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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

Purpose of SRU's Academic Integrity Policy

The value of education is determined by the quality and character of its students and graduates. Therefore, students, student organizations, management, and faculty are expected to uphold academic integrity.

Definition of Academic Integrity

Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. Mastery of subject matter should be demonstrated in an honorable and straightforward manner.

The Significance of Course Grades and the SRU Degree

A course grade certifies both your knowledge of that particular material and a standard of academic integrity. The SRU degree certifies to society both the educational achievement and the fulfillment of our standards, which include ethical and moral behavior.

Discipline

Inherent in the learning process is a commitment to discipline. Discipline is a specific form of training that looks to the future where one learns lessons and makes better choices. The instructor will guide the learning process by identifying unacceptable behavior and work with students to define the problem and guide them to make better choices. This process preserves the value and reputation of the degrees conferred by SRU. There are two types of discipline: pre-emptive and corrective discipline.

I. Pre-emptive Discipline

Pre-emptive discipline is a means of training which mandates that the student undertake certain appropriate actions in the course of the learning process. It is expected that students engage in the following pre-emptive behaviors:

- a. All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the student's own work and not that of other students or other authorities.
- b. Students are expected to be honest in all academic work, refraining from all forms of academic dishonesty.
- c. Students are expected to function as such, including, but not limited to, attending class regularly and completing all assignments and examinations on their own unless the faculty member notes otherwise.
- d. Students are expected to learn, practice and apply standard techniques for accurately citing resource material. It is the student's, not the instructor's, responsibility to ensure that all material is cited.
- e. Students are expected to know the difference between direct quote and citation. When in doubt, the essence of the text should be conveyed in the student's own words.

f. Students are expected to understand basic principles of respect and compliance with intellectual property law. Particularly important are those aspects of the Copyright Law of the United States that apply to academic work as well as to the use of University computer resources.

II. Corrective Discipline

Corrective discipline could be implemented when students engage in dishonest behavior. Corrective discipline activities may include:

- a. Conferring with the instructor to identify inappropriate behaviors
- b. Developing a remediation plan and behavioral goals
- c. Developing a means of assessing the student's accomplishment of the established goals
- d. Identifying student sanctions to be put in place if the student does not meet these behavior goals.
- e. Filing an Academic Integrity Incident Report to initiate the investigation process as outlined below.

Dishonest Behavior

Dishonest Behavior that would merit corrective discipline is defined as any action that gives the student an unfair advantage. Academic dishonesty may take many forms. **Examples of academic dishonesty include, but are not limited to, the following:**

- a. Buying, selling, or trading papers, projects, or other assignments.
- b. Using or attempting to use any unauthorized book, notes, or assistance (for example, copying another student's test or homework).
- c. Plagiarizing and/or submitting the work of another as your own.
- d. Completing class work for another person.
- e. Fabricating information or citations.
- f. Facilitating dishonest acts of others pertaining to academic work.
- g. Possessing unauthorized examinations.
- h. Submitting, without instructor permission, work previously used.
- i. Tampering with the academic work of another person.
- j. Ghost-taking an exam in place of a student or having any person take an exam in your place.
- k. Any attempt to falsify an assigned grade on an examination, report, or program or in a grade book, document, or other record.
- l. Any attempted, or actual computer program theft, illegal use of software; **illegal downloading or streaming of copyrighted media**, or inappropriate use of the Internet; such as, but not limited to, illegal or unauthorized transmission; or improper access to any computer system or account.
- m. Any attempted, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment or examination (all parties are considered responsible).
- n. Forging a faculty member's or administrator's signature on any document.

- o.** Copying and pasting digital media including, but not limited to, **email correspondence, text, images, or other media** from online sources without proper citation, **the copyright owner's permission to use the digital media; or, evidence of having performed a favorable fair use analysis.**
- p.** Copying and pasting significant portions of digital media with or without citation.

Implications of Dishonest Behavior

I. Implications to the Student

- a.** The student is deprived of the totality of the learning process and lacks the knowledge and skills needed to succeed.
- b.** The student subsequently misrepresents his/her qualifications to employers; graduate schools etc. and is not as qualified to perform the work as represented.
- c.** The student invalidates the assessment tool used to evaluate the class and deprives the faculty from truly evaluating the effectiveness of the assessment instrument and/or the teaching-learning process.
- d.** The student is temporarily rewarded by a good grade but induces others, directly or indirectly, to engage in dishonest behavior.
- e.** The student will have conditioned himself/herself to take shortcuts when pressured. This behavior will then be repeated when he/she is in the professional world.
- f.** The student receives an unfair advantage, relative to other students who conduct themselves in an ethical manner.
- g.** The student could be liable for civil or criminal penalties as a result of violating federal intellectual property laws.

II. Implications to the University

- a.** Interns, graduates, etc. will not be qualified to function in their respective professions. Consequently, the SRU degree will be devalued, and SRU will be less attractive as a school for employers recruiting interns or prospective employees.
- b.** The perception of the public will be that SRU engages in grade inflation.
- c.** Alumni/government funding may decrease.
- d.** SRU will lose qualified students for seats occupied by unqualified students who engaged in dishonest behavior.
- e.** SRU's ability to recruit top performing students will be negatively impacted as its reputation becomes tarnished.
- f.** The University, its faculty and staff could be at risk of penalties as a result of the student's violation of federal intellectual property laws.

III. Implications to Prospective Employers, including those who provide Internships

- a.** The student will have engaged in resume/transcript fraud; thus, employers will not be hiring a well-educated employee but instead will be gaining one who cannot perform at the level they represent.
- b.** Employers who have bad experiences with SRU graduates will not recruit from the University or provide internship opportunities.
- c.** Employers will have wasted resources on graduates who are not qualified to do the job.
- d.** Students who have legitimately attained a moderate to high GPA may be overlooked.

Rights and Responsibilities

I. Course Instructor

- a. The instructor has the right to demand academic integrity and authentic authorship in the face-to-face or online classroom.
- b. The instructor has the responsibility to ensure that SRU's academic integrity standards are followed.
- c. The instructor is responsible for communicating to students SRU's Academic Integrity Policy and the minimum penalties for dishonesty in the course syllabus.
- d. The instructor is expected to take steps to minimize the opportunity for students to engage in academic dishonesty.
- e. The instructor clearly communicates course expectations.
- f. The instructor who alleges academic dishonesty is responsible for filing an Academic Integrity Incident Report.
- g. The instructor will gather evidence and participate in the resolution of cases that he/she initiates by following set procedures.
- h. The instructor serves as a role model and mentor by instilling, through example, high ethical conduct in his/her own academic endeavors and in the classroom and online learning environment.
- i. The instructor emphasizes to students the importance of honesty and a respect for integrity within the profession.
- j. The instructor, in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, will treat as strictly confidential any information relating to an alleged violation of the University's Academic Integrity Policy or the outcome of a judicial hearing.

II. University

- a. SRU has a right to discipline students who deviate from academic standards. The University is responsible for upholding the minimum standards of academic integrity and achievement on which degrees are based and for certifying that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.
- b. SRU has a right and is responsible for maintaining and encouraging high standards of academic integrity by establishing policies and procedures for academic integrity **and authentic authorship**.
- c. The University is responsible for monitoring all violations of this policy in order to ensure the integrity and reputation of a degree from SRU.
- d. The University is responsible for communicating this policy to students in any form deemed appropriate.

III. Student

- a. A student accused of academic dishonesty has the right to due process, which means he/she will be informed of his/her alleged behavior and he/she will have an opportunity to have his/her case heard in a fair and impartial manner.
- b. The student must read and understand SRU's policy on Academic Integrity since ignorance of this policy is not an acceptable defense by a student if a charge of academic dishonesty is made by the instructor against the student.
- c. The student must comply with these standards of integrity as part of the academic community.

- d. A student who fails to meet the procedural deadlines contained in the policy will forfeit his/her rights to a formal hearing for appealing a sanction.
- e. The student should actively encourage other students to comply with these standards.
- f. The student is encouraged to report any violations of this policy by other students to SRU faculty, administration or management. Students are encouraged to testify at subsequent formal hearings about such matters.
- g. A student has the right to be notified in writing within five business days of the alleged violation.
- h. A student has the right to meet with the faculty member to present his/her own version of the facts.
- i. A student has the right to accept the faculty member's allegations as true and accept the faculty member's imposed sanction as well as SRU's sanctions.
- j. A student always maintains the right to have the allegations heard before the Office of Student Conflict Resolution.

How Can Academic Integrity be encouraged?

I. Faculty

- a. Spell out expectations **for authentic authorship** in the course syllabus and attach SRU's Academic Integrity Policy.
- b. Review SRU's academic integrity policy when reviewing the syllabus.
- c. Secure all assessment instruments for which a grade will be assigned.
- d. Create an environment that encourages the prevention of academic dishonesty.
- e. State within the syllabi that if students do not understand whether something is or is not a breach of academic dishonesty, they must consult with the instructor prior to undertaking the activity.

II. The Student's Role in Academic Integrity

- a. Taking responsibility for his/her own actions both positive and negative.
- b. Understanding the consequences of both positive and negative behaviors to all stakeholders: oneself, the institution, the faculty and management, the assessment process, and fellow students.
- c. Engaging in actions to change behavior that is negative.
- d. Changing one's thinking at a deep level leading to positive changes in one's actions.
- e. Becoming a positive role model for others by one's actions.

Attendance Policy

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

These requirements should 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. See "Procedure for filing grade appeal" in the catalog for additional information.

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 or drop a course or withdraw from a course after registration, a student must use either the MySRU system or file the appropriate drop/add 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. Students may not drop their last class on MySRU and should contact the Office of Academic Records & Summer School for assistance. After the first week of classes students must withdraw from classes using a blue withdrawal card. Students taking off campus or online courses must withdraw by emailing their professor who, in turn, will notify the Office of Academic Records of the student's last day of attendance/participation in the course. Students may not withdraw from a class using MySRU. 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 full-time 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. 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 on MySRU 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. Students may not drop their last class on My SRU and should contact the Office of Academic Records and Summer School for assistance. 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 permission of the course's professor.

Students may use MySRU or 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.

Students taking off campus or online courses must withdraw by emailing their professor who, in turn, will notify the Office of Academic Records of the student's last day of attendance/participation in the course.

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 Information

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.

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 president, 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 earlier 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".)

IT- Incomplete (used for thesis). Does not convert 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 grade points as follows: each semester hour of credit with a grade of A counts four grade points; B, three points; C, two points; D, one point. Degree candidates must maintain a minimum cumulative grade 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 grade point average.

The formula for grade point calculation is as follows:

GPA = grade 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 GPA 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 (IT) 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 "F". A grade of "IT" for thesis will remain an "IT" 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

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that colleges and universities, with certain exceptions, obtain a student's written consent prior to disclosure of personally identifiable information. However, institutions may (not must) disclose appropriately designated "directory information" without written consent, unless the university has been advised by the student that he/she does not wish to have his/her directory information released.*

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can, but is not required to be disclosed to outside organizations without the student's written permission.

Slippery Rock University is committed to maintaining the privacy of its students' records and therefore also limits its release of Directory Information for official University purposes only.

Slippery Rock will not release Directory Information for solicitation purposes to 3rd parties from **outside** the university. This includes outside vendors, businesses and organizations unless the university has entered into a contract or agreement with the organization to supply specific service to the university or its students that requires the use of this information.

The Executive Director of Academic Records also carefully screens the release of Directory Information to parties **within** the university to assure that its students only receive correspondence related to the academic and social missions of the institution.

Slippery Rock University hereby designates the following student information as "directory information." Such information may be disclosed without a student's previous consent by the institution for any purpose, at its discretion with the exceptions noted below:

1. Name
2. Addresses (local, permanent, and email)
3. Telephone number (local, cell and permanent)
4. Date and place of birth
5. Program and concentration(s) and minor(s)
6. Student activities, including athletics
7. Weight, 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
18. Student ID number used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc.

As noted above *, currently enrolled students have the opportunity to withhold disclosure of all 18 categories of information under the Family Educational Rights and Privacy Act (FERPA). 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 online or in the office of academic records and summer school, Room 107, Old Main... (724) 738-2010 or academic.records@sru.edu.

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 (FERPA). As such, the University is not obligated to honor requests for non-disclosure of "directory information" 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 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

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 GPA 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, benefits, 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 learn 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 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. There is no fee for "regularly processed" transcripts, whether mailed, faxed or emailed on the students behalf. Transcripts are typically processed in 48-72 hours. Students requesting "same day" service will be charged \$10 per transcript. Students may request no more than 5 transcripts in any one day. 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 undergraduate or graduate record sent. Transcripts will not be processed for students who have any form of outstanding obligation to the university.

TOP

Course Descriptions

ACCT 612 - Corporate Accounting

Corporate Accounting provides both financial and non-financial managers with the skills and knowledge necessary to interpret and effectively use accounting information for decision-making. The course links theory with application of principles and concepts within the scope of the Code of Professional Conduct that prescribes the ethical conduct expected of its members. Course material presents both U.S. and International Accounting standards to prepare students to succeed in global and diverse markets.

Credits: 3

ACCT 620 - Forensic Accounting

Forensic Accounting topics covered will include collecting, analyzing and evaluating evidence and interpreting and communicating findings. Several components of forensic accounting reviewed will include: 1) Fraud prevention and detection, 2) Fraudulent financial transactions including fraud schemes, internal controls to deter fraud, and auditing techniques; and 3) Fraud investigations including interviewing, tracing fraudulent transactions and report writing.

Credits: 3

ACCT 640 - Business Law

Examines the legal aspects of business and focuses on contracts, property law, sales, product liability, secured transactions, insurance, negotiable instruments, banking and bankruptcy and securities regulation. Students analyze applicable provisions of the Uniform Commercial Code and cases and problems on the above topics. Students will also investigate ways to minimize risks in international business transactions using legal means.

Credits: 3

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 - Foundations of 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 - Foundations 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 - Foundations of Aging

This course is designed to provide an overview of the process of aging and the challenged and opportunities experienced by older adults. An array of topics will be covered which include the social, psychological, biological, political, economic dimensions as they influence the mental health of older adults.

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 634 - Counseling the Aging

This course is designed to examine and develop counseling skills and techniques utilized in counseling older adults. Specific topics which are emphasized include, but are not limited to: Counseling as a helping process, skills and techniques, roles of the gerontological counselor and the counselor as a component of the interdisciplinary team.

Prerequisites & Notes

Completion of all Core 1 and 2 coursework within the CDev department.

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

COMM 631 - Strategic Corporate Communication

In-depth analysis of the principles and practices of strategic corporate communication. Focus on developing strategic communication plans, dealing effectively with the media, and communicating corporate ethics. Additional topics include investor and financial stakeholder relations, employee relations, crisis communication, corporate citizenship and business applications of social media.

Credits: 3

CPSC 610 - Business Analysis & Decision Support

This course provides analytic skills through a review of critical business analysis and decision support concepts. We study how information technology such as spreadsheet and relational database applications influence organizational decisions and management. The course offers hands-on experiences in intermediate and advanced spreadsheet and relational database applications. The students will be able to create models and reports with these tools. The course offers strong technical and quantitative skills for effective leaders and managers. The course assumes that the student has a basic proficiency in spreadsheets, statistics and databases.

Credits: 3

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 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

ECON 602 - Managerial Economics

This course applies economic concepts and economic analysis to the managerial decision-making in business environments and in other managerial units. The course draws on quantitative techniques such as regression analysis and correlation to develop optimal decisions concerning pricing, production and evaluating risk. The focus of the course is on firm behavior decision in both competitive and non-competitive environments. Game-theoretic concepts are used to analyze strategic decision-making as a response to competitor's behavior and to government laws and regulations. The course applies economic tools to identify problems of asymmetric information and quantify risk to construct decision rules to manage risk.

Credits: 3

ECON 619 - Quantitative Analysis

This course is designed to sharpen the problem solving skills for tomorrow's business leaders by presenting quantitative techniques widely used in business decision making. Techniques include the methodology of statistical inference: simple and multiple regression (estimation, testing and prediction), time-series analysis and forecasting, decision theory and statistical process control. Data analysis will be conducted with statistical software programs including spreadsheets and/or other programs selected by the instructor.

Credits: 3

ECON 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: 1-3

ECON 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: 1-3

ECON 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: 1-3

ECON 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: 1-3

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.

Credits: UP TO 6 CREDITS

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 697; 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 697 - Statistical Interpretation & Analysis in Reading Research and Assessments

This course focuses on the interpretation of statistics used in literacy assessments and research, with a focus on assisting reading specialists and classroom teachers in utilizing data to inform literacy instruction and to meet the needs of individual students.

Credits: 3

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 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

FIN 603 - Global Dynamics of Business

Globalization and its challenges; cultural diversity and business enterprise; sustainability and ethical challenges in global business; issues of international trade and finance; foreign direct investment; entering foreign markets; global production; global human resource management.

Credits: 3

FIN 620 - Financial Management

This course provides a comprehensive analysis of financial issues faced by financial managers. Topics included are the long-term financial decision, financial assets valuation, risk and return analysis, time value of money, investment decision and evaluations criteria, cost of capital, concept of leverage, theories of capital structure, dividend policy and other related topics for successful financial management of a corporation. This course will also use short-cases so that students will learn to link theory with application and learn to solve complex financial problems.

Credits: 3

FIN 636 - Advanced Corporate Finance

This course will focus on theoretical issues that arise in modern corporate finance. Advanced and in-depth analysis of various subjects of corporate finance including security valuation, modern portfolio theory, optimal dividend and capital structure policy, bankruptcy and distress, mergers and acquisition, real option and risk management will be discussed. Case studies will be used to solve complex business financial problems.

Credits: 3

FIN 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: 1-3

FIN 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: 1-3

FIN 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: 1-3

FIN 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: 1-3

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 625 - Women and Aging

This course examines the effects of women growing older in a changing society. Social, psychological, economic, cultural, and political implications will be discussed, including health concerns, changing roles, and discrimination. Factors identified will be explored and connected to the role of the gerontological counselor in addressing concerns of aging women.

Credits: 3

GERO 644 - Death & Dying

This course is an introduction to the study of death, dying and bereavement which utilizes a multidisciplinary approach. This course is aimed at sensitizing students to the subject of dying, death and bereavement, aiding students in adjusting to the death of a significant other, helping students examine their feelings and reactions to death and grieving and introducing students to diverse perspectives.

Credits: 3

GERO 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 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.

GERO 750 - 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

MGMT 620 - Supply Chain Management

In Supply Chain Management we study the design and management of integrated processes and flows of goods, services and information across organizational boundaries to meet the needs of the end customer in a sustainable way while lowering cost. We study examples related to manufacturing and service environments in an integrative, interdisciplinary fashion. We focus on solving problems on the strategy, planning, logistics and operation of multi-facility supply chains networks with emphasis on current technologies, concepts, philosophies, managerial practices, the impact of globalization on supply chain networks, recent trends in designing sustainable supply chains and managing in unpredictable environments.

Credits: 3

MGMT 650 - Master's Project

The Master's Project is designed for the MBA student to demonstrate business proficiency at the completion of the program. Projects may include business plans, feasibility studies, work-related solutions, consulting services, research projects or internships in the student's area of concentration.

Credits: 3

MGMT 651 - Organizational Dynamics

Management in dynamic, complex organizations requires a deeper understanding of human behavior and processes in the workplace. This course will improve students' management practice by exploring these dynamics through a variety of conceptual, theoretical and practical perspectives including self-assessment.

Credits: 3

MGMT 654 - Management Seminar

Management in the contemporary workplace is increasingly more challenging. This course provides students with additional skills and experience to succeed in the twenty-first century workforce. It focuses on the development and application of managerial core competencies, such as critical thinking, strategic decision making and creative problem solving. Some of the current issues that will be investigated include topics such as: business ethics, corporate social responsibility, sustainability, innovation, technology and globalization.

Prerequisites & Notes

Admission into the MBA program

Credits: 3

MGMT 658 - Strategic Management

Strategic Management is the capstone course in the MBA program that requires graduate business students to integrate and build on the knowledge and skills acquired in the earlier core courses. Emphasis is on the use of strategic thinking and business skills in the formulation and implementation of strategy through various processes. Strategic business management considers the overall fit between an organization's resources and the opportunities available in the business environment.

Credits: 3

MGMT 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: 1-3

MGMT 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: 1-3

MGMT 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: 1-3

MGMT 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: 1-3

MRKT 632 - Marketing Seminar

This course is designed to be the final marketing course for a student in the MBA program. As such, students are expected to demonstrate understanding and a mastery of a broad array of marketing management topics, and how they impact the overall business enterprise.

Credits: 3

MRKT 636 - Sales Management

The content of this course includes coverage of the policies and practices in organizing, recruiting, selecting, training, compensating, motivating and evaluating a sales organization.

Credits: 3

MRKT 658 - Strategic Marketing Management

This course covers the application of marketing concepts, models, technologies and techniques to marketing problems, emphasizing strategic thinking and analysis in a global environment. Also covered are market research and information usage, and data-driven, ethical strategic marketing decision making.

The course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. A focus is on discovering and developing a set of unique competencies for a firm that leads to sustainable competitive advantage in the marketplace. Students are provided opportunities to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Industry analyses will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis and comparative strategy assessment.

Credits: 3

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. Epitome concepts are examined from various cultural perspectives. Students gain experience using data searches to critically examine major existing theoretical models and middle-range nursing theories.

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. Students will examine and identify knowledge gaps and methodological implications, especially related to multicultural and vulnerable populations. 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 for a diverse society. 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 of relevant research.

Credits: 3

NURS 655 - Nursing Leadership in Healthcare Delivery Systems

This course focuses on the application of contemporary leadership theories to managerial and organizational challenges encountered in the practice of nursing administration. Emphasis is placed on the development of communication and relationship building competencies across diverse groups as a basis for innovative leadership pertinent to creative problem-solving, decision-making and conflict management. The implications of research evidence along with diverse ethical and legal frameworks are evaluated.

Prerequisites & Notes

NURS 605 and NURS 610

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, research evidence, and information system data to nursing administration in the

diverse health care settings. 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 as a leader, planner, organizer, and professional in advanced nursing practice. It provides opportunities for discussion of challenges regarding the integration of theory, evidence, information system data and the values of a multicultural population. 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.

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 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 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 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 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 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 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

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 628 - Microanatomy for PT 1

This course examines the structure and function of the human body based on microscopic examination of tissues. Normal and pathological microanatomy are discussed. Special emphasis is placed on those organ systems most directly impacted by the practice of physical therapy. This is course 1 of 2 sequential courses.

Prerequisites & Notes

Co-Requisite: PHTH 548 Pathophysiology 1

Credits: 1

PHTH 629 - Microanatomy for PT 2

This course examines the structure and function of the human body based on microscopic examination of tissues. Normal and pathological microanatomy are discussed. Special emphasis is placed on those organ systems most directly impacted by the practice of physical therapy. This is course 2 of 2 sequential courses.

Prerequisites & Notes

Co-Requisite: PHTH 549 Pathophysiology 2

Credits: 1

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, electroneuromyography, 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: 1-3

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: 9

PHTH 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 PHTH 737, 802, 816, 819 and 820

Credits: 9

PHTH 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

PHTH 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 (PHTH 816). The student will work closely with their mentor to accomplish the outcome objectives for their selected specialty area.

Prerequisites & Notes

PHTH 816

Credits: 1

PHTH 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 608 - Research Methods for Teacher Leadership

This is a graduate level course that provides a thorough overview of research methods for beginning educational researchers or consumers of educational research. The course will cover areas such as developing a research topic, writing research questions and hypotheses, conducting a review of the literature, data collection, analysis, interpretation, critiquing research articles.

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 630 - Advanced Pedagogy for Teacher Leadership

Current research-based practices in classroom communication skills, delivery of instruction, questioning techniques, lesson design, and behavior management will be reviewed. This course will provide students with an introduction to effective, research-based strategies for instructional delivery. Students will demonstrate their understanding of these

strategies through class presentations and written work.

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 Middle and Secondary Schools

This course introduces students to various technologies that can be used for inquiry-based activities in middle and secondary 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 that 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.

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

The Supervision Practicum in Educational Leadership is designed for candidates enrolled in the program to apply theory and knowledge gained in the four previous courses, along with information gained through class discussions and readings in current literature, to practical experiences in educational settings. Candidates will complete projects in four areas of educational leadership in which they will apply skills in planning, organization, implementation, collaboration, and evaluation.

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

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 Office of Graduate Admissions 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 if required by the department. The application must be filed after the completion of a minimum of 6 and a maximum of 12 or 18 graduate credits, depending upon departmental requirements. The Application for Degree Candidacy may be obtained from sru.edu/graduate under graduate forms, 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 grade 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 15 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 applying to graduate on MySRU, 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 before the semester ends will be graduated at the end of the semester in which their application 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.

Students must apply for graduation on MySRU. The completed application should reach the Office of Academic Records and Summer School by October 1 for December graduation, December 1 for January graduation, March 1 for May graduation, and June 15 for summer graduation.

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 deadlines.

Faculty & Administration

Click on a link to be taken to the entry below.

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[TOP](#)

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Dr. Marie Wheaton, Physical Education

Dr. Gene Wilhelm, Soc, Anthro, Social Work

Dr. Patricia A. Zimmerman, Physical Education

Dr. Charles A. Zuzak, Dean

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; 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 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 graduate credits during any term in which a federal student loan is requested. The student loan process takes approximately four to six weeks to be completed.

Stafford loans for graduate students are unsubsidized. 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. A student's Stafford 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.studentaid.ed.gov.

Additional borrowing options are available through the credit-based Federal Graduate Plus Loan and non-federal private loans. Details about these programs are available at www.sru.edu/loans.

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/workstudy. 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.

A number of jobs are available in the community service department on campus.

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 by 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 need 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.
- 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

- 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 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

Federal Student Aid Information Center 1-800-433-3243

Financial Aid Office 724-738-2044

Federal Direct Loan Servicing Center

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, and financial aid. Information about military educational benefits is available at www.sru.edu/veterans. This site also provides information about academic support services, admissions and various other departments and services.

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. To be eligible for admission to a graduate degree program, a student must have completed the requirements for a bachelor's degree at an 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 non-degree applicants.
- Official scores from the specific degree program's approved standardized test if required. 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 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 (maximum of 4 courses) 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.

SRU seniors who wish to take a 500 level graduate 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.

Non Degree Admission. Students who wish to participate in graduate, non-degree coursework, for one semester may submit a completed 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 non-degree student are not guaranteed enrollment into a degree program. A completed 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. 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 programs, the maximum hours that may be transferred is less than 12 because a maximum of one-third of the program's required total credit hours may be taken at institutions other than Slippery Rock University. For example, in a 30 credit hour graduate program, no more than 10 credits may transfer. 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.

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.) 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.

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 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 forwarded to the Graduate Admissions Office.

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

Communication

Computer Science

Counseling and Development

104 Carruth-Rizza Hall
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

Michael G. Ignelzi

Graduate Coordinator

William Evans

Secretary

Lorraine Vinski

Faculty

William Evans, Jane Hale, Michael Ignelzi, Stacy Jacob, Gerard Love, Mary Frances Russo, Donald Strano, Mary Whitfield Williams, Adelle Williams

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. William Evans, 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 program 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, youth counseling, and older adult counseling. Nine hours of related (social science) 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 Student Affairs in Higher Education program also has an option for in college counseling. The MA degree program in student affairs meets the standards set forth by the Council for the Advancement of Higher Education (CAS) and is accredited by 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 GPA, is 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 culminating experience is required at the end of each of the three program options, and occurs as part of the Internship course.

All three program areas require supervised field work. The department requires proof of liability insurance as well as appropriate 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 coursework with a 3.0 GPA 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 665 - Seminar in Gerontology Credits: 3

Core III – Areas of Specialization (6 credits)

Students may not enroll in Core V until Core I, II, & III are completed.

Addiction Counseling: Credits - 6

- CDEV 618 - Foundations of Youth Credits: 3
- OR
- CDEV 619 - Foundations of Adulthood Credits: 3
- OR
- CDEV 624 - Foundations of Aging Credits: 3
 - CDEV 636 - Counseling the Addict Credits: 3

Adult Counseling: Credits - 6

- CDEV 617 - Counseling the Adult Credits: 3
- CDEV 619 - Foundations of Adulthood Credits: 3

Counseling Older Adults: Credits - 6

- CDEV 624 - Foundations of Aging Credits: 3
- CDEV 634 - Counseling the Aging Credits: 3

Youth Counseling: Credits - 6

- CDEV 618 - Foundations of Youth Credits: 3
- CDEV 685 - Youth Counseling 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

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 meets the standards set forth by the Council for the Advancement of Higher Education (CAS) and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Student Affairs in Higher Education program also has an option for college counseling. One additional Core of 12 credits in Advanced Counseling Knowledge will complete the degree for a total of 60 credits.

Students must successfully complete Core I coursework with a minimum 3.0 GPA 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 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 - Advanced Counseling Knowledge (12 credits)

This core is required only for those students pursuing the option in college counseling.

- CDEV 607 - Models of Adaptive Behavior Credits: 3
- CDEV 617 - Counseling the Adult Credits: 3
- CDEV 670 - Counseling Theory Credits: 3
- CDEV 680 - Principles of Appraisal Credits: 3

Core V – Field Experience (6 credits)

- 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 coursework with a 3.0 GPA 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 - Foundations of 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 30 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 ibTOEFL 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 24 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 30 credits: 24 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 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 1 course)

- 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

Secretary

Brenda Fedokovitz

Faculty Carmine DeCarlo, Sherry DuPont, Cinda Findlan, Rose Heilman-Houser, Suzanne Rose, Robert Snyder, Deborah Wells, Judy Werner, Christine Walsh, Lee Williams

The Elementary & Early Childhood Education Department offers several options for certified teachers wishing to continue their education, including three literacy programs and an online program focusing on mathematics & science teaching.

Literacy Programs

Three literacy-focused graduate programs are offered. The programs are structured to benefit from a blended/hybrid format, encompassing both "live" and online class sessions, as needed to meet the needs of students and the demands of the curriculum. The "live" courses are offered at the Regional Learning Alliance in Cranberry Twp., PA, in the evening and during the summer. Designed specifically to meet the needs of working, professional teachers, the programs

emphasize both theory and hands-on, practical experiences. The “blended” nature of the program provides flexible scheduling while still providing personal interactions with faculty and other candidates. Program options include:

- *Master of Education (M.Ed.) Reading Program*
The M.Ed. Reading Program requires the completion of 12 graduate courses focusing on literacy teaching strategies, assessment, curriculum, research, and coaching. In addition, program candidates complete a capstone project, selected and developed with the guidance of a faculty advisor. This project is selected from a number of thesis or non-thesis options. Upon completion of the required state assessment test(s), program completers may apply for the K-12 reading specialist certification through the Pennsylvania Department of Education. In addition, through careful course selection with the assistance of an advisor, M.Ed. candidates can also simultaneously earn the SRU Instructional Coaching Certificate with an emphasis in literacy, and may apply to PDE for licensure as an Instructional Coach. This program is designed to prepare teachers to assume the roles of classroom teacher of reading, diagnostic-remedial reading specialist, literacy coach, Title I reading teacher, reading/study skills specialist, or reading consultant/reading resource teacher.
- *Reading Specialist Certification Program*
The reading specialist certification program requires the completion of 7 graduate courses focusing on literacy teaching strategies, assessment, curriculum, research, and instructional coaching. Upon completion of the required state assessment test(s), program completers may apply for the K-12 reading specialist certification through the Pennsylvania Department of Education. This program is designed to prepare teachers to assume the roles of classroom teacher of reading, diagnostic-remedial reading specialist, Title I reading teacher, reading/study skills specialist, or reading consultant/reading resource teacher.
- *Instructional Coaching: Literacy Emphasis Certificate*
The Instructional Coaching: Literacy Emphasis Certificate program requires the completion of four courses focusing on instructional coaching, teacher leadership, assessment analysis and instruction, professional development, and adult education. Applicants for this program must already be certified reading specialists **or** must be enrolled concurrently in this program and either the M.Ed. Reading Program or the Reading Specialist Certification Program. Upon completion of the program and three years of teaching experience, candidates will receive the SRU Instructional Coaching: Literacy Emphasis Certificate and are eligible to apply to the Pennsylvania Department of Education for the instructional coach endorsement. ****NOTE:** The SRU Instructional Coach: Literacy Emphasis program requirements must be completed by Dec. 31, 2015. The endorsement program for Instructional Coach: Literacy Emphasis has been submitted to PDE and is pending approval. Check with the Graduate Coordinator for additional information regarding the current status of the program.

Admission Requirements: Literacy Programs

In addition to the general requirements for admission to graduate studies at SRU, applicants for the literacy graduate programs 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 teaching certificate must be submitted.
- Two recommendation forms (available on the University website or from the Graduate Admissions Office) must be submitted. Candidates may submit one faculty recommendation and one professional recommendation form, or two professional recommendation forms.
- A resume indicating teaching experiences (including substitute teaching) is required.
- Depending upon the courses completed as an undergraduate student, candidates may be required to take courses in addition to the required program courses, **ONLY** if they are needed to meet the PDE requirements for diversity (ELL and special education). Candidates will be informed if they need these courses at the time that admission to the program is offered.
- Candidates who are currently teaching in Pennsylvania schools are not required to provide copies of state-required clearances; however, candidates who are not employed by Pennsylvania schools at the time of enrollment in any of the courses with in-school practicum experiences may be required to obtain these

clearances prior to enrollment in these courses. Candidates who cannot obtain these clearances, if required, will be unable to successfully complete the programs.

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 in the M.Ed. and Reading Certification programs must apply for admission to the professional practica (program candidacy) upon successful completion of the first five courses (15 credits) in the program.

M.Ed. K-8 Mathematics and Science Education Program

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.

Certification

Reading Specialist Certification Program: Credits - 21

Candidates for the reading specialist certification program must complete all seven of the following courses. Passing scores on the state-required certification tests are required prior to application for the K-12 Reading Specialist Certification from the Pennsylvania Department of Education. If candidates in the Reading Specialist Certification program apply to continue their studies in the M.Ed. Reading Program, these courses may be applied toward that degree.

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

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

Passing scores on the state-required certification tests are also required prior to application for the K-12 Reading Specialist Certification from the Pennsylvania Department of Education. The following courses must be completed to qualify for the Instructional Coach: Literacy Emphasis Endorsement Track, in addition to the M.Ed. Reading Specialist degree.

- ELEC 614 *
- ELEC 622 *
- ELEC 615 *
- ELEC 643 *

Reading/Literacy Core Courses: Credits - 21

- 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

Educational Foundations: Credits - 3

Choose one course from the following:

- 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

Research: Credits - 6

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

Electives: Credits - 6

Elective classes are chosen in consultation with the academic adviser. Graduate-level courses that are not listed below may be used as electives; however, prior approval by the academic adviser and graduate coordinator must be obtained in order to do so. Courses which have been used to meet other program requirements may not also be used as electives.

- ELEC 595 - Workshop Credits: UP TO 6 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

Program Completion Requirement

As a culminating experience in this program, candidates must select one of the following program completion activities, in consultation with the academic adviser.

- Master's Thesis Options
 - Empirical Research Project
 - Action Research Project
 - Scholarly Research and Presentation
- Non-Thesis Options
 - Research Paper and Presentation
 - Action Research Paper and Presentation
 - Written Comprehensive Exam

Other Degrees

Instructional Coaching-Literacy Emphasis Endorsement (Program begins Spring 2013)

The Instructional Coaching-Literacy Emphasis Endorsement program is a 12-credit, graduate-level program leading to a PDE endorsement as an instructional coach. This program will be offered for already certified reading specialists who wish to add this endorsement to their current PA teaching certificate.

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

Nursing

104 Vincent Science Center
724-738-2065

Currently, the Department of Nursing offers two totally online programs: RN to BSN Completion Program and Certification in School Nursing. The RN to BSN Completion Program at Slippery Rock University offers a totally online program that leads to a bachelor of science in nursing. It is designed to meet the needs of 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. Please see the undergraduate catalog for information.

Chair

Diana Jones

Secretary

Deborah Kosciuszko

Faculty

Diana Jones, M. Patrice McCarthy, Kerry Risco, Peggy Shipley, Mary Ann Thurkettle, Diane Tomasic

School Nurse Certification

The School Nurse Certificate program is totally online and consists of 21 graduate credits, which includes a 100 hour practicum with a Certified School Nurse. The program prepares RNs with a BSN for Level I Certification in Pennsylvania as School Nurses. Some states may accept the PA certificate as a basis to grant their own state certificate.

Requirements for the program include:

- An earned BSN
- A current RN license

- GPA of 3.0 or higher for admission and maintaining a 3.0 GPA throughout the program
- PA Department of Education mandates
- 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 malpractice insurance

Certification

School Nurse Certification

The School Nurse Certificate program is totally online and consists of 21 graduate credits, which includes a 100 hour practicum with a Certified School Nurse. The program prepares RNs with a BSN for Level I Certification in Pennsylvania as School Nurses. Some states may accept the PA certificate as a basis to grant their own state certificate.

Requirements for program include:

- An earned BSN
- A current PA RN license
- GPA of 3.0 or higher for admission and maintaining a 3.0 GPA throughout the program
- PA Department of Education mandates
- Current CPR certification prior to NURS 622 / NURS 623 practicum experience
- 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
- Signed preceptor school district contract

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

102 Patterson Hall
724-738-2068

The mission of the graduate programs in the Department of Parks and Recreation at Slippery Rock University is to provide students with the knowledge, skills, and abilities to function as professionals for a variety of federal, state, local, and private agencies and organizations related to the parks and recreation field. The broad-based program approach provides study in natural history and ecology, natural systems management, cultural resource management, and contemporary issues in parks, recreation, and resource management. Coursework focused on administrative, interpretive, and sustainable planning aspects of park and recreation is also featured.

Chair

Daniel Dziubek

Coordinator

Daniel R. Dziubek

Secretary

Anita Culley

Faculty

Jennifer Carben, Dan Dziubek, Paulette Johnson, Christopher Leininger, Jack Lisco

Graduate programs are offered both online and on campus in Park and Resource Management (MS) and Environmental Education (MEEd).

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

Attention Potential Graduate Students:

The Graduate Faculty of the Department of Parks and Recreation is embarking on a self-study of the online and on campus graduate programs to ensure that the quality, as well as the scope, of the program is consistent with the needs of students continuing in, or entering into, the field of parks, recreation, and the management of resources related to the provision and maintenance of natural resource based outdoor recreation opportunities.

Due to activities affecting our ability to offer appropriate and sufficient courses on campus, and anticipating changes to the program emanating from the results of a self-study, the on campus graduate programs in park and resource management and environmental education will be placed on moratorium beginning with the spring 2014 semester. During this period, students already admitted to the on campus programs will be able to complete their programs of study through a combination of on campus and online courses.

Potential applicants will still have the option to enroll in the online programs in park and resource management and environmental education.

We are sorry for any inconvenience this may cause but we feel strongly that it is an important step to take to ensure that the best quality graduate education continues to be offered by the Slippery Rock University Department of Parks and Recreation.

Slippery Rock University's Master of Education in Environmental Education was initially designed for the classroom teacher who wants to address state and national guidelines for environmental education in their lessons and assist their schools and districts in "greening" their curriculum. The program benefits students who are interested in working at non-formal educational institutions where they will be providing programs for students and teachers and 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.

The online environmental education program consists of 30 credit hours. Students complete eight courses (three credits each) as well as six credits of internship. A six-credit thesis is also an option. Students not completing a thesis are required to complete a Professional Competency Project, usually done as part of the internship.

Coursework

The courses in the environmental education graduate program are structured to provide both depth and breadth in a variety of relevant basic and advanced study opportunities. Emphasis is placed on environmental education history and philosophy, methodology, and content necessary for preparing an environmentally literate citizenry.

ON CAMPUS PROGRAM - no longer accepting students after Fall 2013

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 Sheppeck
Parks and Recreation

Master of Science in Park and Resource Management - Department Link

Coordinator: Daniel R. Dziubek 724-738-2958

Students admitted to the Master of Science in Park and Resource Management after Fall 2013 will not be able to complete the on campus program. The online program will be the only option.

The master of science degree in park and resource management is a 30-hour program. The program is oriented to meet the needs of park and recreation resource management professionals serving as park managers, 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.

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)

Students may register for their internship (PREE 750) after having completed at least 18 credits of coursework.

- 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 750 - Parks and Recreation/Environmental Education Internship Credits: 3 to 6

Professional Electives

Select from relevant courses in consultation with the academic advisor.

- 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 631 - Design for Sustainable Landscapes Credits: 3
- PREE 632 - Group Facilitation and Leadership Credits: 3
- PREE 677 - Cultural Resource Management Credits:
- 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

The on-line masters program in Park and Resource Management consists of 24 credits of coursework plus a 6-credit internship, 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).

The program can be completed in two calendar years. Students may begin the MS program in either fall or spring semester. Two courses are offered each semester fall and spring. Internships are usually completed in the summer.

Required: Credits - 30

- 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
- PREE 799 - Research Methods Credits: 3
- PREE 750 - Parks and Recreation/Environmental Education Internship Credits: 3 to 6

School of Business

Master of Business Administration

Master of Business Administration

The School of Business at Slippery Rock University (SRU) has designed a blended delivery Master of Business Administration (MBA) program with three tracks. The tracks are accounting/finance, marketing/management, and a general MBA. The proposed program consists of courses that provide an advanced understanding of business management. It will fulfill the 150 credit hour requirements of the Pennsylvania Institute of Certified Public Accounts (PICPA) for students to sit for the CPA exam. In addition, the program will provide non-CPA students with the skills to expand their managerial acumen and enhance their employment and earning opportunities.

Program begins Winter session 2013-2014.

MBA Core Requirements - Credits: 33

- ACCT 612 - Corporate Accounting Credits: 3
- COMM 631 - Strategic Corporate Communication Credits: 3
- CPSC 610 - Business Analysis & Decision Support Credits: 3
- ECON 602 - Managerial Economics Credits: 3
- ECON 619 - Quantitative Analysis Credits: 3
- FIN 603 - Global Dynamics of Business Credits: 3
- FIN 620 - Financial Management Credits: 3
- MGMT 620 - Supply Chain Management Credits: 3
- MGMT 650 - Master's Project Credits: 3
- MGMT 651 - Organizational Dynamics Credits: 3
- MGMT 658 - Strategic Management Credits: 3

Electives - Credits: 3-6

General MBA: Choose one elective course from the following.

Accounting/Finance concentration: Choose two from ACCT 620, 640 or FIN 636

Marketing/Management concentration: Choose two from MRKT 632, 636 or 658

- ACCT 620 - Forensic Accounting Credits: 3
- ACCT 640 - Business Law Credits: 3
- FIN 636 - Advanced Corporate Finance Credits: 3
- MRKT 632 - Marketing Seminar Credits: 3
- MRKT 636 - Sales Management Credits: 3
- MGMT 654 - Management Seminar Credits: 3
- MRKT 658 - Strategic Marketing Management 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

Susan Elwell

Faculty

Barbara Billek-Sawhney, Carole Galletta, 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 microanatomy 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 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. *Participation in the undergraduate commencement ceremony takes place after the first full year of Physical Therapy school is successfully completed.*

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 628 - Microanatomy for PT 1 Credits: 1
- PHTH 630 - Gross Anatomy I Credits: 5
- PHTH 631 - Neuroscience I Credits: 4

Semester II (Spring)

- PHTH 549 - Pathophysiology II Credits: 3
- PHTH 629 - Microanatomy for PT 2 Credits: 1
- 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 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 698 - Selected Topic Credits: 1-3 (Topics may include *Pilates* or *Foot & Ankle*)
- 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: 9

Semester VIII (Spring)

- PHTH 804 - Clinical Internship II Credits: 9
- PHTH 820 - Professional Inquiry Credits: 2

Secondary Education/Foundations of Education

001 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 P. Christmann

Graduate Coordinator

Jeffrey Lehman

Secretary

Germaine Newstrom

Faculty

Padma Anand, Edwin Christmann, 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.
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 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 bachelor's 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 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 special education (Slippery Rock university's SEFE 338 and SPED 120 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 Advanced Teaching Track in Secondary Education Teaching Math/Science is a Master of Education degree for individuals who already possess teacher certification in secondary mathematics or one of the secondary science subject areas. In addition to core requirements, these certified students will concentrate on individual professional development by electing 12 semester hours of course-work from the areas of instructional design, mathematics/science education, technology, special education, or counseling.

Advanced Track: All applicants must have a bachelor's degree with an overall GPA of 3.00 or higher from an accredited institution of higher education and provide a copy of their teacher certification.

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: Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. 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. See the Graduate Catalog for further information

The following courses are required for the master of education degree.

Pedagogy - Credits: 9

- SEFE 630 - Advanced Pedagogy for Teacher Leadership Credits: 3
- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3
- SEFE 678 - Practicum in Secondary Mathematics/Science Credits: 3

Educational Measurement - Credits: 3

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

Educational Foundations - Credits: 3

- SEFE 680 - Crucial Issues in Education Credits: 3

Research and Statistics - Credits: 9

Choose 9 credits from the following:

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 608 - Research Methods for Teacher Leadership Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

Electives - Credits: 12

Choose 12 credits from the following:

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 652 - School Supervision: Organizational Leadership Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners 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

The Advanced Teaching Track in Secondary Education Teaching - English is a Master of Education degree for individuals who already possess teacher certification in English. In addition to core requirements, these certified students 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.

Advanced Track:

All applicants must have a bachelor's degree with an overall GPA of 3.00 or higher from an accredited institution of higher education. Applicants must submit a copy of their teaching certificate.

Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes inspecial needs instruction (Slippery Rock University's SPED 121 High Incidence Disabilities and SEFE 338 StandardBased Instruction & Assessment in the Inclusion Classroommeet this requirement).Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting 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.

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 mustsuccessfully 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: Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. 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.

Pedagogy - 6 credits

- SEFE 630 - Advanced Pedagogy for Teacher Leadership Credits: 3
- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3

Educational Measurement - 3 Credits

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

Educational Foundations - 3 Credits

Choose one course:

- SEFE 680 - Crucial Issues in Education Credits: 3

Research and Statistics - 9 Credits

Choose three courses:

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 608 - Research Methods for Teacher Leadership Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

Electives - 15 Credits

Choose 15 credits from the following:

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 652 - School Supervision: Organizational Leadership Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners 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

The Advanced Teaching Track in Secondary Education Teaching Social Studies - History is a Master of Education degree for individuals who already possess teacher certification in Social Studies. In addition to core requirements, these certified students 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.

Admission Requirements

Advanced Track:

All applicants must have a bachelor's degree with an overall GPA of 3.0 or higher from an accredited institution of higher education. Applicants must submit a copy of their teaching certificate.

Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes in educational measurement and developmental psychology (Slippery Rock University's SEFE 270, Educational Measurement and CDEV 248, Human Development satisfy this requirement). Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting 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.

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: All required sections of the Praxis I and Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. 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. See the Graduate Catalog for further information.

Pedagogy - 6 Credits

- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3
- SEFE 630 - Advanced Pedagogy for Teacher Leadership Credits: 3

Educational Measurement - 3 Credits

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

Educational Foundations - 3 Credits

Choose one course:

- SEFE 680 - Crucial Issues in Education Credits: 3

Research and Statistics - 9 Credits

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 608 - Research Methods for Teacher Leadership Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

Electives - 15 Credits

Choose 15 credits from the following:

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 652 - School Supervision: Organizational Leadership Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners 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

The Basic Teaching Track in Secondary Education Teaching - 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 semesters.

Admission Requirements

Basic Track:

All applicants must have a bachelor's degree with appropriate course work in English with an overall GPA of 2.80 or higher from an accredited institution of higher education.

Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes in special needs instruction (Slippery Rock University's SPED 121 High Incidence Disabilities and SEFE 338 StandardBased Instruction & Assessment in the Inclusion Classroommeet this requirement).

Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting 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.

Basic Track Undergraduate Competencies

Students in the basic track who meet admission requirements and have more than three undergraduate competencies will be offered conditional admission. While completing these competencies, students will be registered as postbaccalaureate students.

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: Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. 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.

Pedagogy - Credits: 9

- SEFE 521 - Teaching Language Arts at the Middle and High School Levels 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 - Credits: 3

- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools 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 608 - Research Methods for Teacher Leadership 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

If a student would like to substitute/transfer another course, the course must meet the Chapter 49 Accommodations and Adaptations Standards as covered in SPED 601.

- SPED 601 - Advanced Study of Learning Disabilities 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

The Basic Teaching Track in Secondary Education Teaching –Math/Science is a degree designed for individuals who possess a baccalaureate degree and appropriate coursework in mathematics or one of the secondary science subject areas of 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 semesters.

Admission Requirements

Basic Track: All applicants must have a bachelor's degree with appropriate course work in mathematics or one of the science disciplines with an overall GPA of 2.80 or higher from an accredited institution of higher education. Advanced Track: All applicants must have a bachelor's degree with an overall GPA of 3.00 or higher from an accredited institution of higher education and provide a copy of their teacher certification. Prerequisite Undergraduate Courses: Students should provide evidence of meeting outcomes in special needs instruction (Slippery Rock University's SPED 121 High Incidence Disabilities and SEFE 338 Standard Based Instruction & Assessment in the Inclusion Classroom meet this requirement).

Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting 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.

Basic Track Undergraduate Competencies

Students in the basic track who meet admission requirements and have more than three undergraduate competencies will be offered conditional admission. While completing these competencies, students will be registered as post-

baccalaureate students. 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: Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. 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. See the Graduate Catalog for further information.

*The educational policies and procedures are continually being reviewed and changed in keeping with the mission of the university. Consequently, this document cannot be considered binding and is intended to be used as only an informational guide. Students are responsible for being informed of official policies and regulations for meeting all appropriate requirements.

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)

- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3

Educational Measurement (3 credits)

- 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):

Choose 6 credits from the following:

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 608 - Research Methods for Teacher Leadership 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):

If a student would like to substitute/transfer another course, the course must meet the Chapter 49 Accommodations and Adaptations Standards as covered in SPED 601.

- SPED 601 - Advanced Study of Learning Disabilities 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

The Basic Teaching Track in Secondary Education Teaching -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 semesters.

Admission Requirements

All applicants must have a bachelor's degree with appropriate coursework in history and in other social science content areas with an overall GPA of 2.8 or higher from an accredited institution of higher education.

Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes in educational measurement and developmental psychology (Slippery Rock University's SEFE 270, Educational Measurement and CDEV 248, Human Development satisfy this requirement). Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting 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.

Basic Track Undergraduate Competencies

Students in the basic track who meet admission requirements and have more than three undergraduate competencies will be offered conditional admission. While completing these competencies, students will be registered as post-baccalaureate students.

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: All required sections of the Praxis I and Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. 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.

Pedagogy - 9 Credits

- 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 Credits

- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3

Educational Measurement - 3 Credits

- SEFE 671 - Measurement and Assessment in Schools Credits: 3

Educational Foundations - 3 Credits

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 Credits

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 608 - Research Methods for Teacher Leadership 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

If a student would like to substitute/transfer another course, the course must meet the Chapter 49 Accommodations and Adaptations Standards as covered in SPED 601.

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3

Supervised Student Teaching - 9 Credits

- SEFE 701 - Seminar and Supervised Teaching in the Secondary School Credits: 9

Educational Leadership - Supervisor

Advanced Track

The Advanced Track in Educational Leadership: Single Area Supervisor program is a Master of Education degree for individuals who already possess teacher certification. Issuance of the Single Area Supervisory Certificate requires a minimum of five years of professional school experience in the area for which the certificate is sought. Subsequently, this program can lead to Pennsylvania's Single Area Supervisory Certificate for one of the following: supervisor of mathematics; supervisor of social studies; supervisor of science, or supervisor of communications.

Admission Requirements

To be considered for unconditional admission, 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 submit a copy of their PA teaching certificate and proof of three years teaching experience forwarded to the Office of Graduate Admissions.

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: 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. See the Graduate Catalog for further information.

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

Technology - 3 credits

- SEFE 647 - Technology-Based Inquiry in Middle and Secondary 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 608 - Research Methods for Teacher Leadership 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

Field Experience and Practicum

This program includes 360 hours of field experience and practicum (SPED 754) where candidates demonstrate their ability to perform the major task areas of policy determination, program development, and instructional supervision.

*** This program leads to PDE supervisory certificate**

Special Education

122 Special Education Building
724-738-2614

Chair

Joseph Merhaut

Graduate Coordinator

Robert Isherwood

Secretary

Linda Forrest

Faculty

Rachael Barger-Anderson, Robert Bost, Patrick Grant, Robert Isherwood, Jodi Katsafanas, Michelle McCollin, Joseph Merhaut, Mike Monfore, Becky Badgett

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 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
- SPED 646 - Assessment and Evaluation 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 his/her thesis with the assistance of the thesis committee. Additionally, he/she must provide a successful oral defense of the thesis. The thesis option can replace the practicum course, SPED 648, if the student has an existing special education certification.

- 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 (6 semester hours)

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 the 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. 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 (20 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. Only if they have an existing certification in SPED.

- 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. 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 (20 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. Only if they have an existing SPED certification.

- 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 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 four areas including:

1. General Foundations of Special Education
2. Research
3. Core Courses in Special Education
4. Practicum

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

Autism Endorsement Program - Credits: 12

This program is offered to professional educators in the state of Pennsylvania who are interested in adding the Autism Endorsement offered by the Pennsylvania Department of Education to their professional certification. Slippery Rock University does not provide the endorsement. Upon completion of this PDE approved program, candidates must apply for the endorsement using the Teacher Information Management System available at PDE's website.

Required Courses

- 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

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 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
- SPED 646 - Assessment and Evaluation 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.

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 Education & Development
- Preschool Childhood Center
- University Police
- Housing, Off Campus
- Dining Accommodations
- ID Cards
- Aebersold Recreation Center
- Outdoor Adventures
- Office of Conference Services
- Student Intervention Services
- The Athletic Program
- Robert M. Smith Student Center
- Multicultural Development
- Institute for Community Service Learning, and Nonprofit Leadership
- Health Services
- Counseling Center
- Women's Center
- Computing Facilities
- Writing Center
- Technology Support
- Library
- HOPE
- Protection Connection

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 Education and Development, Office of

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. The Center is the recipient of two grants, the PA Pre-K Counts and CCAMPIS, that provide free or reduced preschool to children based on financial need. The CCAMPIS grant is only available to the children of University enrolled students. 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 "CLEARLY" 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 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. Food 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 The Restaurants at Weisenfluh, developed to offer the campus community and guests an innovative and international dining experience. The four restaurant concepts offer Mediterranean and Pan-Asian cuisine, signature burgers, fusion wraps, and healthier fast-food options. A coffee shop features a variety of pastries, specialty coffee drinks and smoothies. Dine in or purchase food to go. The facility provides lounge and table seating, wireless environment, student gathering spaces, and meeting rooms.

Boozel Dining Hall, located on the lower end of campus, provides a variety of menu options in a restaurant-style atmosphere. Food stations with open kitchens offer made-to-order items along with home-style and international entrees, vegetarian and healthy choice options, deli and grille sandwiches, pizza and pasta, soup/salad, and a variety of desserts and beverages. A food intolerance line provides specialty items for those customers with food allergies/

intolerance's. This all-you-care-to-eat facility also features Boozel Xpress, a take-out option located in the lobby, special events, holiday celebrations and monotony breakers.

Robert M. Smith Student Center, located on lower campus, houses the following food service operations:

- Starbucks- a full-service store featuring breakfast items, pastries, Starbucks full beverage line and merchandise.
- Rocky's- a food court offering pizza/pasta, wraps, chopped salads, hoagies, and grab-n-go items.
- Quaker Steak & Lube- featuring their signature wings, burgers, and appetizers.

T & B Naturally, a coffee shop located in Bailey Library, features organic and fair-trade products, pastries and grab-n-go items. A walk-up window provides quick service for those students hurrying through the quad.

Flatz at Watson Hall, located in the residential village, offers a variety of to-go food items and beverages.

There are a number of meal plan options available to Slippery Rock University students. Students residing in a university-managed 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.

Office of Conference Services

The office of Conference Services, OCS, oversees summer campus and conferences. Additionally, it handles all the academic building reservations for on campus groups as well as external rentals of academic buildings.

Aebersold Recreation Center

The Office of Campus Recreation is responsible for the programming and operation of the Aebersold Student Recreation center (nicknamed the ARC), Intramural Recreational Sports Complex, Ski Lodge, Campground, ARC Outfitter and ropes course. The programs and facility have been designed to promote positive physical, mental and spiritual health.

The ARC is an 82,000 square foot, state of the art recreation facility that includes an aquatic center, 45 foot climbing wall, indoor track, five multipurpose sport courts, Rock Pride Mezzanine (RPM) multipurpose room and a lounge area complete with a computer, vending machines and TV. The ARC's Russell Wright Fitness Center (RWFC) is equipped with cardiovascular, free weight and selectorized equipment as well as a fitness lab.

Campus Recreation offers a variety of lifetime sports and fitness activities that provide exciting opportunities to "Rock'n Recreate." Within each of the program areas there are Perk Programs which are provided free of charge to

SRU students and ARC card holders and Pay to Play Programs requiring a program fee. Program areas consist of:

Aquatics: A variety of Perk and Pay to Play Programs offer education and fun activities. Primary programs offered include swim instructions, aquatic fun nights, aquacise, arthritic stretch and water polo.

Climbing Wall Programs: Introductory and advanced climbing clinics are offered as well as intramural and extramural bouldering competitions.

Cycle Aerobics: Students and ARC Members are invited to bring their bikes to the ARC RPM room where they can enjoy cycling year round. Bikes are hooked up to a cat-eye system and participants follow a videotape for a fun and enjoyable workout at your own pace in a group setting. This is a seasonal program.

Group Exercise: Throughout the academic year, these classes are conducted by nationally certified instructors. Classes include Zumba, Step, Boot Camp and more.

Informal Recreation: Opportunities for pick up games of basketball, volleyball, soccer, deck hockey or badminton as well as lap swimming, running/walking on the indoor track, fitness workouts or scaling the ROCK wall offer unstructured recreation at one's own convenience and leisure.

Intramural Sports: Team, individual and dual Intramural Sport leagues are offered throughout the academic year. Participants organize their own teams and compete for the coveted Intramural Championship Mugs. There are no prerequisites for experience; so all skill levels are encouraged to participate. In addition, intramural sports participation affords a fine opportunity to develop the essential qualities of leadership, cooperation, self-reliance, and sense of fair play and to form warm friendships that will endure throughout the years. Each and every SRU student is invited to participate in as many activities as he/she desires.

Kayak Roll Clinics: Offered throughout the academic year, in the Aquatic Center.

Outdoor Adventures: This program is designed to provide outdoor recreation services and educational experiences to the Slippery Rock University campus and community. The Outdoor Program trips and clinics offer opportunities to increase outdoor recreation skills, leadership development and environmental awareness.

Safety Certifications: Certification programs are offered throughout the year. Earn a certificate for life guarding, CPR, first aid or Water Safety Instruction (WSI) and increase your employment opportunities and earning power!

RWFC Programs: A number of programs aimed at preparing and enhancing participant's use of the fitness center. Included in these offerings are fitness assessments, equipment orientations, personal training, cross training classes, Rock personal training and Wright personal training.

Sport Clubs: These clubs provide opportunities for students with similar interests to participate in various sport and recreational activities. Sport Clubs bridge the gap between intramural and intercollegiate athletics by providing competition at specialized levels, participation in tournaments and opportunities to practice. New clubs can follow the procedure to become a recognized Slippery Rock University organization registering with the Center for Student Leadership, located in the Student Center.

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, 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 17 of the university's varsity teams. The list of competitive, intercollegiate teams for women includes cross country, tennis, volleyball, soccer, and field hockey in the fall; basketball and indoor track in the winter; lacrosse, softball and track & field in the spring. The men's sports include football, soccer, and cross country in the fall; basketball and indoor track in the winter; and baseball 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.

Robert M. Smith Student Center

The mission of the Robert M. Smith Student Center is to serve as a gathering place for the campus community. The services, programs, activities, and opportunities that the Student Center provides are designed to meet the needs of students, faculty, staff, and visitors and foster a sense of community and campus loyalty. Through their involvement with the Student Center, students develop skills in leadership, citizenship, diversity awareness, and professionalism. In addition to various lounges and meeting spaces, the following offices and services are located in the Robert M. Smith Student Center: Student Center Operations, Student Life Administration, Conference Services, Cooperative Activities, PNC Bank, Electronic Technology Center, Starbucks, SGA Bookstore, Rocky's Food Court, Quake Steak & Lube, and the Student Development suite including the Center for Student Involvement & Leadership, Multicultural Development, Women's Center Assistant Vice President for Student Development, Student Government Association, University Program Board, LGBTQ Resource Room, and other student organization offices. For additional information, stop by the Student Center Information Desk or call 724-738-4296.

Multicultural Development

The Office of Multicultural Development serves as the impetus for positive educational and holistic development of students from all cultures. The primary focus of the office is to advocate for and support the academic and social development and retention of underrepresented students. It encourages inclusivity and respect to issues of age, creed, ability, ethnic heritage, gender identity, race, religion, sexual orientation and socioeconomic status.

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 providing quality healthcare and promoting an optimal level of wellness. A cost-effective, comprehensive, and holistic approach to health care is provided in a confidential setting. Health 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). Transportation is provided when needed.

The facility includes an outpatient clinic, nurse observation, a health promotion department with educational resources, and a self care center. The student health fee covers routine care by nurse practitioners and registered nurses, which may include referral to the staff physician, medication, flu vaccine, nurse observation area, 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 724-738-2052.

Medical Visit Verification

Student Health Services (SHS) will issue a Medical Visit Verification form to students who request written documentation of SHS utilization. The verification form is designed to provide the date, time and duration of treatment. It is the student's responsibility to forward the Medical Visit Verification form to their professor/ employer.

Absence policies are determined by the individual professors. It is the student's responsibility to be aware of these and do their part to meet the class requirements. Student Health Services does not have the authority to excuse students from class attendance.

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 Student Health Services 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 Student Health Services as part of the student's record.

HOPE Peer Education Program (Healthy Outreach through Peer Education)

The HOPE program is one health promotion method used by Student Health Services to educate the student body on issues related to student health. Students are trained to provide educational programs for fellow students on issues such as dangerous alcohol consumption, stress management, nutrition, flu illness prevention, safer sex, sexually transmitted infections, and leading a healthy lifestyle. Students interested in becoming a peer educator should contact the Coordinator for Health Promotion at 724- 738- 4206.

Protection Connection

Developed in 1998 in response to student suggestions, the Protection Connection offers a variety of safer sex supplies to the student population. The purpose of this service is to encourage sexually active students to realize the importance of the use of barrier protection to reduce their risk of contracting a sexually transmitted infection. Supplies are available to students at cost. The Protection Connection is staffed by HOPE Peer Educators, trained students who are knowledgeable about sexually transmitted infections and risk reduction. The Protection Connection is located in the

Student Health Center. Hours vary by semester. Students who have questions or are interested in purchasing safer sex supplies can contact the Protection Connection at 724-738-4888.

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 challenges, prioritize challenges, and set realistic goals. 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, and interns are available to meet with students on a confidential basis regarding personal matters in the Student Counseling Center, located in Rhoads Hall. Twenty-four hour emergency services are available by contacting either the McLachlan Student Health Center (ext. 2052) or University Police (ext. 3333).

Student Intervention Services

The goal of Student Intervention Services is to intervene before there is a significant problem. Student Intervention Services coordinates the care and outreach for students of concern. Students of concern have a large continuum and range. Some examples are: behavioral issues (inside and outside the classroom), suicidal ideation or suicide attempts, victims/ survivors of traumatic events, interpersonal violence, sexual abuse, alcohol/drug abuse, cultural/diversity insensitivity, familial/friend death, parasuicidal acts (eating disorders/self mutilation), and escalated student conflicts. Administrators, faculty, staff, classmates, and parents are welcomed and encouraged to refer students to the office directly by calling the office or assisting the student in contacting the office. Please, call the office for any questions or concerns 724-738-2507.

Women's Center

The Women's Center is a resource center serving students, staff, faculty, and members of the surrounding community. Its goal is to enhance the lives of women at SRU. Women's Center staff work collaboratively with other areas on campus to educate the campus community about women's contributions to society and to challenge barriers to gender equity. The Women's Center offers a safe, comfortable environment for women and men to study, talk, or just relax between classes. The Women's Center also serves as a meeting space for student organizations and university committees.

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 ranks as one of the best public or private university libraries in Pennsylvania. The library on-line system allows easy searching of the library's collections from any computer or Smartphone. Holdings include print and electronic books, government documents, more than 57,000 on-line full-text journals, and thousands of audio-visual titles and digital collections.

Bailey Library offers a full range of resources and services supporting classroom instruction and distance education. There are formal and informal study areas for serious scholarship and recreational reading, T&B, a popular café, the library archives and special collections, and 300 public access computers (including 150 laptops for use anywhere in the building on the library wireless network). A new **Technology Learning Center** offers students assistance with any technology problem they encounter doing research, completing assignments, or creating content in any medium.

Collections - With total collections of more than **2 million** items, Bailey Library ranks as one of the larger libraries in western Pennsylvania and in the entire Commonwealth. Print collections include approximately **540,000 books** plus thousands of bound periodicals. As a US government partial depository library, holdings include more than 370,000 U.S. and Pennsylvania state documents. Supplementing the print collections are **57,000 full-text electronic periodical titles, 192,000 e-books**, 1.5 million microforms, over 2,000 audio CDs and 5,000 feature films on DVD. The library subscribes to more than 300 print periodicals and newspapers from around the world. Faculty librarians are available to assist with any kind of reference inquiry, offering Individual consultations, and group instruction. The interlibrary loan and document delivery services provide access to virtually any content not directly available through the library's own collections and databases. Most electronic resources are accessible from anywhere on the University network and from off-campus with appropriate authentication. Bailey Library Is open to all citizens of the Commonwealth.

Bailey Library is a member of the Keystone Library Network, which was developed by the Pennsylvania 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 of the 14 State System university libraries, allowing access to the collections of all 14 libraries, and a core collection of electronic resources available to all students, faculty and staff of the System.

Library hours of operation are posted on the Bailey Library homepage:

<http://www.sru.edu/academics/library/Pages/Home.aspx> and in the library. Contact the Library at 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

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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

Programmatic:

Accreditation Association for Ambulatory Health Care, Inc.

3201 Old Glenview Road, Suite 300
Wilmette, IL 60091
www.aaahc.org

Computing Accreditation Commission of ABET

11 Market Place, Suite 1050
Baltimore, MD 21202
www.abet.org

American Physical Therapy Association

1111 N. Fairfax
Alexandria, VA 22314-1488
www.apta.org

Commission of Accreditation of Allied Health Education Programs

35 E. Wacker Dr., Suite 1970
Chicago, IL 60601-2208
www.caahep.org

Commission on Accreditation of Athletic Training Education (CAATE)

2201 Double Creek Drive Suite 5006
Round Rock, TX 78664
www.caate.net

Council for Accreditation of Counseling and Related Educational Programs

5999 Stevenson Avenue
Alexandria, VA 22304
www.cacrep.org

Council on Social Work Education

1600 Duke St., Suite 300
Alexandria, VA 22314
www.cswe.org

Institute for Safety and Health Management

2004 Hatton Court #101
Columbia, MO 65203
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

National Association of Schools of Art and Design

11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
www.nasad.arts-accredit.org

National Association of Schools of Dance

11250 Roger Bacon #21
Reston, VA 20190
www.nasd.art-accredit.org

National Association of Schools of Music

11250 Roger Bacon #5
Reston, VA 20190
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

National League for Nursing, Inc.

350 Hudson St.
New York, NY 10014
www.nln.org/nlnjournal

National Recreation and Park Association

22377 Belmont Ridge Road
Ashburn, Virginia 20148
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

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

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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 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

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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.rockalumni.rockalumni.rockalumni.com or at 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 Education and Development 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