time basis.

Credits: 3

### **SEFE 602 - Univariate Statistical Methods**

Descriptive and inferential univariate statistics commonly used in education research are studied with emphasis on deciding which statistical analyses to use in practical situations and emphasis on interpreting the results of statistical analyses. Both parametric and nonparametric methods are included. Calculator and computer usage are required.

Credits: 3

### **SEFE 603 - Multivariate Statistical Methods**

Multivariate statistics (analysis of variance, linear regression, factor analysis, canonical correlation, and discriminate analysis) are studied with emphasis on deciding which statistical analyses to use in practical situations and emphasis on interpreting the results of statistical analyses. Calculator and computer usage are required.

#### **Prerequisites & Notes**

SEFE 602 or consent of instructor.

Credits: 3

### **SEFE 604 - Philosophical Foundations of Education**

A study of the impact of major philosophies and important contemporary philosophical trends upon education theory and practice.

Credits: 3

### **SEFE 605 - School Community Relations and Politics of School Governance**

Exploration of major principles and skills of school leaders in the related areas of school community relations and school governance/politics in our democracy.

#### **Prerequisites & Notes**

Admission to graduate school. Or, with permission of the instructor.

Credits: 2

### **SEFE 606 - Social Foundations of Education**

An examination of the dynamics of social units affecting American education, including a diversity of organizations, formal and informal ethnographical entities, and the general structure of each.

Credits: 3

### **SEFE 607 - The Theories and Teaching of English Language Learners**

This course presents theories and offers instructional strategies based on research and practical experience that will help mainstream teachers include ELLs in activities with English-dominant students.

Credits: 3

### **SEFE 609 - History of Western Education**

A study of the historical development of western education. The course will trace educational practices such as: educational goals and aims, organizations, curriculum and learning theories, textbooks and other tools of learning, great educators and teachers and their views, educational opportunities of minority groups from the earliest western cultures to the present. Special emphasis will be given to the European influences upon American education and on the approaches taken by American educators to common educational problems.

Credits: 3

### **SEFE 620 - Comparative Education**

This course will focus on the world's leading educational systems. Special attention will be given to the expansion of education since World War II. Education is being used by the developed countries for social, political, cultural, and economic improvements in the poor countries of the world. The theories, practices and approaches used will be discussed and compared. Each student is expected to choose a developing country and show the changes, methods and approaches taken to bring about broad improvements through education.

Credits: 3

### **SEFE 642 - Technologies for Instruction**

Production and utilization techniques of new educational technologies including television, computers, slides, and overhead projection. Emphasis on the use of the computer to develop other media and on classroom use of these media; study of the systems approach as it applies to education.

Credits: 3

### **SEFE 644 - Instructional Design: Principles and Practice**

This course includes the knowledge base, principles and procedures utilized in designing instructional strategies and materials. In-depth analysis of the various components of instructional design as well as case studies from the basis for discussion. Students will be able to design and develop effective classroom instructional strategies.

Credits: 3

### **SEFE 647 - Technology-Based Inquiry in Secondary Mathematics and Science**

This course introduces students to various technologies that can be used for inquiry-based activities in secondary mathematics/science classrooms. Through hands-on experiences with the graphing calculators, calculator-based labs (CBLs), personal digital assistants (PDAs), global positioning systems GPS/graphical information systems GIS systems, and other emerging technologies, students will develop skills that can be used with students for inquiry-based learning. Participants will explore the practical applications of each tool and create a variety of products and materials to be used in the classroom. Technology and its classroom applications are interwoven into research and evaluation.

Credits: 3

### **SEFE 648 - Video Production and Editing in Education**

An introduction to the stages of producing single-camera videotape including pre-production. Lighting, scripting, storyboarding, production, post-production, and non linear editing. Alternate forms of storage will also be included.

#### **Prerequisites & Notes**

SEFE 644

Credits: 3

### **SEFE 650 - School Supervision: Strategic Leadership**

This course will emphasize the theories, principles and practices used in school supervision.

Credits: 3

### **SEFE 652 - School Supervision: Organizational Leadership**

This course will emphasize the staff leadership function in working with professional school personnel and the instructional program.

Credits: 3

### **SEFE 671 - Measurement and Assessment in Schools**

An examination of prescribed methodologies for the teaching assessment of higher-order thinking skills within the school curricula, sequentially followed by a survey of relevant standardized achievement and aptitude tests, as well as an in-depth study of the various teacher-made tests and alternative methods of assessing both the cognitive and the affective constructs of K-12 students.

Credits: 3

### **SEFE 676 - Teaching Integrated Science and Mathematics**

This course gives secondary and upper elementary teachers experience using print, audio-visual, computer and manipulative/hands-on materials for teaching integrated science and mathematics. Recommendations of professional and governmental bodies are studied with emphasis on research-based strategies for increasing students' motivation and achievement.

Credits: 3

### **SEFE 677 - Directed Field Experience in Secondary Schools**

A continual fusion of theory and practice through the weekly intermittent scheduling of an on-campus seminar coupled with half-day sessions in selected secondary classrooms: in linkage with previous, current, and future program courses.

#### **Prerequisites & Notes**

SEFE 676

Credits: 3

### **SEFE 678 - Practicum in Secondary Mathematics/Science**

A theory into practice course designed to give certified secondary mathematics and science teachers experience with program development, implementation and evaluation. Each student will develop, implement, and evaluate a field-based program in secondary mathematics or science under faculty supervision.

#### **Prerequisites & Notes**

SEFE 602 and 676.

Credits: 3

### **SEFE 679 - Psychology of Learning and Instruction for Diverse Learners**

This course examines the processes of learning, instruction, and development, aimed at impacting the design, development, implementation, and evaluation of these processes in the context of diverse learners.

Credits: 3

### **SEFE 680 - Crucial Issues in Education**

Trends and issues of contemporary American educational policy and practice explored: teacher empowerment, restructuring schools, professionalizing teaching, curricular movements, multicultural education and increasing state regulation of pre-service teaching and educational practice.

Credits: 3



### **SEFE 681 - Teaching About Matter and Heat**

Trends and issues of contemporary American educational policy and practice explored: teacher empowerment, restructuring schools, professionalizing teaching, curricular movements, multicultural education and increasing state regulation of pre-service teaching and educational practice.

Credits: 2

### **SEFE 682 - Teaching About Electricity and Magnetism**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about matter and heat are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 683 - Teaching About Forces, Motion, and Machines**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about electricity and magnetism are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 684 - Teaching About Forces, Fluids, and Energy**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about forces, motion, and machines are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 685 - Teaching About Light, Color, and Vision**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about forces, fluids, and energy are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 686 - Teaching About Sound and Astronomy**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about forces, fluids, and energy are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a “one time only” basis and not as a permanent part of the department’s curriculum.

### **SEFE 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **SEFE 696 - Elements of Qualitative Educational Research**

A concentration on the theoretical and practical applications of qualitative research within the broad framework of formal education.

Credits: 3

### **SEFE 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

### **SEFE 699 - Elements of Quantitative Educational Research**

Analysis of diverse methods of research; evaluation of research reports; selection and definition of a personal research problem; review of related literature; development of a research plan; application of sampling techniques; selection and application of data gathering instruments; analysis and interpretation of research data; preparation of an individual research report in collaboration with instructor and other academic advisor.

#### **Prerequisites & Notes**

SEFE 602

Credits: 3

### **SEFE 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university’s traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3

### **SEFE 701 - Seminar and Supervised Teaching in the Secondary School**

A fusion of theory and practice through the coupling of on-campus seminars with secondary classroom teaching experiences under the cooperative supervision of university and public school personnel, culminated with the presentation of an individually selected and faculty approved action research project.

#### **Prerequisites & Notes**

SEFE 677

Credits: 9

### **SEFE 711 - Foundations, School Reform, and Alignment of School Curriculum**

An introduction to curriculum development through a historical analysis of various school reform movements and the roles of the local, state, and federal government in creating and regulating standards.

Credits: 1

### **SEFE 712 - Instructional Supervision for the School Administrator**

An introduction to instructional supervision through a review of teaching and learning theory, human development, human relations, staff development, administration, and evaluation.

Credits: 1

### **SEFE 713 - School Facilities and Plant Operation**

This course is designed to provide the candidate with an examination of the physical building issues facing school administrators. Topics covered include: transportation, managing renovation and construction, food service operation and custodial operations.

Credits: 1

### **SEFE 714 - School Finance**

This course is designed to provide the candidate with the basic principles of school finance, accounting procedures, and school business management.

Credits: 1

### **SEFE 715 - Administrative Ethics and School Law**

An introduction to school law through an analysis of the legal and regulatory factors that are exercised over the school district by federal, state and local governments.

Credits: 1

### **SEFE 717 - Practicum in School Administration I**

This is the first of two, one credit practicum experiences required for the Principalship Certificate. The course is designed to provide candidates with practical experiences under supervision from an in-field mentor administrator and a university mentor. The candidate will be engaged in a seventy-five (75) hour practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor. This course is designed to be ongoing throughout the first semester. It is separate from the field

experiences required of each theme, but hours from the Practicum can be utilized to gain a deeper practical understanding of any of the themes or their corresponding modules.

Credits: 1

### **SEFE 720 - The Law and Special Education**

This course is designed to provide the candidate with an examination of the legal issues regarding special education programs that face school administrators. Topics covered include: all aspects of Special Education Law as it pertains to school administrators.

Credits: 1

### **SEFE 721 - Special Education Program Administration and Evaluation**

This course provides an overview of special education administration and evaluation processes and procedures to candidates pursuing the principal certification.

Credits: 1

### **SEFE 722 - Personnel Selection and Supervision**

This course focuses on the personnel functions and responsibilities of school leaders. Students will develop skills in forecasting personnel needs; recruiting, selecting, orienting, assigning, developing, compensating and evaluating personnel. Attention is given to major federal and state legislation, executive orders and court decisions that provide direction in the development of human resource programs that address the rights of diverse groups within the work force.

Credits: 1

### **SEFE 723 - Staff Development from Induction to Continuous Staff**

This course is designed to provide the candidate with an examination of the staff development issues facing school administrators. Topics covered include: working with new staff members, mentoring new staff members, developing the initial and ongoing staff development plan.

Credits: 1

### **SEFE 724 - Mediating Conflict in Organizations**

This course assists students in understanding ways of managing conflict in schools and community. Attention is given to the consequences of intergroup and intragroup conflict and ways to establish productive, collaborative intergroup

and intragroup relations. Case studies of conflict are used to foster skills in conflict mediation and alternative dispute resolution.

Credits: 1

### **SEFE 725 - Oral and Written Communication for the School Administrator**

This course is designed to provide the candidate with an examination of the issues related to working with the public facing school administrators. Topics covered include: communications within the school – faculty, staff and students – and communications with the public through various media.

Credits: 1

### **SEFE 726 - Developing Positive Relationships with the Stakeholders**

This course is designed to provide the candidate with an examination of the issues related to working with the public facing school administrators. Topics covered include: conflict resolution, working with diverse populations within the school and community, working with the structure of the district and community, developing strategies to resolve conflicts between students, students and faculty, and with members of the community.

Credits: 1

### **SEFE 727 - Practicum in School Administration II**

This course provides supervised application of leadership competencies to the resolution of problems in a school setting. It is the second of a two course, two credit field experience sequence in the Principalship Certification Program. The candidate will be engaged in a seventy-five (75) hour practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor. This course is designed to be ongoing throughout the second semester. It is separate from the field experiences required of each theme, but hours from the Practicum can be utilized to gain a deeper practical understanding of any of the themes or their corresponding modules.

Credits: 1

### **SEFE 799 - Research Prospectus**

Research Prospectus focuses on the initial stages of the writing of the master's thesis. The student meets periodically with the three-member thesis committee and receives guidance leading to the completion of the thesis prospectus. The prospectus is defined as the first three chapters of the thesis.

Credits: 3

### **SEFE 800 - Thesis**

In Thesis, the candidates for the Master of Education degree write the last two chapters of their thesis with the assistance of the thesis committee. In addition, the candidates must make a successful oral defense of the thesis. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

#### **Prerequisites & Notes**

SEFE 799

Credits: 3

### **SPED 530 - Nursing Issues in Special Education**

This course examines the roles of the school nurse as they pertain to the student with disabilities. Various exceptionalities are explored and activities provided to the school nurse candidate to learn about the student with disabilities and how to meet his/her needs in and out of the classroom.

Credits: 3

### **SPED 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **SPED 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **SPED 598 - Selected Topic**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

### **SPED 601 - Advanced Study of Learning Disabilities**

This course is designed to offer the student an introduction to the field of learning disabilities and behavioral disorders. This introduction will familiarize the student with the types of learning disabilities, as well as with educational strategies for coping with them.

Credits: 3

### **SPED 602 - Advanced Studies in Exceptionalities**

This course provides students with an overview of the history of special education and an analysis of the major laws that have revolutionized the field. Each category of disability is analyzed and recent educational practice for each area is reviewed.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 603 - Assessment of Learning and Behavioral Problems**

The educational/psychological assessment of learning and behavioral problems with emphasis on the selection, administration, and interpretation of tests and other sources of information relevant to learning disorders. The team approach to diagnosis will be stressed.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 607 - Positive Classroom Interventions**

This course addresses symptoms and behavior patterns that signal disturbances in the psychological functioning of the individual. It will also deal with the meaning of this behavior in a school setting, at home, and with peers.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 608 - Advanced Study of Social Emotional Disorders**

This course is intended to acquaint educators with selected processes involved in teaching children who have emotional disorders. It has been designed to help participants gain a greater awareness and understanding of the interrelationships among theory of child development, learning, and behavior as these relate to emotional and social disorders.

Credits: 3

**SPED 611 - Special Education Law**

This class is designed to familiarize special education teachers with relevant federal and state laws required to provide a free appropriate public education to disabled students.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 612 - Advanced Study of Mental Retardation**

Advanced study of intellectual disability, including etiological factors, home and community adjustment, intellectual and personality development, and management. Emphasis is on the major current issues and trends in the field.

Credits: 3

### **SPED 613 - Curriculum Development for Exceptionalities**

Advanced study of the problems of curricular development including models, content, implementation, and evaluation aspects. Students develop curricular solutions to professional and situational needs.

Credits: 3

### **SPED 614 - Instructional Programming for the Mentally Retarded**

An investigation evaluation and integration of the various models, content, implementation, and evaluation aspects. Students develop curricular solutions to professional and situational needs.

Credits: 3

### **SPED 617 - Current Research in Special Education**

An introduction to basic research concepts useful for enhancing the role of the teacher as a user and creator of research for improving classroom practices. Students are required to develop a research plan and to demonstrate mastery of research competencies.

Credits: 3

### **SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities**

This course is designed to provide graduate students an in-depth examination of an integrated (culturally relevant) language system. In particular graduate students will understand the essential components of reading including phonological awareness, fluency, vocabulary, comprehension, language, and word study. Students will determine how these areas of reading pose challenges for students with identified disabilities. Graduate students will also develop competency in assessing students suspected of having reading and language deficits as well as plan appropriate individualized instruction for students using scientifically research based instructional practices. Because reading is only one part of an integrated language system, students will also develop a conceptual understanding of the components of writing and plan effective instruction for students with disabilities in the area of writing and expressive communication.

#### **Prerequisites & Notes**

Admission to Teacher Education

Credits: 3

### **SPED 619 - Emotional Support Intervention**

Emotional disorders will be discussed from the point of view of development, dynamics, and family in relation to the child's current educational program with suggestions for modification and/or change substantiated by current research and program development procedures. Critical analysis of case studies will be a major aspect.

Credits: 3

### **SPED 620 - Contemporary Issues in Special Education**



A study of basic conditions operating in the educational and psychological development of disabled children and the general problems these create in education. Methods, materials, personnel, and techniques are critically analyzed.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 622 - Education and Treatment for Developmental Disabilities**

This course is designed to develop and understanding of the learning or behavioral disabilities which are associated with deviance of the central nervous system, especially those which manifest themselves by various combinations of impairment in perception, conceptualization, language, memory, control or attention, impulse or motor function in the brain-injured child.

Credits: 3

**SPED 625 - Instructional Strategies for Learning and Behavioral Problems**

This course is designed to enable the students to demonstrate proficiency in the selection and application of remedial procedures and materials with children evidencing learning problems in cognition, perceptual-motor, language, and retention.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 626 - Lifelong Learning for Exceptionalities**

This course is designed to provide the graduate student with a foundation to understand the major community services required by individuals with various disabilities. This course, utilizes the life cycle approach and tracks persons with exceptionalities as they begin the transition from secondary education to the world of work, adulthood, and their elderly years. The focus is on recent social change issues that have dramatically altered the lives of this population.

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

**SPED 628 - Developmental Disabilities**

This course is designed to provide practice in the development of programs based on the assessment of individuals with severe mental, behavioral, or motor disabilities. Discussions will also focus on the various methodologies and techniques for educating people with developmental disabilities. Emphasis will be on the important basics of parents, assessment, and interventions

**Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

## **SPED 637 - Graduate Portfolio I**

This course is designed to provide the information necessary to begin the graduate portfolio.

### **Prerequisites & Notes**

Admission to graduate program in Special Education.

Credits: 1

## **SPED 638 - Graduate Portfolio II**

This is the second course in a series of three related classes designed to provide the information necessary to continue the graduate portfolio.

### **Prerequisites & Notes**

Completion of Grad. Portfolio I: SPED 637.

Credits: 1

## **SPED 639 - Graduate Portfolio III**

This is the third course in a series of three related classes. This course is designed to provide the final information needed to complete the graduate portfolio.

### **Prerequisites & Notes**

Completion of Portfolio II: SPED 638.

Credits: 1

## **SPED 640 - Advanced Study of Autism Spectrum Disorders**

This course is designed to provide students with an overview of characteristics and learning traits, classification systems, assessment strategies/issues, approaches, and interventions related to individuals with autism spectrum disorder (ASD). Special emphasis will be given to selecting evidence-based practices and enhancing collaboration among individuals with ASD, their families, and supporting professionals.

Credits: 3

## **SPED 641 - Applied Behavior Analysis / Single Subject Experimental Design**

In this course students will be provided an in-depth review of applied behavior analytic techniques including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. In addition, students will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. Students will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

Credits: 3

## **SPED 642 - Curriculum and Instruction for Autism Spectrum**

Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3

## **SPED 643 - Communication and Social Competency**

This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3

## **SPED 644 - Advanced Study of Emotional and Behavioral Disorders**

This course is designed to provide graduate students the opportunity to deeply examine the various psychiatric and emotional disorders than can afflict children during the developmental period between birth and 18 years of age. Both internalizing and externalizing behavior disorders will be analyzed including such disorders as Conduct Disorder, Oppositional Defiant Disorder, Anxiety Disorder, Depression, Bipolar Disorder, etc. that are all found within the pages of the Diagnostic and Statistical Manual of Mental Disorders. A connection between these disorders and the need for special education services in school settings will be made as well as strategies provided for specially designed instruction for students with these disorders. A 48 hour field experience will be required as part of this course.

### **Prerequisites & Notes**

Student must be admitted into the graduate program in the Special Education Department as determined by the graduate coordinator.

Credits: 3

## **SPED 645 - Early Intervention for Young Learners with Special Needs**

Early Intervention for Young Children with Special Needs is designed to comprehensively address procedures that link theory and research to best practices in serving infants and toddlers who are disabled or at-risk. The course will be organized and presented with a multidisciplinary approach to early intervention. There will also be a strong focus on evidence-based early intervention programs.

Credits: 3

## **SPED 646 - Assessment and Evaluation**

This course is designed to provide graduate students with the skills and knowledge necessary to conduct educational assessment of diverse students and interpret assessment results in order to plan an educational program (i.e., determine eligibility and develop an individualized education program). The course will provide graduate students with an understanding of the assessment process; an understanding of the assessment procedures and terminology; the ability to interpret selected assessment instruments; and the skills needed to create, modify, and/or adapt assessments.

Credits: 3

### **SPED 647 - Transition for Persons with Disabilities**

This course is designed to offer graduate students enrolled in the Masters in Special Education Certification Program an understanding of what services are required, needed, and available to adults with disabilities through local community agencies. major developmental needs and philosophical approaches provided by various community agencies will be explored. The course is based on a life-cycle approach using a Self-Determination Model to track the exceptional person as they begin the transition from secondary education in the world of work, adulthood and their elderly years. The course will examine recent social issues such as choice, individual control, dignity/respect and vocational programs that have dramatically altered the lives of exceptional adults.

Credits: 3

### **SPED 648 - Clinical Practicum in Special Education**

The practicum is designed to extend the student's professional preparation beyond the resources of the college to include the resources of the community and region. The practicum is intended to permit the graduate student to engage in supervised professional activities in selected cooperating community agencies and resources.

#### **Prerequisites & Notes**

This course is required for receipt of the M/PH Certification

Credits: 3

### **SPED 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 3

### **SPED 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 3

### **SPED 698 - Selected Topic**

A **Selected Topics** course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 3

### **SPED 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3

### **SPED 750 - School Supervision: Political and Community Leadership**

This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

#### **Prerequisites & Notes**

SEFE 650, SEFE 652, SPED 752

Credits: 3

### **SPED 752 - School Supervision: Instructional Leadership**

This course focuses on the knowledge, skills, and attributes to: design with others appropriate curricula and instructional programs; develop learner-centered school cultures; assess learning outcomes; and plan with faculty professional development activities aimed at improving instruction.

#### **Prerequisites & Notes**

Must register concurrently with SEFE 650

Credits: 3

### **SPED 754 - Practicum**

Credits: 3

### **SPED 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

### **SPMT 506 - Sport Facility and Event Management**

This course is designed to assist the sport management student in acquiring the necessary knowledge and skills needed to manage sport facilities anywhere in the world and to plan a complete sporting event. The course will also evaluate additional functions of the facility, which relate to risk and event management on a global basis.

Credits: 3

### **SPMT 515 - Diversity Issues in Sport Management**

The purpose of this course is to provide students with the opportunity to gain knowledge, understanding, and appreciation of diversity and diversity issues related to sport and the sport industry.

Credits: 3

### **SPMT 586 - Sport Law**

The course will demonstrate how constitutional law, contract law, and tort law apply to the sport industry. In addition, the course will provide a fundamental understanding of the court system and how legal issues are decided.

Credits: 3

### **SPMT 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **SPMT 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **SPMT 598 - Selected Topic**

**A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.**

### **SPMT 599 - Research Methods in Sport**

A study of research methodology and terminology in sport management entailing a critical analysis of available research. The emphasis is on research as an aid to management decision making. This course is designed in the belief that one must have done research in a field situation to fully understand the steps in designing a research study that will yield relevant, timely, and accurate information. A further objective of this course is to provide experience in applying research concepts and methods to a current management problem. Specific attention is directed to formal and written communication and oral presentation skills.

Credits: 3

### **SPMT 635 - Organizational Theory in Sport**

This course introduces the student to the field of sports management, to the development of sport management theory, and to the external environment of management and its impact on managers

Credits: 3

### **SPMT 669 - Sociocultural Aspects of Sport Management**

The major emphasis of this course is on sport in North America. Informed by some basic ideas from sociology, the course examines how sport socializes young people and adults and considers the role of sport in perpetuating and dismantling gender, race and class inequalities. Additionally, the course considers social, economic, political and cultural issues involved with viewing and participating in sport.

Credits: 3

### **SPMT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

### **SPMT 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

### **SPMT 696 - Sport Governance**

The major emphasis of this course is on governance issues in the sport industry. Informed by basic concepts developed in other classes, the course examines how governing bodies function in the sport industry.

Credits: 3

### **SPMT 698 - Selected Topic**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

### **SPMT 700 - Independent Study**

With the prior approval of the student's advisor and the written approval of the sponsoring professor, a student may pursue an individual project especially suited to meet the student's interests and needs. A topic may receive from one to three semester hours credit. A student may enroll in separate Independent Studies (different topics of study) up to a total of six semester hour' credit.

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 3 to 6

### **SPMT 750 - Internship**

Supervised in-depth practical experience which provides the opportunity to practice and/or apply Physical Education career-oriented skills in selected agencies or institutions. A student may enroll in a 9 credit internship.

#### **Prerequisites & Notes**

Approval by department committee based upon completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in internship.

Credits: 9

### **SPMT 769 - Current Issues in Sport Management**

The major emphasis of this course is on current global issues in the sport industry. Informed by basic concepts developed in other classes, the course examines how current issues in sport are based on historical decisions, and how these decisions impact the current and future role of the sport industry.

Credits: 3

### **SPMT 778 - Sport Law**

An introductory course to legal and regulatory factors governing sport management, programs in intercollegiate and interscholastic athletics. The course provides a frame of reference for the areas of liability, negligence, and risk management within the larger legal field. Also, it is designed to give some understanding of the scope and pervasiveness of law and sport.

#### **Prerequisites & Notes**

Graduate standing.

Credits: 3

### **SPMT 779 - Sport Marketing Research**

This course is designed to provide the student with the basic knowledge and understanding of promotional, marketing and fund-raising considerations of sport organizations. It will offer a thorough understanding of the key concepts, principles and procedures as related to sport promotions and fund-raising. The course will attempt to provide guidelines for organizing successful promotional, marketing and fund-raising events.

Credits: 3

### **SPMT 780 - Budgeting and Finance in Sport**

This course is intended to provide students with comprehensive understanding of the financial management principles used in sport organizations. Focus will be placed on financial budgeting and analysis as well as sources of revenue for sport organizations. Along with conventional income sources such as tax support, municipal and corporate bonds, ticket



sales, concessions and fundraising, the students will receive in-depth exposure to more recent innovations related to licensing sport products, and corporate sponsorships

Credits: 3

### **SPMT 786 - Legal Liability in Sport and Sport Facilities**

This is a graduate level course relating to the application of constitutional law, contract law, and tort law to the sport industry. The course will also provide a legal framework concerning negligence, liability, and risk management issues pertaining to the venues where sport/entertainment takes place.

Credits: 3

### **SPMT 794 - Management & Ethics**

The major emphasis of this course is on the management of sport organizations and ethical issues within the sport industry. Information presented in this course will examine managerial and ethical theories, management functions, styles, skills, roles and principles. Through practical application exercises, the student will apply managerial and ethical theories, principles as well as concepts of management. Ultimately, the student will develop essential managerial competencies and skills for ethical decision making appropriate for today's complicated and complex sport industry.

Credits: 3

### **SPMT 799 - Research Methods in Sport**

A study of research methodology entailing critical analysis of available research. Specific attention is directed to formal written communication using a prescribed format.

### **SPMT 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

## **Degree Requirements**

Completion of a graduate degree requires the following: unconditional admission to graduate studies, admission to degree candidacy, completion of the comprehensive examination and/or research requirement, completion of residency/practicum requirements if appropriate, and completion of the requisite semester hours and course work. Details of these requirements are discussed below and in the individual program sections. Requirements for some programs are different than the above. Students should check with the department or the Graduate Admissions Office for specific requirements.

- Admission to Degree Candidacy
- Comprehensive Examination
- Research Requirements
- Second Master's Degree Requirement
- Semester Hours of Credit
- Application for Graduation
- Application for Certification

# Admission to Degree Candidacy

To be admitted to degree candidacy, the applicant must maintain a minimum cumulative quality point average of 3.000 on a 4.000 scale for all graduate courses completed at Slippery Rock University, be unconditionally admitted to graduate studies, and meet all specific departmental program admission requirements.

After being unconditionally admitted to graduate studies and meeting departmental requirements, a student must file an Application for Degree Candidacy unless enrolled in physical therapy. The application must be filed after the completion of a minimum of six and a maximum of 18 graduate credits. The Application for Degree Candidacy may be obtained from the Office of Graduate Admissions or a graduate coordinator. It includes a program sequence planned by the student with the assistance of an advisor.

Students who have not been approved for degree candidacy and have earned 12 graduate credits (18 graduate credits for students in Counseling and Development) will not be permitted further registration until this requirement has been met. Grades earned by graduate students in undergraduate courses are not included in the quality point average calculation.

# Comprehensive Examination

A comprehensive examination or evaluation may be required of candidates in accordance with policies determined by the student's major department or school. The comprehensive examination or evaluation must be completed by the deadlines set by the department.

# Research Requirements

Candidates for a graduate degree must demonstrate the scholar's approach to the acquisition and analysis of information in a field of specialization. Advisors welcome imaginative research proposals.

Both thesis and non-thesis programs require research. Students should confer with an advisor or the graduate coordinator for detailed information concerning research requirements for specific degrees and majors. Students conducting research involving human subjects are required to follow the guidelines and obtain the required approvals of the SRU Institutional Review Board for the protection of human subjects.

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of the degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed. Graduate students receive considerable guidance in the preparation of a thesis.

Three bound copies of the thesis will become the property of Slippery Rock University. Additional copies may be required by the program's department.

Students pursuing a non-thesis program are required to do research in conjunction with specific courses and may be required to complete an internship.

# Second Master's Degree Requirements

In order to qualify for a second master's degree, regardless of where the first master's degree was earned, the graduate student must:

- Successfully complete a minimum of 18 semester hours of credit at Slippery Rock University beyond the first master's degree.
- Apply no more than 12 semester hours of credit from the first degree toward requirements for the second degree.

- Meet departmental requirements for the degree with respect to the required semester hours of credit and courses for a major in that department.
- Complete all requirements for the degree, including all credits accepted from the program of the first degree, within the six-year statute of limitations.
- Satisfy all incompletes prior to graduation.
- Meet all other University requirements for graduation and be in good standing.

## **Semester Hours of Credit**

A minimum quality point average of 3.000 and between 30 and 60 semester hours of approved graduate credit and other individual program requirements are required for a master's degree. To assure a balanced and comprehensive program, additional hours may be required or desired by the student. Completion of the semester hour requirement does not in itself entitle one to receive a degree, and the university is not obligated to confer a degree upon completion of the required credit hours.

Additional degree program and university graduation requirements may apply. Requirements vary among programs; therefore, the student should check with graduate coordinators for specific degree or certificate requirements. Physical Therapy, for example, has requirements different from other programs as noted in the Graduate School of Physical Therapy Student Manual.

## **Application for Graduation**

A student is responsible for submitting an official Application for Graduation and Inclusion in Commencement Program, and for fulfilling all requirements for the degree in accordance with the regulations of that program and the university.

Students who meet all graduation requirements in a given term but fail to apply for graduation or pay their graduation fee before the semester ends will be graduated at the end of the semester in which their application/payment is recorded in the Office of Academic Records and Summer School, not the term during which they completed their coursework.

Students must meet all graduation requirements by the official end of the semester in which they have applied to graduate. Failure to do so (e.g., incomplete grades in any course, "X" grades in required courses, no application) will result in extending the student's graduation date to the end of the term the work or requirement is eventually completed.

The official Application for Graduation and Inclusion in Commencement Program form may be obtained from the student's graduate coordinator, the office of Graduate Admissions, or on-line. The completed application should reach the Office of Academic Records and Summer School by October 1 for December graduation, March 1 for May graduation, and June 15 for summer graduation. The diploma fee must be prepaid in the Office of Student Accounts or accompany the application.

## **Application for Certification**

Students who meet requirements for certification in school counseling, reading, secondary education, environmental education, special education or school supervision must file the proper application with the dean of education and pay the processing fee in order to acquire the professional certificate in the area of specialization. Contact the appropriate department for application due deadlines.

## **Faculty & Administration**

Click on a link to be taken to the entry below.

- State System of Higher Education
- Board of Governors
- Council of Trustees
- Slippery Rock University Administration
  - Academic Affairs
  - Finance and Administration
  - Student Life
  - University Advancement
- Slippery Rock University Faculty
- Slippery Rock Faculty Emeriti

## State System of Higher Education

|                             |  |
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| Dr. Peter Garland           | Executive Vice Chancellor for Academic and Student Affairs     |
| Dr. James Dillon            | Vice Chancellor for Administration and Finance                 |
| Vacant                      | Vice Chancellor for Information Technology and System Research |
| Mr. Thomas Krapsho          | Vice Chancellor for Human Resources & Labor Relations          |
| Jacqueline Conforti Barnett | Acting Chief Legal Counsel                                     |

## Board of Governors

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| Dr. Larry Cobb, Government & Public Affairs                | Dr. Walter V. Powell, Political Science                    |
| Mr. Louis Como, Library                                    | Dr. W. Gary Quast, Elementary Education                    |
| Mr. J. Robert Crayne, Art                                  | Dr. Robert Raymond, Physical Education                     |
| Dr. Norris Crook, Counseling & Educational Psychology      | Dr. Louis Razzano, Associate Provost, AVP Academic Affairs |
| Mr. Robert Davis, Geography/ Environment Studies           | Dr. Herb Reinhard, President                               |



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|---|--|
| Mr. Robert DiSpirito, Parks & Recreation                    | Dr. Anne Liedel-Rice, Elementary Education/Early Childhood   |
| Dr. Diana Dreyer, English                                   | Dr. Charles Rice, Elementary Education/Early Childhood       |
| Mr. James Engli, Physical Education                         | Dr. Joseph H. Riggs, Communication                           |
| Mr. William Elliott, AVP Finance/Administration             | Dr. Carolyn Rizza, Sociology/Anthropology/Social Work        |
| Dr. Robert Farls, Student Teaching                          | Dr. Paul Rizza, Geography                                    |
| Ms. Susan Ferrandiz, Library                                | Dr. James N. Roberts, Sec Education/Foundations of Education |
| Dr. Hans Fellner, Physics                                   | Mr. F. Duane Rose, History                                   |
| Dr. George T. Force, Political Science                      | Mr. Wallace Rose, Physical Education                         |
| Mr. Richard Freeman, Sec Education/Foundations of Education | Dr. Larry R. Rotge, History                                  |
| Dr. Bernard Freydberg, Philosophy                           | Mrs. Lucy A. Sack, Dance                                     |
| Dr. Thomas W. Gaither, Biology                              | Dr. John A. Sample, Psychology                               |
| Dr. Stephen Glinsky, Jr., Modern Languages & Culture        | Dr. Robert O. Sattler, Special Education                     |
| Dr. Anita Gorman, English                                   | Dr. W.G. Sayre, Chemistry & Physics                          |
| Dr. Anne M. Griffiths, Dean, College HHS & PE               | Mrs. Claire Schmieler, AVP Student Affairs                   |
| Dr. Andreas Grotewold, Geography/ Environment Studies       | Dr. Albert Schmittlein, English                              |
| Ms. Jean Hamilton, Physical Education                       | Ms. Jane Scott-Cleary, Library                               |
| Dr. Barry Hammond, Political Science                        | Dr. Clara C. Settlemyre, History                             |
| Dr. William Herman, Physical Education                      | Dr. Mohan Sharma, English                                    |
| Dr. C. Jay Hertzog, Dean, College of Education              | Mr. Charles Shaw, Mathematics                                |
| Dr. John Hicks, Elementary Education/Early Childhood        | Dr. David O. Shaw, Psychology                                |
| Dr. George Highland, Chemistry/Physics                      | Dr. J. William Shiner, Parks & Recreation                    |
| Dr. Judson W. Hill, Sociology/Anthropology/Social Work      | Mr. Robert Schrader, Physical Education                      |
| Dr. Robert Hinds, Geography, Geology/Environment            | Dr. Charles H. Schultz, Geography, Geology/Environment       |
| Dr. Frank Hoffman, Biology                                  | Dr. Edward Sims, Music                                       |
| Dr. William Hotchkiss, Physical Education                   | Dr. Esther Skirboll, Sociology/Anthropology/Social Work      |
| M. Jan Hudak, Physical Education                            | Dr. Hassell B. Sledd, English                                |
| Dr. James Hughes, Geography, Geology/Environment            | Dr. R. Robert Stackman, History                              |
| Dr. Richard Hunkler, Computer Science                       | Dr. Donald Stauffer, Special Education                       |
| Mr. Stanley Johnson, Parks & Recreation                     | Mr. Terry Steele, Music                                      |

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|--|---|
| Dr. Thomas Kandler, Elementary Education/Early Childhood   | Dr. Laurie A. Stepanian, Theatre                                    |
| Mr. Elwood Karwand, Communication                          | Dr. Champ Storch, Academic Support Services                         |
| Dr. Brian J. Kearney, Physics                              | Dr. Michael L. Stowe, Social Work, Criminology & CJ                 |
| Dr. Bradley Keith, Physical Education                      | Dr. Constantine Stroumbakis, Sec Education/Foundations of Education |
| Dr. Donald Kelly, History                                  | Dr. David C. Taylor, Chemistry & Physics                            |
| Mr. Stanley Kendzierski, Allied Health                     | Dr. Rhoda Taylor, Biology   |
| Miss Edna King, Library                                    | Dr. William Taylor, Sociology/Anthropology/Social Work              |
| Dr. Theodore Kneupper, Philosophy                          | Mr. Martin Thompson, Curriculum/Instruction                         |
| Dr. Patricia M. Koehler, Special Education                 | Ms. Melba Tomeo, Library  |
| Dr. Edward Kopper, English                                 | Dr. Frank Treccase, Modern Languages & Culture                      |
| Ms. Akiko Kotani, Art                                      | Dr. Genevieve M. Tvrdik, Biology                                    |
| Dr. Parameswar Krishnakumar, Business                      | Dr. Lawrence Upton, Counseling & Educational Psychology             |
| Dr. John Landrum, Counseling & Educational Psychology      | Mr. Hubert Voltz, Mathematics                                       |
| Dr. Allan W. Larsen, Philosophy                            | Dr. Donald H. Voss, Psychology                                      |
| Mr. Carl Laughner, Speech/Theatre                          | Dr. B. Wayne Walker, Dean, College Education/Human Service Prof.    |
| Dr. Henry Lenz, Secondary Education                        | Dr. Raymond V. Wallace, Theatre                                     |
| Mrs. Ruth Leo, Nursing                                     | Mr. Edward Walsh, English   |
| Mrs. Beverly Lewis, Sec Education/Foundations of Education | Dr. Frances Walsh, Elementary Education/Early Childhood             |
| Mr. Fred Livingston, Special Education                     | Dr. Albert Ward, Environmental Geosciences                          |
| Mr. Robert M. Love, Library                                | Dr. Donald Watson, Geology  |
| Dr. Lawrence F. Lowing, Jr., Allied Health                 | Dr. Robert J. Watson, Student Life                                  |
| Mr. Francis A. Manfredi, Special Education                 | Dr. Marie Wheaton, Physical Education                               |
| Mr. Joseph Marks, Developmental Programs                   | Ms. Ruth Wilhelm, Curriculum/Instruction                            |
| Dr. Frank Mastrianna, Dean College of BISS                 | Ms. Carolyn Williams, Physical Education                            |
| Mr. Richard D. Maxwell, Physical Education                 | Dr. Patricia Zimmerman, Physical Education                          |
| Dr. Clair W. McClure, Mathematics                          | Dr. Charles Zuzak, Dean, College of Arts & Sciences                 |
| Dr. Mary Agnes McKay, Elementary Education                 |   |

# Financial Aid

The Office of Financial Aid is responsible for the coordination of sources of financial assistance for graduate students at Slippery Rock University. Graduate students who plan to attend Slippery Rock University may be eligible for various types of financial aid. If a student interested in obtaining a graduate degree needs financial assistance, the possibilities for a graduate assistantship, part-time employment and/or a loan should be considered. For more information, please visit the Financial Aid Office at 107 Maltby Center, or visit the Financial Aid Office website.

- Scholarships/Graduate Assistantships
- Loan and Work Programs Available
- The Financial Aid Application Process
- Statement of Rights and Responsibilities
- Veterans Affairs

## Scholarships and Graduate Assistantships

A variety of scholarships and graduate assistantships are available. Scholarship information can be accessed through the financial aid office website at [www.sru.edu/finaid](http://www.sru.edu/finaid); information about graduate assistantships is available through the Office of Graduate Admissions website.

## Loan and Work Programs Available

**Federal Student Loans.** Students may wish to access student loan funds through the Federal Stafford/Direct Loan program to assist in meeting their educational expenses. To apply for this loan students must complete the Free Application for Federal Student Aid (FAFSA). In addition, students must complete a Maser Promissory Note to begin borrowing at Slippery Rock University. Students must be enrolled in at least six credits during any term in which a federal student loan is requested. The student loan process takes approximately six to eight weeks to be completed.

Information from the FAFSA determines the amount and type of federal student loan eligibility. A subsidized loan is available to students who demonstrate financial need; the term subsidized means that the federal government pays the interest on the loan while the student is enrolled. An unsubsidized loan means that the student is responsible for paying the interest while enrolled, although the student can choose to pay the interest quarterly or request that the interest be capitalized.

The maximum amount that a graduate student can borrow may be up to \$20,500 per year although only \$8,500 of that can be subsidized. A student's Stafford/Direct Loan, combined with any other sources of aid, cannot exceed the student's cost of attendance.

Additional information about federal student loans is available at [www.stuentsaid.ed.gov](http://www.stuentsaid.ed.gov).

**Federal Work Study (FWS).** Students must demonstrate financial need as determined through the FAFSA to be considered for FWS. Student employment positions are posted at [www.sru.edu/career](http://www.sru.edu/career). Students must find their own jobs by completing a student employment application for each position desired and submitting that application to the student employment supervisor whose name and location are listed on the job description. No student is guaranteed a job. Employers are made aware of students who are eligible for FWS and these students are to be given priority in the hiring process. A maximum of twenty hours per week may be worked during periods of enrollment. The current wage rate is minimum wage. Students are paid on a bi-weekly basis for the number of hours worked.

**Community Service Work-Study.** Students may wish to seek employment through the Community Service Work Study program. Information on these job opportunities can be obtained from the SRU Financial Aid Office.

**State Student Employment Program.** For those students who do not demonstrate financial need as determined by the FASFA, the University offers an extensive employment program using institutional funds. Maximum hours, wage rates and hiring procedures are identical to those of the FWS program.

## The Financial Aid Application Process

The Free Application for Federal Student Aid (FASFA) must be filed to apply for the financial aid available through Slippery Rock University. We encourage you to file this application between January 1 and May 1. Completing your federal income tax return prior to completing this application is highly encouraged as the FASFA refers to specific lines on the tax return. The Federal School Code for Slippery Rock University is 003327.

### How is Eligibility Determined?

Students qualify for most financial aid based on their eligibility for individual sources of aid and their financial need. A family's or student's financial need is based on a simple formula:

Cost of Attendance  
-- Expected Family Contribution  
= Financial Need

### What Can Financial Aid Cover?

The Office of Financial Aid calculates an average cost of attendance for each student based on their program of study and their in-state or out-of-state status. Typically, the cost of attendance consists of costs for tuition, fees, room, board, books, travel, and other associated educational costs.

### What is an Expected Family Contribution (EFC)?

The EFC is calculated through the completion of the Free Application for Federal Student Aid. This figure reflects the Federal estimate of what a student can afford to contribute toward a year of college.

### What is My Eligibility for Financial Aid?

The level of financial determines the amount of eligibility that a student has for financial aid. It is used by the office of financial aid to determine eligibility for specific programs. An award letter listing eligibility for financial aid is sent to each student after the determination of financial need.

Students or families who experience hardship due to disability, death, decrease in income, loss of benefits, etc., should contact the office of financial aid. A review of their eligibility for financial aid may be performed based on their change in status. Financial aid applicants may contact the office of financial aid for specific program eligibility criteria.

### How do I Receive Financial Aid Funds?

The office of student accounts is responsible for disbursing all financial aid with the exception of the Federal Work Study Program. A student's financial aid, excluding Federal Work Study, is applied directly to contracted university charges (tuition, fees, room and board). Any excess funds will be refunded to the student according to the refund policies set forth by Student Accounts.

### Academic Progress for Financial Aid

The Higher Education Act of 1965 as amended by Congress mandates institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving Federal financial aid. The Academic Progress Policy for Financial Aid can be viewed online.

## Statement of Rights and Responsibilities

### Rights:

The student has the right to:

- Be considered for financial aid assistance; be notified of the financial aid decision; and if not awarded financial assistance, to be informed as to the reason for denial.

- Appeal financial aid decisions to the Associate Provost for Enrollment Services.
- Be informed of the financial aid programs available and the required application materials.

**Responsibilities:**

The student is responsible for:

- Submitting the appropriate application forms within published deadline dates.
- Using all refunds of financial aid funds for expenses related to the student's education.
- Following the requirements and repayment schedules of educational loan programs.
- Informing the Office of Financial Aid of all grants, scholarships, or other funds received for their educational costs from outside organizations.

**Additional Eligibility Criteria**

In order to be considered for financial aid, student applicants must:

- Be a U.S. citizen or eligible non-citizen.
- Be registered with Selective Service (if required).
- Be working toward a degree or teacher certification at SRU.
- Not owe a refund on a federal grant or be in default on a federal educational loan.

**General Comments**

- All aid programs require that the student make satisfactory academic progress as detailed in the financial aid office website.
- The financial aid office should be contacted for instructions when a major change in the family's financial condition occurs (such as death, disability, retirement, loss of job, etc.)
- Students and families are encouraged to contact the financial aid office at 724-738-2044 or via e-mail at [financial.aid@sru.edu](mailto:financial.aid@sru.edu) with any questions they have about the financial aid information provided in this catalog.
- The information provided in this section was accurate at the time of publication. Fees, regulations, eligibility requirements, etc. are subject to change.

**Important Telephone Numbers**

PHEAA Loan Division 1-800-692-7392

Federal Student Aid Information Center 1-800-433-3243

Financial Aid Office 724-738-2044

## Veterans Affairs

The financial aid office coordinates all paperwork for veterans or dependents of veterans who are eligible for Department of Veterans Affairs educational benefits. Qualified individuals should apply at least eight weeks prior to the first day of classes. An original application for benefits and certified copy of DD214 (discharge paper), or VA form 2384 (Notice of Basic Eligibility), or copy of Kicker contract may be required. The Office of Financial Aid should be contacted for additional information regarding DVA educational benefits, financial aid, tutorial assistance, and credits for military service and specific forms. General information is available at Financial Aid / Veterans Information.

## Graduate Admission

A student desiring to take graduate courses must apply for admission through the Office of Graduate Admissions. Applications for admission are available online at [www.sru.edu/graduate](http://www.sru.edu/graduate) or by contacting the Office of Graduate Admissions at [graduate.admissions@sru.edu](mailto:graduate.admissions@sru.edu) or by calling 724-738-2051. To be eligible for admission to a graduate degree program, a student must have completed the requirements for a bachelor's degree at a regionally accredited

college or university. Admission to graduate studies is a rolling admission process, though some programs of study vary this process. Applicants should review specific programs of study for details.

An application for admission to graduate study for degree/certificate programs includes:

- A completed application form.
- Official transcripts sent directly from each institution of all graduate and undergraduate work taken at colleges and/or universities other than Slippery Rock University.
- Payment of the non-refundable application fee except for transient student applicants and special non-degree applicants.
- Official scores from the specific degree program's approved standardized test. See individual programs for admission criteria or contact the Office of Graduate Admissions.
- Additional criteria for specific programs of study (see individual programs for this information).

Credentials submitted in support of an application for admission become the property of the university and will not be returned.

Admission to graduate study is governed by policies recommended by the Graduate Council and approved by the President. Admission to graduate studies does not constitute admission to a degree program. A student may be admitted to graduate study unconditionally, conditionally, or as a special, non-degree student. Upon acceptance to degree graduate studies, students are assigned a graduate advisor. It is the responsibility of the advisor to assist the student in planning a graduate program. It is the responsibility of the student to see his/her advisor prior to beginning graduate work in order to plan a program and, from time to time thereafter, to report on their progress. The final responsibility for meeting all degree requirements rests with the student (See Admission to Degree Candidacy).

**Unconditional Admission.** An applicant who holds a baccalaureate degree from an accredited institution, has earned an undergraduate grade point average of 2.750 based on a 4.000 scale, meets the standards established for the specific degree program's approved standardized test, and other established admissions requirements may be admitted unconditionally to graduate studies. Programs leading to teacher certification require a minimum 2.8 GPA.

**Conditional Admission.** An applicant who does not meet all standards for unconditional admission may be granted conditional admission upon recommendation of the appropriate departmental coordinator and approval of the director of Graduate Admissions. The student's initial admission letter will include requirements for achieving unconditional status.

**Special Admission SRU Undergraduate.** Undergraduate students with 90 earned credits or more, enrolled in courses at Slippery Rock University, may register for up to two graduate courses each semester upon recommendation of their advisor, appropriate department coordinator, and their dean. An instruction sheet and special application for graduate admission is available from the Office of Graduate Admissions or Office of Academic Records and Summer School. Credits earned under this status will be recorded as part of a separate graduate level record and will not be used as part of the student's undergraduate record or degree requirements. A prorated graduate level tuition will be charged for the graduate level credits only.

SRU seniors who wish to take a graduate level course as part of their undergraduate degree should request information and an application form from the office of academic records and summer school, room 107, Old Main Building.

**Special Non Degree Admission.** Students who wish to participate in graduate, non-degree coursework, for one semester may submit a completed special non-degree application, and official college transcript(s) confirming an earned bachelor's or higher degree. No application fee is required and no financial aid is available.

Students may apply for this status more than once, but cannot exceed 12 credit hours under this status. Students who enroll as a special non-degree are not guaranteed enrollment into a degree program. A completed special non-degree application is required for each session.

**International Admission.** Prior to an admission offer, international student applicants whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550, unless they have

received a degree from an accredited college or university in the United States, the United Kingdom, Canada (except Quebec), Australia or New Zealand. The examination is given at various times during the year and in many centers throughout the world. Inquiries should be addressed to TOEFL, Educational Testing Service, P. O. Box 6151, Princeton, NJ 08541-6151, telephone number is (609) 771-7760, or visit [www.toefl.org](http://www.toefl.org). International students who are transferring from unfinished degree programs at other universities in the United States and who have not taken this examination must successfully take the TOEFL examination with a minimum score of 90 (internet-based), 213 (computer-based), or 550 (paper-based).

In addition to meeting the language requirement, international students must provide evidence of having earned the equivalent of a bachelor's degree from an accredited institution of higher education. This is usually accomplished by submitting official transcripts of all university work. The transcripts must be translated into English. A grade point average equivalent to at least a 2.750 on a 4.000 point scale is required. Evidence of adequate financial resources to pursue a graduate program at Slippery Rock University must be documented via a notarized affidavit of financial support and an original bank statement showing the availability of sufficient funds for a minimum of one year.

**Transfer Credit.** A maximum of 12 semester hours of graduate coursework earned at other accredited institutions may be accepted for transfer to Slippery Rock University. In some departments, the maximum hours that may be transferred is less than 12. These credits must carry at least a "B" grade, and be approved by the appropriate program coordinator and the director of graduate admissions. Those grades received for courses other than Slippery Rock University's will be recorded but will not be included in the student's cumulative grade point average. Credits earned in extension courses and in off-campus centers of other institutions will be reviewed for acceptance. Transfer of credits from other institutions will be recommended by the graduate coordinator and be approved/disapproved by the Director of Graduate Admissions. No more than six semester hours shall be transferred from another institution after a student has been admitted to a graduate program at Slippery Rock University. Any request to transfer credits should be made in writing at the time of admission to graduate study.

**Transient Students from Another Institution.** Students pursuing a graduate program at another accredited institution may enroll in graduate courses for the purpose of transferring the credits earned to that institution. Such students should complete and have signed the appropriate transient student approval form, available from the Graduate Admissions Office, 1 Morrow Way, 124 North Hall Welcome Center, Slippery Rock, PA 16057. No more than 6 semester hours of transient credits shall be transferred from another institution after a student has been admitted to a graduate program at SRU.

**Transient Students Enrolled in a Degree Program at Slippery Rock University.** Students enrolled in a graduate degree program at Slippery Rock University who wish to take courses elsewhere as part of their degree should have a Transient Student Clearance Form approved and signed by their advisor and coordinator. After completion of the course(s), an official transcript must be sent directly from that institution to the office of graduate admission at Slippery Rock University in order to have the credit accepted and posted to the university record. (Note: Provided a grade of "B" or better is earned, the credits will be accepted by transfer to apply to the student's degree requirements at Slippery Rock. However, only quality points earned at Slippery Rock University will be used in computing the student's grade point average.)

**Auditing Courses.** Auditing of graduate courses is authorized if class size permits. No credits of any kind may be earned by auditing. Auditors are classified as special (non-degree) students and must pay the same tuition and fees charged to students enrolled in the class for credit.

## Graduate Programs

### Adapted Physical Activity

The Master of Science Degree in Adapted Physical Activity provides the student with a 30-hour comprehensive program with a contemporary curriculum taught by nationally recognized faculty. The program requires the successful

completion of a 6-credit internship. The internship experience expands the student's knowledge and enhances their practical application of adapted physical activity service delivery, supervision, and leadership. The internship is the student's culminating experience and often proves to be mutually beneficial to both the student and the host agency. The students gain valuable knowledge about the field of adapted physical activity while the host evaluates potential future employees.

All applicants for graduate study at Slippery Rock University must have a minimum grade point average of 2.75 and submit a 750 word essay describing why the applicant is applying to the program and how this degree will help the applicant reach his/her career goals. Applicants should have their transcripts and GRE, GMAT, or MAT scores forwarded to the Graduate Admissions Office.

Graduate Admissions: Master of Science in Adapted Physical Activity

## **Master of Science**

# **Adapted Physical Activity**

Graduate study in Adapted Physical Activity is available through a Master's of Science Degree Program for individuals who possess undergraduate degrees in physical education, teacher education, exercise science, recreation therapy, special education, athletic training or other related fields.

The program is designed specifically for professionals who desire to expand their professional credentials and apply those to health promotion and wellness programs for persons with disabilities of all ages. The health status of persons with disabilities is a critical and emerging need in the human service profession and is a field of employment estimated to grow faster than most other fields by 30% employment over the next 10 years. This program encourages students from multidisciplinary backgrounds of study to enroll and focus upon transition physical activity and wellness programs across the lifespan for persons with disabilities. Students are expected to enter the program with a basic knowledge of applied anatomy and at minimum an introductory course focusing upon disability or previous experience in the field.

The Master of Science degree in Adapted Physical Activity is a 30-credit hour program. This is a non-thesis program which includes a research project and culminates in a required six-hour internship experience during the summer. Examples of internships could include experiences such as the NASA headquarters in Florida - providing fitness programs for employees with disabilities; the Lakeshore Foundation in Alabama - working with Paralympics athletes for the Olympic Games; or at the Paralympics Olympic site in Colorado.

## **Required Courses**

- PE 662 - Disability Sport in the 21st Century: A Global Perspective Credits: 3
- PE 673 - Advanced Study of Disability in Physical Activity Credits: 3
- PE 678 - Lifespan Physical Activity and Disability Credits: 3
- PE 685 - Fundraising/Grant Writing in Adapted Physical Activity Credits: 3
- PE 694 - Health Promotions for Persons with Disabilities Credits: 3
- PE 698 - Special Topics in Adapted Physical Activity Credits: 3
- PE 740 - Application of Research for Practicing APA Specialists Credits: 3
- PE 745 - Leadership Training in Adapted Physical Activity Credits: 3
- PE 750 - Internship Credits: 6



# Counseling and Development

006 McKay Education Building 724-738-2035

The Department of Counseling and Development trains practitioners to deliver quality services to clients and students and to be reflective, ethical and competent in serving their diverse community. Department programs include community and school counseling and student affairs in higher education. We offer exemplary programs to a diverse group of students as well as in-service and continuing education to post-Master's students. Our students are prepared according to professionally accepted standards and, where appropriate, for licensure/ certification in their field of study

## *Chair*

Donald A. Strano

## *Graduate Coordinator*

Michael G. Ignelzi

## **Secretary**

Lorraine Vinski

## *Faculty*

Debra Hyatt-Burkhart, Michael Ignelzi, Jered Kolbert, Gerard Love, Michelle McClelland, Molly Mistretta, Amy Peters, Mary Frances Russo, Donald Strano

*The Department of Counseling and Development offers masters degrees in Community Counseling, School Counseling and Student Affairs in Higher Education. We strive to prepare practitioners for the field who meet the highest standards of professional training. The emphasis is on personal development, acquisition of skills and the construction of knowledge. As such we value diversity and life experience in our students. You will find that our courses and the teaching do not focus on accumulating factual content. Instead you will be provided a variety of experiential and interactive activities aimed at promoting personal development, meaning making and the development of relevant skills.*

## **Dr. Michael G. Ignelzi, graduate coordinator**

**Counseling and Development**

**counseling.development@sru.edu**

**724-738-2035**

Students seeking a graduate degree in the Department of Counseling and Development have three program options. For admission to all degree programs, three letters of recommendation, a personal statement Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores, and an interview are required.

The first option leads to the Master of Arts Degree in Community Counseling (MACC). This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). It is designed to provide preparation in the general field of community counseling and leads to Pennsylvania licensure as a professional counselor (LPC). Emphasis areas include adult counseling, addiction counseling, and child and adolescent counseling. Nine hours of related (psychology, social work, etc.) undergraduate coursework is required for admission to the MACC degree program.

The second option leads to the Master of Arts Degree in Student Affairs in Higher Education. This program is designed to prepare students to function effectively in the student affairs division of a post-secondary educational institution. Program objectives include learning a set of sensitivities and competencies related to student development and learning, leadership and management of student affairs organizations, students and institutional diversity, group

and individual advising, and program development and evaluation. The MA degree program in student affairs is in keeping with professional standards set forth by the Council for the Advancement of Higher Education (CAS) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The third option leads to the Master of Education Degree in Elementary and Secondary School Counseling. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program leads to endorsement for certification as a school counselor in the state of Pennsylvania. A 3.00 QPA, six credits of undergraduate coursework in English (3 literature 3 composition) and six credits of math (113 level or higher) are normally required for unconditional admission to the school counseling program. Persons who do not have teachers' certification may pursue these programs and are eligible for school counseling certification upon successful completion of their degree. For individuals who have a master's degree in a related field and wish to obtain school counseling certification, a special non-degree endorsement program can be individually arranged.

Prior to applying for degree candidacy, candidates must be reviewed by program faculty. A comprehensive oral exam is required at the end of each of the three program options. The exam is administered two times per year.

All three program areas require supervised field work. The department requires proof of liability insurance as well as Act 34 and 151 clearances before a student is permitted to engage in practica and internship. Students are reviewed by program faculty prior to approval for fieldwork.

## **Master of Arts**

### **Community Counseling**

*(60 credits)*

*Students may take Core I and Core II coursework simultaneously.*

*Students must complete Core I with a 3.0 QPA before taking Core III coursework.*

### **Core I - Basic Knowledge (15 Credits)**

This education program area requires a common core of coursework:

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 615 - Introduction to Community Counseling Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 670 - Counseling Theory Credits: 3

### **Core II – Advanced Professional Knowledge (15 credits)**

*Students may take Core II and Core III coursework simultaneously.*

- CDEV 607 - Models of Adaptive Behavior Credits: 3
- CDEV 611 - Family Counseling Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 680 - Principles of Appraisal Credits: 3
- CDEV 626 - Foundations of Addiction Credits: 3
- OR
- GERO 465/665 - Seminar in Gerontology Credits: 3

## Core III – Areas of Specialization (6 credits)

*Students must have a minimum 3.0 QPA and have completed Core III prior to taking the Oral Comprehensive Examination. Students may not enroll in Core V until Core I, II, & III are completed.*

### Child and Adolescent Emphasis

- CDEV 618 - Systems of Adaptive Behavior in Youth Credits: 3
- CDEV 685 - Youth Counseling Credits: 3

### Addiction Emphasis

- CDEV 618 - Systems of Adaptive Behavior in Youth Credits: 3
- OR
- CDEV 619 - Psychology of Adulthood Credits: 3
- OR
- CDEV 624 - Psychology of Aging Credits: 3
- CDEV 636 - Counseling the Addict Credits: 3

### Adult Emphasis

- CDEV 617 - Counseling the Adult Credits: 3
- CDEV 619 - Psychology of Adulthood Credits: 3

### Aging Emphasis

- CDEV 617 - Counseling the Adult Credits: 3
- CDEV 624 - Psychology of Aging Credits: 3

## Core IV – Additional Required Coursework (12 credits)

*Core IV coursework may be taken at any time in a student's program of study.*

- CDEV 603 - Career Counseling and Development Credits: 3
- CDEV 699 - Research and Assessment Credits: 3

AND 6 credits of approved electives

## Core V – Field Experience (12 credits)

- CDEV 701 - Master in Arts in Community Counseling (MACC) Practicum Credits: 3
- CDEV 703 - Practicum in Counselor Supervision Credits: 3
- CDEV 751 - Community Counseling Internship Credits: 3-6  
Internship will be taken 2 times

## Student Affairs in Higher Education

(48 credits)

*Students must successfully complete Core I with a minimum 3.0 QPA and Core II coursework before taking Core IV coursework. Students may take Core III coursework concurrent with Core II coursework.*

### Core I - Basic Knowledge (12 Credits)

- CDEV 602 - Introduction to Student Affairs Credits: 3
- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3

### Core II – Professional Knowledge – Student Personnel (18 credits)

- CDEV 608 - Legal Issues in Student Affairs Credits: 3
- CDEV 623 - Higher Education Environments, Cultures, and Students Credits: 3
- CDEV 631 - College Student Learning and Development 1 Credits: 3
- CDEV 632 - College Student Learning and Development 2 Credits: 3
- CDEV 642 - Leadership and Managing Change in Student Affairs Credits: 3
- CDEV 643 - Organizational Behavior in Higher Education Credits: 3

### Core III – Advanced Professional Knowledge – Counseling (12 credits)

*Students may take Core III coursework concurrent with Core IV coursework.*

- CDEV 603 - Career Counseling and Development Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 699 - Research and Assessment Credits: 3  
Elective Credits: 3

### Core IV – Field Experience (6 credits)

*Students must have a minimum 3.0 QPA prior to taking the Oral Comprehensive Examination*

- CDEV 705 - Student Affairs Practicum 1 Credits: 1

- CDEV 706 - Student Affairs Practicum 2 Credits: 2
- CDEV 755 - Student Affairs Internship Credits: 3

## **Master of Education**

### **School Counseling**

(54 credits)

Elementary and Secondary School Counseling

*Students may take Core I and Core II coursework simultaneously.*

*Students must complete Core I with a 3.0 QPA before taking Core III coursework.*

#### **Core I Basic Knowledge (15 credits)**

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 613 - Introduction to School Counseling Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 670 - Counseling Theory Credits: 3

#### **Core II – Professional Knowledge (15 credits)**

*Students may take Core II and Core III coursework simultaneously*

- CDEV 603 - Career Counseling and Development Credits: 3
- CDEV 611 - Family Counseling Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 618 - Systems of Adaptive Behavior in Youth Credits: 3
- CDEV 688 - Counseling in the Schools Credits: 3

#### **Core III – Fieldwork and Evaluation Courses (15 credits)**

Students should consult with graduate coordinator to follow "Program Guide for School Counseling Majors"

- CDEV 682 - Assessment for School Counselors Credits: 3
- CDEV 699 - Research and Assessment Credits: 3  
Elective (as recommended by advisor)
- CDEV 704 - School Counseling Practicum Credits: 3
- CDEV 750 - School Counseling Internship Credits: 3

#### **Core IV – Education Specific Courses (9 credits)**

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3

## **Criminology**

### **Master of Arts**

### **Criminal Justice Program**

The Slippery Rock University Criminology and Criminal Justice program's online Master of Arts degree in Criminal Justice provides an opportunity for working professionals in the criminal justice field to attain a graduate degree for career enhancement, as well as for traditional graduate learners who value the accessibility of an online program.

This program is entirely online and comprises a 36 credit degree offering with the option of a thesis or internship track. Along with coursework in the three components of the criminal justice system (policing, courts, and corrections), the SRU M.A. program offers an optional community corrections specialization. Additionally, the program includes coursework in advanced criminological theory, research and statistical methodologies. This program is designed to serve the educational needs of working criminal justice professionals in Western Pennsylvania and elsewhere. The curriculum offers flexibility for professionals in the field who desire an advanced CJ degree for workforce enhancement purposes, as well as ensuring a quality Master's level credential for learners who may aspire to doctorate level work. In addition, this program offers an optional concentration in community corrections, addressing some of the most current trends in the field such as prisoner re-entry and restorative justice.

This program offers both a thesis and a non-thesis track. Thesis students are required to write and defend a research paper (defense of thesis may require an on-campus visit) of appropriate scholarly rigor for a culminating post-graduate work. Non-thesis students will be required to successfully complete a field internship experience and pass a set of comprehensive exams. Students may attend this program either full-time or half-time.

#### **Admission Requirements**

For consideration for admission to the Master's program, applicants must fulfill these requirements:

- A baccalaureate degree from an accredited college or university
- A 3.00 GPA or higher for the final two years of undergraduate study
- Three letters of recommendation, preferably from professors familiar with your academic qualifications
- A 300-500 word personal statement describing their background, career goals, and why he or she wants to study criminology
- International students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score at least 600 on the paper-based test, or at least 250 on the computer-based test, or at least 100 on the new Internet-based iBT TOEFL test.

Once admitted to the program, students will be required to maintain a 3.0 GPA. Students must achieve at least a B in all core courses.

#### **Degree Tracks: Thesis and Non-Thesis Options**

There are two degree tracks within the M.A. program.

1. Non-thesis option: This program requires the completion of 30 credits of coursework and successful completion of a 6 credit internship. Students selecting this option must pass a comprehensive exam prior to registering for the internship.
2. Thesis option: The thesis option requires the successful completion of 36 credits: 30 semester hours of coursework and 6 hours of thesis credits.

**Contact Information:**

David R. Champion, PhD  
Graduate Coordinator, Criminal Justice  
04 Spotts World Culture Building  
724-738-4462  
fax: 724-738-4822  
david.champion@sru.edu

## Courses

### Required Courses

- CRIM 601 - Proseminar Credits: 3
- CRIM 610 - Administration of Justice Credits: 3
- CRIM 615 - Advanced Criminological Theory Credits: 3
- CRIM 620 - Correctional Administration Credits: 3
- CRIM 625 - Contemporary Issues in Policing Credits: 3
- CRIM 660 - Criminal Justice Ethics Credits: 3

### Electives (select 2 courses)

- CRIM 621 - Seminar in Community Corrections Credits: 3
- CRIM 622 - Individual and Group Interventions Credits: 3
- CRIM 626 - Victimology Credits: 3
- CRIM 627 - Criminal Justice and the Multicultural Community Credits: 3

### Research and Analytic Methods Courses

- CRIM 630 - Statistical Methods in Criminal Justice Credits: 3
- CRIM 635 - Criminological Research Credits: 3

### Degree Options: Choose either Non-thesis or Thesis

#### Non-Thesis

Comprehensive Examinations

AND

CRIM 750 Graduate Internship in Criminology

Thesis

CRIM 800: Graduate Thesis in Criminology

## Elementary Education and Early Childhood Education

104 McKay Education Building 724-738-2042

The Department of Elementary/Early Childhood Education's mission statement is aligned with and reflective of the College mission, but is designed to specify the particular goals of the program. The goal of the Elementary Education/Early Childhood Department is to equip our graduates to meet the professional challenges of classrooms and school communities for the 21st century.

### Chair

Lee Williams

### Coordinator

Suzanne Rose

### Secretaries

Dixie Hogue, Brenda Fedokovitz

*Faculty* Carmine DeCarlo, Sherry DuPont, Herbert Hunt, Cinda Findlan, Suzanne Rose, Anne Slanina, Robert Snyder, Deborah Wells, Judy Werner, Lee Williams

*Elementary and Early Childhood Education offers two graduate programs for licensed teachers in two areas: reading or math and science curriculum.*

- *The Master of Elementary Education, Reading*
- *Reading Specialist Certification (requires Praxis 2)*

*Both programs are offered at the Slippery Rock University campus. The reading specialist program is offered at the Regional Learning Alliance (RLA) in Cranberry in a 14-month program that begins each May. Additional courses towards the master's degree are offered at the RLA on a regular basis. Many of the courses are offered on an "on-line, on-site" basis, so that busy professionals can have the option of flexible scheduling yet maintain high quality, personal interactions with their professors and colleagues. Teachers who have completed the master's program become teacher leaders in their schools and are in demand as content specialists by principals and superintendents. Several have gone on to enter doctoral or administrative degree programs.*

**Dr. Suzanne Rose,**  
**graduate coordinator**  
**Elementary and Early Childhood Education**  
**suzanne.rose@sru.edu 724-738-2042**

The Department of Elementary Education/Early Childhood offers a master of education degree with an area of concentration in the following field related to elementary education:



- Reading (K-12)

Each area of concentration is designed to strengthen those competencies and skills necessary for excellent classroom teaching. The specialized programs are, in addition, designed to assist those teachers who desire to become curriculum specialists or who wish to extend their expertise into such areas as program development, research or educational leadership.

In addition to the general requirements for admission to graduate studies, students who desire to complete a master's degree in education must have a teaching certificate based on the completion of a four-year undergraduate program in elementary education. For the reading program, the certificate may be in elementary education, special education or one of the subjects in secondary education.

### **Procedures for Attaining the Master of Education Degree in Elementary Education.**

Applications for admission to graduate studies may be obtained from the director of graduate admission. Unconditional admission to the M.Ed. program in elementary education/early childhood requires an undergraduate QPA of 2.80 or higher. Conditional admission may be granted to applicants who have less than a 2.80 undergraduate QPA and meet all other requirements for admission. After being admitted to graduate studies, students will be assigned a graduate advisor. Students must then meet with their graduate advisor to plan their graduate program and to discuss degree requirements. Between the sixth and twelfth hours, students must apply for admission to degree candidacy. A student is on academic probation whenever the cumulative QPA for all graduate courses attempted at Slippery Rock University is less than 3.000. The director of graduate studies shall suspend a student, whose academic standing is unsatisfactory (less than 3.000 QPA) for two semesters of successive registration. A suspended student may petition the director of graduate studies for readmission.

After the completion of 24 graduate credits, students may apply for the comprehensive examination through the elementary education/early childhood department office. After successful completion of the comprehensive examination and predetermined courses, students may apply for graduation through the director of graduate studies.

### **Thesis Option**

Students who complete the thesis option are not required to take the comprehensive examination. Those who select the thesis option have to complete the following steps:

1. With the help of the academic advisor or other faculty member, formulate a thesis topic.
2. With the help of the academic advisor, select a thesis committee.
3. With the help of the thesis committee, prepare a thesis proposal.
4. Register for ELEC 800 Thesis.
5. Complete the study and write the thesis.
6. Conduct an oral defense of the thesis.
7. Apply for thesis approval from the director of graduate studies.

## **Certificate**

### **SRU Certificate in Instructional Coaching - Literacy Emphasis**

To be eligible for the SRU Certificate in Instructional Coaching –Literacy Emphasis, the candidate must either hold a valid PA Reading Specialist Certification or must have completed the courses required for the reading specialist certification at SRU and presented passing scores on the required Praxis II exam. Candidates must also have completed a minimum of two years of full-time teaching experience. A minimum of 12 credits is recommended.

In addition, the candidate for the SRU Certificate in Instructional Coaching must complete the following courses, either as part of the initial SRU reading certification program , or in addition to that program.

## Required Courses:

- ELEC 614 - Foundations of Instructional Coaching Credits: 3
- ELEC 615 - Teacher Leadership and School Change for Instructional Coaches Credits: 3
- ELEC 622 - Literacy Assessment Analysis and Instructional Decision Making Credits: 3
- ELEC 643 - Advanced Literacy Coaching Practicum Credits: 3

## Certification

### Reading Specialist Certification

(21 credits)

Upon completion of the seven required reading education courses and successful Reading PRAXIS Scores, students are eligible for the reading specialist certification and may apply to the Pennsylvania Department of Education. This is done through the dean of education. The reading specialist certification is required for employment as a Chapter I teacher in the Commonwealth.

The seven required reading certification courses (21 credits) all apply to the requirements for the 36 credit Reading Masters degree program. Successful reading certificate candidates may continue on toward the reading M.Ed. by requesting a degree status change through the Office of Graduate Studies.

## Courses:

- ELEC 608 - Historical, Psychological and Linguistic Foundations of Literacy Credits: 3
- ELEC 610 - The Reading Program in the Elementary School Credits: 3
- ELEC 612 - The Reading Program in the Middle/Secondary School Credits: 3
- ELEC 614 - Foundations of Instructional Coaching Credits: 3
- ELEC 622 - Literacy Assessment Analysis and Instructional Decision Making Credits: 3
- ELEC 625 - Practicum: Assessment and Instruction for the Reading Specialist Credits: 3
- ELEC 629 - Practicum: Organization and Administration of School Reading Programs Credits: 3

## PDE Competencies

Upon admission to the program, students' transcripts from their first certification program will be reviewed to determine whether or not the Pennsylvania Department of Education competencies for Accommodations and Adaptations for Diverse Learners (9 credits addressing Students with Disabilities in Inclusive Settings and 3 credits Meeting the Needs of English Language Learners) have been met. These competencies may be met with either undergraduate or graduate level classes in accordance with required standards. Up to twelve credits may be required.

Courses meeting PDE Competencies for Accommodation and Adaptations for Diverse Learners include:

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3

## Master of Education

### Master of Education in Elementary Mathematics and Science

The M.Ed. K-8 Mathematics and Science Education Program is designed for certified teachers who are interested in developing understanding of mathematics and science curricula and materials appropriate for their classrooms. Candidates will review current research and design and implement a research project that focuses on mathematics or science in an appropriate setting.

Courses are offered in blocks during Summer and Winter Terms. Candidates may enter the program during either term. The program is composed of 30 credits. There are no electives.

All courses in this program are online. Each candidate must have a computer with speakers and microphone to participate in the courses.

In addition to the general requirements for admission to graduate studies at SRU, applicants for the M.Ed. K-8 Math/Sci Program must submit the following:

- Transcript(s) for all undergraduate and graduate work completed prior to the application, with a minimum 3.0 undergraduate GPA are required.
- A legible copy of the applicant's current teaching certificate must be submitted.
- A resume indicating teaching experiences (including substitute teaching) is required.

Applicants may be offered "conditional admission," if the graduate coordinator believes the applicants can be successful in the chosen program, but, for some reason, the candidate does not meet all the application criteria at the time the application is submitted. Conditionally admitted applicants must have a 3.0 GPA upon the completion of the first 12 credits of coursework, and must remove any conditions prior to that time, or they will be unable to continue in the program.

All candidates admitted to the program must apply for degree candidacy by the time they have earned a maximum of 12 credits.

#### Elementary Mathematics, Science and Technology (30 credits)

Summer 1 (9 credit hours)

- ELEC 664 - Problem Solving in K-8 Education Credits: 3
- ELEC 667 - Science Concepts for K-8 Teachers Credits: 3
- ELEC 668 - Mathematics Content for K-8 Teachers Credits: 3

### Winter Term 1 (6 credit hours)

- ELEC 601 - Introduction to Educational Research Credits: 3
- ELEC 638 - Curriculum Materials for K-8 Science Credits: 3

### Summer 2 (9 credits)

- ELEC 636 - A Survey of the Mathematics Curriculum K-8 Credits: 3
- ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

### Winter Term 2 (6 credit hours)

- ELEC 691 - History of Mathematics Education Credits: 2
- ELEC 692 - History of Science Credits: 2
- ELEC 705 - Seminar in Mathematics and Science Education Research Credits: 2

## Master of Education in Reading

(36 credits)

The reading program is designed to promote the development of reading professionals who are able to play a variety of roles in grades K-12. These roles include classroom teacher of reading, diagnostic-remedial specialist, developmental reading-study skills specialist, and reading consultant/reading resource teacher.

As a culminating experience in this program, students must select either the Master's Thesis Option or the Non-Thesis Option. The student will work in consultation with their advisor to determine the best option.

### A. Reading Education Courses (21 credits)

- ELEC 608 - Historical, Psychological and Linguistic Foundations of Literacy Credits: 3
- ELEC 610 - The Reading Program in the Elementary School Credits: 3
- ELEC 612 - The Reading Program in the Middle/Secondary School Credits: 3
- ELEC 614 - Foundations of Instructional Coaching Credits: 3
- ELEC 622 - Literacy Assessment Analysis and Instructional Decision Making Credits: 3
- ELEC 625 - Practicum: Assessment and Instruction for the Reading Specialist Credits: 3
- ELEC 629 - Practicum: Organization and Administration of School Reading Programs Credits: 3

### B. Educational Foundations (Select a minimum of one course):

- ELEC 615 - Teacher Leadership and School Change for Instructional Coaches Credits: 3
- SEFE 604 - Philosophical Foundations of Education Credits: 3

- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## C. Research and Statistics (6 credits)

Choose ELEC627 and one other course from the selection below

- ELEC 627 - Current Issues in Reading Research Credits: 3 (REQUIRED)
- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- ELEC 698 - Selected Topic Credits:  
Topic must be: Research / Statistics for Reading Specialists

## D. Electives (Select two courses):

With the approval of the faculty advisor, students may also choose elective courses from among other graduate offerings in the elementary education/early childhood and secondary education/foundations of education departments, as well as from other graduate programs available at Slippery Rock University.

Suggested Courses:

- ELEC 595 - Workshop Credits:
- ELEC 615 - Teacher Leadership and School Change for Instructional Coaches Credits: 3
- ELEC 631 - Teaching Writing as a Process Credits: 3
- ELEC 633 - Resource Materials in Children's Literature Credits: 3
- ELEC 643 - Advanced Literacy Coaching Practicum Credits: 3
- ELEC 698 - Selected Topic Credits:
- ELEC 700 - Independent Study Credits: 3
- ELEC 800 - Thesis Credits: 3
- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3

## E. PDE Competencies

Upon admission to the program, students' transcripts from their first certification program will be reviewed to determine whether or not the Pennsylvania Department of Education competencies for Accommodations and Adaptations for Diverse Learners (9 credits addressing Students with Disabilities in Inclusive Settings and 3 credits Meeting the Needs of English Language Learners) have been met. These competencies may be met with either undergraduate or graduate level classes in accordance with required standards. Up to twelve credits may be required.

Courses meeting PDE Competencies for Accommodation and Adaptations for Diverse Learners include:

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3

- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3

## English PROGRAM ON MORATORIUM

301 Spotts World Culture Building 724-738-2043

### *Chair*

Jace Condravy

### *Coordinator*

Joseph McCarren

### *Secretaries*

Catherine Saylor

Robin Mowry

### *Faculty*

Nancy Barta-Smith, William Boggs, Jace Condravy, William Covey, Robert Crafton, Danette DiMarco, Christopher Kreiser, Cindy LaCom, Jane Lasarenko, Joseph McCarren, Rachela Permenter, Derrick Pitard, Erica Scott, James Strickland, William Zeiger

*The English Department offers two career-oriented master's degree tracks that meet the needs of working professionals, current teachers, and traditional graduate students. The professional writing track complements students' existing expertise and opens opportunities for career advancement and employment. The traditional track in English literature and composition enhances students' current knowledge, provides English educators with an opportunity to complete Act 48 credits, and prepares potential Ph.D. students for the rigors of advance graduate study. Distinguished faculty who are leaders in their fields teach all courses. Students learn in small classroom settings with courses offered at both the main campus and at the Regional Learning Alliance in Cranberry Woods, Pennsylvania. Tuition costs are affordable, and graduate assistantships are available to full and part-time students.*

**Dr. Joseph McCarren, graduate coordinator**

**English**

**joseph.mccarren@sru.edu**

**724-738-2868**

The English Department offers two tracks, traditional and professional, toward a Master of Arts in English. Each track prepares students for future success in both academic and professional careers.

## Master of Arts

## Master of Arts in English: Professional Writing Track - not accepting applications 2009 and 2010

*"I recommend the English Professional Writing Program to anyone looking to enter or already working in journalism, public relations or advertising. The coursework runs the gamut, from ad copy writing to advanced rhetoric. I have learned new strategies for effective writing and grown as a professional. The education will help my career."*

– **Gordon Ovenshine**

**English**

### *No thesis required*

In lieu of a thesis, degree candidates in the professional writing track are required to complete 6 credits of Internship or 6 credits of Independent Writing.

### *No Comprehensive Examination*

In lieu of a thesis, degree candidates in the professional writing track are required to submit to the graduate coordinator (by the fourth week of their final term) a portfolio that contains at least three writing projects (electronic and/or hard copy) completed during their course of study. This portfolio must include an introductory essay discussing the significance of those projects in relation to their development as professional writers. The portfolio is evaluated by a committee of three-graduate faculty members of the student's choice on a pass/fail basis.

Master of Arts in English - English Department Link

## Core requirements (9 credits)

- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3

## Seminars (6 credits)

- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 656 - Seminar in Visual Rhetoric Credits: 3
- or
- ENGL 657 - Seminar in Advertising and Public Relations Writing Credits: 3

## Electives (15 credits)

- ENGL 598 - Selected Topics Credits: Up to 6  
(Ethics and Law in the Workplace; Computer Applications; Professional Editing)
- ENGL 620 - Linguistics Credits: 3
- ENGL 655 - Administrative, Technical, and Scientific Writing Credits: 3
- ENGL 658 - Seminar in Grant and Proposal Writing Credits: 3
- ENGL 660 - Seminar: Creative Writing Credits: 3  
or other English graduate courses with consent of advisor.

## Internship (6 credits)

### Courses:

- ENGL 750\* - Internship/ Workshop
- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 601 - Research in the Discipline Credits: 3

- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- ENGL 651 - Seminar in Shakespeare Credits: 3
- ENGL 652 - Seminar in the Literature of Pluralism Credits: 3
- ENGL 653 - Seminar in World Literature Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 655 - Administrative, Technical, and Scientific Writing Credits: 3
- ENGL 656 - Seminar in Visual Rhetoric Credits: 3
- ENGL 657 - Seminar in Advertising and Public Relations Writing Credits: 3
- ENGL 658 - Seminar in Grant and Proposal Writing Credits: 3
- ENGL 660 - Seminar: Creative Writing Credits: 3
- ENGL 688 - Classic Stage Credits: 3
- ENGL 689 - The Shakespeare Stage Credits: 3

## **Master of Arts in English: Traditional Track - not accepting applications 2009 and 2010**

Students may choose the thesis or non-thesis option for this track.

Master of Arts in English - English Department Link

### Thesis Option (33 credits)

#### Core Requirements (9 credits)

- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3

#### Thesis/Oral Defense (3 credits)

#### Electives (21 credits)

(up to 6 credits in another department with approval of the Graduate Coordinator)



- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- ENGL 651 - Seminar in Shakespeare Credits: 3
- ENGL 652 - Seminar in the Literature of Pluralism Credits: 3
- ENGL 653 - Seminar in World Literature Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 688 - Classic Stage Credits: 3
- ENGL 689 - The Shakespeare Stage Credits: 3
- ENGL 700 - Independent Study Credits: 3
- ENGL 750 - Internship Credits: 3 to 6
- ENGL 800 - Thesis Credits: 3

## Non-Thesis Option (36 credits)

### Core Requirements (9 credits)

- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3

### Seminars (including long papers) (6 credits)

### Electives (21 credits)

(up to 6 credits in another department with approval of the Graduate Coordinator)

- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- ENGL 651 - Seminar in Shakespeare Credits: 3
- ENGL 652 - Seminar in the Literature of Pluralism Credits: 3
- ENGL 653 - Seminar in World Literature Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 688 - Classic Stage Credits: 3

- ENGL 689 - The Shakespeare Stage Credits: 3
- ENGL 700 - Independent Study Credits: 3
- ENGL 750 - Internship Credits: 3 to 6
- ENGL 800 - Thesis Credits: 3

## Comprehensive Examinations

The traditional track require students to take three two-hour comprehensive examinations, based on appropriate reading lists and on specific courses. Students must complete successfully 21 credits of graduate credit in the program before the comprehensive examinations can be taken.

## **Geography, Geology and the Environment - Please contact the Office of Graduate Admission for further information at 724-738-2051**

The Masters of Science in Sustainable Systems (MS3) program is designed to produce environmental leaders with the skills to address our rapidly increasing environmental problems. Charting a sustainable future is essential to maintaining a high quality of life and healthy environment in the 21<sup>st</sup> Century. MS3 graduates will acquire the tools to become professionally successful and to influence changes in their communities. Each graduate will learn to critically evaluate our society's current interactions with the environment and will have the knowledge and experience to lead others as we find ethical and equitable solutions to our environmental challenges. The program is best suited to individuals with a bachelor's degree from an accredited institution in the areas of geography, geology, biology, environmental studies or science, or related fields.

### **Chair**

Jack Livingston

### **Graduate Coordinator**

Langdon Smith

### **Secretary**

Cindy Schnur

### **Faculty**

Patrick Burkhart, Patricia Campbell, Xianfeng Chen, James Hathaway, Jack Livingston, Tamra Schiappa, Langdon Smith, Julie Snow, Michael Stapleton, Jialing Wang, Michael Zieg

### **MS3 Graduates will develop the skills to:**

- Understand the relevant concepts and methods of economics, politics, ethics, design, and environmental geography pertaining to the sustainability of environmental resources and quality of life.
- Critically evaluate the sustainability of energy systems, technology, the built environment, and environmental regulations and policy.
- Work effectively within the private and public sector to develop and implement sound and equitable strategies for achieving sustainability.

## Careers

Students who complete the program will be well prepared to move into the growing field of environmental careers within local, state, and federal government, non-profit organizations, consulting firms, and within various industries, or continue in a doctoral program.

### **These opportunities include:**

Environmental Planning  
Local, State, and Federal Agencies  
Nonprofit Organizations  
Sustainability Consulting  
Environmental Positions in Industry  
Green Energy & Energy Efficiency Initiatives  
Regulatory Agencies (EPA, PA DEP)  
Sustainability Education

## **The Robert A. Macoskey Center for Sustainable Systems Education and Research**

The MS3 program will take advantage of the many opportunities at the Macoskey Center. The center is an 83-acre facility on the campus of Slippery Rock University that promotes sustainability through demonstration, education and research. The center includes a wind turbine and solar panels, organic community and market gardens, a small woodlot, a composting research and demonstration project, and restoration ecology projects. Harmony House, a multipurpose renovated farmhouse at the Macoskey Center, provides additional space for program activities. It has been redesigned for energy efficiency, and includes a library and student research space. **Robert A. Macoskey Center**

## **Tuition and Graduate Assistantships**

Information on current tuition rates and graduate assistantships can be found on the Office of Graduate Admissions web site at [www.sru.edu/graduate](http://www.sru.edu/graduate). Financial Aid information is available through the Financial Aid Office by emailing [financial.aid@sru.edu](mailto:financial.aid@sru.edu), or by calling 724-738-2044.

## Admission Requirements

To be considered for admission into the MS3 program, all applicants must submit the following materials along with a completed application form and non-refundable application fee:

1. Official scores from the Graduate Record of Examination (GRE).
2. A final official transcript sent directly from the institution that conferred the applicant's undergraduate degree, and official transcripts from any other undergraduate or graduate coursework completed.
3. Two written letters of recommendation. If the applicant is a recent graduate, at least one letter must come from an undergraduate professor.
4. A 750-word essay describing how this degree will help the applicant to reach his or her career goals.

In addition to the credentials listed above, applicants should have an undergraduate grade point average of 3.0 or higher (based on a 4.0 scale). Applicants who do not meet all of the above criteria may be offered conditional admission upon recommendation of the graduate coordinator and approval by the director of Graduate Admissions.

| <b>Contact</b> |          |            |         |     |         |  | <b>Information</b> |
|----------------|----------|------------|---------|-----|---------|--|--------------------|
| Dr.            |          |            | Langdon |     |         |  | Smith              |
| Graduate       |          |            | Program |     |         |  | Coordinator        |
| Dept.          | of       | Geography, | Geology | and | the     |  | Environment        |
| 336            | Advanced | Technology |         | and | Science |  | Bldg.              |
| (724) 738-2389 |          |            |         |     |         |  |                    |

## **Master of Science**

### **Masters of Science in Sustainable Systems - Please contact the Office of Graduate Admission for further information at 724-738-2051**

The Masters of Science in Sustainable Systems (MS3) program is designed to produce environmental leaders with the skills to address our rapidly increasing environmental problems. Charting a sustainable future is essential to maintaining a high quality of life and healthy environment in the 21<sup>st</sup> Century. MS3 graduates will acquire the tools to become professionally successful and to influence changes in their communities. Each graduate will learn to critically evaluate our society's current interactions with the environment and will have the knowledge and experience to lead others as we find ethical and equitable solutions to our environmental challenges. The program is best suited to individuals with a bachelor's degree from an accredited institution in the areas of geography, geology, biology, environmental studies or science, or related fields.

#### **Chair**

Jack Livingston

#### **Graduate Coordinator**

Langdon Smith

#### **Secretary**

Cindy Schnur

#### **Faculty**

Patrick Burkhart, Patricia Campbell, Xianfeng Chen, James Hathaway, Jack Livingston, Carolyn Prorok, Tamra Schiappa, Langdon Smith, Julie Snow, Michael Stapleton, Jialing Wang, Michael Zieg

#### **MS3 Graduates will develop the skills to:**

- Understand the relevant concepts and methods of economics, politics, ethics, design, and environmental geography pertaining to the sustainability of environmental resources and quality of life.

- Critically evaluate the sustainability of energy systems, technology, the built environment, and environmental regulations and policy.
- Work effectively within the private and public sector to develop and implement sound and equitable strategies for achieving sustainability.

### **Careers**

Students who complete the program will be well prepared to move into the growing field of environmental careers within local, state, and federal government, non-profit organizations, consulting firms, and within various industries, or continue in a doctoral program.

#### **These opportunities include:**

Environmental Planning  
 Local, State, and Federal Agencies  
 Nonprofit Organizations  
 Sustainability Consulting  
 Environmental Positions in Industry  
 Green Energy & Energy Efficiency Initiatives  
 Regulatory Agencies (EPA, PA DEP)  
 Sustainability Education

### **The Robert A. Macoskey Center for Sustainable Systems Education and Research**

The MS3 program will take advantage of the many opportunities at the Macoskey Center. The center is an 83-acre facility on the campus of Slippery Rock University that promotes sustainability through demonstration, education and research. The center includes a wind turbine and solar panels, organic community and market gardens, a small woodlot, a composting research and demonstration project, and restoration ecology projects. Harmony House, a multipurpose renovated farmhouse at the Macoskey Center, provides additional space for program activities. It has been redesigned for energy efficiency, and includes a library and student research space. **Robert A. Macoskey Center**

### **Tuition and Graduate Assistantships**

Information on current tuition rates and graduate assistantships can be found on the Office of Graduate Admissions web site at [www.sru.edu/graduate](http://www.sru.edu/graduate). Financial Aid information is available through the Financial Aid Office by emailing [financial.aid@sru.edu](mailto:financial.aid@sru.edu), or by calling 724-738-2044.

### **Admission Requirements**

To be considered for admission into the MS3 program, all applicants must submit the following materials along with a completed application form and non-refundable application fee:

1. Official scores from the Graduate Record of Examination (GRE).
2. A final official transcript sent directly from the institution that conferred the applicant's undergraduate degree, and official transcripts from any other undergraduate or graduate coursework completed.

3. Two written letters of recommendation. If the applicant is a recent graduate, at least one letter must come from an undergraduate professor.

4. A 750-word essay describing how this degree will help the applicant to reach his or her career goals.

In addition to the credentials listed above, applicants should have an undergraduate grade point average of 3.0 or higher (based on a 4.0 scale). Applicants who do not meet all of the above criteria may be offered conditional admission upon recommendation of the graduate coordinator and approval by the director of Graduate Admissions.

| <b>Contact</b> |          |            |         |     |         |  | <b>Information</b> |
|----------------|----------|------------|---------|-----|---------|--|--------------------|
| Dr.            |          |            | Langdon |     |         |  | Smith              |
| Graduate       |          |            | Program |     |         |  | Coordinator        |
| Dept.          | of       | Geography, | Geology | and | the     |  | Environment        |
| 336            | Advanced | Technology |         | and | Science |  | Bldg.              |
| (724) 738-2389 |          |            |         |     |         |  |                    |

[Langdon.smith@sru.edu](mailto:Langdon.smith@sru.edu)

## Summer One

- G&ES 602 - Principles of Sustainability Credits: 3

## Fall Semester

- G&ES 525 - Introduction to Geographic Information Systems Credits: 3
- G&ES 650 - Water, Climate, and Sustainability Credits: 3
- G&ES 616 - Planning for Sustainable Communities Credits: 3
- G&ES 632 - Energy and Society Credits: 3

## Spring Semester

- G&ES 625 - Environmental GISci Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- G&ES 631 - Environmental Economic Geography Credits: 3
- G&ES 638 - Green Building Design Credits: 3

## Summer Two

- G&ES 750 - Internship Credits: 3

## Gerontology

# History - Please contact the Office of Graduate Admission for further information at 724-738-2051

212C Spotts World Culture Building 724-738-2403

The History Department of Slippery Rock University seeks to educate and mentor students to be future leaders in their endeavors and professions by disseminating a knowledge of the past through intensive instruction and research. The department is committed both to academic excellence and to the encouragement of creativity and innovation. We welcome and respect differences, because diversity is a key ingredient in quality education and general discourse. We seek to recruit students from all backgrounds and to foster a culture that instills a sense of responsibility for the broader community. We encourage open debate of ideas within an intellectual environment of mutual respect.

## *Interim Chair*

Carlis White

## *Coordinator*

Eric Tuten

## *Secretary*

Lori Marttala

## *Faculty*

John Craig, Margaret Denning, Alan Levy, Lia Paradis, Thomas Percy, Paula Rieder, Carlis White

*Whether you want to continue your undergraduate experience in history or begin study in this area, the Master of Arts in History at Slippery Rock University is one to consider. Experience small classes and personal interaction with faculty within an environment that is appropriately, academically challenging and professionally fulfilling. The degree program offers traditional instruction and opportunities to practice the discipline of history through internships at local historical societies, archives, and museums and at the Old Stone House, a historical site managed by Slippery Rock University. Also, graduate students have opportunities to attend conferences and present papers as well.*

**Dr. David Dixon, professor**

## **Master of Arts**

### **Master of Arts in History**

*"I chose Slippery Rock University's Master of Art in History Program because of the amazingly talented and dedicated professors. They are exceptional teachers and scholars who set the bar very high, constantly presenting us with significant academic obstacles. They also act as mentors, providing students with the tools, motivation and guidance to not only reach that bar, but achieve well beyond it. An MA recipient from SRU's History Program is ready for every challenge of the historian's craft, and is well prepared for further higher education."*

**– Josh Nard**

#### **History**

Slippery Rock University offers a Master of Arts Degree in History. The program is designed specifically to provide advanced, in-depth study of American, European, and Non-Western history; to develop critical analysis of historical materials; to stimulate research and publication in history; and to prepare students who want the master's degree as a step toward a more advanced degree.

## Thesis Option

1. Thirty-semester hours credit with a minimum average grade of "B" and with no more than two courses of "C" grades.
  - a. Three credits in Historical Method (HIST 605).
  - b. Three credits in one seminar course (HIST 700 level).
  - c. Twenty-four credits, including:
    1. History course electives from the following areas: American, European, Non-Western, and Latin American.
    2. Up to six credits in related social studies courses may be accepted.
    3. Three to six credits in thesis (HIST 800).
2. Thesis
3. One bound copy of thesis for department and two bound copies for library.
4. Competency in history to be determined by final oral examination.

## Non-Thesis Option #1

1. Same as above, except:
  - a. No credits would be earned for thesis and
  - b. Two papers, written in seminars or courses, would be accepted in lieu of the thesis.
2. One bound copy of paper for department.
3. Competency in history to be determined by final oral examination.

## Non-Thesis Option #2

1. Thirty-six credits credit with a minimum grade average of "B" and with no more than two courses of "C" grades.
  - a. Three credits in Historical Method (HIST 605).
  - b. Three credits in one seminar course (HIST 700 level).
  - c. Thirty credits, including:
    1. History course electives from the following areas: American, European, Non-Western, and Latin American.
    2. Up to six credits in related social studies courses may be accepted.
    3. Up to six credits of electives in fields appropriate to one's interest may be accepted.
2. Competency in history to be determined by final oral examination.

## Courses:

- HIST 511 - Renaissance and Reformation Credits: 3
- HIST 512 - Europe, 1715-1815 Credits: 3
- HIST 530 - Hispanic American History to 1815 Credits: 3
- HIST 540 - The United States in the Twentieth Century Credits: 3
- HIST 550 - Public History: Theory and Practice Credits: 3
- HIST 561 - The Ancient Near East Credits: 3
- HIST 575 - Material Culture and Historical Interpretation Credits: 3
- HIST 585 - The Middle East in Modern Times Credits: 3



- HIST 605 - Historical Method Credits: 3
- HIST 612 - Ancient Greece Credits: 3
- HIST 614 - Tudor-Stuart England Credits: 3
- HIST 616 - Modern England Credits: 3
- HIST 617 - Modern Germany Credits: 3
- HIST 618 - Russia in the Twentieth Century Credits: 3
- HIST 625 - Women in History Credits: 3
- HIST 631 - Mexico and the Caribbean Credits: 3
- HIST 633 - Colonial America, 1607-1763 Credits: 3
- HIST 634 - The American Revolutionary Era Credits: 3
- HIST 635 - The Civil War and Reconstruction Credits: 3
- HIST 636 - The American West Credits: 3
- HIST 637 - Indians of North America Credits: 3
- HIST 638 - American Constitutional History Through 1865 Credits: 3
- HIST 639 - American Constitutional History Since 1865 Credits: 3
- HIST 643 - Hispanic American History to 1830 Credits: 3
- HIST 644 - The ABC Powers and Mexico Credits: 3
- HIST 662 - The Arabs and Israel Credits: 3
- HIST 666 - Twentieth-Century Africa Credits: 3
- HIST 686 - Contemporary China Credits: 3
- HIST 700 - Independent Study Credits: 1 to 3
- HIST 710 - Seminar in Medieval Europe Credits: 3
- HIST 733 - Seminar in American Industrialism and Reform, 1887-1914 Credits: 3
- HIST 734 - Seminar in American Foreign Policy Credits: 3
- HIST 735 - Seminar in Pennsylvania History Credits: 3
- HIST 750 - History Internship Credits: 3 to 6
- HIST 800 - Thesis Credits: 3 to 6

## Nursing

115A Behavioral Science Building      724-738-2065

The Bachelor of Science in Nursing Program at Slippery Rock University offers a program that leads to a bachelor of science in nursing, is designed to meet the needs of the registered nurses who are graduates of hospital diploma nursing programs or associate degree programs in nursing.

The purpose of the program is to prepare baccalaureate educated practitioners of nursing to provide health care to persons, families, and groups in a variety of settings, using the nursing process. The program provides a strong educational foundation upon which to build graduate study.

### *Chair*

Judith DePalma, PhD, RN

### *Coordinator*

Debbie Ciesielka, Clarion University

### *Secretaries*

Joanne Santus

### *Faculty*

**Slippery Rock University** - Judy DePalma, Deb Lewis

**Clarion** - Alice Conway, Deborah Ciesielka, Angela West, Joyce Keenan

**Edinboro** - Patricia Nosel

## **Master of Science Degree in Nursing**

The Master of Science in Nursing program is sponsored jointly by Clarion, Edinboro, and Slippery Rock Universities. There are two concentration areas in this program: one leads to preparation as a family nurse practitioner and the other to preparation as a nurse educator. The family nurse practitioner concentration (45 semester hours) educates family nurse practitioners to provide primary care in medically under-served areas in western Pennsylvania and prepares graduates to apply for Certified Registered Nurse Practitioner (CRNP) status to the Pennsylvania State Board of Nursing. The nurse educator concentration (36 semester hours) prepares nurse educators to teach in undergraduate nursing programs such as ASN and diploma programs. Nurse educator students learn to design, implement, and evaluate instruction.

This program is accredited by the National League for Nursing Accrediting Commission (NLNAC). Graduates of the program will receive a joint degree granted by all universities and are eligible to apply for legal certification in the Commonwealth of Pennsylvania.

Core courses are webbased. Courses offered via interactive television are held at Clarion, Edinboro, and Slippery Rock Universities, including sites in Edinboro, Clarion, Oil City, Pittsburgh and Slippery Rock. Students may select one university site for advisement and may utilize facilities and services of all three universities. Information about program requirements and administrative matters is available at all universities. Students should check the MSN Student Handbook and the program Website for the most up-to-date program information.

## **Program Objectives**

The Master of Science in Nursing program affords advanced practice nurses the opportunity to develop as expert clinicians or nurse educators, participate in shaping health policy, and contribute to research that improves patient care or nursing education. The nursing program provides the foundation for a life-long process of personal and professional growth as well as for doctoral education. Specifically designed for the working professional, all courses are taught via interactive television and the World Wide Web. Most students study on a part-time basis.

## **Program Outcomes**

Graduates will:

1. Synthesize knowledge from nursing, the sciences, and humanities into advanced nursing practice.
2. Demonstrate critical thinking and diagnostic reasoning in decision-making activities.
3. Use theoretical knowledge and research findings as a foundation for advanced nursing practice.
4. Incorporate professional/legal standards and moral/ethical values into a culturally sensitive practice.
5. Apply nursing knowledge and related theories to nursing and health through nursing education and advanced clinical practice.
6. Build a professional system that includes interdisciplinary communication, collaboration, and teamwork.
7. Participate in legislative and policy-making endeavors that influence health care services and practices.
8. Contribute to nursing knowledge through advanced clinical practice and/or education and research.

## **Admission Requirements**

- Completed program application materials.
- Payment of the application fee.
- Evidence of an earned baccalaureate degree in nursing from an NLNAC accredited program.

- Hold licensure as a registered nurse in the state where the students' clinical experience will be precepted.
- An undergraduate quality point average of 2.75 on a 4.0 scale or a graduate grade point average of 3.0 on a 4.0 scale.
- One year of recent full-time clinical practice or two years of part-time clinical practice; submit a resume describing professional experience.
- Demonstrated ability in typing using computer keyboard and using a word processing package.
- Verification of professional liability insurance.
- Ability to analyze statistical data; applicants may demonstrate competency in statistics by providing evidence of course work successfully completed in the past or current enrollment in a basic statistics course.
- Interview with a member of the CU, EU, or SRU nursing faculty

#### **Program Policies**

- Students may transfer up to 12 semester hours of approved non-clinical coursework if courses were taken within five years. Students may transfer up to nine credits from another master's degree.
- Students may challenge up to three credits of coursework with permission.
- Students are admitted into the MSN program after they have met the graduate admission requirements of Clarion University and have been recommended for acceptance by the Admissions, Progression and Graduation Committee of the MSN faculty. Notification of acceptance is by the Graduate Office of Clarion University (Administrative Site).
- Students are encouraged to have identified potential preceptors by the time they register for clinical courses in which precepting is required.

#### **Degree Requirements**

To fulfill the degree requirements for graduation, the student must complete 45 semester hours of required coursework for the family nurse practitioner concentration and 36 semester hours of required coursework for the nurse educator concentration. The student must maintain a QPA of 3.0 or better on a 4.0 scale. A scholarly project is required for graduation. Successful completion of a written comprehensive examination is required for the FNP. All degree requirements must be completed within six years of the first date of enrollment.

#### **Performance Requirements Retention Policy:**

Students who fail to maintain an overall QPA of 3.0 are automatically placed on probation. Students placed on probation must achieve satisfactory academic standing within one semester of registration or be removed from the program.

**Non-Clinical Courses:** Students may earn a grade of "C" in only one non-clinical course without jeopardizing their status in the program. If an additional grade of "C" is earned, the student will be automatically placed on probation. Students placed on probation must repeat a "C" course and earn a grade of "B" or better the next semester that the course is offered or be removed from the program. Only two "C" grades can be repeated. Additional grades of "C" will be cause for removal from the program. Students earning a grade below "C" are automatically placed on probation.

**Clinical Courses:** Students must maintain a "B" average in all clinical courses. If a grade of "C" or below is earned, the student will be automatically placed on probation. Students placed on probation must repeat that clinical course and earn a grade of "B" or better the next semester that course is offered or is removed from the program. Students can repeat one clinical course. An additional "C" in any clinical course will be cause for removal from the program.

**Progression Policy:** Students must maintain a "B" average or better in order to remain in good standing and a grade of "B" or higher in each clinical course in order to progress in the clinical sequence.

**Graduation Policy:** Students must have an overall QPA of 3.0 in order to graduate from the program. The maximum time for completion of the degree program is six calendar years. Students must finish the program no later than two semesters after completing the clinical practicum.

It is the student's responsibility to file, with the aid of his or her advisor, an Application for Graduation prior to the published deadline during the semester in which he or she intends to graduate. Information on applying for graduation can be obtained from the Division of Graduate Studies at Clarion University.

**Advisement**

As part of the application process, the candidate must meet with a faculty advisor for an admission interview. Upon admission to the MSN Program the student will be assigned a faculty advisor. The student may select an advisor from Clarion, Edinboro or Slippery Rock graduate faculty. Before beginning the first course, the successful applicant should meet with the graduate advisor for orientation and assistance in planning the first semester program.

A minimum of nine credits per semester is considered a full load for graduate students. Twelve semester hours is a maximum load. Exceptions may be authorized by the Coordinator of Graduate Studies at Clarion University upon recommendation by the graduate faculty acting upon a written petition by the student.

**Family Nurse Practitioner Concentration**

The family nurse practitioner concentration is a 45-semester hour degree program leading to a master's degree in nursing and preparing graduates to apply for Certified Registered Nurse Practitioner (CRNP) status to the Pennsylvania State Board of Nursing.

**The Nurse Educator Concentration**

Nurse educators who have a strong clinical background are in high demand by schools of nursing. As a consequence, the Nurse Educator concentration students take many of the same courses taken by family nurse practitioner students. In addition, however, nurse educator students learn to design, implement and evaluate instruction.

**RN-MSN**

A program is available for students wishing to combine a BSN and MSN degree program. This potentially shortens the time for obtaining a MSN as a Family Nurse Practitioner by 12 credits and for a MSN in Nursing Education, the program is shortened by 6 credits. The undergraduate portion of the program is web based. The graduate portion is through the collaborative MSN program which includes Clarion University, Edinboro University, and Slippery Rock University. Students receive their BSN degree upon completion of 120 credits (including all transfer credits) and other State System requirements.

**Admission Requirements for the RN-MSN Program**

- 3.0 minimum QPA from either an Associate Degree Program or Diploma Program
- Minimum of 63 credits in transfer (including the 30 for diploma graduates)
- Maintenance of a 3.0 QPA for progression to the graduate portion of the program

**Note:** Application for continuance in the graduate portion of the program is made through Clarion University (the administrative site for the collaborative MSN program) and requires 1 year professional nursing experience prior to entry into this portion of the program as well as two professional references. For more information, contact: Kit Kellinger, 724-738-2326 Email: kathleen.kellinger@sru.edu

**Readmission Policy**

Students who withdraw from the program without securing a leave of absence, leave because of unsatisfactory performance, or fail to complete the program requirements in six years (or by the approved extension date) may apply for readmission to the nursing program if they have a cumulative QPA of 3.0.

The Admissions, Progression and Graduation Committee will evaluate student requests for readmission and make a recommendation to the graduate faculty based on the following criteria: general academic history; grade point average; clinical performance as evaluated by graduate nursing faculty and preceptors; time absent from the academic program; and potential for success. Readmission to the nursing program is based on the professional judgment of the graduate nursing faculty and is contingent upon class size.

**Second Master's Degree Policy and Curriculum**

Individuals holding a graduate degree in nursing may earn a second masters in nursing degree in the MSN program. In order to qualify for a second master's degree, regardless of where the first degree was earned, graduate students must successfully complete a minimum of 30 hours of credit in this program beyond the first master's degree and meet program requirements with respect to the required semester hours of credit and courses for the major. Second master's degree students would typically have transfer credits in nursing theory and research that could apply to the

requirements of NURS 605: Evolution of Nursing Theory, NURS 610: Advanced Concepts in Nursing Research, and NURS 800: Scholarly Project. Students may petition for life experience credits for NURS 614: Health Promotion: Family and Community Perspectives and NURS 645: Nursing and Public Policy. Clinical courses and the internship are required of all degree students regardless of prior advanced education.

## **Certification**

### **School Nurse Certification**

Requirements for program include:

- An earned BSN
- A current RN license
- QPA of 3.0 or higher for admission and maintaining a 3.0 QPA throughout the program
- PA Department of Education mandates:
  - 6 credits of college level mathematics
  - 6 credits of college level English (3 credits composition and 3 credits literature)
- Current CPR certification
- The following clearances:
  - Act 34 - PA State Police Criminal Record Check
  - Act 151 - PA Child Abuse History
  - Act 114 - FBI Background Check
- Proof of professional malpractice insurance

### **Program Requirements - 21 Credits**

- NURS 603 - Essentials in Professional School Nursing Credits: 3
- NURS 622 - Nursing Practice for School Populations Credits: 3
- NURS 623 - Nursing Practice for School Populations Practicum Credits: 3
- SPED 530 - Nursing Issues in Special Education Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3
- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3

## **Parks and Recreation/Environmental Education**

101 Eisenberg Classroom Building      724-738-2068

The mission of the Park and Resource Management program at Slippery Rock University is to provide students with the knowledge, skills and abilities to function as park and resource management professionals for a variety of federal, state and private agencies and organizations. The broad-based program provides detailed study in natural history and ecology, natural systems management, cultural resource management, visitor services management and contemporary issues in park and resource management. Coursework focused on the administrative, maintenance, planning and design aspects of park management is also featured.

*Chair*

Daniel Dziubek

*Coordinator*

Daniel R. Dziubek

*Secretary*

Anita Culley

*Faculty*

Jennifer Carben, Dan Dziubek, Paulette Johnson, Chris Leininger, John Lisco, Randy Pitstick

Graduate programs are offered both online and on campus in Parks and Resource Management (MS) and Environmental Education (MEd).

## **Master of Education**

# **Master of Education Degree in Environmental Education - On campus and Online programs**

Program Contact

Daniel Dziubek

Master of Education in Environmental Education - Department Page

Graduate study in environmental education is available through three distinct programs: a Master of Education program on campus or on-line and a Master of Science in Park and Resource Management with a focus on environmental education / interpretation.

Slippery Rock University's Master of Education Degree in Environmental Education is designed for the classroom teacher who wants to address state and national guidelines for environmental education in their lessons and to assist the school district in meeting these recommendations or for the student interested in working at non-formal educational institutions where they will be providing programs for students and teachers where they will be emphasizing curriculum and program development. Since environmental education is frequently integrated into the curriculum, rather than addressed as a separate subject, the program helps students develop those competencies while increasing their understanding of societal interactions with ecological systems. This degree can also be completed in a blended format in which students can take both online and on campus courses.

The Master of Science in Park and Resource Management program with a focus on environmental education/interpretation is for students whose goal is to work in a park setting. This program provides students with a flexible program that can help meet career goals, whether they involve changing to a new career or providing advanced study in environmental education.

Both the M.Ed. degree in Environmental Education and the M.S. in PRM are 30 credit hour programs. Both are thesis optional programs; students may elect to do a thesis, which involves substituting three hours of research methods and

six hours of thesis credits for nine hours of electives. Students selecting the non-thesis option are required to complete a professional competency project.

### **Coursework**

The graduate programs in environmental education are structured to provide both depth and breadth in a variety of relevant basic and advanced study opportunities. Emphasis is placed on environmental education philosophy, methodology, and content necessary for preparing an environmentally literate citizenry.

## **ON CAMPUS PROGRAM**

### **Professional Core - 18 credits**

- PREE 621 - Green Schools Credits: 3
- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 680 - Environmental Education Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 750 - Parks and Recreation/Environmental Education Internship Credits: 3 to 6  
Or PREE 800 - Thesis

### **Professional Electives - 15 credits**

Work with academic advisor to select acceptable courses

### **Non-Thesis option**

Non-thesis option requires the completion of a Comprehensive Professional Project.

## **ONLINE PROGRAM**

- PREE 616 - Aquatic Systems Credits: 3
- PREE 617 - Terrestrial Systems Credits: 3
- PREE 618 - Wildlife Education Credits: 3
- PREE 619 - Environmental Grant Writing Credits: 3
- PREE 621 - Green Schools Credits: 3
- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 680 - Environmental Education Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 750 - Parks and Recreation/Environmental Education Internship Credits: 3 to 6  
or PREE 800 Thesis

Elective Course - 3 credits (if needed to earn 30 credits)

## Master of Science

# Master of Science in Park and Resource Management

*“The Parks and Resource Management Masters Program offers a diverse spread of classes to choose from, including classes that engage you outside the classroom. The program gave me the opportunity to work as an intern at Presque Isle State Park in Erie and a law enforcement ranger at Sequoia and Kings Canyon National Park in California. After graduation, I am moving to Ashley National Forest in Utah to begin my next journey.”*

**– Amber Shepeck  
Parks and Recreation**

Master of Science in Park and Resource Management - Department Link

**Coordinator: Daniel R. Dziubek 724-738-2958**

The master of science degree in park and resource management is a 30-hour program offered under both thesis and non-thesis options. The program is oriented to meet the needs of park and resource management or environmental education professionals serving as environmental educators, park rangers, park interpreters, resource management specialists, outdoor recreation planners, and similar professional positions. The program is designed to provide graduates with a sound base in ecological understanding and management theory. Courses study practical solutions to natural and cultural resource and visitor management challenges as well as those generated from the social economic and political scene. Students may also hone their organizational management, communication and computer skills. Students may focus the direction of their studies on a particular area of interest through the selection of specific electives.

The program utilizes the services of nationally known professionals to supplement its graduate faculty in the teaching of courses, supervision of internships and thesis advisement. This arrangement enables the program to keep its course offerings current and relevant to professional needs.

Admission to the program requires the student to meet the general admission requirements set by SRU graduate studies and have completed undergraduate studies in a resource management or related field. Undergraduate deficiencies may be satisfied through post-baccalaureate studies, a supervised readings/study program, or by meeting other conditions prior to admission to degree candidacy.

## Required (18 semester hours)

- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 675 - Recreation Resources Management Credits: 3
- PREE 683 - Parks and Recreation/Environmental Education Administration Credits: 3
- PREE 799 - Research Methods Credits: 3
- PREE 800 - Thesis Credits: 6  
or PREE 750 - Internship



## Professional Electives

Select from relevant courses in consultation with the academic advisor.

- PREE 541 - Design Graphics and Problem Solving Credits: 3
- PREE 612 - Open Space Planning Credits: 3
- PREE 613 - Analysis of Professional Literature Credits: 3
- PREE 615 - Issues in Parks and Recreation/Resource Management Credits: 3
- PREE 616 - Aquatic Systems Credits: 3
- PREE 617 - Terrestrial Systems Credits: 3
- PREE 619 - Environmental Grant Writing Credits: 3
- PREE 631 - Design for Sustainable Landscapes Credits: 3
- PREE 632 - Group Facilitation and Leadership Credits: 3
- PREE 645 - Soils as a Resource Credits: 3
- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 675 - Recreation Resources Management Credits: 3
- PREE 676 - Site and Building Feasibility Studies Credits: 3
- PREE 678 - Restoration Ecology Credits: 3
- PREE 680 - Environmental Education Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 686 - Management Strategy in Parks and Recreation Credits: 3
- PREE 689 - Applied Ecology Credits: 3

## Master of Science in Park and Resource Management - On-line

**Program Contact: Daniel R. Dziubek 724-738-2958**

[www.sru.edu/depts/chhs/pree/ONLINEMS/online\\_masterHomePage.htm](http://www.sru.edu/depts/chhs/pree/ONLINEMS/online_masterHomePage.htm)

The on-line masters program in Park and Resource Management consists of 24 credits of coursework plus a 6-credit thesis, for a total of 30 credits. Graduate study in Park and Resource Management combined with current work experience in the field offer excellent preparation for professionals interested in leading others who have dedicated their careers to protecting and preserving America's parks and other natural and historical areas.

The program is designed for currently employed professionals in park and resource management who are interested in enrolling as degree-seeking students at the graduate level. Courses are taught via the Internet exclusively. For this reason, program candidates must have access to an internet-capable PC or Macintosh and an Internet connection (recommended 56k or higher). A vital component of the program is the Annual PRM Leadership Seminar.

To enroll in the program, students must be fully admitted to SRU Graduate School.

### Required (9 semester hours)

- PREE 799 - Research Methods Credits: 3
- PREE 800 - Thesis Credits: 6  
Or PREE 750 - Internship

### Professional Studies (21 semester hours)

- PREE 619 - Environmental Grant Writing Credits: 3
- PREE 654 - Natural and Cultural Resources Law Credits: 3
- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 675 - Recreation Resources Management Credits: 3
- PREE 680 - Environmental Education Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 686 - Management Strategy in Parks and Recreation Credits: 3

## **Pennsylvania Center for Environmental Education**

## **Pennsylvania Center for Environmental Education**

Pennsylvania Center for Environmental Education Website

The Pennsylvania Center for Environmental Education housed at Slippery Rock University is part of an initiative to build statewide capacity for environmental education. The Center was formed through the collaborative efforts of eleven Pennsylvania entities including government departments, agencies, and professional organization. The Center's task is to promote and provide environmental education for all citizens of the Commonwealth and to serve as a resource for all stakeholders in environmental education. Opportunities exist within the Center for graduate assistantships, student employment, and volunteer experience.

## **Physical Education PROGRAM ON MORATORIUM**

109 Morrow Field House      724-738-2072

The Slippery Rock University Physical Education Program will graduate dynamic, problem-solving professionals competent in the art and the science of the design, delivery and assessment of teaching health and physical education (grades K-12). These candidates will possess a global perspective, exhibit social responsibility, and display a personal commitment to a healthful, active lifestyle, promoting the same in their students.

### *Chair*

Betsy McKinley

### **Graduate Coordinator**

Marybeth Miller

### *Secretary*

Sis Warcup

### *Faculty*

Joanne Leight, Betsy McKinley, Wei Bian, Wenhao Liu, Marybeth Miller, Randy Nichols, Istvan Kovacs, Lynn Spadine-Taylor

The M.Ed. in Physical Education-Curriculum and Instruction program is designed for individuals interested in the study of K-12 teaching, curriculum development, and/or the supervision and administration of physical education. The

program is for certified teachers in K-12 health and physical education wanting to pursue an advanced degree or earn graduate credit hours for permanent certification or Act 48 requirements.

Students will concentrate on individualized professional development through courses focused on the real-world application of current research to actual health and physical education classes. Program focus is on the PRAXIS model of turning theory into practice. A practicum experience will be the culminating requirement.

The Department of Physical Education is one of six academic units in the College of Education. SRU has been and continues to be, one of the leading physical education institutions in the nation. Approximately 20% of SRU alumni have graduated with a K-12 physical education degree.

The faculty of the Master of Education program focus their teaching, service, and research on physical education in the public schools (K-12), Physical Education on professional development and teacher preparation, and on applying coursework to effect curricular change regarding "best practices" in the discipline.

## **Master of Education**

### **MEd in Physical Education on moratorium beginning 12/8/2009**

*The Master of Education in Physical Education program has been placed on moratorium for a three-year period of suspension. During this period the program may continue to be offered to previously enrolled students, but cannot admit new students. 12/8/2009*

*"After receiving my undergraduate degree from Slippery Rock University in 1993, and realizing the high quality of education that I received, I was eager to be a part of the Slippery Rock Masters in Physical Education Program. As expected, the same high-quality education I received as an undergraduate is present in the graduate program. The sound curriculum and excellent staff ensure that I am getting the best educational experience in the field of physical education."*

**– Scott Russell**  
**Physical Education**

Completion in 30 Credits

#### **Core - Credits: 18**

- PE 663 - Health-Related Fitness Education and Assessment Credits: 3
- PE 668 - Current Issues in Physical Education Credits: 3
- PE 702 - Technology for Physical Educators Credits: 3

- PE 703 - Developmental Training Theory for Coaching Adolescents Credits: 3
- PE 741 - Adventure Programming Credits: 3
- PE 772 - Program and Curriculum Development in Physical Education Credits: 3

## Support Courses - Credits: 9

- PE 620 - Analysis of Research Literature in Sport and Physical Education Credits: 3
- PE 751 - Practicum in Teaching Physical Education Credits: 6

## Electives - Credits: 3

\*\* Other elective courses will be accepted with permission of advisor and/or graduate coordinator.

- CDEV 621 - Social and Cultural Diversity Credits: 3
- PE 694 - Health Promotions for Persons with Disabilities Credits: 3
- PE 698 - Special Topics in Adapted Physical Activity Credits: 3
- PE 701 - Life Span Motor Development Credits: 3
- PREE 680 - Environmental Education Credits: 3
- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3
- SPMT 780 - Budgeting and Finance in Sport Credits: 3
- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

# School of Physical Therapy

225 Physical Therapy Building      724-738-2080

The GSPT at SRU will prepare physical therapists who demonstrate competent, ethical, evidenced-based practice and professional behaviors in a dynamic health care environment. The graduates will be lifelong learners who serve the health care needs of consumers and a global society while contributing to the advancement of the profession.

### **Chair**

Carol Martin-Elkins

### **Secretary**

Cynthia Golis

### Faculty

Barbara Billek-Sawhney, Mary Ann Holbein-Jenny, Christopher Hughes, Susan Kushner, Kelly M. Lindenberg, Meg Michaels, Nancy Shipe, Timothy Smith

## Doctor of Physical Therapy

## Doctor of Physical Therapy

*“Why the Rock? The number one reason was its excellent Doctor of Physical Therapy Program. Like most students, choosing the best school was a challenging task. However, by asking myself one simple question the process was made a lot easier. ‘How would this school best meet my needs?’ After ranking various schools, every time SRU was number one.”*

– Tamika Screven  
Doctor of Physical Therapy

The Graduate School of Physical Therapy at Slippery Rock University offers a challenging curriculum leading to the Doctor of Physical Therapy (DPT) degree. The program was the third DPT program developed in the United States and is fully accredited by the Commission on Accreditation in Physical Therapy Education. Students enrolled in the program will complete courses that enable them to deliver physical therapy to a diverse population of consumers. The program emphasizes the restoration of function, promotion of wellness and education and the reduction of disability. Graduates are proficient in the foundational, clinical and behavioral sciences upon graduation.

The program is eight terms in length and includes four clinical practicum experiences: two of these are clinical internships taken after six semesters of academic coursework. Science courses such as anatomy, neuroscience, pathophysiology and histology are taken in conjunction with clinical courses. The evidence-based component of the curriculum enables program graduates to be consumers of the scientific and clinical literature and apply it to physical therapy practice.

The primary objective of the DPT program is to prepare future physical therapists who demonstrate highly competent, evidence-based practice and professional behaviors in a dynamic health care environment. Graduates will be able to serve the health care needs of consumers and a global society while contributing to the advancement of the profession.

### **Slippery Rock 3+3 Students Entering the Doctor of Physical Therapy Program**

Should 3+3 Physical Therapy students be unsuccessful in completing the 1st year (either Fall and/or Spring Semester) of the DPT program and want to complete their original undergraduate degree, it is solely up to the discretion of their undergraduate program coordinator to determine which, if any, physical therapy courses will count toward the completion of their undergraduate degree. In addition, students must complete any unfulfilled requirements of his/her undergraduate major.

## DPT Curriculum

### Semester I (Fall)

- PHTH 540 - PT Procedures Credits: 2
- PHTH 545 - Health Care Systems I Credits: 2
- PHTH 548 - Pathophysiology I Credits: 3
- PHTH 630 - Gross Anatomy I Credits: 5
- PHTH 631 - Neuroscience I Credits: 4

## Semester II (Spring)

- PHTH 549 - Pathophysiology II Credits: 3
- PHTH 635 - Gross Anatomy II Credits: 5
- PHTH 636 - Neuroscience II Credits: 4
- PHTH 651 - PT Assessment Credits: 3
- PHTH 653 - Pharmacotherapy Credits: 1

## Semester III (Summer)

- PHTH 633 - Histology Credits: 2
- PHTH 645 - Clinical Experience I Credits: 1
- PHTH 646 - Movement Science Credits: 3
- PHTH 650 - PT Modalities Credits: 2
- PHTH 652 - Nutrition Credits: 1
- PHTH 731 - Diagnostic Imaging for PTs Credits: 1
- PHTH 744 - Psychosocial integration Credits: 2
- PHTH 757 - Concepts of Evidence-Based Practice Credits: 2
- PHTH 816 - Professional Exploration I Credits: 1

## Semester IV (Fall)

- PHTH 702 - Musculoskeletal I Credits: 3
- PHTH 710 - Clinical Experience II Credits: 3
- PHTH 717 - Neuromuscular I Credits: 4
- PHTH 719 - Therapeutic Adaptations Credits: 3
- PHTH 729 - Therapeutic Exercise Credits: 2
- PHTH 758 - Evidence-based Practice: Appraising the Literature Credits: 3
- PHTH 819 - Professional Exploration II Credits: 1

## Semester V (Spring)

- PHTH 703 - Musculoskeletal II Credits: 3
- PHTH 718 - Neuromuscular II Credits: 4
- PHTH 732 - Cardiopulmonary Credits: 3
- PHTH 742 - Health Care Systems II Credits: 3
- PHTH 759 - Evidence-based Practice Application Credits: 2
- PHTH 743 - Education, Prevention, and Wellness Credits: 2

## Semester VI (Summer)

- PHTH 704 - Musculoskeletal III Credits: 3
- PHTH 734 - Geriatric PT Credits: 3
- PHTH 735 - Pediatric PT Credits: 3
- PHTH 733 - Integumentary PT Credits: 1
- PHTH 736 - Special Topics in PT Credits: 1

## Electives – (1 course required)

- PHTH 751 - Electroneuromyography Credits: 2
- PHTH 752 - Pediatric Elective Credits: 2
- PHTH 754 - Sports PT Credits: 2
- PHTH 755 - Geriatric Elective Credits: 2
- PHTH 756 - Complementary and Alternative Medicine in PT Credits: 2

## Semester VII (Fall)

- PHTH 737 - Physical Therapy Business Practices Credits: 2
- PHTH 802 - Clinical Internship I Credits: 6

## Semester VIII (Spring)

- PHTH 804 - Clinical Internship II Credits: 6
- PHTH 820 - Professional Inquiry Credits: 2

# Secondary Education/Foundations of Education

114 McKay Education Building 724-738-2041

The Department of Secondary Education/Foundations of Education is committed to the development of professional educators through the careful integration of theory and practice. Moreover, it is SEFE's position that there is an inseparable fusion between teachers' professional identities and their personal identities. Teaching is a reflective process that takes place within a diverse social, economic, political, and cultural complex that mandates continual development of the teacher. Since teaching does not take place in a vacuum, it is part of our mission to provide opportunities for the total cognitive and affective development of our students so that they may become productive members of a teacher/ scholar community who will conduct research and disseminate knowledge that will enhance the education of students at all levels.

### **Chair**

Edwin Christmann

### **Graduate Coordinator**

Jeffrey Lehman

### *Secretary*

Kay Castor

### *Faculty*

Richard Altenbaugh, Padma Anand, John L. Badgett, Edwin Christmann, Patsy Johnson, Jeffrey Lehman, Mark Mraz, Junko Yamamoto, John Hicks

The Department of Secondary Education/Foundations of Education offers two master of education degree programs in mathematics/science education, social studies-history, and English education: (1) Basic and (2) Advanced.

# Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. obtain unconditional admission status,
2. be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study and pass the Praxis I: Academic Skills Assessments for the Basic Program),
3. pass appropriate comprehensive examination,
4. complete research requirements,
5. complete requisite credit hours.

Note: For the basic track, all required sections of the Praxis I and Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Student Teaching. Upon completion of these five steps, the student will be required to apply for graduation before the end of the semester in which he or she wishes to graduate.

The Basic Teaching Program in Secondary Mathematics/Science is a degree designed for individuals who possess a bachelor's degree and appropriate coursework in mathematics or one of the sciences (biology, chemistry, geology, or physics). Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the Summer Pre- Session. However, students may begin the program during the fall or spring. Students will be admitted to the program if they have: (1) an appropriate undergraduate course background; (2) an overall undergraduate grade point average (GPA) of 2.80 or greater; and (3) acceptable GRE or MAT scores. Students with course deficiencies may be admitted to the program but will be required to remedy any deficiencies before participation in graduate-level student teaching.

The Advanced Teaching Track in Secondary Mathematics/Science is a Master of Education degree for individuals who already possess teacher certification on mathematics or one of the sciences (biology, chemistry, geology, or physics). In addition to core courses, these certified teachers will concentrate on individual professional development by electing 12 semester hours of coursework from the areas of special education, foundations of education, instructional technology, or counseling. The GPA requirement for this program is 3.00 or greater. In addition, applicants must submit acceptable GRE or MAT scores. For more information about either program contact Dr. Jeffery Lehman by calling (724) 738-2311.

## Admissions Criteria for SEFE Graduate Programs

Basic Track:

To be considered for unconditional admission to the basic track, all applicants must have a minimum of a bachelors degree with an undergraduate GPA of 2.80 (on a 4.00 scale) from an accredited institution of higher education. Applicants must also have official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores forwarded to the Director of Graduate Admissions (see address below). The minimum acceptable overall total score on the verbal and quantitative sections of the GRE for unconditional admission. If a student elects to take the MAT, the minimum acceptable total score is a 400 for the unconditional admission. However, any student who holds a master's degree or the equivalent (i.e., LL.B., J.D., M.D., D.C., and D.D.S.), may request to have the GRE or MAT requirement waived. Finally, students who provide evidence of meeting outcomes in educational measurement and



education psychology (Slippery Rock university's SEFE 270, Educational Measurement and CEDP 248, Human Development) will not have to take courses in addition to the graduate program. Although the vast majority of accepted students exceed the minimum GPA and standardized test score requirements, students not meeting all these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

#### Advanced Track:

To be considered for unconditional admission to the advanced track, all applicants must have a minimum of a bachelor's degree with an undergraduate GPA of 3.00 (on a 4.00 scale) from an accredited institution of higher education. Applicants must also have official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores forwarded to the Director of Graduate Admissions (see address below). The minimum acceptable overall total score on the verbal and quantitative sections of the GRE is 1000 to be considered for unconditional admission into this program. Moreover, a minimum score of 550 is required on the mathematics section of the GRE for unconditional admission. If a student elects to take the MAT, the minimum acceptable total score is 400 for unconditional admission. However, any student who holds a master's degree or the equivalent (i.e., LL.B., J.D., M.D., D.C., and D.D.S.), may request to have the GRE or MAT requirements waived. In addition, teachers must submit a copy of their teaching certificate and two letters of recommendation; one academic and one professional.

## **Master of Education**

### **Advanced Teaching Program in Mathematics/Science**

The following courses are required for the master of education degree.

#### **Pedagogy (9 credits):**

- ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science Credits: 3
- SEFE 647 - Technology-Based Inquiry in Secondary Mathematics and Science Credits: 3
- SEFE 676 - Teaching Integrated Science and Mathematics Credits: 3
- SEFE 678 - Practicum in Secondary Mathematics/Science Credits: 3

#### **Educational Psychology (3 credits):**

Minimum of one course from:

- CDEV 610 - Lifespan Development Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3

#### **Educational Foundations (3 credits):**

Minimum of one course from:

- SEFE 604 - Philosophical Foundations of Education Credits: 3

- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics (9 credits):

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Electives (12 credits):

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 626 - Foundations of Addiction Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3
- ELEC 705 - Seminar in Mathematics and Science Education Research Credits: 2
- SEFE 603 - Multivariate Statistical Methods Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3
- SEFE 644 - Instructional Design: Principles and Practice Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

## Advanced Teaching Program in Secondary English

**The Advanced Teaching Track** in English Teaching is a Master of Education degree for individuals who already possess teacher certification in English. In addition to core courses, these certified teachers will concentrate on individual professional development by electing 12 semester hours of coursework from the areas of English, foundations of education, instructional technology, or counseling. The GPA requirement for this program is 3.00 or greater. In addition, applicants must submit acceptable GRE or MAT scores. For more information about either program contact Dr. Jeffery Lehman by calling (724) 738-2311.

### Advanced Track:

To be considered for unconditional admission to the advanced track, all applicants must have a minimum of a bachelors degree with an undergraduate GPA of 3.00 (on a 4.00 scale) from an accredited institution of higher education. Applicants must also have official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores forwarded to the Director of Graduate Admissions. The Minimum acceptable overall total score on the verbal and quantitative sections of the GRE is 1000 to be considered for unconditional admission into this program. Moreover, a minimum score of 550 is required on the verbal section of the GRE for unconditional admission. If a student elects to take the MAT, the minimum acceptable total score is a 400 for unconditional admission. However, any student who holds a masters degree or the equivalent (i.e., LL.B., J.D., M.D., D.C., and D.D.S.), may request to have the GRE or MAT requirement waived. In addition, teachers must submit a copy of their teaching certificate and two letters of recommendation; one academic and one professional.

## Pedagogy - 9 Semester Hours

- ENGL 621 - The Teaching of Writing and Literature Credits: 3

- SEFE 521 - Teaching Language Arts at the Middle and High School Levels Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3

## Educational Measurement - 3 Semester Hours

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

## Educational Foundations - 3 Semester Hours

Choose one course:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - 9 Semester Hours

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3  
or ENGL 601 - Research in the Discipline
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Electives - 12 Semester Hours

Certified students will elect courses from the following list in the areas of English, educational psychology, special education, and/or elementary mathematics/science to further their professional development. In addition, courses in the areas of educational technology, mathematics, and the natural sciences will be acceptable if approved by their academic advisor, as will courses not taken under the Educational Foundations group.

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 626 - Foundations of Addiction Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- SEFE 644 - Instructional Design: Principles and Practice Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

# Advanced Teaching Program in Secondary Social Studies- History

**The Advanced Teaching Track** in Social Studies Teaching is a Master of Education degree for individuals who already possess teacher certification in Social Studies. In addition to core courses, these certified teachers will concentrate on individual professional development by electing 12 semester hours of coursework from the areas of History, foundations of education, instructional technology, or counseling. The GPA requirement for this program is 3.00 or greater. In addition, applicants must submit acceptable GRE or MAT scores. For more information about either program contact Dr. Jeffery Lehman by calling (724) 738-2311.

Advanced Track:

To be considered for unconditional admission to the advanced track, all applicants must have a minimum of a bachelors degree with an undergraduate GPA of 3.00 (on a 4.00 scale) from an accredited institution of higher education. Applicants must also have official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores forwarded to the Director of Graduate Admissions. The Minimum acceptable overall total score on the verbal and quantitative sections of the GRE is 1000 to be considered for unconditional admission into this program. Moreover, a minimum score of 550 is required on the verbal section of the GRE for unconditional admission. If a student elects to take the MAT, the minimum acceptable total score is a 400 for unconditional admission. However, any student who holds a masters degree or the equivalent (i.e., LL.B., J.D., M.D., D.C., and D.D.S.), may request to have the GRE or MAT requirement waived. In addition, teachers must submit a copy of their teaching certificate and two letters of recommendation; one academic and one professional.

## Pedagogy - 6 Semester Hours

- SEFE 519 - Teaching History and Social Studies in Middle and High Schools Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3

## Educational Measurement - 3 Semester Hours

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

## Educational Foundations - 6 Semester Hours

Choose two courses:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - 9 Semester Hours

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Electives - 12 Semester Hours

Certified students will elect courses from the following list in the areas of social studies-history, educational psychology, special education, and/or elementary mathematics/science to further their professional development. In addition, courses in the area of educational technology, mathematics, and the natural sciences will be acceptable if approved by their academic advisor, as will courses not taken under the Educational Foundations group.

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 626 - Foundations of Addiction Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3
- HIST 511 - Renaissance and Reformation Credits: 3
- HIST 512 - Europe, 1715-1815 Credits: 3
- HIST 540 - The United States in the Twentieth Century Credits: 3
- HIST 561 - The Ancient Near East Credits: 3
- HIST 585 - The Middle East in Modern Times Credits: 3
- HIST 605 - Historical Method Credits: 3
- HIST 612 - Ancient Greece Credits: 3
- HIST 614 - Tudor-Stuart England Credits: 3
- HIST 616 - Modern England Credits: 3
- HIST 617 - Modern Germany Credits: 3
- HIST 618 - Russia in the Twentieth Century Credits: 3
- HIST 625 - Women in History Credits: 3
- HIST 633 - Colonial America, 1607-1763 Credits: 3
- HIST 634 - The American Revolutionary Era Credits: 3
- HIST 635 - The Civil War and Reconstruction Credits: 3
- HIST 636 - The American West Credits: 3
- HIST 637 - Indians of North America Credits: 3
- HIST 638 - American Constitutional History Through 1865 Credits: 3
- HIST 639 - American Constitutional History Since 1865 Credits: 3
- HIST 643 - Hispanic American History to 1830 Credits: 3
- HIST 644 - The ABC Powers and Mexico Credits: 3
- HIST 666 - Twentieth-Century Africa Credits: 3
- HIST 686 - Contemporary China Credits: 3
- SEFE 644 - Instructional Design: Principles and Practice Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

## **Basic Teaching Program in Secondary English**

**The Basic Teaching Track** in Secondary English is a degree designed for individuals who possess a bachelor's degree and appropriate coursework in English. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the Summer Pre-Session. However, students may begin the program during the fall or spring. Students will be admitted to the program if they have: (1) an appropriate undergraduate course background; (2) an overall undergraduate grade point average (GPA) of 2.80 or greater; and (3) acceptable GRE or MAT scores. Students with course deficiencies may be admitted to the program but will be required to remedy any deficiencies before participation in graduate-level student teaching.

### **Admission Requirements**

#### Basic Track:

To be considered for unconditional admission to the basic track, all applicants must have a minimum of a bachelors degree with an undergraduate GPA of 2.80 (on a 4.00 scale) from an accredited institution of higher education. Applicants must also have official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores forwarded to the Director of Graduate Admissions. The minimum acceptable overall total scores on the verbal and quantitative sections of the GRE is 1000 to be considered for unconditional admission into the program. Moreover, a minimum score of 550 is required on the verbal section of the GRE for unconditional admission. If a student elects to take the MAT, the minimum acceptable total score is a 400 for unconditional admission. However, any student who holds a master's degree or the equivalent (i.e., J.D., M.D., D.C., and D.D.S.), may request to have the GRE or MAT requirement waived. Finally, students who provide evidence of meeting outcomes in educational measurements and educational psychology (Slippery Rock University's SEFE 270, Educational Measurements and CEDP 248, Human Development) will not have to take these courses in addition to the graduate program. Although the vast majority of accepted students exceed the minimum GPA and standardized test score requirements, students not meeting all these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

Program prerequisites: Students must complete SEFE338, Standards Based Instruction & Assessments in the Inclusionary Classroom, and SPED121, High Incidence Disabilities.

### Pedagogy - Credits: 9

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- ELEC 612 - The Reading Program in the Middle/Secondary School Credits: 3
- SEFE 677 - Directed Field Experience in Secondary Schools Credits: 3

### Technology - Credits: 3

- SEFE 642 - Technologies for Instruction Credits: 3

### Education Measurement - Credits: 3

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

### Educational Foundations - Credits: 3

Choose one course:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

### Research and Statistics - Credits: 6

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- OR
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Special Education - Credits: 3

Choose one course:

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Supervised Student Teaching - Credits: 9

- SEFE 701 - Seminar and Supervised Teaching in the Secondary School Credits: 9

## Basic Teaching Program in Secondary Mathematics/Science

*"I learned what to teach when I was an undergraduate. I'm learning how to teach as a graduate student in SRU's Secondary Education Math/Science Program. Slippery Rock's reputation for education is so strong I don't expect any problem finding a job."*

**– Joel Normand  
Secondary Education**

Program prerequisites: Students must complete SEFE338, Standards Based Instruction & Assessments in the Inclusionary Classroom, and SPED121, High Incidence Disabilities.

The following courses are required for the master of education degree.

### Pedagogy (9 semester hours):

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 676 - Teaching Integrated Science and Mathematics Credits: 3
- SEFE 677 - Directed Field Experience in Secondary Schools Credits: 3

### Technology (3 credits)

Choose one course from:

- SEFE 647 - Technology-Based Inquiry in Secondary Mathematics and Science Credits: 3  
(If inquiry standard is already met, the student can elect one of the above with adviser approval)
- ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science Credits: 3  
or
- SEFE 642 - Technologies for Instruction Credits: 3

### Educational Measurement (3 credits)

Minimum of one course from:

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

### Education Foundations (3 credits)

Minimum of one course from:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

### Research and Statistics (6 credits):

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3  
or
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

### Special Education (3 credits):

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

### Supervised Student Teaching (9 credits):

- SEFE 701 - Seminar and Supervised Teaching in the Secondary School Credits: 9

## Basic Teaching Program in Secondary Social Studies-History

**The Basic Teaching Track** in Secondary Social Studies-History is a degree designed for individuals who possess a bachelor's degree and appropriate coursework for social studies. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the Summer Pre-Session. However, students may begin the program during the fall or spring. Students will be admitted to the program if they have: (1) an appropriate undergraduate course background; (2) an overall undergraduate grade point average (GPA) of 2.80 or greater; and (3) acceptable GRE or MAT scores. Students with course deficiencies may be admitted to the program but will be required to remedy any deficiencies before participation in graduate-level student teaching.

### Admission Requirements

Basic Track:

To be considered for unconditional admission to the basic track, all applicants must have a minimum of a bachelors degree with an undergraduate GPA of 2.80 (on a 4.00 scale) from an accredited institution of higher education. Applicants must also have official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores forwarded to the Director of Graduate Admissions. The minimum acceptable overall total scores on the verbal and quantitative sections of the GRE is 1000 to be considered for unconditional admission into the program. Moreover, a minimum score of 550 is required on the verbal section of the GRE for unconditional admission. If a student elects to take the MAT, the minimum acceptable total score is a 400 for unconditional admission. However, any student who holds a master's degree or the equivalent (i.e., J.D., M.D., D.C., and D.D.S.), may request to have the GRE or MAT requirement waived. Finally, students who provide evidence of meeting outcomes in educational measurements and educational psychology (Slippery Rock University's SEFE 270, Educational Measurements and CEDP 248, Human



Development) will not have to take these courses in addition to the graduate program. Although the vast majority of accepted students exceed the minimum GPA and standardized test score requirements, students not meeting all these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

Program prerequisites: Students must complete SEFE338, Standards Based Instruction & Assessments in the Inclusionary Classroom, and SPED121, High Incidence Disabilities.

## Pedagogy - 9 Semester Hours

- SEFE 519 - Teaching History and Social Studies in Middle and High Schools Credits: 3
- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 677 - Directed Field Experience in Secondary Schools Credits: 3

## Technology - 3 Semester Hours

- SEFE 642 - Technologies for Instruction Credits: 3

## Educational Measurement - 3 Semester Hours

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

## Educational Foundations - 3 Semester Hours

Choose one course:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - 6 Semester Hours

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- OR
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Special Education - 3 Semester Hours

Choose one course:

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Supervised Student Teaching - 9 Semester Hours

- SEFE 701 - Seminar and Supervised Teaching in the Secondary School Credits: 9

## **Educational Leadership - Supervisor**

This program includes 360 hours of field experience and practicum (SPED754) where candidates demonstrate their ability to perform the major task areas of policy determination, program development, and instructional supervision.

### **Pedagogy Specific to Content Area - 3 credits**

Choose one of the following:

- SEFE 519 - Teaching History and Social Studies in Middle and High Schools Credits: 3
- SEFE 521 - Teaching Language Arts at the Middle and High School Levels Credits: 3
- SEFE 676 - Teaching Integrated Science and Mathematics Credits: 3

### **Educational Measurement - 3 credits**

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

### **Educational Foundations - 6 credits**

Choose two of the following:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

### **Research and Statistics - 9 credits**

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

### **Supervision - 15 credits**

- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 652 - School Supervision: Organizational Leadership Credits: 3
- SPED 750 - School Supervision: Political and Community Leadership Credits: 3
- SPED 752 - School Supervision: Instructional Leadership Credits: 3
- SPED 754 - Practicum Credits: 3

## **Special Education**

*Chair*

Dennis T. Fair

*Graduate Coordinator*

Dennis T. Fair

*Secretary*

Linda Forrest

*Faculty*

Rachael Barger-Anderson, Robert Bost, Sharon Coben, Dennis Fair, Patrick Grant, Robert Isherwood, Jodi Katsafanas, Michelle McCollin, Joseph Merhaut, Mike Monfore

## **Master of Education**

### **Master of Education in Special Education (Master Teacher)**

*“I have lived in many different places and have looked into teacher programs many times. I can say—without hesitation—what I most appreciate about the Masters in Special Education Program at SRU is the people. The content is excellent beyond a doubt. I couldn’t ask for anything better.”*

**– Mary Bialozor  
Special Education**

## **Area I**

General Foundations of Special Education (12 semester hours):

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 613 - Curriculum Development for Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## **Area II**

Research (3 semester hours):

- SPED 617 - Current Research in Special Education Credits: 3

## **Area III**

Core Courses in Special Education (15 semester hours):

- SPED 603 - Assessment of Learning and Behavioral Problems Credits: 3
- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SPED 626 - Lifelong Learning for Exceptionalities Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3

## Area IV

Practicum (3 semester hours):

- SPED 648 - Clinical Practicum in Special Education Credits: 3

## Area V

- Thesis (see below)
- SEFE 602 - Univariate Statistical Methods Credits: 3

## Thesis

Thesis Option:

Students selecting the Thesis Option register for SPED 800: Thesis. The candidate writes the last two chapters of his/her thesis with the assistance of the thesis committee. Additionally, he/she must provide a successful oral defense of the thesis.

- SPED 800 - Thesis Credits: 3

# Master of Education in Special Education Supervision

## Area I

General Foundations of Special Education (12 semester hours):

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 613 - Curriculum Development for Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Area II

Research (3 semester hours):

- SPED 617 - Current Research in Special Education Credits: 3

## Area III

Core Courses in Supervision (12 semester hours):

- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 652 - School Supervision: Organizational Leadership Credits: 3
- SPED 750 - School Supervision: Political and Community Leadership Credits: 3
- SPED 752 - School Supervision: Instructional Leadership Credits: 3

## Area IV

- SPED 754 - Practicum Credits: 3

## Area V

- Elective with approval of advisor (3 semester hours)
- SEFE 602 - Univariate Statistical Methods Credits: 3

## Thesis

### Thesis Option:

Students selecting the Thesis Option register for SPED 800: Thesis. The candidate writes the last two chapters of his/her thesis with the assistance of the thesis committee. Additionally, he/she must provide a successful oral defense of the thesis.

- SPED 800 - Thesis Credits: 3

## **Master of Education in Special Education with Certification Birth-Grade 8**

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with disabilities age birth to grade 8 in school environments. The program will be offered to students that already have an Instructional I or II Certification in Special Education, Early Childhood Education, or Elementary Education from Pennsylvania or other states. The program has been developed to specifically meet all the new PDE teacher competencies found within the Chapter 49 guidelines. This M.Ed. Program is a specialized degree that will allow professionals to obtain dual certification in special education and one of the other areas mentioned above. The program will be entirely online with 140 field hours required in the program. Students will be required to identify a certified Special Education Teacher to act as their mentor throughout the program. The program mentor will help to supervise and facilitate the various field experiences (48 hours) required in each of the courses in the program. All courses in the program meet or exceed standards and competencies established by the Pennsylvania Department of Education for special education certification.

## General Foundations in Special Education

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3
- SPED 640 - Advanced Study of Autism Spectrum Disorders Credits: 3
- SPED 644 - Advanced Study of Emotional and Behavioral Disorders Credits: 3

## Research

- SPED 617 - Current Research in Special Education Credits: 3

## Core Courses in Special Education

- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SPED 645 - Early Intervention for Young Learners with Special Needs Credits: 3
- SPED 646 - Assessment and Evaluation Credits: 3

## Practicum

Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648.

- SPED 648 - Clinical Practicum in Special Education Credits: 3

## Master of Education in Special Education with Certification Grade 7-12

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with disabilities in grades 7-12 in school environments. The program will be offered to students that already have an Instructional I or II Certification in Special Education or a secondary content area such as English, math, science(s), or social studies from Pennsylvania or other states. The program has been developed to specifically meet all of the new PDE teacher competencies found within the Chapter 49 guidelines. This M.Ed. Program is a specialized degree that will allow professionals to obtain dual certification in special education and one of the other areas mentioned above. The program will be entirely online with 140 field hours required in the program. Students will be required to identify a certified Special Education Teacher to act as their mentor throughout the program. The program mentor will help to supervise and facilitate the various field experiences (48 hours) required in each of the courses in the program. All courses in the program meet or exceed standards and competencies established by the Pennsylvania Department of Education for special education certification

## General Foundations in Special Education

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3
- SPED 640 - Advanced Study of Autism Spectrum Disorders Credits: 3
- SPED 644 - Advanced Study of Emotional and Behavioral Disorders Credits: 3

## Research

- SPED 617 - Current Research in Special Education Credits: 3

## Core Courses in Special Education

- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SPED 646 - Assessment and Evaluation Credits: 3
- SPED 647 - Transition for Persons with Disabilities Credits: 3

## Practicum

Students must apply for the Practicum class and must have fewer than 3 courses left in the program to enroll in SPED 648. Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648.

- SPED 648 - Clinical Practicum in Special Education Credits: 3

## Master of Education in Special Education with Emphasis on Autism Spectrum Disorders

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with Autism in school environments. The proposed program is the result of a regional and national need to prepare public school teachers and private school teachers with more background information on the Autism Spectrum Disorders including Rett Syndrome, Childhood Disintegrative Disorder, Asperger's Syndrome, Autism, and PDD-NOS. Like the current supervision program offered out of the Special Education Department, we believe we can attract at least 20 candidates on an annual basis to commit to this M.Ed. Program. The program will be offered to students that already have an Instructional I or II Certification in Special Education from Pennsylvania or another state. In-service teachers with certification in other areas can also take the courses in this program for Act 48 continuing education credit but are not eligible for the M.Ed. This M.Ed. Program is a specialized degree that will allow professionals to obtain very specific teaching positions working in Autism Support Classrooms that require teaching techniques such as ABA and TEACCH. A comprehensive understanding of special education is necessary for this type of position. The program will be entirely online with 20-50 field hours required in each class. All courses in the program meet or exceed standards and competencies established by the Pennsylvania Department of Education.

## General Foundations in Special Education

- SPED 611 - Special Education Law Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Research

- SPED 617 - Current Research in Special Education Credits: 3

## Core Courses in Special Education

- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

- SPED 646 - Assessment and Evaluation Credits: 3

## Autism Emphasis

- SPED 640 - Advanced Study of Autism Spectrum Disorders Credits: 3
- SPED 641 - Applied Behavior Analysis / Single Subject Experimental Design Credits: 3
- SPED 642 - Curriculum and Instruction for Autism Spectrum Credits: 3
- SPED 643 - Communication and Social Competency Credits: 3

## Practicum

Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648.

- SPED 648 - Clinical Practicum in Special Education Credits: 3

## Master Teacher

### Master Teacher Program Special Education

The master teacher program in special education is primarily designed to be a fifth year of study beyond the undergraduate preparation in special education. This online program provides for a continuation of studies initiated during undergraduate preparation. Students seeking basic teacher certification in special education may be eligible to complete certification requirements via the graduate program. However, while these graduate courses may be applied to meeting degree requirements, all requirements must be met for the Master of Education degree to be issued. Questions related to obtaining basic teacher certification in special education should be directed to the coordinator.

Graduate students in the master teacher program must complete courses in five areas including:

1. General Foundations of Special Education
2. Research
3. Core Courses in Special Education
4. Practicum
5. Portfolio or Thesis

The program permits students already holding the Certificate in Mentally and/or Physically Handicapped (M/PH) to develop state-of-the art competencies in the field of special education.

## Other Degrees

### Non-Degree Program for Mentally/Physically Handicapped Teacher Certification

The non-degree teacher certification program is available online. It enables students interested in teaching mentally and/or physically handicapped students in the public schools to become certified as special education teachers. The program is designed for graduate students who presently possess a valid Pennsylvania Elementary or Secondary Education Teaching Certificate and desire to have it extended to include special education. Additionally, students with no valid Pennsylvania teaching certificate may be eligible for the program, but will need to complete specific undergraduate requirements before its completion.



Admission requirements include:

1. eligibility for admission to the graduate school; and
2. admission into the College of Education

## Area I: General Foundations of Special Education (9 semester hours)

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Area III: Core Classes in Special Education

- SPED 603 - Assessment of Learning and Behavioral Problems Credits: 3
- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SPED 626 - Lifelong Learning for Exceptionalities Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3

## Area IV

- SPED 648 - Clinical Practicum in Special Education Credits: 3

## Special Education Supervision Program

This program focuses on major roles of leadership in basic education. Students will examine best practices literature regarding the professional knowledge, skills, and dispositions required of leaders in education. They will inquire into major contemporary theories and practices of leadership for: organizing educational communities; designing and monitoring the quality of instruction; designing management processes and procedures; and forming collaborative relationships within the community.

The program is presented as a collaborative effort of two departments in the College of Education, the Department of Special Education and The Department of Secondary Education/Foundations of Education. Faculty are committed to implementing a professional model for the preparation of educational leaders that complies with current curriculum guidelines proposed by the National Council for the Accreditation of Teacher Education (NCATE), and the Association for Supervision and Curriculum Development (ASCD).

Program admission criteria include unconditional admission to graduate studies and Pennsylvania Special Education Level II Certification.

## Sport Management PROGRAM ON MORATORIUM

014 West Gym Complex      724-738-2060

Our mission is to provide a learning environment that:

- Prepares students for a variety of careers in the sport industry

- Fosters independent critical thinking and effective problem solving
- Includes faculty who are committed to quality teaching, research and service
- Promotes collaborative efforts among faculty and students
- Develops students who have a commitment to personal and professional competency
- Emphasizes student accountability for academic performance and ethical behavior
- Prepares students to serve a diverse population in a global society

**Chair**

Catriona Higgs

**Graduate Coordinator**

Brian Crow

**Faculty**

Robertha Abney, Brian Crow, Catriona Higgs, Eric McIntosh

The Department of Sport Management currently offers a graduate program leading to a Master of Science in Sport Management. The program will graduate dynamic, problem solving professionals competent in the art and the science of the design, delivery and assessment of teaching sport management. The candidates will possess a global perspective, exhibit social responsibility, and display a personal commitment to a healthful, active lifestyle, promoting the same in their students.

The graduate sport management program builds upon the University's prestigious and nationally recognized undergraduate sport management program. The graduate program has been designed to reflect the demands and time restrictions imposed upon today's society. The Master of Science degree in Sport Management provides the student with a 30-credit comprehensive (one-year) program taught by a nationally recognized sport management faculty. The non-thesis option requires the student to successfully complete a 9-credit internship. The internship expands the students' knowledge and enhances their practical application of sport management theory through appropriate career related experiences. The internship is the students' culminating experience and often proves to be mutually beneficial to the students as well as the host organization.

Students gain valuable knowledge of a sport business while the host evaluates a potential future employee. In many cases, this learning experience provides students with the opportunity to be retained by the host organization on a permanent basis.

**Master of Science**

# Master of Science in Sport Management - NOT ACCEPTING APPLICATIONS

*"I came to Slippery Rock University to get my master's degree in Sport Management. The professors are great! They pride themselves in having one of the best programs in the country, and this is 110% true. You will leave this program with a good foundation to take with you into the work force. I definitely recommend this program to anyone looking to pursue sport management as a career."*

**– Montelle Sanders  
Sport Management**

## Required Courses (30 credits)

- SPMT 696 - Sport Governance Credits: 3
- SPMT 669 - Sociocultural Aspects of Sport Management Credits: 3
- SPMT 750 - Internship Credits: 9
- SPMT 769 - Current Issues in Sport Management Credits: 3
- SPMT 786 - Legal Liability in Sport and Sport Facilities Credits: 3
- SPMT 794 - Management & Ethics Credits: 3
- SPMT 779 - Sport Marketing Research Credits: 3
- SPMT 780 - Budgeting and Finance in Sport Credits: 3

## Student Life

The student life staff believes that each student is a person of dignity, worth and responsibility who has elected to attend the university for the purpose of attaining an education and to grow and mature through additional learning experiences outside of the classroom.

The goal of the student life staff is to assist in the total development of each student by providing appropriate, life-centered educational programs and services. Primary concerns of the staff focus on helping students to develop leadership skills, decision-making competencies, self-discipline, respect for others, skills of self-evaluation, and the learning and development of social responsibility and human relations skills.

In order to provide those activities and services which will help each student achieve optimum personal development, the student life division has professional staff assigned to the following areas, which are coordinated and supervised by the vice president: Aebersold Student Recreation Center, Athletics, Counseling, Auxiliary Student Services (Dining Services), Health Services, Multicultural Programs, Residence Life, Student Transition Activities, Student Organizations and Leadership, Judicial Affairs, University Police, University Union, and Women's Center.

Click on a link to be taken to the entry below.

- Judicial Affairs
- Career Services
- Preschool Childhood Center
- University Police
- Housing, Off Campus
- Dining Accommodations
- ID Cards
- Aebersold Recreation Center
- The Athletic Program
- University Union
- Multicultural Development
- Institute for Community Service Learning, and Nonprofit Leadership
- Health Services
- Counseling Center
- Women's Center
- Computing Facilities

- Outdoor Adventures
- Writing Center
- Technology Support
- Library

## Judicial Affairs

Slippery Rock University is an academic community in which there is mutual respect and trust of the persons who learn, teach, and work within it. Students of Slippery Rock University are entitled to certain rights and privileges which must be protected through fair and orderly processes and which are best safeguarded when each student acts responsibly. All students of the university community are equally entitled to the protection of the code of conduct. Students are expected to be familiar with the provisions of the Code of Conduct. Copies of the code are available in the Office of Student Life (B-105 University Union). For information call 724-738-2092.

## Career Services

The professional staff members in the Office of Career Services, located in Bailey Library, offer services to assist students in planning and securing a satisfying career. These services include: career counseling, career interest inventory assessment, on-campus professional interviewing, on-campus and off-campus job fairs, SRU Resume Database access, and job vacancy listings. In addition we provide information concerning job search preparation and strategies, video-taped mock interviews, coordination of standardized testing including PRAXIS, GRE and MAT, and resource information regarding summer, professional and overseas employment.

A technology-based career resource center is equipped with 11 computers, two laser printers and supporting software. DISCOVER, a computerized vocational guidance program and GRE Power Prep are available to assist students to engage in career assessment and exploration. Students are able to respond to internship and employment opportunities advertised in the World Wide Web, to access employer information, and to develop quality cover letters and resumes in printed form or for electronic transmission.

## Preschool Child Care Center

The SRU/SGA Preschool and Child Care Center is a state-licensed, nationally accredited non-profit facility owned by Student Government Association, Inc. of Slippery Rock University. Services are available for children ages three to five of students, faculty, staff, and members of the Slippery Rock community. Children through age 12 are welcome for after-school care and for summer programs.

The Center is located at 007 McKay Education Building, and is open from 7:30 a.m. to 5:00 p.m., Monday through Friday. Service is provided year round.

Since the center is licensed by the Pennsylvania Department of Public Welfare and accredited by the National Association for the Education of Young Children, all staff members are required to meet state regulations regarding training and experience. In addition to a professional staff, the center provides a rich variety of learning experiences that promote the physical, social, and intellectual development of each child. The staff seeks to provide each child with a safe, secure, happy environment and to provide parents with the knowledge and security that their children are being given excellent care. To contact the Center personnel, please call 724-738-2102.

## University Police

All university community members have the responsibility to create and maintain a safe environment to live, work, and learn. The university police department has the responsibility to enforce the law and university policies to maintain campus safety. In addition to the enforcement of law and university policy, the university police department performs other functions. These include investigations (criminal, traffic, and accidents), open and secure buildings, provide emergency first aid, monitor and respond to fire and intrusion alarms, provide a communication desk for information and emergency purposes, report on necessary forms, patrol grounds, provide escorts, and other responsibilities as determined by the administration.

The department has a complement of 16 commissioned officers that provide 24-hour, year round coverage. All university police officers are commissioned by the Governor of Pennsylvania and carry full police powers pursuant to the provisions of the Act of April 9, 1929, P.O. 177 known as "The Administrative Code of 1929" as amended. This includes, but is not limited to, the authority to arrest and issue citations. All officers have completed basic municipal police training as administered by the Municipal Police Officers Education and Training Commission.

Officers receive additional training through mandated updates and special training seminars. They are re-certified, as required, in first aid and CPR. The officers must qualify with their side arms and auxiliary weapons three times each year.

The department has conformed with uniform crime reporting procedures since 1970, submitting monthly reports to both federal and state governments. For a more complete analysis of the reports submitted, see "Crime in the United States" published by the U.S. Department of Justice. We also conform to "CLEAR Y" and "Security Policies and Procedures" mandated by Federal and State Legislation. Please see the Consumer Information website or contact us for a brochure.

All criminal or suspicious activity should be reported to a law enforcement agency. Slippery Rock University police department is the law enforcement agency of record for the campus.

Federal regulations require an official of the institution who has significant responsibility for student activities, but does not have significant counseling responsibilities, to report criminal offenses to law enforcement authorities.

University police routinely report maintenance problems regarding safety and security. They also suggest improvements pertinent to crime prevention. The university police department has developed programs addressing personal and property safety for students and staff. Some of these programs or parts of them have been incorporated into student and staff orientations. Individuals or groups seeking information concerning the availability of literature or presentations are urged to contact the University Police Department.

As a fully authorized police force, an ability to assist neighboring police departments exists. Continued liaison with federal, state, and local law enforcement agencies promotes the exchange of information concerning criminal activity at on and off campus sites. This sharing of information greatly enhances the ability of law enforcement agencies to perform more efficiently in an effort to provide a safe community.

All vehicles parked on university property must be registered and display a current and properly mounted parking permit. All students are permitted to have vehicles on campus provided the vehicles are registered and have the proper decals and assuming the operators maintain good standing with regard to their parking privileges. Failure to comply with parking regulations is dealt with in accordance with the procedures contained in the University Parking and Traffic Regulations. To contact the University Police, please call 724-738-3333.

## Housing

Graduate students are eligible to live on campus in the university residence hall system. A limited number of rooms are reserved for graduate and upper class students, some as single rooms for an additional fee. Graduate students are also eligible to live in the university sponsored Rock Apartments on campus. On-campus housing for graduate students is not guaranteed. Applicants are advised to contact the housing office early in their planning to determine availability and contract information.

Off-campus housing is available in privately owned residence halls, apartments, rooming houses and mobile homes. The University does not inspect or approve off-campus housing. Housing within the borough of Slippery Rock must comply with the housing code for property maintenance of the borough, which sets legal standards for safety (sanitation, freedom of hazards, etc.) and livability (water, ventilation, heat, etc.). Housing in the township does not fall under the jurisdiction of the Slippery Rock Borough zoning laws, but it must meet minimal health standards as determined by Butler County.

In addition to this housing, a number of rooms and apartments are available in the community. Off-campus housing lists are available on the Office of Residence Life website. Students who live off campus may contract to eat in the university dining facilities.

The Director of Residence Life serves as a mediator in landlord-tenant problems for students living off campus. Students desiring assistance should contact the housing office at 724-738-2082 to schedule an appointment with the director. The Student Government Association also retains an attorney to assist students with various concerns.

## Dining Accommodations

The dining program at Slippery Rock University offers a variety of services throughout the campus for students and their guests. Meal service is available somewhere on campus from 7:00 a.m. to 12:00 midnight (Sunday through Thursday) and 8:00 a.m. to 10:00 p.m. (Friday and Saturday).

**Weisenfluh Dining Hall**, located across from North Hall parking lot, features a food court with a variety of food stations. This all-you-care-to-eat facility offers something for everyone: hot entrees and ethnic foods, sandwich selection from the cold deli or hot grille area, pizza, vegetarian entrees, pasta and entrée salads made-to-order. Also available is a soup/salad bar, fresh baked breads, desserts including ice cream and frozen yogurt, and a variety of beverages. The Marketplace at Weisenfluh is a convenience store located in the lobby. Students may use cash, flex funds or Rock Dollars to make purchases from a large selection of pre-packaged foods, snacks, boxed lunches, beverages, and pastries/desserts.

**Boozel Dining Hall**, located on the lower end of campus beside the University Union, provides a variety of menu options in a traditional dining atmosphere. The menu selection includes: homestyle and international entrees, vegetarian and healthy choice options, deli and grille sandwiches, pizza and pasta, specialty bars, soup/salad, and a variety of desserts and beverages. This all-you-care-to-eat facility also features take-out, special meals, holiday dinners, monotony breakers, and prize giveaways.

**Taylor & Byrnes**, a coffee shop located in the lobby of the University Union, offers hot and cold beverages, smoothies, bakery treats, and gourmet chocolates.

**Rocky's Grille**, located on the lower level of the University Union, is an a la carte snack bar featuring grille and deli sandwiches, pizza, salads and other grab-n-go items, desserts, and beverages. This operation also provides a delivery service to students who have contracted for a meal plan.

There are a number of meal plan options available to Slippery Rock University students. Students residing in a state-owned residence hall sign a housing/food service contract. Once signed, these become binding contracts. The only reason for exemption from the meal contract will be suspension or withdrawal from the university. Meal contracts are optional for off-campus/commuter students.

## ID Cards

The SRU One Card is your official Slippery Rock University photo identification card and more! It offers you a convenient, easy, and safe way to make purchases and utilize campus services. The SRU One Card is your meal card; library card and activity card all rolled into one. For those students living in a residence hall, it provides access to your building. Money deposited in a Rock Dollars account (pre-paid debit account) is accessible with your ID card. When a debit account is activated, the SRU One Card works similar to a checking account in that the funds deposited into your account are debited each time you make a purchase. Rock Dollars may be used to purchase items/services in a number of locations throughout campus; SGA Bookstore, dining facilities, selected vending machines, residence hall laundry machines, selected public-access copiers, ticket purchases, and parking fees/fines. The ID card is also used as identification for cashing checks at the SGA Bookstore or in town and to withdraw materials from the library.

## Aebersold Recreation Center

Nicknamed the "ARC" by students, this new 82,000 square foot facility provides many opportunities for students to "Rock and Recreate." The facility has been designed to accommodate a variety of sports and activities while promoting positive physical, mental and spiritual health. Highlights of the "ARC" include:

- A 44-foot-high climbing wall leading into the main skylight. Students challenge their abilities, build trust and teamwork as they ascend to new heights.
- The Aebersold Student Recreation Center is the home of the Russell Wright Fitness Center, offering numerous fitness and wellness avenues for students to enhance their physical well being. Equipment to develop cardiovascular fitness as well as enhance muscular strength and muscular endurance is available in the 7,714-square-foot facility.
- Gym A, with four wood-floor courts, is a fun haven for basketball and volleyball.
- Enthusiasts of aerobics and floor hockey can step, funk, hip-hop and break away to Gym B. This gym has contoured corners for deck hockey and a special wood floor for aerobicizers.
- The Aquatic Center, with a pool ranging in depth from 3 to 9-feet, offers enticing and exciting water space for lap swimming, aqua-aerobics, water basketball, polo, and even "Dive In" movies. Plus, when the warm weather hits "The Rock," students can "catch some rays" on the 2,700-square-foot sun deck.
- Students can run, walk or jog their way to a healthier lifestyle on the indoor 200-meter track. A warm-up stretching area accompanies the artificial surface track on the mezzanine. Let your mind wander when you exercise while you enjoy a scenic outdoor view.
- The student recreation center includes a lounge area for socializing as well as men's and women's locker rooms.
- The Rock Pride Mezzanine (RPM room) is a multipurpose area that hosts cycle aerobics, health and safety classes and golf.

## Outdoor Adventures

The outdoor adventures office is located in the Aebersold Recreation Center. Outdoor adventures sponsors a variety of outdoor programs throughout the year. Including rock climbing, rappelling, canoeing, white water rafting, camping and mountain biking. Also available is the rental of outdoor equipment such as cross country skis, tents, and backpacking equipment, all at affordable prices. Programs and services are open to students, faculty and staff of SRU. For additional information call 724-738-2620 or 724-738-2883.

## The Athletic Program

Always a strength at Slippery Rock University, the athletic program offers broad-based opportunities for students to participate. The belief that sports and physical fitness help to expand the scope of today's education has led to a strong institutional commitment to athletics. Three types of athletic activities flourish: Intramural activities attract students who want to participate in athletic competition with other students on campus. Seasonal schedules, tournaments, and special events are held between residence halls, fraternities, sororities, clubs, faculty, and commuting students. Intramural sports are provided for men and women separately, as well as together in coeducational activities. Approximately 20 sports are currently offered as intramural activities, and some sports have more than 1,500 students participating. Slippery Rock University has one of the most extensive intramural programs in the country for a school of its size.

Club sports provide the opportunity for competition with teams from other colleges and organizations but at a less formal level than the intercollegiate athletic program. Each club sport is under the supervision of a qualified faculty and staff member. Included in the present club sport offerings for men and women are cycling, lacrosse, judo, rugby, weightlifting and ice hockey. Volleyball is available for men and equestrian is available for women.

Intercollegiate athletics include a varied array of sports and make an important and meaningful contribution to the total educational objectives of the university. The strength of the SRU intercollegiate athletic program is its academic accountability, as well as its desire for excellence in all 23 of the university's varsity teams. The list of competitive, intercollegiate teams for women include cross country, tennis, volleyball, soccer and field hockey in the fall; basketball,

swimming, and indoor track in the winter; water polo, softball, and track & field in the spring. The men's sports include football, soccer, water polo and cross country in the fall; basketball, wrestling, swimming, and indoor track in the winter; and baseball, tennis, golf and track & field in the spring. Slippery Rock University is a member of the Pennsylvania State Athletic Conference (PSAC) and the National Collegiate Athletic Association (NCAA), Division II (Wrestling, Division I).

## **University Union**

The University Union is the center of the campus community. It functions as the "living room" of the campus where students, faculty and staff can meet and talk informally. The Union provides services, facilities, educational and recreational programs, and cultural and social opportunities that enhance the quality of life on campus. The following are located in the University Union: Center for Student Leadership (leadership programs, campus activities, Greek affairs, student organization services), Office of Intercultural Programs, Office of the Assistant Vice President for Student Development, Judicial Affairs, University Union Operations (scheduling), Cooperative Activities, Student Government Association (SGA), Cultural Center, WRSK Radio station, University Program Board (UPB), Taylor & Byrnes coffee shop, Rocky's Grille, SGA Bookstore and Copy Corner, Rocky's Den (indoor recreation area/lounge), commuter lounge, computer lab. For additional information call 724-738-2644.

## **Multicultural Development**

The Office of Multicultural Development is a comprehensive office that assists with the educational, cultural, social and personal needs of ethnic minority students. The primary focus of the office is to develop leaders and scholars. It encourages exposure to the cultural richness found within color, gender, national origin, creed, lifestyle and sexual orientation. The staff advocates educational growth and development of ethnic minority students. Retention and personal enhancement programs are instituted for ethnic minority students to promote academic success and professional development. For additional information call 724-738-2700.

## **Institute for Community Service Learning, and Nonprofit Leadership**

Slippery Rock University students, joined by faculty, staff and others lead the way to make a difference. SRU's national recognized Institute for Community, Service-learning, and Nonprofit Leadership operates a system that prepares young people, in partnership with their communities, to use personal strengths, academic preparation, and community resources to address pressing social needs. As a result of their interaction with the Institute's Care Break Program, students connect intellect, classroom experiences, and interpersonal and personal passion that may add value to their lives. For additional information call 724-738-2414.

## **Health Services**

Located along Campus Drive in Rhoads Hall, the McLachlan Student Health Center supports the university's mission by removing health related barriers to learning and promoting an optional level of wellness. A cost-effective, comprehensive, and holistic approach to health care is provided in a confidential setting. Primary care is provided by certified registered nurse practitioners in collaboration with a licensed physician. The health center is staffed by registered nurses, 7 days/week, 24 hours/day during the academic year (except scheduled break periods). Van transportation is provided when needed.

The facility includes an outpatient clinic, inpatient facilities, a health promotion department with educational resources, and a self care center. The student health fee covers routine care, which may include referral to the staff physician, medication, flu vaccine, in-patient care, educational material and the self-care center. The student is responsible for all additional medical expenses that may be required, such as lab tests, x-rays, referral to specialists or dentists, hospitalization and non-formulary medications. Specific questions can be addressed by calling the charge nurse at 724-738-2052.



### **Absence Slips and Notification**

The Student Health Center will provide written verification when a student is confined to his/her residence or the health center for 24 hours or longer. Written verification will be provided when a student is hospitalized if the health center is aware of the situation. The health center does not routinely issue statements verifying a brief student visit to the health center. No confidential information about the student's health status can be released without the student's permission.

### **Health Insurance**

All students are encouraged to be covered by health and accident insurance. While it is not mandatory to carry insurance, it is advisable. (*Note: International students are required to carry health insurance and must make acceptable arrangements with the Office of International Services.*) Students may already have benefits through their family plan, an independent source, or elect to purchase student accident and sickness insurance made available through the University.

Students will receive a mailing regarding the purchase of accident and sickness insurance, or information can be obtained by visiting the Student Health Center online or in person. Coverage periods are available on an annual basis and per semester.

Insurance information should be included on the Health History form and submitted to the Student Health Center as part of the student's record.

## **Counseling Center**

Counseling is a collaborative learning experience between the counselor and the student. It encourages the students to utilize the processes of self-exploration and problem-solving to identify their strengths and needs, place needs in priority order, and set goals for themselves. Through the process of counseling, students may increase their knowledge and understanding of themselves, their relationships with others, and their environment. Psychologists and professional counselors are available to talk with students on a confidential basis regarding personal matters in the student counseling center, located in 008 Old Main. Twenty-four hour emergency counseling services are also available by contacting either the McLachlan Student Health Center or University Police

## **Women's Center**

The Women's Center, located at 007E Strain Behavioral Science Building (BSB), is an on-campus resource center that exists to promote equality and respect for women. The Women's Center serves students, staff, faculty, and community members by providing information, referrals, and programming on issues related to the empowerment of women. In addition, the Women's Center offers women and men a safe, comfortable environment in which to study, talk, or to simply relax between classes. The Women's Center also serves as the meeting place for various student organizations and support groups. It is the home of the Bridge Project, a grant funded program to address issues of violence against women on campus.

## **Computing Facilities**

The university provides extensive computing facilities for use by all students, regardless of their academic majors. There is no charge for the use of these resources, and there is no limit on the amount of usage. All students are encouraged to utilize the computers to facilitate their studies. The computing facilities that are available include several microcomputer laboratories with over 500 IBM-compatible and Apple Macintosh computers. Small computer laboratories are also provided in several academic departments, and in each of the residence halls. All of these computers are attached to the campus computer network and the university's mainframe computer system. This attachment provides access to the library's on-line card catalog, The Search Bank (for full text of journals), and several reference indices, the campus e-mail system, and connections to the Internet global network. Network connections are available in all residence hall rooms. Students interested in connecting personally-owned computers to the campus network from a university residence hall room are to contact the Office of Housing at 724-738-4480, for current information.

# Writing Center

The university's Writing Center, located on the third floor of Spotts World Culture Building, is an integral part of the academic resources at Slippery Rock University. Under the direction of the Department of English, the Writing Center offers full tutorial services for all students of the university. Department of English graduate students, who staff the center, offer students the opportunity for tutorial instruction with any aspect of the writing process from generating ideas, to organizing information, to refining sentence structure, to editing techniques. Diagnostic services are also available for students who want to discover and remedy their writing weaknesses.

The Writing Center is also equipped with personal computers and printers. In addition to selected writing instruction taught in this facility, tutorial instruction on word processors is available. From freshman to graduate student, the university's Writing Center provides a full range of individualized services without charge. For further information please call 724-738-2654.

# Technology Support

The User Services Department provides support services to the university through the provision of personal computer support with training, service and repair. There is also multimedia support for cable television, video, graphics and photography. Please call 724-738-2054 for assistance.

# Library

Bailey Library is a member of the Keystone Library Network (KLN), which was developed by the State System of Higher Education to help meet the information and learning needs of its students and the citizens of the Commonwealth. KLN provides an easy to use database for the 14 State System universities allowing access to full-text journal and periodical articles. Students, faculty, or staff at any of the 14 System Universities, or any citizen of the Commonwealth, can initiate a search of the KLN catalog.

Bailey Library offers a full range of resources and services. There are formal and informal study areas for serious scholarship and recreational reading. Information Services Librarians are available to assist with any kind of reference inquiry and for group instruction. Through online databases, inter-library loan and document delivery services, Bailey Library serves as a gateway to many other information providers.

With total collections of more than two million items, Bailey Library ranks as one of the larger libraries in western Pennsylvania and in the entire Commonwealth. Print collections include approximately 500,000 books plus thousands of bound periodicals. As a government documents partial depository the library houses over 370,000 U.S. and state documents. Supplementing the print collections are thousands of microfilm and fiche as well as 90,000 audio-visual items in the Instructional Materials Center, including video cassettes, CDs, slides, kits, and computer software. The library subscribes to over 525 print periodicals and newspapers from around the world. The newest version of the library online system allows simultaneous searching of the library catalog, any or all of 20,000 full text journals, online indexes and citation databases, and the internet. All online resources are available from the library's 100 public access computers, campus computer labs, dorm rooms, and offices. Students may borrow one of 36 laptop computers for use on the library wireless network. For assistance please call 724-738-2058.

# Tuition, Fees, & Financial Policies

**Note:** *The most current information on graduate tuition and fees may be found online at the Office of Student Accounts.*

By accepting admission to the Slippery Rock University, the student agrees to pay the fees and charges assessed by the university. Tuition, fees and other charges are subject to change at any time. Students cannot enroll in classes, receive transcripts of coursework taken while at the university, or graduate from the university unless all fees are paid. Past due account balances are submitted to the Attorney General's office for collection. If any account is submitted to a collection agency to assist in collecting the account, the student is responsible for any/all collection costs associated with this account. Payment of fees can be made in a variety of ways either in full or through installment payment plans (fee involved).

- [Tuition Fees & Financial Policies](#)

## The University

Click on a link to be taken to the entry below.

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## The University

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Slippery Rock University of Pennsylvania, one of 14 state-owned institutions that comprise the State System of Higher Education of the Commonwealth of Pennsylvania, has a long tradition of providing quality education to students. Started in 1889 as a teacher education institution, the university developed into a multi-purpose institution with approximately 8,500 students and with approximately 135 programs in the College of Business, Information, and Social Sciences, College of Education, College of Health, Environment and Science, College of Humanities, Fine and Performing Arts, and Graduate Studies.

## Vision

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Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

## Mission

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The fundamental mission of Slippery Rock University is to provide high quality undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally related economic, health, environmental, social, cultural, and recreational needs of the region served by the university.

To accomplish these missions, Slippery Rock University primarily focuses its efforts in the academic areas of:

- the arts and sciences,
- business,
- communication,
- computer and information sciences,
- environmental sciences and studies,
- health and human services, and

teacher education

The perspectives of Slippery Rock University are contemporary and futuristic, national and international. The university provides experiences and opportunities for students to demonstrate leadership and to develop confidence and self-reliance; it promotes their intellectual, social, and physical development; and it accomplishes these in an open, caring, nurturing, and friendly environment. Slippery Rock University is committed to serving and empowering all segments of the population that can benefit from its offerings.

The individual and collective excellence for which Slippery Rock University stands will continue to be measured by the quality of its graduates and their successes in serving society.

## Accreditation

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Slippery Rock University is accredited by the following accrediting agencies:

### **Institutional:**

#### **Middle States Commission on Higher Education**

3624 Market Street  
Philadelphia, PA 19104-2680  
[www.msche.org](http://www.msche.org)

### **Programmatic:**

#### **Accreditation Association for Ambulatory Health Care, Inc.**

3201 Old Glenview Road, Suite 300  
Wilmette, IL 60091  
[www.aaahc.org](http://www.aaahc.org)

#### **Computing Accreditation Commission of ABET**

11 Market Place, Suite 1050  
Baltimore, MD 21202  
[www.abet.org](http://www.abet.org)

#### **American Physical Therapy Association**

1111 N. Fairfax  
Alexandria, VA 22314-1488  
[www.apta.org](http://www.apta.org)

#### **Commission of Accreditation of Allied Health Education Programs**

35 E. Wacker Dr., Suite 1970  
Chicago, IL 60601-2208  
[www.caahep.org](http://www.caahep.org)

#### **Commission on Accreditation of Athletic Training Education (CAATE)**

2201 Double Creek Drive Suite 5006  
Round Rock, TX 78664  
[www.caate.net](http://www.caate.net)

#### **Council for Accreditation of Counseling and Related Educational Programs**

5999 Stevenson Avenue  
Alexandria, VA 22304  
[www.cacrep.org](http://www.cacrep.org)

**Council on Social Work Education**

1600 Duke St., Suite 300  
Alexandria, VA 22314  
[www.cswe.org](http://www.cswe.org)

**Institute for Safety and Health Management**

2004 Hatton Court #101  
Columbia, MO 65203  
[www.ishm.org](http://www.ishm.org)

**National Association for the Education of Young Children (NAEYC)**

1313 L St. NW, Suite 500  
Washington, D.C. 20005  
[www.naeyc.org](http://www.naeyc.org)

**National Association of Schools of Art and Design**

11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190-5248  
[www.nasad.arts-accredit.org](http://www.nasad.arts-accredit.org)

**National Association of Schools of Dance**

11250 Roger Bacon #21  
Reston, VA 20190  
[www.nasd.art-accredit.org](http://www.nasd.art-accredit.org)

**National Association of Schools of Music**

11250 Roger Bacon #5  
Reston, VA 20190  
[www.nasm.arts-accredit.org](http://www.nasm.arts-accredit.org)

**National Council for the Accreditation of Teacher Education**

2010 Massachusetts Ave., N.W.  
Washington, D.C. 20036-1023  
[www.ncate.org](http://www.ncate.org)

**National League for Nursing, Inc.**

350 Hudson St.  
New York, NY 10014  
[www.nln.org/nlnjournal](http://www.nln.org/nlnjournal)

**National Recreation and Park Association**

22377 Belmont Ridge Road  
Ashburn, Virginia 20148  
[www.nrpa.org](http://www.nrpa.org)

**National Association of Schools of Theater**

11250 Roger Baron Drive, Suite 21  
Reston, VA 20190  
<http://nast.arts-accredit.org>

**North American Riding for the Handicapped Association**

7475 Dakin Street, Suite # 600  
Denver, CO 80221  
[www.narha.org](http://www.narha.org)

## Location

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Students and visitors to the SRU campus discover that the University is located in a small town of about 3,500 permanent residents. The University is also in the middle of a population center of about 120,000 people. Two major interstate highways, I-79 and I-80, intersect seven miles from the University and make the university easily accessible to Pittsburgh and Erie, PA, and to Youngstown, Ohio. Students can travel fifty minutes south on I-79 to Pittsburgh and enjoy its major cultural venues that include opera, symphony, theatre, and museums and its major league baseball, football and hockey teams. The city of Erie, Presque Isle, and Lake Erie are an easy 90 minutes north on I-79, and thirty-five miles west on I-80 is Youngstown, Ohio.

Most students enjoy instructional experiences on-campus. In addition, students use learning facilities at nearby Moraine State Park, Jennings Environmental Education Center, McKeever Environmental Learning Center, Regional Learning Alliance at Cranberry Woods as well as the Wallops Island Marine Science Laboratory in Virginia. Many academic departments sponsor internship programs that provide on-the-job educational and professional training. Opportunities to study abroad in international settings are available to students.

## Students

[^ TOP](#)

Approximately 80 percent of Slippery Rock University's 8,650 students are from western Pennsylvania, with Pittsburgh and other cities in Allegheny County providing the largest number of students. Another 10 percent of the student body comes from central and eastern Pennsylvania. The remaining 10 percent comes from more than 32 states in the United States and more than 37 other countries.

## Faculty

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The approximately 380 faculty members at Slippery Rock University are teachers, scholars and contributors to the University and community. The typical faculty member teaches four courses each semester, engages in scholarly research and creative endeavors, and participates in a variety of decision-making processes. Of the current faculty members, fifty-three percent are male and forty-seven percent are female. Seventeen percent are members of ethnic groups. In addition, 80 percent are tenured or occupy tenure-track positions, and 92% of full-time tenure or tenure track have earned a Ph.D. or other terminal degree.

## Campus

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Slippery Rock University's gorgeous 650-acre campus is located in the rolling countryside of Western Pennsylvania. Thirty-four major buildings that blend traditional and modern architecture comprise the core of the campus for an optimum living and learning environment.

Among public and private universities in Pennsylvania, Bailey Library ranks as one of the most comprehensive public or private university libraries in Pennsylvania. The library website and online catalog allows easy searching of more than 500,000 print volumes in the library's collections, as well as many other resources including over 150,000 electronic books and 32,000 e-journals. Print and electronic materials at the other Pennsylvania State System university libraries, as well as the collections of thousands of libraries nationwide are accessible through interlibrary loan. Swope Music Hall is designed as both a performing and learning center. Vincent Science Hall has laboratories, classrooms, and a greenhouse. Morrow Field House is an instructional and recreational facility that houses a gymnasium, swimming pool, handball court, dance studio, tennis court, and track. McKay Education, Spotts World Cultures, and Eisenberg Classroom Building are examples of standard educational facilities that have small and large classrooms, auditoriums and other specialized classrooms. The Physical Therapy building is a state-of-the-art building where the Graduate School of Physical Therapy program is located. International Services and initiatives reside in the recently renovated Carruth Rizza Hall. The Advanced Technology and Science Hall opened in 2006 and houses Computer Science, Chemistry and Geography, Geology, & the Environment.

Students reside in eight on-campus residence halls. Six new buildings house students on the lower end of campus and two traditional halls are located on the upper end of campus. Upper class students can reside at the ROCK apartment

complex. Privately owned residence halls, apartments, and other types of living accommodations are available off-campus. Students take their meals at Weisenfluh and Boozel dining halls.

## Grants and Sponsored Research

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Research and scholarship are central features of any academic environment. At Slippery Rock University, faculty and students are active in a wide range of internally and externally funded projects that support the research, teaching and public service missions of the university. The Office of Grants & Sponsored Research (OGSR) is responsible for assisting faculty in the acquisition of external funding for scholarship, research, and other projects; representing the university in pre-award and award transactions with funding sponsors; acting as a liaison between project directors, sponsors, administration, and external groups; and assisting with post-award administration of grants and contracts to assure compliance with federal, state, and university directives. The office also provides the administrative oversight to the Institutional Review Board (IRB) for ethical implementation of research projects involving human subjects and works closely with the Institutional Animal Care and Use Committee (IACUC) to ensure that the animal housing, care, and use in research labs meets federal standards and guidelines.

The Center for Student Research supports and promotes high-quality student/faculty collaborative research, scholarship and creative activity. The Center's mission is to create a community of leaders by facilitating the exchange of ideas, to provide a collegial venue that prepares students for further scholarly exploration and professional careers, and to promote scholarly inquiry as a fundamental value of the SRU experience. A Symposium for Student Research, Scholarship and Creative Activity is held annually to highlight the research, creative and scholarly endeavors of undergraduate and graduate students. The two-day, campus-wide event encompasses poster sessions, oral presentations and performances that showcase the work of projects conducted throughout the academic year.

## University Advancement - Alumni Relations

[^ TOP](#)

Russell Wright Alumni House  
724-738-2018

### **Director**

Michael Saraka

### **Secretaries**

Deborah Kedanis

Slippery Rock University has more than 45,000 graduates living throughout the country. Alumni are encouraged to join the Slippery Rock University Alumni Association, a separately incorporated organization that is devoted to serving the university and its alumni. One-year complementary memberships are provided to graduating seniors.

Among the services that are provided by the Slippery Rock University Alumni Association are insurance programs and regional chapters. Significantly, the Alumni Association manages and awards eleven scholarships. Nine of the scholarships, the Nancy Angell Scholarship, the Madeline F. Stoops Scholarship, the Hallie Dugan Smith Scholarship, the Eisaman Alumni Scholarship for sophomore students, the Maree McKay/Esther Smiley Scholarships, the Carl and Norma Laughner Scholarship, the Maggie Meise Fellowship, the Watson Family Scholarship, and the Anna Bura Williams Scholarship for women elementary education majors, are for academic excellence. The N. Kerr Thompson and Jeanne Powell Furrie Scholarships are for athletics (see Scholarships).

The association also sponsors Homecoming and Alumni Reunion Weekend as well as special events throughout the year. Additional information on the Alumni Association as well as upcoming events can be found in the university's Rock Magazine, which is published three times a year, and on the alumni web site at [www.rockalumnicafe.com](http://www.rockalumnicafe.com) or at [www.sru.edu](http://www.sru.edu) and then clicking on Alumni.

# Contact Information

## Whom to Contact at Slippery Rock About ...

|   |              |
|---|--------------|
| Office of Academic Records and Summer School          | 724-738-2010 |
| Office of Graduate Admissions                         | 724-738-2051 |
| Office of Alumni Affairs                              | 724-738-2018 |
| Office of Intercollegiate Athletics                   | 724-738-2021 |
| Office of Career Services                             | 724-738-2028 |
| College of Business, Information, and Social Sciences | 724-738-2008 |
| College of Education                                  | 724-738-2007 |
| College of Health, Environment and Science            | 724-738-4862 |
| College of Humanities, Fine and Performing Arts       | 724-738-4863 |
| Counseling - Counseling Center                        | 724-738-2034 |
| Diversity and Equal Opportunity                       | 724-738-2016 |
| Office of Financial Aid                               | 724-738-2044 |
| Health Center - Health Services                       | 724-738-2052 |
| Information Technology                                | 724-738-2800 |



|   |              |
|---|--------------|
| Office of International Services                              | 724-738-2057 |
| Multicultural Development                                     | 724-738-2700 |
| Residence Halls - Office of Housing                           | 724-738-2082 |
| Scholarships - Office of Financial Aid                        | 724-738-2044 |
| Office of Student Life  | 724-738-2003 |
| Tuition and Fees/Billing/Payment - Office of Student Accounts | 724-738-2088 |

All communications should be directed to the proper university office at:  
Slippery Rock University of Pennsylvania, Slippery Rock, PA 16057