

# Catalog Home

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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 Pennsylvania's 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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## Absence Policy

Slippery Rock University expects students to attend class. It is the prerogative of the individual instructor to establish requirements for class attendance. Students are responsible for complying with the instructor's requirements. Without permission of an individual instructor, no test or class material will be repeated or rescheduled.

Students who miss class due to short-term illness may request written verification from Student Health Services when the student is confined to their residence 24 hours or longer. Written verification may also be provided when a student is hospitalized if the Health Center is aware of the situation.

Prolonged illness or extraordinary circumstances such as a death in the family, military deployment, or other major life event must be reported to the Office of Associate Provost for Student Success, which notifies the student's instructor(s) of the absence. A student absent for a significant time should consult with his or her advisor before deciding to withdraw or continue.

Notifications generated by the Associate Provost for Student Success do not constitute an excuse. These notices are simply designed to make instructors aware of conflicts impacting a student's attendance. Attendance policies and procedures for making up missed work are at the discretion of each individual faculty member.

## 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.

#### 1. 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.

#### 1. 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 out a conduct referral for the Office of Student Conduct

## 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:**

1. Buying, selling, or trading papers, projects, or other assignments.
2. Using or attempting to use any unauthorized book, notes, or assistance (for example, copying another student's test or homework).
3. Plagiarizing and/or submitting the work of another as your own.
4. Completing class work for another person.
5. Fabricating information or citations.
6. Facilitating dishonest acts of others pertaining to academic work.
7. Possessing unauthorized examinations.
8. Submitting, without instructor permission, work previously used.
9. Tampering with the academic work of another person.
10. Ghost-taking an exam in place of a student or having any person take an exam in your place.
11. Any attempt to falsify an assigned grade on an examination, report, or program or in a grade book, document, or other record.
12. 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.
13. Any attempted, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment or examination (all parties are considered responsible).
14. Forging a faculty member's or administrator's signature on any document.
15. 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.
16. Copying and pasting significant portions of digital media with or without citation.

## Implications of Dishonest Behavior

1. 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.

1. 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.

1. 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

1. Course Instructor

- The instructor has the right to demand academic integrity and authentic authorship in the face-to-face or online classroom.
- The instructor has the responsibility to ensure that SRU's academic integrity standards are followed.
- The instructor is responsible for communicating to students SRU's Academic Integrity Policy and the minimum penalties for dishonesty in the course syllabus.
- The instructor is expected to take steps to minimize the opportunity for students to engage in academic dishonesty.
- The instructor clearly communicates course expectations.
- The instructor who alleges academic dishonesty is responsible for filing out a conduct referral for the Office of Student Conduct.
- The instructor will gather evidence and participate in the resolution of cases that he/she initiates by following set procedures.
- 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.
- The instructor emphasizes to students the importance of honesty and a respect for integrity within the profession.
- 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 conduct hearing.

2.

- 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.
  - 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.
  - The University is responsible for monitoring all violations of this policy in order to ensure the integrity and reputation of a degree from SRU.
  - The University is responsible for communicating this policy to students in any form deemed appropriate.
- 3.
- 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.
  - 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.
  - The student must comply with these standards of integrity as part of the academic community.
  - 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.
  - The student should actively encourage other students to comply with these standards.
  - 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.
  - A student has the right to be notified in writing within five (5) business days of the report of the alleged violation.
  - A student has the right to meet with the faculty member to present his/her own version of the facts.
  - 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.
  - A student always maintains the right to have the allegations heard before the Office of Student Conduct.

#### How Can Academic Integrity be encouraged?

1.
  - Spell out expectations for authentic authorship in the course syllabus and attach SRU's Academic Integrity Policy.
  - Review SRU's academic integrity policy when reviewing the syllabus.
  - Secure all assessment instruments for which a grade will be assigned.
  - Create an environment that encourages the prevention of academic dishonesty.
  - 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.
2. The Student's Role in Academic Integrity
  - Taking responsibility for his/her own actions both positive and negative.
  - 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.
  - Engaging in actions to change behavior that is negative.
  - Changing one's thinking at a deep level leading to positive changes in one's actions.
  - Becoming a positive role model for others by one's actions.

**Presented to Academic Affairs Executive Council, December 7, 2011**

**Presented at Meet and Discuss, April 18, 2012**

**Approved by the Provost, July 27, 2012**

## **Attendance Policy**

The faculty, staff, and other resources of the University are furnished for the education of students who attend the University. A class schedule is provided for students and faculty so that a reasonably orderly arrangement for instruction is facilitated. Class attendance is important for the benefit of students. Traditionally, attendance policies for individual classes have been determined by the instructor and communicated to the class at the first meeting and through the syllabus. The University believes that class attendance, preparation, and participation are integral components of student success. It is unusual for students to be successful in a class without attending, preparing, and participating regularly.

Therefore, the faculty and administration strongly encourage students to attend every class session, to spend at least two hours in review and preparation for each hour in class, and to participate fully in all aspects of the class.

Given that, it is the policy of the University to encourage class attendance, all instructors should organize and conduct their courses with this policy in mind. Students should attend every class for which they are scheduled and should be held responsible for all work covered in the courses taken. In each case, the instructor should decide when the class absence affects a student's scholastic attainment. Students whose absences cause them, in the judgment of the instructor, to become deficient scholastically, may run the risk of receiving a failing grade or receiving a lower grade than the students might have earned had they been in regular attendance.

Instructors should provide, within reason, an opportunity to make up work for students who miss class for curricular and extracurricular activities such as class or club field trips, choir trips, and athletic contests, etc.). However, if the instructor considers such scheduled trips to be hurting a student's scholastic performance, the instructor should discuss the matter with the students, and if need be with the person responsible for the conflicting activity.

If an instructor requires an out-of-class activity that conflicts with a regularly scheduled class, students should discuss this matter with the instructor requiring the out-of-class activity. In these cases the students are to attend the regularly scheduled class and should be given the opportunity by the instructor requiring the out-of-class activity to make up the missed work or to be given an alternate assignment in lieu of the missed out-of-class assignment.

Instructors also should provide, within reason, an opportunity to make up work for students who miss classes for other legitimate but unavoidable reasons. Legitimate, unavoidable reasons are those such as illness, injury, death within the family, other family emergency, military service, or religious observance. When a class, exam, presentation, or assignment will be missed due to an unavoidable absence, the students should contact the instructor as soon as the unavoidable absence is known to discuss ways to make up the work.

An instructor might not consider an unavoidable absence legitimate if the student does not contact the instructor before the evaluative event. Students will be held responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class or evaluative event. Faculty may request documentation related to the absence from the student. Requests for missing class, exams, presentations, or assignments due to reasons that are based on false claims may be considered violations of the policy on Academic Integrity.

## **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 and Student Affairs . See "Procedure for filing grade appeal" in the catalog for additional information.

## Chosen Name Policy

The university recognizes that many members of its community use first names other than their legal names first provided to the university to identify themselves. For some students, a chosen first name may be an important component of their identity.

Therefore, the university has established this policy and procedures that allows students to indicate their chosen first names to the university community even if they have not changed their legal names. While anyone is welcome to use a chosen first name, this option has been developed to respond to the needs of international students, transgender people, gender non-binary, and others who choose the use of a nickname. These may include individuals who prefer to use:

- a middle name or nickname instead of a first name;
- an anglicized name;
- a name to which the individual is in the process of legally changing; or
- a name that better represents the individual's gender identity.

**Chosen first name** – A chosen first name is defined as an alternative to the individual's legal name as designated by the individual in university systems.

**Legal name** – A person's legal name is the name they use for official governmental documents, such as licenses, passports, and tax forms.

A student chosen first name will be used instead of the person's legal name in select university - related systems and documents as listed below. The legal name will be used in all university - related systems and documents related to official university records as listed below.

You may elect to use chosen first names in the following systems and records:

- Student Identification Cards
- Official Student Email Display Name
- Diplomas
- Commencement Programs
- Commencement Cards
- Advising Profile
- Class List (in Banner)

Slippery Rock University is working diligently with our software vendors to promote chosen name in marked areas. Legal names will continue to be used for official university records including, but not limited to the following:

- D2L\*
- Legal Documents and Reports Produced by the University
- Student Account Statement (Bills)
- Financial Aid and Scholarship Documents
- Transcripts
- Enrollment Verifications



- Degree Verifications
- Student Employment Documents
- Paychecks, W2s, and other Payroll documents

\*Denotes in progress for chosen name

**Procedures:**

Individuals seeking approval for chosen name can contact the Office of Academic Records and Registration in person or find the Chosen First Name document from the Academic Records "Forms" link on the web. Upon completion of appropriate paperwork and approval, changes will be made to necessary systems. It may take upwards of four business day for final changes to take place. The individual may revoke the request during the first seventy-two hours.

Please note that students will only be permitted to make one chosen name request during the student's career at SRU.

**Sanctions:**

Chosen first name requests will be denied or revoked when the name is deemed inappropriate

including, but not limited to, avoiding a legal obligation, fraud, obscene language, or

misrepresentation. Appeals of the chosen name request will be made to the Associate Provost for Enrollment Management. Reports of such activity will be handled pursuant to University policies and procedures and applicable law. Depending on the individual and circumstances involved this could include the offices of Human Resources, Office of Student Conduct, Office of Diversity and Equal Opportunity, Office of Student Success, Residence Life Office, University Legal Counsel, and/or appropriate law enforcement agencies.

**Responsibility for Implementation:**

All members of the University Community are responsible for administering this policy.

**Scope of the Policy:**

This policy applies to all University students.

## 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 and may not be used toward the completion of a master's degree.

**600-Level Courses.** Courses numbered 600 and above are for graduate credit only. Undergraduate students requesting special permission to take graduate classes may not count the credit towards the completion of an undergraduate degree.

**Course Changes.** To add or drop a course or withdraw from a course after registration, a student must use either MySRU or file the appropriate drop/add card with the Office of Academic Records and Registration. The card may be

secured from the Office of Academic Records and Registration, the student's academic department or online. Students may not drop their last class on MySRU and should contact the Office of Academic Records & Registration for assistance. After the first 8 days (including weekends / excluding holidays) of fall and spring 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 may 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 (some exceptions apply).

**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 15 semester hours of credit in the fall, spring, or summer terms require authorization from their graduate coordinator. Students may not register for more than 7 credits during the winter session. A full-time graduate assistant must register for at least nine semester hours of graduate credit per semester. No graduate assistant is permitted a tuition waiver for more than 9-12 graduate credits per semester, depending upon the major.

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

## Credit Hour Policy

All courses offered for credit at Slippery Rock University (SRU) toward the completion of a degree and/or certificates are in line with applicable state and federal regulations related to the assignment of credit hours. The following credit hour policy is based on the guidelines set forth by the PASSHE Board of Governors Policies, System Academic and Financial Procedures and Data Collection Definitions: Reference Number, SA-040. PASSHE Policy: Policy 1990-06-A: Academic Degrees, 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs, Policy 1999-01: The Academic Passport and Student Transfer Policy.

This policy will be reviewed every three years to ensure continued relevance and alignment with University goals by the ASA Policy Review Committee.

### Credit Hour Assignment

Slippery Rock University's academic year is divided into Fall and Spring semesters of approximately 15 weeks each. Summer, winter and special accelerated sessions may vary in length. A credit hour at Slippery Rock University reflects the Carnegie unit, what has served as the traditional unit of measure in higher education. One semester credit is equivalent to one hour (50 minutes) of faculty instruction one time per week for 14 weeks (for a total of no less than 700 minutes) along with 120 minutes for the final examination, and a minimum of two hours of student preparation time outside of the classroom each week per credit hour. A typical 3 credit hour course will meet 2,220 minutes.

An equivalent amount of work is required for lectures, laboratory work, internships, practicum, studio work, accelerated, hybrid and online education, and other academic work leading to the award of credit hours. Departments may determine contact time over the minimum requirements as needed to achieve student learning goals and maintain compliance with programmatic accreditation bodies.

The Institution's University Curriculum Committee (UCC) provides a systematic review, evaluation, and change of the curriculum at the university level, in compliance with the APSCUF Collective Bargaining Agreement (CBA). Assignment of credit hours for courses are determined by the faculty and program administrators based on expertise, learning objectives, and programmatic accreditation requirements. UCC is charged with review of all courses and curricula. Reviewed courses are sent to the Office of the Provost and once approved are sent to the Office of Academic Records for inclusion in the course catalogs. Academic Records reviews each schedule course to ensure that credit hours assigned meet the minimum number of minutes required. Discrepancies are brought to the attention of the appropriate Academic Dean/Department for correction or clarification.

#### Credit Hour Assignment by Course Type

**Lecture and Seminar**—courses with multiple students that meet to engage students in various forms of group instruction. These courses are generally awarded 1-3 credit hours and meet for 700 minutes (plus 120 minutes final exam time, for a total of 820 minutes) and 2100 minutes (plus 120 minutes final exam time, for a total of 2220 minutes).

**Laboratory**— 1 credit science labs included in the Liberal Studies requirement meet for a minimum of 75 minutes per week. Within the sciences labs associated with majors meet for a minimum of 110 minutes per week. Departments/programs may set higher standards in accordance with professional organization and accreditation bodies.

**Internship, Practicum, Field Experience, & Student Teaching**—3-12 credits hours with the minimum standard of 40 clock hours per credit hours.

**Studio and Lessons**—Departments may Departments/programs may set standards in accordance with professional organization and accreditation bodies.

- Visual art studio courses award one credit hour for a minimum of one hour and fifty-five minutes of scheduled supervised studio work. A 3 credit studio class would meet for a minimum of 4,620 minutes of class time with a 120 minute final exam/experience for a total of 4,740 minutes during a 15 week semester.
- Music lecture/seminar courses are awarded 3 credits consistent with the above stated minimum of 2,220 minutes per 15 week semester inclusive of the 120 minute final exam/experience.
- Music courses awarding 2 credits meet for a minimum of 1,520 minutes per 15 week semester inclusive of the 120 minute final exam/experience. Music courses awarding 1 credit (ex. Intro to Music Education) meet for a minimum of 1,520 minutes inclusive of the 120 minute final exam/experience. Performing ensembles meet for differing lengths of time, ensembles are awarded one credit meet for a minimum of 1,470 minutes inclusive of the final exam/experience.
- Applied Instruction in Music (lessons) are awarded one credit, and students receive ½ hour weekly instruction per week, for a total of seven individual instructional hours during a 15 week semester. This contact is in addition to the time spent in studio and master classes. Music performance majors

are awarded three credits, and students receive one hour of weekly instruction per week, for a total of 15 individual instruction hours during a 15 week semester.

**Independent Study/Individualized Instruction** – Courses delivered through these methods are required to meet the same credit hour guidelines and learning outcomes as traditional course delivery options.

**Accelerated Courses** – Any courses offered outside of a standard 15 week semester with equivalent learning outcomes and course content must meet an equal minimum amount of instructional and out of class student work to as the examples above within an accelerated time frame.

**Hybrid Courses** – Any courses offered in a blended format with a minimum of 1 on-site face-to-face class sessions and a minimum of one online session, both with direct faculty contact. In all instances, these courses must meet the total amount of instructional and out of class student work as courses offered through traditional delivery methods.

**Online Courses** – Any courses offered exclusively online without any face-to-face meetings. These courses have the same learning outcomes and substantive components with an alternative delivery method. Contact time is satisfied through a variety of online interactions and assignments. In all instances, these courses have learning outcomes that meet the total amount of instructional and out of class student work time as courses offered through traditional delivery methods.

**Out of Class Student Expectations** – For each credit hour earned, students should expect to spend a minimum of 100-150 minutes preparing/studying outside of class.

**Transfer Credits** - Transfer credits are evaluated by university administrators following the guidelines of the Middle States Commission on Higher Education, the Pennsylvania State System Board of Governors and program specific accreditation body requirements. Transfer policies and transfer course equivalencies are detailed on the university web site.

**Instructional Contact Time** – The measure of instructional contact time may be adjusted to reflect different formats of study or length of academic sessions as per the APSCUF CBA. These adjustments are reflective of the intended student learning outcomes and established equivalencies of the semester credit hour set by the institution and reasonably reflect the requirements established by MSCHE.

Credit Hour Definition Guidelines: Slippery Rock's policy also aligns with the following definitions and guidelines from the Commonwealth of Pennsylvania, the US Department of Education, and the Middle States Commission on Higher Education Accreditation.

#### **United States Department of Education (USDE)**

The definition as published in the regulations is as follows:

"Credit Hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

## **Middle States Commission on Higher Education Accreditation (MSCHE)**

The Commission's Requirements of Affiliation stipulate that accredited institutions comply with all Federal, state, and other relevant government policies, regulations, and requirements, which generally include requirements and expectations for degrees. The Commission's accreditation standards, particularly Standards 11 (Educational Offerings) and 14 (Assessment of Student Learning), require evidence of:

- academic study of sufficient content, breadth, and length;
- levels of rigor appropriate to the programs or degrees offered;
- statements of expected student learning outcomes that are consonant with the standards of higher education and of the relevant disciplines;
- direct evidence of student learning; and
- assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes.

### MSCHE Credit Hour Policy

#### **Commonwealth of Pennsylvania, Pennsylvania Code, Title 22, Subpart C, & 31.21**

(a) The curricula must provide the opportunity for the achievement of the stated objectives of the institution, as related to its statement of philosophy and mission, and must be structured in a group of coherent, integrated degree programs.

(b) Degree requirements stated in this section may be stated in terms of semester credit hours or quarter credit hours, as determined by the institution and conforming to generally accepted academic practices. General education, as defined in this section, refers to the curricular inclusion of humanities, arts, communications, social sciences, mathematics, technology and science courses in support of the mission of the institution. A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty. A quarter credit hour represents a unit of curricular material that normally can be taught in a minimum of 10 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.

(1) An associate degree exclusive of a specialized associate degree must require the satisfactory completion of a minimum of 60 semester credit hours, which includes a minimum of 20 semester credit hours of general education, or a minimum of 90 quarter credit hours, which must include a minimum of 30 quarter credit hours of general education.

2) A specialized associate degree must require the satisfactory completion of at least 60 semester credit hours or a minimum of 1,500 clock hours or a Ch. 31 GENERAL PROVISIONS 22 § 31.21 31-13 (366297) No. 464 Jul. 13 a minimum of 90 quarter credit hours. At least 70%, but no more than 80%, of the program must consist of specialized instruction that bears directly upon the employment objectives of the program; and at least 20% of the program must consist of general education.

(3) A baccalaureate degree must require the satisfactory completion of a minimum of 120 semester credit hours or a minimum of 180 quarter credits. Of the total baccalaureate degree program course requirements, at least 40 semester credit hours or 60 quarter credit hours must be in general education and represent a broad spectrum of disciplines in general education.

(4) A first professional degree, except those for the preparation of professional educators, must require the satisfactory completion of a minimum of 60 semester credit hours or 90 quarter credit hours for admission to the degree program and the satisfactory completion of a total minimum of 150 semester credit hours or 225 quarter credit hours for the program. Professional educator preparation programs must comply with Chapter 354 (relating to preparation of professional educators).

(5) A master's degree must require the satisfactory completion of a minimum of 30 semester credit hours or 45 quarter credit hours beyond the baccalaureate level.

(6) The number of semester or quarter credit hours for a degree beyond a first professional or master's degree shall be determined by the faculty and reflect the recommendations of professional associations or National learned societies.

(c) An institution may enter into agreements with other institutions, individuals or other providers of educational services to provide all or part of certain programs on behalf of the institution. A course offered for institutional credit shall be operated directly by or under the control of the institution granting the credit.

(d) To assure academic integrity, an institution shall provide students in a distance education program access to academic and student services, including textbooks, study guides, library and other learning resources, personal interaction with faculty, tutors or other educational personnel by computer, telephone, mail or face-to-face meetings. The institution shall assure integrity of student work and provide opportunity for student assessment. These programs must comply with the regulations that apply to resident-based programs as prescribed in this chapter and Chapters 35, 36, 40 and 42 and conform to generally accepted academic practices for delivery of instruction through distance education.

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## Degree Completion/Residency

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 and Ed.D. residency requirements are determined at the program level.

## Dissertation

Final copies of a student's dissertation must be submitted in photo-ready typed format, using a letter quality printer. Three bound copies of the dissertation are minimal: two for the library and one for the department. Custom frequently dictates two additional copies: one for the dissertation 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 adviser/graduate coordinator for official dissertation style guides. 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.

## Drop, Add, Withdrawal

Open fall and spring full-semester courses may be added on MySRU during the first 8 days (including weekends / excluding holidays) 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 8 days (including weekends / excluding holidays) 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 Registration for assistance. Students may withdraw from fall and spring 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 full semester 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 fall and spring courses meeting fewer than 15 weeks, and all summer and winter courses, 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 eighth day of the fall or spring semesters. After the eighth day of the semester, students taking on-campus courses must use blue withdrawal cards, which require the signature of the professor of the course and the student's adviser.

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 end of each semester/session/term, all final examinations are administered during the time stipulated in the examination schedule in the online Registration Bulletin. 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). Some departments will not consider a "C" as an acceptable grade.

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 and dissertation, or they will be changed to an "F".)

ID- Incomplete (used for dissertation). Does not automatically convert to an "F."

IT- Incomplete (used for thesis). Does not automatically 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.)

UF - Unearned Failure (treated like an "F", but awarded to students who unofficially withdraw/stop attending a class).

UN - Unearned No Credit (treated like an "NC", but awarded)

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 3.0\*. Credits earned with less than a "C" grade cannot be accepted as satisfying any of the requirements for the master's degree\*. Some departments will not consider a "C" as an acceptable grade. 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 adviser 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 whenever the professor requires it, but no longer than within one calendar year, and an incomplete grade for thesis (IT) and dissertation (ID) 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". Grades of "IT" for thesis and ID for dissertation will remain an "IT" or "ID" 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 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
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 Registration, 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 Registration, Room 107, Old Main... (724) 738-2010(724) 738-2010 or [academic.records@sru.edu](mailto: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 grade point average for all graduate courses attempted at Slippery Rock University is less than 3.0. A student whose academic standing is unsatisfactory (less than 3.0) for two successive terms of registration (summers and winters are included as "terms"), shall be suspended by their academic dean. A suspended student may petition their academic dean for readmission. A first suspension is typically for one semester. A second suspension is typically for two semesters and third suspension is a permanent dismissal.

# 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 Director of Academic Records and Registration, 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 Registration, Room 107, Old Main. Questions concerning FERPA should be referred to the Director of Academic Records and Registration.

## Registration Procedures

Any student who does not register for three consecutive regular semesters will become inactive. The student will require readmission to continue working on a graduate degree. During the inactive period, the 6 year 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 during their entire graduate enrollment. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the student's CGPA calculation.

## Senior Citizens

# Statute of Limitations

All requirements for the master's and doctorate degrees 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 Identity Verification in Distance Learning Policy

## Slippery Rock University

### Policy 2.5 Student Identity Verification in Distance Learning

#### POLICY STATEMENT

This policy applies to all credit-bearing distance education courses or programs offered by the Slippery Rock University, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study. The purpose of this policy is to ensure that Slippery Rock University operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

The HEOA requires that institutions offering distance education or correspondence courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

**For this purpose, Slippery Rock University requires all students to use their official University ID and password for purposes of identity verification for distance learning.**

#### PROCEDURES

1. The SRUID system is a University authentication and security measure to ensure that accounts are managed more securely across University campuses. All students at Slippery Rock University are provided a SRUID for secure access to University systems, including for distance learning upon depositing to campus. New students set up their account and are directed to use the password management to store a four digit pin and two security questions to be used in the event that students need to change their password or reclaim their SRUID. In the event this has not been done, students can contact the Help Desk and verify their identification through a variety of questions with full-time staff.
1. Students are responsible for providing their complete and true identity information in any identification verification process. It is against University policy for a user to give someone his or her password or to allow others to use his or her account.
1. Slippery Rock University's learning management system integrates with University authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of the University's learning management system are responsible for maintaining the security of IDs and

passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

1. In addition, the University's Student Information System provides instructors access to class rosters that includes student photos associated with their name and account. The learning management system also provides student photos associated with their account, and if set up by the student, is visible in areas of the course including the discussion. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.
1. At this time there are no additional student fees associated with student verification. Slippery Rock University is currently experimenting with a video tool used for identification/integrity purposes. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.
1. Slippery Rock University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA and student record access can be found at:

<http://www.sru.edu/academics/academic-services/academic-records/policies-regulations-and-catalogs>

## **SANCTIONS**

Students who violate this policy are subject to disciplinary action through the Student Code of Conduct Policy

## **RESPONSIBILITY FOR IMPLEMENTATION**

The Office of Academic Affairs is responsible for ensuring compliance with this policy and that deans, department chairs, and program coordinators are informed of any changes in the policy in a timely fashion. The Office of Academic Affairs is also responsible for ensuring that university-level processes remain in compliance with this policy.

## **SCOPE OF POLICY COVERAGE**

This policy applies to all students taking distance education courses.

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### **Authority for creation and revision**

Reviewed by: ASA Academic Policy Committee, 1.30.16

Approved by: Provost Philip Way, 2.25.16

# **Student Responsibility**

Graduate students are expected to know the requirements for their degree program. While academic advisers 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 adviser/graduate coordinator for official thesis style guides. Approval 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 Registration. There is no fee for "regularly processed" transcripts, whether mailed, faxed or emailed on the student's 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 SRU undergraduate or graduate record sent. Transcripts will not be processed for students who have any form of outstanding obligation to the university.

## Transfer Credit Policy

Graduate students requesting graduate transfer credit must complete the Graduate Student Transfer Credit Form (<http://www.sru.edu/Documents/admissions/graduate/Graduate-Student-Transfer-Credit-Form.pdf?1465079078816>) and submit to the Graduate Admissions Office with official graduate transcripts. Acceptance or denial of transfer credit is not determined exclusively on the basis of the accreditation of the sending institution or the delivery method of the course(s), although national or regional accreditation is expected of the transfer institution.

A maximum of one-third or 12 semester graduate credit (course) hours (whichever is met first) of the of the program's required total credit hours may be transferred to 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 graduate 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 if taken after a student has been admitted to a graduate program at Slippery Rock University.

Appeals of transfer credit evaluation must be made in writing to the Graduate Coordinator for review by the Graduate Coordinator and the Director of Graduate Admissions.

The Graduate Transfer of Credit Policy is reviewed annually by the Graduate Council.

# Veteran Students - Higher Education Course Scheduling Preference

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference course scheduling. Non-compliance may be reported to the Pennsylvania Department of Education by submitting the Higher Education Complaint form found at: [www.education/state.pa.us](http://www.education/state.pa.us)

In accordance with the Pennsylvania "Higher Education Course Scheduling Preference for Veteran Student Act", Slippery Rock University has broadened the definition of "veteran student" to include the following groups of students:

1. Any student who "has served in the U.S. Armed Forces, including a reserve component and National Guard, and was discharged or released from such service under conditions other than dishonorable".
2. Any student currently serving in any branch of the U.S. Armed Forces, including a reserve component and National Guard.

Veterans receiving "course scheduling preference" will be assigned the first registration date and time within their respective class level... graduate, post-baccalaureate and undergraduate.

Students, who identify themselves as Veterans, as defined above, are notified of priority registration dates and times in the MySRU portal. For consideration of transfer credit for military education and occupational training, Veterans should submit a Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript to the Transfer Admissions Office. A copy of the DD214 should be submitted to the Veterans Certifying Official.

Students with questions concerning course scheduling preference for veterans may contact any of the following individuals:

Ms. Corinne Gibson - Director of Inclusive Excellence, [Corinne.Gibson@sru.edu](mailto:Corinne.Gibson@sru.edu), 724-738-2700

Mr. Constance Edwards - Director of Academic Records and Registration, [Constance.Edwards@sru.edu](mailto:Constance.Edwards@sru.edu), 724-738-2010

Mr. George McDowell, Veterans Services Coordinator, [George.McDowell@sru.edu](mailto:George.McDowell@sru.edu), 724-738-2184

## 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

### **ATTR 601 - Foundations in Athletic Training**

This course is designed to address the historical development of Athletic Training and the scope of professional practice. Students will develop theoretical knowledge and understanding of the Athletic Training domains of practice.

#### **Prerequisites & Notes**

Admission in the Master of Science in Athletic Training program

Credits: 3

### **ATTR 602 - Athletic Training Techniques**

This course is designed to integrate foundational knowledge and abilities with the practical application of basic psychomotor skills specific to prevention, management and therapeutic interventions of injury and illness within a physically active population. This course will provide introductory knowledge and application related to the indications, contraindications and methods of therapeutic intervention. Laboratory included.

#### **Prerequisites & Notes**

Admission into the Master of Science in Athletic Training program

Credits: 3

### **ATTR 603 - Research in Athletic Training**

This course is designed to provide opportunities for students to examine research in athletic training and other research pertaining to health care. Students will learn how to critically evaluate medical literature, perform literature searches, read, interpret, appraise and apply best current research to implement evidence-based practice.

#### **Prerequisites & Notes**

ATTR 601 with a grade of C or better; and

ATTR 602 with a grade of C or better

Credits: 3

### **ATTR 604 - Clinically-Oriented Anatomy in Athletic Training**

This course is designed to allow students to examine the fundamental principles of human anatomy with prosected human cadavers and analyze the relationship between form, function and pathology. Laboratory included.

**Prerequisites & Notes**

ATTR 601 with a grade of C or better; and  
ATTR 602 with a grade of C or better

Credits: 3

**ATTR 605 - Lower Extremity Pathology and Intervention in Athletic Training**

This course is designed to integrate cognitive and psychomotor knowledge, skills and abilities, specific to competent diagnosis and management of various injuries, conditions and pathologies incurred to the lower extremity. Laboratory included.

**Prerequisites & Notes**

ATTR 601 with a grade of C or better; and  
ATTR 602 with a grade of C or better

Credits: 6

**ATTR 606 - Upper Extremity Pathology and Intervention in Athletic Training**

This course is designed to integrate cognitive and psychomotor knowledge, skills and abilities, specific to competent diagnosis and management of various injuries, conditions and pathologies incurred to the upper extremity. Laboratory included.

**Prerequisites & Notes**

ATTR 605 with a grade of C or better

Credits: 6

**ATTR 607 - General Medicine and Pharmacology Concepts in Athletic Training**

This course is designed to integrate cognitive knowledge and abilities with the practical application of psychomotor skills specific to the assessment and management of general medical conditions. This course will also provide foundational knowledge and application related to pharmacology. Laboratory included.

**Prerequisites & Notes**

ATTR 604 with a grade of C or better

Credits: 3

**ATTR 608 - Clinical Kinesiology in Athletic Training**

This course is designed to integrate cognitive and psychomotor knowledge, skills and abilities, specific to human movement and pathology from biomechanical, neuromuscular and anatomical perspectives with emphasis on developing an understanding of prevention and rehabilitation techniques, their capabilities and limitations. This course includes study of neurological, physiological and mechanical factors affecting force generation and biomechanical interactions with external loads applied to a human body during physical activities. Laboratory included.

**Prerequisites & Notes**

ATTR 604 with a grade of C or better

Credits: 3

## **ATTR 610 - Athletic Training Clinical Experiences I**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge, skills and abilities in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current National Athletic Trainers' Association Education Competencies designated at Level I - Novice in the learning over time model.

### **Prerequisites & Notes**

ATTR 601 with a grade of C or better; and  
ATTR 602 with a grade of C or better

Credits: 3

## **ATTR 620 - Athletic Training Clinical Experiences II**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge, skills and abilities in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current National Athletic Trainers' Association Education Competencies designated at Level II - Competent in the learning over time model.

### **Prerequisites & Notes**

ATTR 610 with a grade of C or better

Credits: 3

## **ATTR 630 - Athletic Training Clinical Experiences III**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge, skills and abilities in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current National Athletic Trainers' Association Education Competencies designated at Level III - Proficient in the learning over time model.

### **Prerequisites & Notes**

ATTR 620 with a grade of C or better

Credits: 3

## **ATTR 701 - Head and Spine Pathology and Intervention in Athletic Training**

This course is designed to integrate cognitive and psychomotor knowledge, skills and abilities, specific to competent diagnosis and management of various injuries, conditions and pathologies incurred to the head and spine. Laboratory included.

### **Prerequisites & Notes**

ATTR 606 with a grade of C or better

Credits: 3

## **ATTR 702 - Diverse Interventions in Athletic Training**

This course is designed to integrate cognitive and psychomotor knowledge, skills and abilities, specific to competent diagnosis and management of various injuries, conditions and pathologies incurred to the head and spine. Laboratory included.

**Prerequisites & Notes**

ATTR 607 with a grade of C or better

Credits: 3

**ATTR 710 - Advanced Athletic Training Clinical Residency I**

This course is designed to immerse students in the professional practice of athletic training in varying intensive clinical settings under the direct supervision of a program approved clinical preceptor. Emphasis is placed on demonstrating mastery of previously learned content.

**Prerequisites & Notes**

ATTR 630 with a grade of C or better

Credits: 6

**ATTR 711 - Professional Development of the Athletic Trainer**

This course is designed to study topics relevant to management, organization, administration and professional development of the athletic trainer specific to employment and practice within the healthcare system.

**Prerequisites & Notes**

ATTR 701 with a grade of C or better; and

ATTR 702 with a grade of C or better

Credits: 3

**ATTR 712 - Synthesis of Athletic Training**

This course will serve as a capstone course that allows the student to synthesize, analyze and apply theoretical content to achieve comprehensive, higher order clinical reasoning in the practice of athletic training.

**Prerequisites & Notes**

ATTR 701 with a grade of C or better; and

ATTR 702 with a grade of C or better

Credits: 3

**ATTR 720 - Advanced Athletic Training Clinical Residency II**

This courses is designed to immerse students in the professional practice of athletic training in varying intensive clinical settings under the direct supervision of a program approved clinical preceptor. Emphasis is placed on demonstrating mastery of all learned content.

**Prerequisites & Notes**

ATTR 710 with a grade of C or better

Credits: 6

## **CDEV 531 - Teaching Through Distance Education in Higher Education**

This course concentrates on students within higher education and how to best teach them as they progress through developmental learning paths while teaching them in online formats. It will focus on not only teaching and learning theories, but also on higher education student characteristics and course development and assessment strategies that are appropriate for online learning environments.

### **Prerequisites & Notes**

PE 302 or 502 with a grade of C or better

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 and College Counseling**

An introduction and overview of student affairs educators' work, including but not limited to history, philosophy, values, ethical standards, professional organizations and other central knowledge bases for the field. The course will also provide an introduction and overview of college and university functions, roles and settings and central knowledge bases for student affairs educators.

Credits: 3

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

A study of trends in the world of work, including the relationship between career development and other important life roles and factors. Theories of career development and related counseling theories, sources and uses of career

information, methods of career assessment and counseling and approaches to career education are covered. Emphasis is placed upon developing skills for assisting individuals and groups - elementary school through adulthood - in career development and planning.

**Prerequisites & Notes**

Co-requisite: CDEV 627

Credits: 2

**CDEV 607 - Models of Adaptive Behavior**

Developmental, systemic and constructivist models of problem formation are linked to medical/neurobiological explanations of how people adapt to environmental and community demands. The influences of family, social, community and cultural systems are included in case conceptualization and treatment planning. Diagnostic procedures and differential diagnosis are taught within the current classification (DSM) system with emphasis on use, misuse and legal/ethical implications. Case conceptualization is taught according to current professional research on counseling and developmental theories. Research that explores the effects of biopsychosocial and multicultural influences on the emergence and/or maintenance of abnormal functioning is also reviewed.

Credits: 3

**CDEV 608 - Ethical and Legal Issues in Student Affairs**

An examination of ethical and legal considerations relevant to student affairs professionals and college counselors working in a higher education context. The course focuses on understanding and applying ethical principles and professional standards, as well as the law and legal precedent to complex situations and decisions. The relationships and distinctions between professional ethics and legal requirements also explored.

Credits: 3

**CDEV 610 - Lifespan Development**

The study of human development and developmental processes across the lifespan with particular emphasis on developmental theories, research and applications that have relevance to counseling and student affairs.

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 awareness of the group



experience via participation as a member in a small growth group.

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 - Helping Relationships**

This course focuses on the process, development and acquisition of those basic counseling skills including but not limited to attending, active listening and inquiring. It is recommended that this course be taken in the beginning of the student's program of study. Requirements include role-play and videotaped practice/presentation of counseling skills.

Credits: 3

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

This course provides a basic overview and professional orientation covering the basic tenets of the counseling profession. It addresses the history and philosophy of counseling. Professional roles, functions, responsibilities and legal/ethical issues are explored across a variety of counseling disciplines including Clinical Mental Health Counseling and School Counseling. Related professional organizations are addressed including the philosophy, mission, accreditation and ethical standards of these organizations. Differing work settings for counselors, the personal qualities, skills and aptitudes of an effective counselor, and the credentialing processes including certification and licensure are explored.

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 cover a representative sampling of counseling models and techniques commonly used with adults. the theoretical, where appropriate evidence 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 present. An emphasis is placed on preparing students to begin fieldwork through closely supervised practice.

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, constructivist and medical (DSM) 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

Credits: 3

### **CDEV 619 - Foundations of Adulthood**

This course provides a theoretical foundation for working with adults. 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. the course is grounded in a constructive developmental and social constructionsist epistemology.

#### **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 provide master's level students in Clinical Mental Health Counseling and Student Affairs and College counseling programs with an understanding of the cultural context of relationships, issues and trends in a multicultural society. Students will 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 developmental frameworks which assist with individual, family and group work, program evaluation, advocacy and consultation.

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 environments, cultures and student cultures on higher education. Emphasis is placed on the origins and assumptions of U.S. higher education, 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 the student with an overview of the process of aging, theoretical perspectives and challenges and opportunities experienced both internally and externally by older adults in a multicultural society. The influences of family, social, community and governmental systems are included in understanding the complexities of the aging process. A wellness orientation is emphasized to enhance the well-being of older persons within the therapeutic counseling relationship.

Credits: 3

### **CDEV 625 - Assessment in Student Affairs**

This course introduces the student to purposes, principles and fundamentals of assessment in student affairs administration within the context of higher education for decision making and institutional improvement.

#### **Prerequisites & Notes**

None

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 treatment and the recovery process.

Credits: 3

### **CDEV 627 - Practicum in Group Leadership**

Supervised fieldwork intended to engage students in supervised group and psychoeducational experiences across a variety of counseling and/or student affair professional activities in an approved college counseling setting. Application of group and skills in a college setting is a central focus. Students meet weekly (2.5 hours per week) over 5 weeks for supervision with their university supervisor. Live observation of sessions is required. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required.

**Prerequisites & Notes**

Co-requisite: CDEV 603

Prerequisite: CDEV 612 with a grade of C or better

Credits: 1

**CDEV 628 - Ethics in Counseling**

This course will explore ethical philosophy, principles and professional standards as they relate to working in the field of professional counseling. A case study approach will be utilized to help students reflect upon, discuss and conceptualize how ethical issues and considerations affect the work helping professionals engage in with clients. A central goal of the course is to assist students in the process of constructing their own coherent ethical guidelines as informed by relevant ethical philosophy and principles, and consistent with accepted standards and ethical codes of the counseling profession.

**Prerequisites & Notes**

None

Credits: 3

**CDEV 629 - Helping Relationships in Music Therapy**

This course focuses on the process, development, and acquisition of basic helping skills used in the practice of music therapy including but not limited to attending, active listening and inquiring. Attention will be paid to how these skills are used in conjunction with advanced skills unique to music therapy and contribute to the change process in music therapy theory and clinical practice. Requirements include role-play and videotaped practice/presentation of counseling skills.

**Prerequisites & Notes**

None

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 aimed at those interested in better understanding college students' developmental processes, particularly those interested in student affairs and college counseling practice. A central focus is on exploring how campus environments might be designed and student services delivered to help facilitate learning and development.

**Prerequisites & Notes**

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 aimed at those interested in better understanding college students' developmental processes, particularly those interested in student affairs and college counseling practice. A central focus is on exploring how campus environments might be designed and student services delivered to help facilitate learning and development.

**Prerequisites & Notes**

CDEV 631

Credits: 3

**CDEV 633 - Career and Lifestyle Development for Music Therapy**

A study of career counseling theories, interventions, and developmental models relevant to the practice of Music Therapy. Emphasis is placed on developing skills to help clients identify and discover meaningful career paths with a focus on holistic intrapersonal development through music. Group and individual approaches to career counseling and planning from elementary school through adulthood will be covered in this course.

**Prerequisites & Notes**

None

Credits: 3

**CDEV 634 - Counseling the Aging**

This course is designed to enhance student knowledge of unique considerations in counseling older adults and demonstration of the principles, strategies and competencies in working with this population. Counselor attributes which facilitate the therapeutic encounter will be explored. Demonstration of case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders is emphasized. Evidence-based practices and current research is also applied within the practice of clinical mental health counseling.

**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 addiction via supervised experiential learning. Special attention is given to implementation of multicultural competencies to the addiction counseling process, interviewing skills, counselor characteristics/self-awareness and evidence based treatment approaches.

**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 & Leadership in Higher Education**

This course is centered on the study of human behavior and focuses on understanding how people and groups in higher education function, behave, react and make meaning of events. The course provides grounding in theory that explains how higher education systems and structures shape behavior. It provides a foundation for understanding how individuals, teams, organizations function and how leadership lenses shape behavior.

Credits: 3

### **CDEV 670 - Counseling Theory**

This course provides an overview of current theories commonly used in counseling and consultation. The emphasis is on understanding and utilizing theory as a framework for the construction of further knowledge and practice. Students are provided a foundation for consultation, case conceptualization and treatment planning.

Credits: 3

### **CDEV 680 - Assessment in Counseling**

This course is a study of the basic principles of assessment in counseling and education. Students will learn various forms of formal and informal assessment methods. Individual and comprehensive trends in academic, behavioral, socio-emotional and career development and performance are covered, as well as designing and assessing outcomes of interventions.

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. Current research on youth counseling theories includes play therapy, choice theory/reality therapy, brief solution-focused theory, cognitive behavioral theory and models of parent training. Case conceptualization and treatment planning is framed within ecological and family systems, developmental theory, post-modern theory and medical model (current DSM).

#### **Prerequisites & Notes**

CDEV 670 and CDEV 614 and CDEV 610

Credits: 3

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

Counseling theories and techniques are studied as applied to individual and group counseling of school-age youth. Applications extend to program development, assessment and consultation with teachers, school systems, parents and family systems. A developmental perspective and the use of the American School Counseling Association (ASCA) National Model are incorporated throughout the entire course.

### **Prerequisites & Notes**

CDEV 670 and CDEV 614 and CDEV 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 - Introduction to Research**

Students will become critical consumers of research and will be familiar with issues related to conducting research within counseling and student affairs. Students will learn about qualitative and quantitative research assumptions, methods and design considerations. Students will also learn about ethical research practices.

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 - Clinical Mental Health Counseling Practicum**

Counseling and consulting in the field under supervision. Although individual counseling is emphasized, there are opportunities for group counseling, agency collaboration, development of awareness of community client resources and application of multicultural sensitivities to clients, their significant others and community stake holders in terms of treatment planning and advocacy. Students are required to have all appropriate clearances and proof of professional liability insurance for counselor-in-training, attend weekly group and individual supervision with program faculty and weekly on site supervision provided by approved clinical supervisor.

**Prerequisites & Notes**

None

Credits: 3

**CDEV 703 - Practicum in Counselor Supervision**

A variety of supervision models and theories related to clinical mental health counseling will be explored, including the methods, models and principles of clinical supervision. Students are expected to apply their knowledge of supervision through supervising emerging counselors.

**Prerequisites & Notes**

CDEV 701 with a grade of C or better

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 ten weeks of the semester. This course also focuses on the development of a case study derived from the student's fieldwork experience. Approval by Program Coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of professional activities is required. Proof of liability insurance is required.

**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 706 - Student Affairs Practicum 2**

Advanced 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 supervisor, and receive group supervision with their university supervisor. Student Affairs Practicum 2 will meet for the last five weeks of the semester. This course also focuses on the development of a case study derived from the student's fieldwork experience. Approval by Program coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of professional activities is required. Proof of liability insurance is required.

#### **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 707 - College Counseling Practicum 1**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling 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. College Counseling Practicum 1 will meet for the first ten weeks of the semester. Approval by Program Coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of sessions is required. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required.

#### **Prerequisites & Notes**

None

Credits: 2

### **CDEV 708 - College Counseling Practicum 2**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling 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. College Counseling Practicum 2 will meet for the last five weeks of the semester. This course also focuses on the development of a case study derived from the student's fieldwork experience. Approval by Program Coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of sessions is required.

#### **Prerequisites & Notes**

None

Credits: 1

### **CDEV 750 - School Based 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 school setting. Requirements: All appropriate clearances and proof of professional liability insurance for counselor-in-training, weekly group supervision with program faculty and weekly on-site supervision provided by approved clinical supervisor.

#### **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 to 6

### **CDEV 751 - Internship in Clinical Mental Health Counseling**

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: All appropriate clearances and proof of professional liability insurance for counselor-in-training, weekly group supervision with program faculty and weekly on site supervision provided by approved clinical supervisor.

Credits: 3 to 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**

Advanced 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 supervisor, and receive group supervision with their university supervisor. This course also focuses on the development of a case study analysis derived from the student's fieldwork experience. This case study analysis will provide the basis for the student's required culminating activity to be conducted during this internship. Requires the approval of Program Coordinator. Proof of liability insurance is required.

#### **Prerequisites & Notes**

Prerequisites: CDEV 705

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

Credits: 3

## **CDEV 756 - College Counseling Internship**

Advanced supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site supervisor, and receive group supervision with their university supervisor. This course also focuses on the development of a case study derived from the student's fieldwork experience. This case study and analysis will provide the basis for the student's required culminating activity to be conducted early in the semester of this internship. Requires the approval of Program Coordinator. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required.

### **Prerequisites & Notes**

CDEV 708

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 617 - Intercultural Communication**

This course is designed to create a greater understanding of communication patterns and breakdowns that occur as members of one cultural group interact with those of another cultural group. This course will also cultivate an increased awareness of particular skills and knowledge that can foster more effective intercultural communication.

### **Prerequisites & Notes**

None

Credits: 3

## **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 602 - Introduction to Health Informatics**

This course is an introduction to the healthcare system and the role of health informatics. It examines clinical, research and administrative applications of information technology applications used by healthcare professionals.

Credits: 3

### **CPSC 605 - Data Mining and Data Analysis**

This course provides a survey of data analysis and data mining techniques for finding patterns in data. It will emphasize, using data models, data gathering and storage, selection and preparing of data, model building and testing and interpreting and validating results.

If the student takes CPSC 405 for the undergraduate program, he/she can take CPSC 605 for additional credits.

Credits: 3

### **CPSC 606 - Data Visualization**

This course provides a survey of techniques for visualizing patterns in data. The course will emphasize modern and traditional methods for data visualization, including interactive visualization for data sets too large to display statically.

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

### **CPSC 620 - Healthcare Ethics, Law, Privacy and Information Assurance**

This course explores the protection of information resources within an organization. Topics include information security practices and policies, the relationship between information privacy and security within an IT department, information security planning, and the assessment and management of information assurance.

Credits: 3

### **CPSC 623 - Database Systems, Modeling and Security**

The course covers the fundamental concepts related to the design, use and implementation of relational database systems, with emphasis on creation of data models based on the entity relationship data model. In addition, students will receive in-depth training of the languages and facilities provided by database management systems with query languages, specifically SQL. Additional topics include a survey of techniques related to database recovery, database security, database management in various environments, and distributed databases.

Credits: 3

### **CPSC 680 - Topics in Computer Science: Machine Learning**

A survey of machine learning topics including heuristic programming, search techniques, knowledge representation, expert systems, fuzzy logic, neural networks, evolutionary algorithms and swarm intelligence.

If the student takes CPSC 480 for undergraduate credit, he/she can take CPSC 680 for additional credits.

**Prerequisites & Notes**

A survey of machine learning topics including heuristic programming, search techniques, knowledge representation, expert systems, fuzzy logic, neural networks, evolutionary algorithms and swarm intelligence.

Credits: 3

**CPSC 685 - Big Data Analytics**

This is a project driven course designed to provide techniques for acquiring, managing and analyzing massive unstructured data. Consideration will be given to both batch mode processing and real time analytics. Specific topics include the MapReduce parallel computing paradigm, distributed file systems, the Hadoop Ecosystem and its components such as Pig, Hive, HBase, Oozie, Yarn and Mahout, NoSQL databases, cloud computing, techniques for clustering and visualizing big data, Web analytics, machine learning in a big data setting and data security issues. Applications in business, engineering, health care and social networks will also be covered.

**Prerequisites & Notes**

CPSC 605 with a minimum grade of C

Credits: 3

**CPSC 688 - Software Engineering and Project Management**

Software Engineering and Project Management deals with Software Development Life-Cycle Methodologies. SDLC methodologies consist of gathering requirements on implementation, testing, documentation, deployment and maintenance of software. The software development life cycle (SDLC) is a framework defining tasks performed at each step in the software development process. SDLC is a structure followed by a development team within the software organization. It consists of a detailed plan describing how to develop, maintain and replace specific software. The life cycle defines a methodology for improving the quality of software and the overall development process.

Credits: 3

**CPSC 720 - Health Informatics Capstone**

This is a capstone course that requires students to complete a health informatics project. The project must be approved by MSHI faculty by no later than the end of first week of the start of the course. Students will be invited to propose their own projects or create one in collaboration with MSHI faculty.

Credits: 3

**CPSC 750 - Internship**

This course offers an individually designed health informatics experiential learning opportunity within a cooperating enterprise. The experience provides an opportunity to integrate, apply and expand upon the skills acquired in health informatics coursework. Learning objectives, specific activities, and an anticipated timeline must be approved by the professional supervisor and faculty supervisor prior to registering for the course.

Credits: 3-9

**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 602 - Forensic Behavior: Crime and the Individual**

This course explores aspects of mental illness, cognitions, psychopathology, mental disorders and other psychological aspects of criminal behavior and their reaction to theories of crime. This is a cross-listed course that will fulfill either graduate or undergraduate credit.

Credits: 3

### **CRIM 605 - White Collar Crime**

This course explores the complex issues surrounding white collar crime. In terms of white collar crime, the topics addressed may include: the complexities of defining it, theoretical explanations for it, the economical, physical and social costs that result from these types of crimes, and the issues the criminal justice system faces in trying to control it.

#### **Prerequisites & Notes**

None

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 - Critical Issues in Corrections**

This course explores the history and philosophical underpinnings of corrections and its role in the American criminal justice system. Further, it examines the implementation of legal sanctions in institutional and community corrections and how political, social, and economic issues have impacted correctional operations. The course also delves into comparative perspectives as well as current research and issues in corrections. Old and new master course outlines (only for changes in course content).

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 628 - Transnational Crime and Justice**

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. This course explores the roots and operations of organized crime and how globalization has facilitated the emergence of transnational organized crime in the U.S. and in various regions throughout the world. Particular emphasis is given to issues of drug trafficking, illegal arms trade, money laundering, human trafficking and sex trafficking. This course also examines the current strategies for the containment and control of such activities.

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 641 - Terrorism Law & National Security**

This course will explore the complex issues surrounding terrorism. In terms of terrorism, the topics addressed may include: complexities of defining it, types of terrorists, causes of terrorism, methods used to achieve their goals, environments, funding and support, structure and counterterrorist measures and the issues the criminal justice system faces in trying to prevent, detect and investigate it.

#### **Prerequisites & Notes**

None

Credits: 3

### **CRIM 651 - Fraud**

Approximately 5% of U.S. organizations annual revenues are lost to fraud each year. This course explores the historical and social problems created by fraud, the ethical and legal issues fraud presents to organizations and our economy; and the principles of fraud detection, examination, and prevention organizations employ to combat fraud in order to minimize both economic losses and a loss of jobs.



**Prerequisites & Notes**

None

Credits: 3

**CRIM 652 - Law & Ethics in the Workplace**

This course explores the historical, legal, ethical and practical implications of legal rights of workers in organizational relationships. This course will provide the historical evolution of protective legislation for workers and the continual refinement of common law to workers' rights. Ethical issues not addressed by the law will be explored as well as the importance of diversity in order to provide maximum growth for society and all individuals.

**Prerequisites & Notes**

None

Credits: 3

**CRIM 655 - Fundamentals of Terrorism**

This course will explore the complex issues surrounding terrorism. In terms of terrorism, the topics addressed may include: complexities of defining it, types of terrorists, causes of terrorism, methods used to achieve their goals, environments, funding and support, structure and counterterrorist measures and the issues the criminal justice system faces in trying to prevent, detect and investigate it.

**Prerequisites & Notes**

None

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 613 - Families and Communities as Advocates and Partners in Early Childhood Programs**

This course examines research and practice as related to multiple facets of family, school and community functioning and engagement in early childhood education. An awareness of strategies in developing positive and supportive relationships with families of young children, including the legal and philosophical basis for family participation; community-centered services; and strategies for working with socially, culturally and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed. Furthermore, this course will seek to explore the roles professionals who desire to gain advanced knowledge and leadership skills as child advocates and professional educators.

**Prerequisites & Notes**

None

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 616 - Advanced Child Development: Birth through Grade 4**

Advanced Child Development: Birth through Grade 4 will provide an advanced overview of key aspects of child development (physical intellectual, emotional and social) from theories and research that span conception to the early school years (birth to age 9). Important contexts that shape children's development will also be a major focus of this course, such as family, school, community, socioeconomic and policy influences.

**Prerequisites & Notes**

None

Credits: 3

**ELEC 617 - Historical Contexts and Current Issues & Trends in the Education of Young Children**

Historical Contexts and Current Issues & Trends in the Education of Young Children is designed to explore the field of early childhood education, placing emphasis on historical and contemporary perspectives and theories, as well as current trends and developments. Candidates will be expected to analyze a variety of early childhood environments and educational contexts for children (birth through nine years of age), in light of their personal interest and

background knowledge. Candidates will be exposed to a variety of early childhood settings and philosophies via recorded observations of children and classrooms.

**Prerequisites & Notes**

None

Credits: 3

**ELEC 618 - Using Technology Within Early Childhood Education**

This course will acquaint candidates with the appropriate types and uses of technology in an early childhood classroom. Specific technologies will be explored with connections to early childhood development, curriculum and assessment. Cultural, legal and ethical issues will be included. Family and community connections will also be examined.

**Prerequisites & Notes**

None

Credits: 3

**ELEC 619 - Planning, Management, & Leadership of Early Childhood Education Programs**

Planning, Management & Leadership of Early Childhood Education Programs will assist candidates' depth of understanding regarding all aspects of program leadership. Research has shown that an early learning program's quality of care is linked to the quality of leadership and management found within. Therefore, emphasis will be placed upon the development of the leadership skills needed to effect positive change for early childhood programs, within communities and on behalf of the field of early learning and development.

**Prerequisites & Notes**

None

Credits: 3

**ELEC 620 - Budgeting, Allocating Resources & Marketing withing Early Childhood Programs**

This course is designed to study the many facts of planning, developing and assessing program budgets in various early childhood program structures. A focus on prioritizing and allocating resources through advertising, marketing and grant-writing will be included as well.

**Prerequisites & Notes**

None

Credits: 3

**ELEC 621 - Regulations, Licensing, Program Accreditation, & Law in Early Care & Education**

Regulations, Licensing, Program Accreditation & Law in Early Care & Education will provide an in-depth overview of the necessary aspects of administering high-quality early childhood programs. The level of program quality is

integrally linked to its systems, structure and administration; each will therefore be examined in light of licensing regulations, program accreditation and laws that promote excellence in early childhood program administration.

**Prerequisites & Notes**

None

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 623 - Language Acquisition & Literacy Development: Birth to Age 5**

Language Acquisition & Literacy Development: Birth to Age 5 includes an examination of the process of language and literacy development from birth through age 5 with a focus on using knowledge of child development in the school and with families. Through a blend of research/theory and practice, teacher candidates explore the relationship between language development and literacy, the development of instruction and assessment tools to foster literacy development, the creation of a literate environment and cultural familial influences on language and literacy.

**Prerequisites & Notes**

None

Credits: 3

**ELEC 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, remediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Also cross listed as SEFE 624, PE 624, SPED 624

Begins Winter term 2014 (January 2015)

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 626 - Ethics and Social Justice in Early Childhood Education Programs**

This field-based course examines the ethics of early care and education, social justice and responsibilities inherent in the roles of working with families and dying children. Diverse perspectives will be identified to develop an understanding of ethical concepts and social justice. The focus is to analyze the research reflecting the impact educators have on ethical and social justice responsibilities to children, families, communities, peers and the profession. Furthermore, this field-based course will require observation and application of the ethical codes of conduct to develop a thoughtful process to resolve ethical or legal conflicts, especially in working with diverse populations.

**Prerequisites & Notes**

None

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 628 - Social Studies and Citizenship for Young Learners**

Social Studies and Citizenship for Young Learners will explore advanced work in the social studies curriculum, including its organization. Candidates will analyze methods of teaching, objectives and materials and will discuss evaluation /assessment techniques and citizenship development for PK-4 learners. Best practice classroom applications and the relationship between instruction and student learning outcome will also be explored within the context of social studies and citizenship content.

**Prerequisites & Notes**

None

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 630 - Curriculum Integration through the Arts**

Curriculum Integration through the Arts provides the development and implementation of an integrated curriculum through the arts for all content areas across the learning standards Pre-K through grade 4, through the integration of play-based, experience-based and project-based teaching. Students will be introduced to various media, lesson planning, strategies of integrating the arts and using assessment data that meet the needs of culturally and linguistically diverse learners PreK-4 classrooms.

**Prerequisites & Notes**

None

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 639 - Assessment in the PK-4 Classroom**

This course is designed to study the significant role assessment has in the implementation of developmentally appropriate early childhood programs, PK-4. Students will learn about various types and methods of assessment as well as appropriate uses for assessment information. Additionally, students will engage in a critical exploration of ethical responsibilities to students, families, colleagues and community as they consider the implications of assessment on both practice and outcomes for young children.

**Prerequisites & Notes**

None

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 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Also cross listed as SEFE 653, PE 653, SPED 653

Begins Winter term 2014 (January 2015)

Credits: 3

**ELEC 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Also cross listed as PE 659, SEFE 659, SPED 659

Begins Winter term 2014 (January 2015)

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 & Engineering 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 670 - Literacy Instruction and Assessment: Ages 6-9**

This course is being developed as part of a new track in the existing M.Ed. Program. Currently, no graduate course dedicated to literacy instruction and assessment of early childhood students ages 6-9, is offered through the ELEC department, College of Education or university. The content of this course includes the knowledge and skills required for initial certification as specified by PDE (Pennsylvania Department of Education).

Credits: 3

### **ELEC 671 - Science for the Young Learner: Birth to 9**

This course is being developed as part of a new track in the existing M.Ed. Program. Currently, no graduate course dedicated to literacy instruction and assessment of early childhood students ages 6-9, is offered through the ELEC Department, college of Education or university. The content of this course includes the knowledge and skills required for initial certification as specified by PDE (Pennsylvania Department of Education). The course will meet the

candidate requirements for science and technology pedagogy that is outlined by the Pennsylvania Department of Education for initial teacher certification PK-4.

Credits: 3

### **ELEC 672 - Mathematics for the Young Learner: Birth to 9**

Mathematics for the Young Learner: Birth to 9 contain required content that will satisfy accreditation requirements and fulfill the goals of a Master's Program that provides initial certification in early childhood education.

Credits: 3

### **ELEC 673 - Early Childhood Practicum**

The Early Childhood Practicum provides an in-depth teaching experience in an elementary classroom in which opportunities are provided for the application of content knowledge, pedagogical skills and the assessment of children's learning.

Credits: 3

### **ELEC 678 - Supporting Quality Curriculum, Instruction, and Assessment for Young Learners**

This course is designed to prepare graduate students with a strong theoretical base and practical understanding of the development of early childhood curriculum that supports best practices in the field. Research-supported practices in early childhood instruction and assessment will be critically explored.

#### **Prerequisites & Notes**

None

Credits: 3

### **ELEC 679 - Capstone: Design & Implementation of Action Research**

This course is designed to engage the learner in the process of inquiry through action research. Action research is the process of focused self-reflection through evidence collecting and this course will outline the steps in this process as well as provide the requisite support to engage in practitioner inquiry through action research. Participants in the course will complete an action research project as a culminating experience.

#### **Prerequisites & Notes**

ELEC 678 with a grade of B or better

Credits: 3

### **ELEC 680 - Student Teaching: ECE PK-4**

Student Teaching is a transition between pre-service and in-service teaching. The experience allows the student teacher to work collaboratively with a cooperating teacher, gradually assuming all responsibilities of classroom teaching. The student teaching experience requires partnerships between the university and cooperating school districts, and is considered the capstone experience of the program.

Credits: 3

### **ELEC 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Also cross listed as SEFE 687, PE 687, SPED 687

Begins Winter term 2014 (January 2015)

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**

ELEC 601

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 699

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

### **ELEC 813 - Advocacy and Family, School, and Community Engagement**

This course examines the role of school, family, and community engagements as a component of educational reform. The focus is to analyze the research reflecting the impact of home/school and community/school partnerships on student learning. Furthermore, this course will seek to explore the various theoretical frameworks that focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups and other additional factors that impact young children and their families with special needs. A framework for conceptualizing child/family policy, roles professionals can play in building advocacy/policy, and approaches professionals can use in implementing these roles will also be investigated.

**Prerequisites & Notes**

Admission to the Doctoral Degree program.

Credits: 3

**ENGL 590 - Experimental**

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

**ENGL 595 - Workshop**

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

**ENGL 598 - Selected Topics**

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

Credits: Up to 6

**ENGL 601 - Introduction to Writing in the Disciplines**

This course traces the development of the study of literate practices within professions and disciplines, identifying research methods, areas of inquiry, and current gaps in knowledge. The various social, technological, teleological and rhetorical factors that influence the forms and practices of writing within human enterprises and activities are examined.

Credits: 3

**ENGL 602 - Rhetorical Theory**

Students will study theory and research in rhetoric and media that examines the uses of verbal and visual communication. Students will read in foundational works in classical, medieval, modern, and contemporary rhetoric. The course will explore the interdisciplinary value of persuasive communication, particularly in light of pervasive digital and network technologies. Studies in contemporary rhetoric are therefore supplemented by investigation into culture and media; the course also focuses on new modes of writing and publishing enabled by computer technology.

Credits: 3

### **ENGL 603 - Literary and Cultural Studies**

This course will introduce students to the history and range of methods used and genres produced within the disciplines of literary and cultural studies. Students will study the history and development of journalistic and academic genres of literary criticism; the expansion of interdisciplinary applications of theory to analysis of literary and cultural texts; new forms of "distant" reading, through data mining and related collaboration with the computer sciences, intersections of literary and cultural analysis with the cognitive neurosciences and other scientific fields; and the persistence of oral analysis in subfields of criticism and creative writing.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

A study of literary texts of the 19th century.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

American literature from 1945 to the present.

Credits: 3



## **ENGL 620 - Linguistics and Writing**

Serves as introduction to basic language structure use, and theories. The course will introduce the scientific study of language; familiarize students with the linguistic knowledge held by native speakers of any language; foster an appreciation of the complexity of spoken and written forms of English; and explore language variation, specifically English social dialects, as well as how attitudes toward these variations reflect ideology.

Credits: 3

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

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

### **Prerequisites & Notes**

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

Credits: 3

## **ENGL 627 - Evolution of Writing**

This course applies a variety of theories, disciplinary constructs, and empirical investigation to an understating of the dynamics of genre formation, helping students identify genre theory as a category of inquiry. This course examines the ways by which existing and evolving forms of writing found in classrooms, disciplines, professions, and civic colloquies assume cultural importance and expand social constraints. The course explores problems of general description and definition, including taxonomy, semantic ontology, conventionality, mediation, and social/organizational knowledge. Also, the course considers how learning, social interaction, and a sense of agency contribute to the textual and contextual features of various written forms, including shared ideological constructs, choices of media, and other features.

Credits: 3

## **ENGL 642 - Digital Writing and Publishing**

Digital Writing and Publishing explores the variety of publication and archival practices in the digital media age, the gathering, categorizing, and analyzing of information as preparation for writing in new and hybrid media, and the presentation of academic work to multiple audiences. This course emphasizes the social activity of scholarship within and beyond the boundaries of the 21st century learning institution, emphasizing the implications of networked communication for contemporary public. By approaching the possibilities and practices for creation, distribution, curation, indexing, and storage of digital media, Digital Writing and Publishing will help knowledge workers confront the challenges of creating meaningful content for their peers and the public.

Credits: 3

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

An intensive reading of Shakespeare

Credits: 3

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

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

**Prerequisites & Notes**

Graduate standing or consent of instructor.

Credits: 3

**ENGL 653 - Seminar in World Literature**

Critical analysis of works from various countries and cultures.

Credits: 3

**ENGL 654 - Seminar in Professional Writing**

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

Credits: 3

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

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

Credits: 3

**ENGL 656 - Seminar in Visual Rhetoric**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **ENGL 659 - Researching Academic and Professional Writing**

Expands upon the research methods first discussed in the introductory course, closely considering research in writing in the disciplines (WID), with a focus on text, practices and processes. Students will embark on research projects that could carry over into the Consultancy course that serves as a capstone for the program.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **ENGL 690 - Experimental**

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

### **ENGL 695 - Workshop**

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

### **ENGL 697 - Consultancy in Writing in the Disciplines**

As the program's capstone, the course offers students the opportunity to work with representatives of other disciplines and professional organizations to facilitate research or to foster interdisciplinary writing or interdisciplinary writing instruction. Through relationships with scholars and professionals outside English studies students will develop competencies in interdisciplinary writing methods; sharpen both their conceptual and procedural knowledge of another discipline or profession; amplify their expertise in writing or teaching across the disciplines; improve their skills in working collaboratively; and learn to assess their performances in and contributions to a collaborative relationship.

Credits: 6

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

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

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

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

Credits: 3

### **ENGL 750 - Internship**

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

Credits: 3 to 6

### **ENGL 800 - Thesis**

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

Credits: 3

### **ERS 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.

### **ERS 700 - Independent Study**

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

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are

typically required to submit a final paper or project as determined by the supervising professor.

Credits: Up to 6

### **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

## **HIM 600 - Health Information Systems Technology**

This course will give a broad coverage of the technology supporting Health Information Management. The emphasis will be on the infrastructure of health care technology, including topics such as software, hardware, networking, data structure and management, and data capture technologies.

### **Prerequisites & Notes**

None

Credits: 3

## **HIM 605 - Health Information Vocabularies and Clinical Terminologies**

This course will introduce the standard clinical terminologies (e.g. UMLS, SNOMED, ICD-9, LOINC) and other nursing vocabularies. Students will be able to map clinical terminologies to the appropriate classification system as required in regulations surrounding the electronic health record.

### **Prerequisites & Notes**

None

Credits: 3

## **HIM 620 - Financial Management for Health Professionals**

This course is designed to introduce financial accounting and financial management principles as they apply to the healthcare industry. The business of healthcare needs leaders who can develop strategic plans, build appropriate forecasts and manage the revenue cycle using key financial principles.

### **Prerequisites & Notes**

None

Credits: 3

## **HIM 625 - Legal, Ethical and Security Issues in Health Information Management**

This course will explore the legal, ethical and security issues surrounding health care information management. Topics covered will include data integrity, availability and confidentiality, risk assessment, HIPAA and other health laws, encryption techniques, fraud surveillance, data and disaster recovery and ethical institutional policies.

### **Prerequisites & Notes**

None

Credits: 3

## **HIM 630 - Quality Management in Health Information**

This course will explore the institutional data management practices and policies with a view to quality improvement. Institutions must create an evidence based practice body of knowledge that has integrity and is integrated across the organization. These policies must conform to ethical standards and support a culture of diversity.

### **Prerequisites & Notes**

None

Credits: 3

## **HIM 635 - Knowledge Management in Health Information**

This course will apply decision analysis, business intelligence and data analytics to health organization policies and programs. These tools can enhance workflow and lead to process improvement, and must be used in enterprise-wide strategic planning. Topics may include data mining, data warehousing and data modeling.

### **Prerequisites & Notes**

ECON 619 with a grade of C or better; and  
HIM 630 with a grade of C or better

Credits: 3

## **HIM 645 - Leadership for Health Information Management**

This course is to develop a systems-thinking approach to health care information management. It will focus on topics such as strategic management planning, managing change, enterprise-wide planning and training, dealing with vendors and other stakeholders, EHR/EMR implementation and healthcare policy appropriate to the organization and beyond.

### **Prerequisites & Notes**

HIM 600 with a grade of C or better; and  
HIM 603 with a grade of C or better; and

HIM 620 with a grade of C or better; and

HIM 625 with a grade of C or better

Credits: 3

## **HIM 650 - Applied Research Project**



The Master's Project is designed for the MSHIM student to demonstrate management 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.

**Prerequisites & Notes**

HIM 643 with a grade of C or better; and permission of the instructor

Credits: 3

**HIM 690 - Experimental**

This is 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

**HIM 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

**HIM 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

**HIM 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

**HIM 750 - Internship**

Provides the student with an opportunity to apply theory to practice and develop competencies through a work-related experience in a profit, or not-for-profit, healthcare related organization.

Credits: 3-12

**HIST 511 - Renaissance and Reformation**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 590 - Experimental**

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

### **HIST 595 - Workshop**

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

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

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

### **HIST 604 - Historiography**

This course explores how societies have approached history from the ancient world to the modern, including historiographic schools of thought, philosophies of history, historical methodologies and theory and challenges posed by modern technology and politicization of the past.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 616 - Modern Britain**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 626 - History of Medicine**

This course traces the history of medicine worldwide from pre-historic times to the present. We will examine archaeological, primary, and secondary sources to understand how different cultures have approached diseases and injuries to amend human suffering and extend life.

#### **Prerequisites & Notes**

None

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 637 - Native Americans**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 690 - Experimental**

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

### **HIST 695 - Workshop**

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

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

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

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

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

Credits: 1 to 3

### **HIST 710 - Medieval Europe**

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

Credits: 3

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

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

Credits: 3

### **HIST 734 - US Foreign Policy**

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

Credits: 3

### **HIST 735 - Pennsylvania History**

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

Credits: 3

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

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

Credits: 3 to 6

### **HIST 800 - Thesis**

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

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

Credits: 3 to 6

### **HLTH 503 - Nutrition for Cardiovascular Health**

Nutrition for Cardiovascular Health: Focuses on the specific nutritional requirements for a healthy cardiovascular system. Will address healthy individuals as well as those with a history of heart disease.

#### **Prerequisites & Notes**

HLTH314 or equivalent.

Credits: 3

### **HLTH 505 - Seminar in Nutrition**

Focuses on current issues in nutritional care, covering public health and budgetary concerns, as well as ethical and moral issues. Emphasizes specific applications of nutrition within the community as well as in clinical settings.

#### **Prerequisites & Notes**

HLTH 314, basic chemistry, and basic physiology or permission of instructor.

Credits: 3

### **HLTH 602 - Contemporary Health Problems**

A critical analysis of the health problems facing modern persons and the effect these problems have on them, both as individuals and as members of the community. Local, state, and national initiatives to intervene in these problem areas are analyzed and evaluated.

Credits: 3

### **HLTH 603 - Teaching and Assessment for Health Literacy**

Provides knowledge of current trends and procedures in health curriculum development. Focuses on materials, resources, and presentation skills.

Credits: 3

### **HLTH 604 - Social and Behavioral Aspects of Health and Wellness**

This course covers the behavioral, social and cultural aspects of health and disease. students learn how behavioral and social theories are relevant to health promotion, wellness and disease prevention efforts in public health.

#### **Prerequisites & Notes**

None

Credits: 3

### **HLTH 605 - Health Services Administration**



This course provides a framework for developing and analyzing a range of health policy issues.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 606 - Principles of Epidemiology**

This course will prepare students to analyze and evaluate epidemiological study designs that are used to study disease and injury in human populations and the application of epidemiologic concepts to control health problems.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 607 - Designing and Conducting Health Surveys**

This course provides instruction on how to design health survey questionnaires and how to conduct survey studies.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 608 - Planning and Implementation of Public Health Strategies**

This course provides students with core skills in public health and wellness program planning, development and implementation.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 609 - Practicum in Public Health**

The practicum provides students with a supervised, 120 hour experience in public health settings. The practicum enables students to participate in practices relevant to their area of specialization, integrating coursework and applying public health concepts and methods.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 610 - Occupational and Environmental Health Science**

This course explores the assessment of environmental exposures among populations, the recognition of risk among disparate populations and the practical application of local, state and federal public health law in controlling

environmental exposures for the protection of the population's health.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 611 - Infectious and Chronic Disease Control**

This course provides an overview of the major chronic and infectious diseases with emphasis on disease syndromes and prevention. This course will aid the students' understanding of how diseases manifest and best practices and strategies for prevention.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 616 - Health and Wellness Coaching**

This course will provide students opportunities to plan realistic worksite health promotion programs and engage individuals in motivational interviewing and wellness coaching.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 617 - Health Marketing and Communication**

Health marketing and communication is essential for garnering interest and participation in public health and wellness initiatives. Effective marketing and communication is also imperative for sustaining and expanding wellness programming. This course addresses services marketing and marketing management in public health and wellness.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 618 - Program Evaluation**

This course provides students with opportunities to examine quantitative and qualitative ways to evaluate program effectiveness as well as avenues for improving program quality.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 619 - Chronic and Infectious Disease Epidemiology**

This course provides an overview of the epidemiologic aspects and prevention for major chronic and infectious diseases.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 620 - Secondary Analysis of Epidemiological Data**

This course provides students with the ability to identify, manage, analyze and communicate public health secondary data.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 621 - Evaluation and Survey of Health Programs**

Studies survey methodology and related statistical techniques. Applies methods of survey and evaluation through student participation in the design, execution, analysis and evaluation of health programs. The course will also include skill development for selected techniques of both quantitative and qualitative evaluation formats.

Credits: 3

**HLTH 622 - Seminar in Epidemiology**

This course provides students with the necessary skill set to complete the foundational preparation for evidence based public health practice.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 623 - Foundations of Environmental and Occupational Toxicology**

This course provides learners with knowledge of environmental contaminants, their action on the body and the foundations for regulatory exposure limits and how those limits are achieved.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 624 - Nutrition and Exercise**

Focuses on the specific nutritional requirements for physical conditioning of persons involved in active lifestyles; emphasizes the teaching of proper nutrition for active persons; offers hands-on experience.

**Prerequisites & Notes**

HLTH314 or 424

Credits: 3

**HLTH 625 - Occupational and Environmental Health Management and Leadership**

Based in the concept of task teams and management of task teams, this course provides managerial level background in program development rules and policies development, education and training, inspections and audits and dealing with accidents and environmental releases and errors.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 626 - Assessment and Communication of Occupational and Environmental Health Risk**

This course provides students opportunities to examine the environmental health needs of specific communities and workplaces. Students learn how risks are assigned to environmental insults and how those risks must be clearly identified and communicated to constituents and used for mitigative action.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 627 - Public Health Culminating Experience**

The Public Health Culminating Experience course provides students with the opportunity to design and develop an integrative professional electronic portfolio. Developing an electronic portfolio is a learning process, a way to deepen one's understanding of critical public health concepts, to put one's coursework and field experience into perspective, to demonstrate the knowledge and skills one has obtained, and to assess one's own mastery of the core competencies in one's chosen concentration and field.

**Prerequisites & Notes**

None

Credits: 3

**HLTH 628 - Biostatistics for Public Health**

This course will cover statistical methods such as descriptive statistics, probability, Central Limit theorem, probability distributions, statistical inference, hypothesis testing and Linear regression. these topics will be taught using health/public health/epidemiology, examples as well as applications to business, engineering and finance. Projects will be tailored to individual students' specialty area such as health promotion, epidemiology, biostatistics, administration, marketing, etc.

**Prerequisites & Notes**

None

Credits: 3

### **HLTH 629 - Epidemiology in Crisis Management**

This course provides students with an examination of man-made and technological disasters, the various public health related crises which emanate from these disasters and the interaction of public health professionals and other responding agencies in the mitigation of these crises. Disasters are also dissected in terms of response through NIMS, a federal framework for disaster response. The course also explores the determination of risk, in terms of disasters and the communication of risk to various populations.

#### **Prerequisites & Notes**

None

Credits: 3

### **HLTH 630 - Environmental and Occupational Exposure Monitoring Analysis and Control**

This course provides students with a practical look at exposure monitoring and area sampling, and the purposes and uses for these types of sampling. The course also examines the chemistry behind these types of examinations and the application of results from monitoring. This course approaches the subject from a managerial and practitioner perspective, going beyond traditional undergraduate learning in environmental sampling or industrial hygiene, though these subjects may be used as a foundation.

#### **Prerequisites & Notes**

None

Credits: 3

### **HLTH 631 - Foundations of Public Health**

This course presents the overarching framework, principles and core responsibilities of public health practice and introduces students to various elements of the public health system.

#### **Prerequisites & Notes**

None

Credits: 3

### **HLTH 650 - Practical Application of Health Science Theory**

The course provides the student with the opportunity to complete a supervised field experience in a school or community health agency. The student will be able to practice and further develop the competencies that have been developed in the classroom. Faculty members and students enrolled in the course will meet periodically for a seminar

Credits: 3

### **HLTH 665 - Nutrition for Older Adults**

Focuses on physiological and sociological nutritional needs of an aging population. Includes a field experience.

**Prerequisites & Notes**

HLTH 314 and basic physiology or permission of instructor.

Credits: 3

**HSAF 590 - Selected Topics in Allied Health**

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: Varies

**HSAF 595 - Health Science Workshops**

Addresses timely and significant health and safety issues, programs, and concerns.

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 6

**HSAF 695 - Health Education Workshops**

The purpose of the workshops is to enhance the knowledge and understanding of the participant in some of the most important and pertinent health issues of the day. Experts in the field, through media, discussion groups, and field trips will cover various areas related to each topic.

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 6

**HSAF 700 - Independent Study**

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

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

Credits: Up to 6

**HSAF 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

## **MATH 611 - Optimization Models**

An introduction to creating, analyzing, solving and interpreting real-world optimization models. Topics include linear, discrete and nonlinear optimization techniques, linear and integer programming, the simplex method, sensitivity, duality, graphical analysis and branch-and-bound techniques. Applications include transportation problems, finance scheduling, networks and supply chains. Appropriate software tools for analyzing optimization models including MATLAB and spreadsheet software.

### **Prerequisites & Notes**

None

Credits: 3

## **MATH 628 - Statistical Methods**

Statistical methods such as descriptive statistics, probability, Central Limit Theorem, probability distributions, statistical inference, hypothesis testing and Linear regression. These topics will be taught using health/public health/epidemiology, examples as well as applications to business, engineering and finance. Projects will be tailored to individual students' specialty area such as biostatistics, business, marketing, engineering, public health, etc.

### **Prerequisites & Notes**

None

Credits: 3

## **MATH 629 - Advanced Statistical Methods**

Statistical methods such as hypothesis testing (one sample, two samples, and categorical), Analysis of Variance (ANOVA), nonparametric methods, study design and analysis techniques for statistical studies related to individual student specializations including public health, business, engineering, epidemiologic studies, etc.

### **Prerequisites & Notes**

MATH 628 with a C or better

Credits: 3

## **MATH 668 - Model Analysis**

An introduction to decision theory applied to complex and dynamic business, industry and health care problems. Topics include multi-criteria decision theory, Bayesian decision theory, decision analysis under uncertainty and risk, simulation, utility theory, decision trees, analytic hierarchy process, marginal analysis, choice functions, forecasting models and ethics and social responsibility in decision making. Applications to business, engineering, health care, supply chain management, quality control, inventory control, etc. Appropriate software tools for decision theory.

### **Prerequisites & Notes**

STAT 603 with a C or better;

MATH 611 with a C or better; and

STAT 630 with a C or better. STAT 630 may be taken concurrently with MATH 668.

Credits: 3

## **MATH 678 - Data Analytics Capstone I**

This is the first of two capstone courses. In this course, the student will begin a large, real-life problem working with a company problem of their choice (e.g., retail, logistics, healthcare, risk-management, etc.). This project must be approved by at least one faculty member and/or the course instructor. Through a series of lectures, the student will be exposed to the ethics and global laws pertaining to data collection, manipulation and dissemination.

### **Prerequisites & Notes**

STAT 672 with a C or better. STAT 672 may be taken concurrently with MATH 678.

Credits: 3

## **MATH 688 - Data Analytics Capstone II**

This is a second capstone course that requires students to complete a multi-dimensional data analytics project in their area of interest: health care analytics, business, engineering, etc. The project must be approved by MSDA faculty by no later than the end of the first week of the start of the course. Students will be invited to propose their own projects or create one in collaboration with MSDA faculty.

### **Prerequisites & Notes**

MATH 678 with a C or better

Credits: 3

## **MATH 700 - Data Analytics Independent Study**

This is a capstone course that requires students to complete a multi-dimensional data analytics project in their area of interest: health care analytics, business, engineering, etc. The project must be approved by MSDA faculty by no later than the end of the first week of the start of the course. Students will be invited to propose their own projects or create one in collaboration with MSDA faculty.

### **Prerequisites & Notes**

None

Credits: 1 - 6

## **MATH 750 - Data Analytics Internship**

An individually designed data analytics experiential learning opportunity within a cooperating enterprise. The experience provides an opportunity to integrate, apply and expand upon the skills acquired in data analytics coursework. Learning objectives, specific activities and an anticipated timeline must be approved by the professional supervisor and faculty supervisor prior to registering for the course.

### **Prerequisites & Notes**

None

Credits: 3 - 9

## **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

### **MIS 603 - Health Care Information Systems**

This course will give an introduction to computer-based Information Systems as they are applied to the health care industry. Topics will include characteristics of health care data, design and life cycle of HCIS, the information technology supporting HCIS and management issues.

#### **Prerequisites & Notes**

None

Credits: 3

### **MIS 610 - Business Data and 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

### **MIS 643 - Project Management**

This course addresses project management. It provides an understanding of the purpose, methods and benefits of process management by exposing the student to the concepts, practices, processes, tools and techniques used in process management for large projects.

**Prerequisites & Notes**

HIM 603 with a grade of C or better

Credits: 3

**MODL 590 - Experimental**

An experimental course is a unique and specifically focused topic within the general purview of a department but is offered on a "one time only" basis and not as a permanent part of the department's curriculum.

**Prerequisites & Notes**

None

Credits: 1-3

**MODL 595 - Workshop**

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

**Prerequisites & Notes**

Consent of Instructor

Credits: 1-6

**MODL 598 - Selected Topics**

A Selected Topics course is a normal, department offering that 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.

**Prerequisites & Notes**

None

Credits: 3

**MODL 602 - Principles of Language Learning and Teaching**

This course examines current and historical principles in adult learning of second, additional, foreign, other and new languages; as well as theories of teaching language to those learners.

**Prerequisites & Notes**

None

Credits: 3

**MODL 604 - Methods of TESOL**

This course examines current and historical approaches, methods, designs, procedures and techniques in the teaching of adults learning second, additional, foreign, other and new languages.

**Prerequisites & Notes**

None

Credits: 3

**MODL 606 - Second Language Acquisition**

This course examines current and historical research in second language acquisition (SLA). SLA studies the acquisition of second, addition, foreign, other or new languages by describing the characteristics of learner language and explaining how learners acquire a new language.

**Prerequisites & Notes**

None

Credits: 3

**MODL 608 - Grammar for TESOL**

This course surveys the linguistic, pedagogic and prescriptive grammatical structures of English for instructors of English to speakers of other languages.

**Prerequisites & Notes**

None

Credits: 3

**MODL 612 - Sociolinguistics**

This course may be offered in traditional face-to-face format, or it may be offered through Distributed Education via the LMS Virtual Classroom or ITV to other universities, depending on need.

**Prerequisites & Notes**

None

Credits: 3

**MODL 614 - Computer Assisted Language Learning**

This course examines the current and historical theories in the study of computer and technology-centered applications to language learning and teaching.

**Prerequisites & Notes**

None

Credits: 3

**MODL 616 - Language Testing and Assessment**

This course examines current and historical theories and key concepts in language testing and assessment, including validity, language models, test design, prototyping and field-testing, skills assessment, standardized testing and fairness and ethics.

**Prerequisites & Notes**

None

Credits: 3

**MODL 690 - Experimental**

An Experimental course is a unique and specifically focused topic within the general purview of a department but is offered on a "one time only" basis and not as a permanent part of the department's curriculum.

**Prerequisites & Notes**

None

Credits: 1-3

**MODL 695 - Workshop**

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

**Prerequisites & Notes**

Consent of Instructor

Credits: 1-6

**MODL 698 - Advanced Selected Topics**

An Advanced Selected Topics course is a normal, departmental offering that 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.

**Prerequisites & Notes**

None

Credits: 3

**MODL 699 - Practicum in TESOL**

This course give practical experience for TESOL program students by developing skills for appropriate instructional, assessment, evaluative and administrative strategies and procedure in TESOL. Students will complete 33 hours of supervised clinical work per credit at an approved ESL instructional site. Clinical work will include a variety of TESOL-related activities including observation, materials preparation and development, tutoring, direct instruction of individual or small groups of students, assessment, evaluation and program administrative work. Students will meet regularly for individual supervision with their on-site and university supervisors, as well as receive online group supervision with their university supervisor.

**Prerequisites & Notes**

MODL 602 with a grade of C or better; and  
MODL 604 with a grade of C or better;

or consent of Program Coordinator

Credits: 1-3

### **MODL 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 on-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.

#### **Prerequisites & Notes**

Consent of Instructor

Credits: 1-3

### **MODL 750 - Internship**

Internships give students individually designed experiential learning opportunities geared to their vocational goals. Students complete 40 hours of internship work per credit while observing and participating in a wide range of instructional, research, writing or administrative activities via supervised placement in an approved TESOL-related educational, institutional, industry or agency setting. Students will meet for individual supervision with their on-site and university supervisors, as well as receive online supervision with their university supervisor. A final project including a report and analysis of the experience will be required to complete the internship. Students opting to do an internship register for a minimum of 3 credits and complete the project in one calendar year. Students who do not complete the project in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits. Proof of liability insurance and appropriate clearances may be required.

#### **Prerequisites & Notes**

Consent of Program Director

Credits: 1-3

### **MODL 799 - Capstone TESOL Project**

Capstone projects require students to complete a multi-dimensional project in their area of interest: multi-media or print instructional material development, language program administration development, ESOL or community-based literacy public relations, etc. Students will meet regularly online or face-to-face for individual or small group supervision with their professor. Students will propose their own projects or create one in collaboration with faculty. The project must be approved by the supervising professor by the end of the first week of the start of the course. Students opting to do a capstone project register for a minimum of 3 credits and complete the project in one calendar year. Students who do not complete the project in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

#### **Prerequisites & Notes**

Consent of Program Director

Credits: 1-3

### **MODL 800 - Thesis**

The thesis is a scholarly project based on innovative research and/or creative study pertinent to TESOL or a related area. A research advisor and committee supervise the thesis. Students wishing to pursue a thesis project should consult

with their research advisor after completing one-half of their coursework. The advisors will assist the student with the necessary steps to proceed such as preliminary selection of a topic and arranging for the appointment of a committee. Students opting to do a thesis register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the thesis in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

#### **Prerequisites & Notes**

Consent of Program Director

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

### **MUSI 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: 1 - 3

### **MUSI 595 - Workshop**

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.

**Prerequisites & Notes**

None

Credits: 1-3

**MUSI 598 - Selected Topics**

This course will explore selected topics in music. For example, topics in music therapy practice, research, theory or musical skill acquisition. A specific focus will be determined prior to each course, such as specialized music therapy improvisational techniques, GIM, NMT.

**Prerequisites & Notes**

None

Credits: 1-3

**MUSI 602 - Teaching General Music through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach general music through distance or cyber education.

**Prerequisites & Notes**

PE 502 with a grade of C or better; and

PE 503 with a grade of C or better

Credits: 3

**MUSI 603 - Teaching Music Performance through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach music performance through distance or cyber education.

**Prerequisites & Notes**

PE 502 with a grade of C or better; and

PE 503 with a grade of C or better

Credits: 3

**MUSI 604 - Reading Music Therapy Research**

This course focuses on how to read, understand and critique music therapy research, based on an introduction to the principles and theories of quantitative, qualitative and mixed-methods paradigms.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 605 - Designing Music Therapy Research**



This course is an in-depth study of various quantitative, qualitative and mixed-methods research designs in music therapy. Students learn to conceive, design and write a research study in Music Therapy.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 606 - Music Therapy Assessment and Evaluation Techniques**

This course introduces music therapists to a critical review of assessment and evaluation literature in music therapy and related areas. Students will develop criteria for designing and evaluating music therapy assessments and evaluations for their own area of clinical interest.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 607 - Cultural and Social Foundations of Music Therapy**

Based on principles of multicultural counseling theory, this course is founded on the premise that because both the client and therapist bring to the therapeutic setting a variety of cultural and social variables, such as age, gender, sexual orientation, education, disability, religion, race, ethnic background, and socioeconomic status, it follows that all therapeutic encounters are cross-cultural encounters. This course requires an openness to in-depth critical self-reflection. Music of diverse cultures will also be explored through readings, analytical listening, experiential activities, and focused musical skill acquisition.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 608 - Music Therapy Supervision**

This course will explore various theories, concepts and styles of music therapy supervision. Issues related to teaching as well as clinical and academic supervision will be surveyed. Also covered are models of supervision for pre-professional and professional clinical work. Furthermore, this course is designed to maximize the effectiveness of the use of self in the therapeutic process. It is based on the concept that it is through our own humanity that we are better able to understand and empathize with our clients, and to relate to and connect with our clients, no matter how different they are from us.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 610 - MT Ethics & Professional Issues**

This course focuses on various schools of ethical thought and their application to music therapy practice, education, supervision, and research as well as other professional issues in music therapy. It provides guidelines for building a music therapy practice. Topics include ethics, defining music therapy, history of the profession, areas and levels of

practice, burnout, standards, credentialing licensure, third party billing, liability issues, budget development, grant writing, and fundraising.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 611 - Social Justice Approaches to Music Therapy**

Social Justice approaches to music therapy are based on the idea that not all individuals or groups in society are given fair treatment and an equal share of benefits, resources and opportunities. It explores social inequities arising from a lack of tolerance for differences and resulting in biases, discrimination, unfair treatment and violence. Social justice music therapy approaches addresses social problems and promotes change through advocacy for individuals, families and communities. We will explore feminist, critical race theory, disability studies and anti-oppressive practice approaches to music therapy.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 612 - Medical Music Therapy**

This course represents current research and clinical applications in the practice of medical music therapy with people of all ages from premature infants to older adults. Students will learn how to apply receptive, recreative, compositional and improvisational music therapy techniques to meet the physical as well as emotional, social, cognitive and/or spiritual needs of a diverse range of clients.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 613 - Music Psychotherapy**

This course covers a variety of approaches to addressing the emotional and behavioral needs relating to a person's mental well-being, their ability to function in everyday life and their concept of self. It covers psychodynamic approaches to music therapy, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, as well as approaches that center on the empowering capacity of music therapy, approaches in stream with empowerment philosophy and positive psychology that acknowledge and nurture a person's strengths and resources in the music therapy process such as resource-oriented music therapy and narrative therapy.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 614 - Systems Thinking in Music Therapy**

This course is based on the premise that human beings make sense of the world based on their own development within the context of human systems (individual human systems, family systems, community systems). The course explores

the theoretical and historical foundations of systems theory, field theory, quantum theory, and Gestalt theory. We will examine the application of systems thinking in Family Music Therapy, Community Music Therapy, and Kenny's Field of Play.

**Prerequisites & Notes**

None

Credits: 3

**MUSI 650 - Final Project**

This course requires approval of the program director. This course is an alternative to the thesis. This course allows for the development of a music therapy program in a community facility or other project in lieu of a thesis. Students complete a master's degree final project under faculty supervision.

**Prerequisites & Notes**

None

Credits: 1

**MUSI 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.

**Prerequisites & Notes**

None

Credits: 1-3

**MUSI 695 - Workshop**

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.

**Prerequisites & Notes**

None

Credits: 1-3

**MUSI 698 - Selected Topics**

This course will explore selected topics in music. For example, topics in music therapy practice, research, theory or musical skill acquisition. A specific focus will be determined prior to each course, such as specialized music therapy improvisational techniques, GIM, NMT.

**Prerequisites & Notes**

None

Credits: 1-3

## **MUSI 700 - Independent Study**

This course will provide students the opportunity to explore a course of study independently. For example, a student may develop a musical skill relevant for their work in music therapy. Approval is granted only after the student has presented a detailed description of the intended independent study project. Approval is granted only for students whose clinical, musical and/or academic record provides support for the benefits of this type of study. This course is repeatable for credit provided that the course of study differs substantially each time.

### **Prerequisites & Notes**

None

Credits: 1

## **MUSI 705 - Advanced Music Therapy Practicum**

Students will complete 100 hours of supervised advanced clinical work. Translating theory into professional practice is a central focus. Students meet regularly for individual supervision with their on-site and university supervisor, and receive online group supervision with their university supervisor. This course also focuses on developing appropriate assessment, treatment and evaluation methods for the context and the writing and analysis of a case study derived from the student's clinical experiences. Notes: Students require approval by MMT program director based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance and appropriate clearances are required.

### **Prerequisites & Notes**

None

Credits: 3

## **MUSI 750 - Advanced Music Therapy Internship**

Students will complete 600 hours of supervised advanced clinical work beyond the completion of undergraduate/equivalency requirements. Students will utilize advanced musical, verbal and written skills with clients they serve. Weekly group supervision will be provided by graduate music therapy faculty via online methods and phone conferencing. Prerequisites & Notes: Prerequisite MUSI 705, Advanced Music Therapy Practicum. Approval by MMT program director based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance and appropriate clearances are required.

### **Prerequisites & Notes**

MUSI 705 with a grade of C or better

Credits: 3

## **MUSI 800 - Final Thesis**

This course requires approval of the program director. An individual research study in which the student presents an original research idea, surveys the literature, formulates a specific research problem, designs the research, completes the research and submits a comprehensive written report. Students complete the master's degree research project under faculty supervision. This course is repeatable each semester for credit.

### **Prerequisites & Notes**

Approval from Program Director

Credits: 1

### **NURS 500 - Developing Transcultural Awareness Among Health Professionals**

This course will examine cultural competence issues related to health professions. Students will develop their knowledge, personal awareness of, and comfort with cultural diversity through an international travel experience during which they will participate in a professional conference, interact with professional and students from other countries. During the course students will participate in seminars and maintain a reflective journal about their experience and developing awareness.

#### **Prerequisites & Notes**

Students participating in this experience must hold a valid passport to participate in the travel portion of the course.

Credits: 3

### **NURS 516 - Nursing for Palliative and End-of-Life Issues**

This course is designed to enhance the student's understanding of Palliative and End-of-Life Nursing as it relates to professional nursing practice. Students will explore various societal influences on death as well as physical and mental aspects of dying while emphasizing the need to care for the "whole person" in palliative and end-of-life caregiving.

#### **Prerequisites & Notes**

None

Credits: 3

### **NURS 517 - Social Media and Healthcare**

This course is designed to enhance the student's understanding of Social Media and its influence on current, professional healthcare practice. Students will explore various forms of social media, the Internet and electronic devices to inform, support and empower the consumer in adhering to a healthier lifestyle, while enabling health care professionals to educate patients and consumers to effective use available Social Media tools in managing health and health care.

#### **Prerequisites & Notes**

None

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 604 - Physical Assessment for the School Nurse**

This course builds upon the basic assessment skills of the nurse. It is designed to augment, refine and enhance the nurses' ability to assess the health status of individuals commonly encountered in the school setting from age 3 to adult. It assists students to recognize abnormal findings, evaluate responses to illness, and to identify health risks. This course will enable the school nurse to collect a comprehensive health history and perform a comprehensive physical examination on the target age group commonly encountered in the school setting. Course content will emphasize a

holistic approach towards assessment incorporating the client's response to wellness and illness will be used by the student to uncover client health clues in addition to those identified by questioning and examining. The school nurses' skill in assessing a client's individual resources, strengths, limitations and coping behaviors will be intensified. Attention to incorporation of current evidence and population health data available through public and private datasets to identify, assess and intervene with population specific risk areas.

**Prerequisites & Notes**

None

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 606 - Health Policy for a Diverse Society**

This course will examine the policy implications within and for health care in society. Cultural, social, economic, ethical and social justice issues will be examined. the nurse's role in policy making and legislative activities at local, state and federal levels will be emphasized. Particular attention will be focused on special needs and diverse population groups. Students will gain experience using publicly accessible databases that provide evidence for policy making.

**Prerequisites & Notes**

NURS 605 with a grade of C or better

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 611 - Applications of Systems Management to Nursing**

This course focuses on information systems to build and apply knowledge in the provision of nursing care within healthcare systems. The course will include content regarding information systems, interagency/product articulation, informatics infrastructure, integration of nursing input and policy. This course provides the student with a foundation of information systems management for leadership in nursing. Topics include: hardware, software, people and data. Database development to facilitate future research, collaboration across multidisciplinary teams, security and privacy issues will be examined in the context of legal and ethical considerations. Common healthcare applications will be examined.

**Prerequisites & Notes**

None

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**

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 657 - Organizational Behavior and Resource Management in Healthcare Systems**

This course focuses on organizational behavior and resource management theories as they relate to health care systems. Concepts related to individual, group, organizational behavior and resource planning will be studied in relation to complex health care organizations. Relevant research will be examined on concepts including workforce diversity, health information technology (HIT), leadership, power, authority, communication, planned change and decision-making.

#### **Prerequisites & Notes**

NURS 655 with a grade of C or better

Credits: 3

### **NURS 658 - Financial Management for Healthcare**

This course introduces basic financial principles to prepare students for using and analyzing financial statements of organizations. This analysis will be useful to match system resources with diverse patient and nurse needs. Emphasis will be placed on using financial information along with current evidence for decision-making in healthcare systems.

#### **Prerequisites & Notes**

None

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 710 - Clinical Nurse Leader Immersion I Practicum**

This is the first of two clinical courses designed to provide an immersion experience in the role of clinical nurse leader (CNL). Under preceptor supervision with a master's prepared CNL or advanced practice nurse, the student will integrate concepts gleaned from prerequisite graduate courses and scientific knowledge to enhance professional nursing practice. Nursing theory, leadership principles, and research principles will be applied within the practice setting to address the evolving role of the CNL, leadership and management strategies, issues of delegation/supervision, patient safety concepts, professional accountability and ethical responsibility, and assessment and planning of patient care.

**Prerequisites & Notes**

NURS 601, NURS 602, NURS 605, NURS 606, NURS 615, NURS 616, NURS 655, NURS 657, NURS 658, NURS 610 and NURS 611. Course prerequisite grade of "B" or better in all Core Nursing Courses.

Credits: 3

**NURS 711 - Clinical Nurse Leader Immersion II Practicum**

This is the second of two clinical courses designed to provide an immersion experience in the role of clinical nurse leader (CNL). Under preceptor supervision with a master's prepared CNL or advanced practice nurse, the student will integrate concepts gleaned from prerequisite graduate courses and scientific knowledge to enhance professional nursing practice. Nursing theory and research findings will be applied within the practice setting to address management of the care environment. Emphasis is placed on interdisciplinary care and team coordination, including group processes and conflict management, as well as planning, evaluating and managing care for clients with complex clinical problems; using benchmarking and other methods to measure clinical outcomes; analyzing research data as it relates to clinical outcomes, and developing quality improvement techniques.

**Prerequisites & Notes**

Course grade of "B" or better in all Required Nursing Courses: NURS 601, NURS 602, NURS 605, NURS 606, NURS 610, NURS 611, NURS 615, NURS 616, NURS 655, NURS 657, NURS 658 and NURS 710

Credits: 6

**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

### **OCTH 605 - Fundamentals of OT Practice**

Information covered will include exploring insight of self prior to shifting focus to examining the responsibilities of a health care practitioner. Effective therapeutic interaction styles, ethical behavior and OTR-OTA partnerships will be discussed.

#### **Prerequisites & Notes**

Admission to the Doctorate in Occupational Therapy Program

Credits: 3

### **OCTH 610 - Body Structures for Occupation**

This course will offer an in-depth study of the structure of the musculoskeletal and peripheral nervous systems of the human body while reviewing structural and neural pathologies that will be examined in regards to impact of performance of occupation.

#### **Prerequisites & Notes**

Admission to the Doctorate in Occupational Therapy Program.

Credits: 4

### **OCTH 615 - Neurological Applications**

Central Nervous System and peripheral nervous system processes will be the focus and their importance on functional performance of occupation. Laboratory activities will focus on clinical reasoning, application and problem solving regarding screening and initial assessment of neurological conditions.

#### **Prerequisites & Notes**

OCTH 605, OCTH 610, and OCTH 630. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 4

### **OCTH 620 - Development and Occupation**

The acquisition of occupation that occurs with development throughout the life span will be the focus of this course. Influence of contexts on physical, social, emotional, cognitive, moral and psychological processes will be examined. How values, roles, habits, interests and temporal adaptation are acquired will be explored.

#### **Prerequisites & Notes**

OCTH 605, OCTH 610, and OCTH 630. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 625 - Factors that Impact Occupation**



Diagnostic conditions that lead to diminished performance in occupation are examined. Developmental, traumatic, acquired, degenerative and environmental causes will be explored with occupational therapy screening, assessment, and intervention strategies introduced.

**Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 640, OCTH 660, OCTH 680 and OCTH 681. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

**OCTH 630 - Theories & Tenets in OT**

This course will provide a review of the rich history of Occupational Therapy during its first 100+ years as a profession along with basic tenets and theoretical concepts that guide decision making in practice and research.

**Prerequisites & Notes**

Admission to the Doctorate in Occupational Therapy Program.

Credits: 3

**OCTH 640 - OT Process I: Domain & Process**

The occupational therapy process is examined from referral, screening, and assessment/evaluation to intervention and outcomes. A variety of methods of assessment are reviewed as an important step in the therapeutic process.

**Prerequisites & Notes**

OCTH 605, OCTH 610, and OCTH 630. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

**OCTH 645 - Level I Fieldwork A**

This experience provides an opportunity for the student to gain guided clinical experience in settings with a psychosocial focus in the areas of education, medical or health and human services. The clinical experience is designed to enrich didactic coursework experiences through directed observation and participation in selected aspects of the occupational therapy process.

**Prerequisites & Notes**

OCTH 625, OCTH 650, OCTH 655, OCTH 665, OCTH 715, OCTH 730, and OCTH 731. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

**OCTH 650 - OT Process II: Psychosocial**

This course begins with a historical overview of occupational therapy in behavioral health that will include both traditional and contemporary intervention approaches. An overview of psychosocial conditions that can compromise performance of occupation is provided followed by specific occupational therapy assessment and intervention approaches that are part of an interdisciplinary process.

**Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 640, OCTH 660, OCTH 680, and OCTH 681. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 655 - Applied Clinical Case Studies A**

Students will research, disseminate and discuss related psychosocial specific clinical cases that connect with their current didactic topics from current course work in seminar groups.

#### **Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 640, OCTH 660, OCTH 680, and OCTH 681. Minimum grade required is a "C" (Two "C" Grades allowed throughout program).

Credits: 2

### **OCTH 660 - Current Issues in OT**

Contemporary challenges facing society and impacting on health care and the practice of occupational therapy will be examined. Influence of these factors on OT clients/groups/populations and how practice can be impacted will be explored. Local, regional and national concepts will be analyzed.

#### **Prerequisites & Notes**

OCTH 605, OCTH 610, and OCTH 630. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

### **OCTH 665 - Therapeutic Media in OT**

Use of traditional and contemporary forms of media in OT practice as a means of assessment, intervention and applied therapeutic approach will be explored for individuals and populations of all ages. Methods of adaptation and compensatory strategies utilized to complete tasks will be instructed. Contextual factors pertaining to physical, cultural, personal and social factors will be discussed.

#### **Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 640, OCTH 660, OCTH 680, and OCTH 681. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 680 - Scholarship in OT I**

This initial research course introduces the student to various reasons, forms and processes of quantitative scholarship in occupational therapy. Critical review of published research and its emphasis on evidence-based practice is examined. Student groups identify an approved research topic that is further defined by a completed literature review.

#### **Prerequisites & Notes**

OCTH 605, OCTH 610, and OCTH 630. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

## **OCTH 681 - Scholarship in OT Seminar I**

This seminar will offer student research group's time with their assigned advisor to discuss, apply and analyze aspects of their scholarship as the structured process progresses.

### **Prerequisites & Notes**

OCTH 605, OCTH 610, and OCTH 630. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 1

## **OCTH 690 - Experimental Instruction in OT I**

This course will focus on innovative contemporary approaches utilized in occupational therapy professional practice by clinicians, educators, researchers or consultants and is a special departmental offering. Due to the specialized nature of this course it may not be able to be offered on a yearly basis by the program.

### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

## **OCTH 695 - Workshop in OT I**

This course will provide intensive study that will connect professional theory to practice in occupational therapy. This class is a special departmental offering. And due to its specialized nature it may not be offered on a yearly basis by the program.

### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

## **OCTH 698 - Selected Topics in OT I**

A Selected Topics course is a special departmental offering that is related to the discipline of occupational therapy, but due to its specialized nature, may not be able to be offered on a yearly basis by the department.

### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

## **OCTH 700 - Independent Study in OT I**

This course will provide the opportunity for an occupational therapy program student to participate in an independent study that can focus on topics that can include, but not be limited to, clinical practice, scholarship, advocacy, leadership and management, documentation and reimbursement of professional ethics. This is a special departmental offering and due to its specialized nature it may not be offered on a yearly basis by the program.

### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

### **OCTH 710 - Management Applications in OT**

An overview of the principles and applications of management functions, tasks, roles and responsibilities that are carried out in health and human service settings will be provided. Discussion of current issues impacting occupational therapists will be explored and specific supervisory issues discussed. Consultative models with different programs and populations will be examined.

#### **Prerequisites & Notes**

OCTH 625, OCTH 650, OCTH 655, OCTH 665, OCTH 715, OCTH 730, and OCTH 731. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 715 - Applied Movement & Occupation**

Aspects that contribute to normal and abnormal body structure and movement will be the focus of this course and their underlying biomechanics will be discussed and analyzed. Proper and improper ergonomic processes will be examined in relation to health, occupation and potential injury

#### **Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 40, OCTH 660, OCTH 680, and OCTH 681. Minimum grade required is a "C"(Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 720 - Capstone Preparation Seminar**

This experience will prepare the doctoral student to identify, plan and develop specific objectives and plans for supervision with faculty oversight. This will focus on an in-depth experience to develop advanced skills in clinical practice, research, administration, leadership, program and policy development, advocacy, education or theory development.

#### **Prerequisites & Notes**

OCTH 710, OCTH 724, OCTH 744, and OCTH 765. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

### **OCTH 724 - Community Health & Wellness**

Given the relationship to health and wellness to occupation, it is important for occupational therapists to be aware of community health and human service agencies and how they serve the needs of individuals with and without special needs. This course will allow the student to understand community based models of service provision and provide interaction with local agencies. Students will develop a program proposal based on occupation and examine its potential for available external funding opportunities.

#### **Prerequisites & Notes**

OCTH 625, OCTH 650, OCTH 655, OCTH 665, OCTH 715, OCTH 730, and OCTH 731. Minimum grade required is

a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 725 - Technology for Children & Youth**

An overview on use and selection of assistive technology and environmental adaptation strategies used in rehabilitation to enhance performance in occupation will be explored with clients from birth through adolescence. Use of theories, models of practice and frames of reference to direct evaluation and intervention when technology and/or environmental changes are required will be analyzed and discussed. Documentation requirements for both high and low technology items will be reviewed.

#### **Prerequisites & Notes**

OCTH 710, OCTH 724, OCTH 744, and OCTH 765. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 730 - Scholarship in OT II**

This course will continue to provide instruction on research with an in-depth analysis of the qualitative process, along with evidence-based practice and its link to professional practice. Student groups will continue developing a research topic and design leading to IRB submission and approval.

#### **Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 640, OCTH 660, OCTH 680, and OCTH 681. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 731 - Scholarship in OT II Seminar**

This seminar will offer student research group's time with their assigned advisor to discuss, apply and analyze aspects of their scholarship as the structured process continues.

#### **Prerequisites & Notes**

OCTH 615, OCTH 620, and OCTH 640, OCTH 660, OCTH 680, and OCTH 681. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 1

### **OCTH 735 - Applied Clinical Case Studies B**

Students will research, disseminate and discuss related clinical cases regarding children and youth that connect with their current didactic topics from current course work in seminar groups to develop continued clinical reasoning abilities.

#### **Prerequisites & Notes**

OCTH 710, OCTH 724, OCTH 744, and OCTH 765. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

## **OCTH 740 - OT Process III - Children & Youth**

This course will identify professional services and contexts where children and youth are consumers of occupational therapy. The client and their family/ significant others will be analyzed given their specific culture and environment and how the effect of disability impacts on occupational development and performance. Screening, evaluation, intervention and outcomes in early-intervention, school-based and rehabilitative settings will be examined with a variety of therapeutic perspectives and professional responsibilities explored.

### **Prerequisites & Notes**

OCTH 710, OCTH724, OCTH 744, and OCTH 765. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 4

## **OCTH 744 - Spirituality in Health Care**

This course begins with a historical overview of occupational therapy in behavioral health that will include both traditional and contemporary intervention approaches. An overview of psychosocial conditions that can compromise performance of occupation is provided followed by specific occupational therapy assessment and intervention approaches that are part of an interdisciplinary process.

### **Prerequisites & Notes**

OCTH 625, OCTH 650, OCTH 655, OCTH665, OCTH 715, OCTH 730, and OCTH 731. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 1

## **OCTH 745 - Level I Fieldwork B**

This experience provides an opportunity for the student to gain guided clinical experience in settings with a pediatric or adolescent focus in the areas of education, medical or health and human services. The clinical experience is designed to enrich didactic coursework experiences through directed observation and participation in selected aspects of the occupational therapy process.

### **Prerequisites & Notes**

OCTH 710, OCTH 724, OCTH 744, and OCTH 765. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

## **OCTH 750 - OT Process IV - Adult Applications**

Adults with a wide variety of illnesses and injuries who require occupational therapy will be analyzed. Screening, evaluation, intervention and outcomes in acute care, rehabilitative and the home setting will be examined with a variety of therapeutic perspectives and professional responsibilities explored. The client and their family/ significant others will be analyzed given their specific culture and environment and how the effect of disability impacts on participation and recovery.

### **Prerequisites & Notes**

OCTH 720, OCTH 725, OCTH 735, OCTH 740, OCTH 745, and OCTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 4

### **OCTH 753 - Applied Clinical Case Studies C**

Students will research, disseminate and discuss related adult-oriented clinical cases that connect with their current didactic topics from current course work in seminar groups.

#### **Prerequisites & Notes**

OCTH 720, OCTH 725, OCTH 735, OCTH 740, OCTH 745, and OCTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

### **OCTH 755 - Level I Fieldwork C**

This experience provides an opportunity for the student to gain guided clinical experience in settings with an adult or geriatric orthopedic or neurological focus in the areas of education, medical or health and human services. The clinical experience is designed to enrich didactic coursework experiences through directed observation and participation in selected aspects of the occupational therapy process.

#### **Prerequisites & Notes**

OCTH 720, OCTH 725, OCTH 735, OCTH 740, OCTH 745, and OCTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

### **OCTH 760 - Clinical Education Strategies**

Students will learn to effectively communicate, coordinate and work with clients, their family members, significant others and caretakers during direct instruction and training designed to enhance performance, safety and comfort. Learning and pedagogical concepts will be reviewed as participants develop the ability to deliver foundational knowledge, underlying principles, indications, contraindications and precautions to achieve desired outcomes.

#### **Prerequisites & Notes**

OCTH 710, OCTH 724, OCTH 744, and OCTH 765. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

### **OCTH 765 - Leadership, Advocacy & Policy**

Knowledge, understanding and application of leadership theory and principles will be examined and discussed in relation to strengthening program delivery, outcomes and supervision of personnel. Models of service delivery and contexts in which professional services are provided will be identified, discussed and assessed along with current policy issues that influence the practice of occupational therapy. Strategies for advocating for clients and the profession will be explained and demonstrated.

#### **Prerequisites & Notes**

OCTH 625, OCTH 650, OCTH 655, OCTH 665, OCTH 715, OCTH 730, and OCTH 731. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 775 - Technology for Adults**

An overview on use and selection of assistive technology and environmental adaptation strategies used in rehabilitation to enhance performance in occupation will be explored with clients from early, middle and later adulthood. Use of theories, models of practice and frames of reference to direct evaluation and intervention when technology and/or environmental changes are required will be analyzed and discussed. Documentation requirements for both high and low technology items will be reviewed.

#### **Prerequisites & Notes**

OCTH 720, OCTH 725, OCTH 735, OCTH 740, OCTH 745, and OCTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 780 - Scholarship in OT III**

Students will finalize and present their research project and will identify potential journals for publication and conferences for presentation of their completed work with the mentoring of their assigned advisor.

#### **Prerequisites & Notes**

OCTH 720, OCTH 725, OCTH 735, OCTH 740, OCTH 745, and OCTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 1

### **OCTH 785 - Securing External Funding**

Knowledge and understanding of the process of locating and securing grants and how this funding can serve as an important resource for scholarly or clinical practice activities in occupational therapy will be the primary focus. Students in small groups will develop and present a grant proposal seeking funding for an identified relevant professional activity.

#### **Prerequisites & Notes**

OCTH 720, OCTH 725, OCTH 735, OCTH 740, OCTH 745, and OCTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 3

### **OCTH 790 - Experimental Instruction in OT II**

This course is the second in a series and will focus on innovative contemporary approaches utilized in occupational therapy professional practice by clinicians, educators, researchers or consultants and is a special departmental offering. Due to the specialized nature of this course it may not be able to be offered on a yearly basis by the program.

#### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3



## **OCTH 792 - Professional Practice Seminar**

This experience will further prepare the student for completion of comprehensive examinations and full-time fieldwork based on noted strengths and areas for improvement identified by the student and faculty members. Important didactic topics and clinical skill processes will be reinforced and further practiced. All aspects of the occupational therapy process will be examined and documentation will be included.

### **Prerequisites & Notes**

OCTH 750, OCTH 753, OCTH 755, OCTH 775, OCTH 780, and OCTH 785. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 2

## **OCTH 795 - Workshop in OT II**

This course is a second in a series that will provide intensive study that will connect professional theory to practice in occupational therapy. This is a special departmental offering and due to its specialized nature it may not be offered on a yearly basis by the program.

### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

## **OCTH 798 - Selected Topics in OT II**

A Selected Topics II is a second course in a series of special departmental offerings that is related to the discipline of occupational therapy, but due to its specialized nature, may not be able to be offered on a yearly basis by the department.

### **Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

## **OCTH 810 - Level II Fieldwork A**

This initial supervised 12-week experience will provide the student with an in-depth opportunity in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services in an approved setting. Students are required to demonstrate ethical behavior, sound judgment and clinical reasoning throughout the occupational therapy process.

### **Prerequisites & Notes**

OCTH 792. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 9

## **OCTH 815 - Level II Fieldwork B**

This final supervised 12-week experience will provide the student with an in-depth opportunity in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and

research, administration and management of occupational therapy services in an approved setting. Students are required to demonstrate ethical behavior, sound judgment and clinical reasoning throughout the occupational therapy process.

**Prerequisites & Notes**

OCTH 810 (Pass).

Credits: 9

**OCTH 820 - Doctoral Capstone Practicum**

This final supervised 12-week experience will provide the student with an in-depth opportunity in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services in an approved setting. Students are required to demonstrate ethical behavior, sound judgment and clinical reasoning throughout the occupational therapy process.

**Prerequisites & Notes**

OCTH 815 (Pass).

Credits: 8

**OCTH 825 - Post-Doctoral Practicum Seminar**

This experience will provide opportunity for dialogue between cohort students and faculty members to review recently completed full-time fieldwork and capstone experiences and to prepare for state licensure, national certification and provide important program evaluation information.

**Prerequisites & Notes**

OCTH 820 (Pass).

Credits: 1

**OCTH 899 - Dissertation in OT**

This is a special dissertation course is that is offered to support individual occupational therapy program students the opportunity to participate in advanced discipline-related scholarship in occupational therapy with faculty and/or off-site supervision by an identified professional scholar.

**Prerequisites & Notes**

Approval of OTD Program Director/Passing grade required.

Credits: 1-3

**PA 500 - Applied Medical Terminology-Prep for PA Studies or a Career in Medicine**

This course is designed to quickly prepare students to learn how to apply medical field terminology accurately, articulately and concisely through the use of simulated patient cases and clinical settings that are relevant to practicing Physician Assistants, Nurse Practitioners and Physicians. This course requires higher level thinking skills and is taught by a practitioner with at least 2 years of medical experience. It includes a quick overview of Latin roots, prefixes, suffixes and terms as related to body systems; exposure to some key anatomy and physiology terms relevant to selected pathology, diseases and conditions; some exposure to selected medical, surgical and diagnostic procedures; and some exposure to selected pharmacological agents used to treat common diseases and disorders. Students will also be exposed to simulated medical records and can emerge with a general understanding of health records and medical

documentation through the eyes of the aforementioned practitioners. Students will also be exposed to terms and acronyms commonly used in the Physician Assistant healthcare profession, medicine and medical informatics.

Credits: 1

### **PA 590 - Experimental I**

A one-time experimental course offering. 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.

#### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 1 - 6

### **PA 595 - Workshop I**

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.

#### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies

Credits: 1 - 6

### **PA 598 - Selected Topics I**

The in depth examination of a specific topic. The nature of the topic selected and its treatment determined in consultation with the instructor. 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.

#### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 1 - 6

### **PA 600 - Medical Research Literacy**

This course is designed to assure students have or gain skills required of a practitioner to maintain critical, current and operational medical knowledge with an ability to communicate medical information. The student will be prepared for Physician Assistant practice by developing skills that are required to search, assess and apply medical literature to patient care.

#### **Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

## **PA 601 - The Physician Assistant Profession**

This course provides an historical perspective of the Physician Assistant profession, as well as an investigation of current trends and issues. The course stresses the professional responsibilities in relation to the Physician Assistant's role as a health care provider. Content relating to Physician Assistant professional organizations, professionalism, the medical team, program accreditation, graduate certification and recertification, employment considerations and professional liability are included. Skills related to learning style, test taking, stress and time management are covered. Includes Health Insurance Portability and Accountability Act (HIPAA) competency acquisition.

### **Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

## **PA 602 - Medical Ethics**

This course addresses biomedical ethical concepts as related to practical medical decision-making and problem-solving. Students study risk management strategies and the legal definitions of, and their responsibilities toward, informed consent and confidentiality. Ethical principles of beneficence, non-maleficence, autonomy and justice will be discussed.

### **Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

## **PA 603 - Clinical Skills Lab**

In this course, students employ knowledge, skills, and techniques needed to perform clinical skills needed to evaluate surgical and ambulatory patients. Students learn to perform procedures such as hand washing, sterile technique, intravenous and arterial insertions, injection techniques, suturing, wound care, nasogastric tube placement and Foley catheter insertion. Casting and splinting, surgical scrub, gloving and gowning, minor surgical procedures, chest tube placement, and endotracheal intubation, as well as the principles of surgery, including pre-operative, intra-operative and post-operative care will be addressed.

### **Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 1

## **PA 604 - Emergency Medicine and Advanced Cardiac Life Support w/Lab**

In this course, students learn treatments of trauma and medical disorders that commonly present to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with life-threatening trauma or illness and selecting appropriate diagnostic and therapeutic measures. Students are required to become Advanced Cardiovascular Life Support (ACLS) certified or recertified in anticipation of clerkships. Basic Life Support (BLS) will also be covered.

### **Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 1

## **PA 605 - Public Health for the Practicing Physician Assistant**

This course will introduce students to the field of public health. Students will define and discuss the evolution of public health in the U.S. and its relationship to patient care. Current public health issues will also be discussed.

### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, meeting all progression standards.

Credits: 1

## **PA 606 - Healthcare Systems**

This course explores the social, economic political, technological and legal forces that influence the delivery of health care in the United States. The organization, financing and delivery of health care are examined, as are the legislative and policy processes related to health care. How healthcare policies impact national local healthcare delivery, the practicing Physician Assistant and socioeconomic factors will also be examined. Professional and ethical issues arising from healthcare system inequities are explored, as are the implications of a national healthcare status.

### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, meeting all progression standards.

Credits: 1

## **PA 610 - Evidence-Based Medicine**

This course will cover the importance of evidence-based medicine through discovery of how basic statistics, research methods and ethical standards are utilized in research. Students will learn to interpret various types of clinical articles to answer clinical questions, preparing students to apply evidence-based medicine to their clinical practices.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester meeting minimum progression standards.

Credits: 0.5

## **PA 611 - Health Maintenance and Wellness I**

This course will focus on the adulthood population from late adolescence to age 64, surveying disorders common to the adult population. Fundamental elements of clinical medicine as the elements relate to health maintenance and wellness of this patient population will be covered as appropriately indicated. Physician Assistant students will continue to develop a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Wellness and preventative medicine will be discussed. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns wellness and enhancing positive responses to illnesses in this patient population.

### **Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

## **PA 612 - Clinical Anatomy and Pathophysiology I**

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the otolaryngological, ophthalmological, integumentary and musculoskeletal body systems. Emphasis is placed upon the relationships of components within a specific region, as well as topographical and functional anatomy as each relates to physical examination skills and clinical applications. Concurrently, students learn integrative human physiology and pathophysiology involving concepts of cell biology relative to the stated body systems.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 2

**PA 613 - Cadaver Lab I**

This course is designed to reinforce and enhance the student's knowledge of human anatomy learned in Clinical Anatomy and Pathophysiology I in preparation for a career in medicine. The cadaver lab connects anatomical and physiological detail with clinical practice, focusing on the gross anatomy of the human, utilizing cadaver dissection involving systems covered concurrently in the lecture section of Clinical Anatomy and Pathophysiology I.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 0.5

**PA 616 - Clinical Pharmacology and Pharmacotherapeutics I**

In this course, students are introduced to pharmacodynamics, pharmacokinetic and Pharmacotherapeutics principles that provide a foundation for the study of pharmacology and pharmacotherapeutics. Students will also learn how to write prescriptions. Combined lecture and active learning exercises help students to demonstrate skills that a Physician Assistant needs to enhance patient care in clinical practice. This course focuses on pharmacology and therapeutics related to otolaryngological, ophthalmological, integumentary and musculoskeletal diseases and disorders.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 2

**PA 617 - Laboratory and Diagnostic Studies I**

In this course, students will learn basic terminology related to tests and testing, such as test of choice and gold standard. They will also learn how primary and differential diagnoses are used to order labs, imaging and other diagnostic studies needed to rule in or rule out disease processes and disorders. This course helps the student develop the critical skills needed to appropriately order laboratory, imaging and other testing based upon patient presentation and best practices, how to interpret the results and what to do with the findings. Students will also learn how to calculate needed values from given values when necessary. Case-based integrated learning takes place in a series of small group case exercises, concurrently covering the same diseases and disorders that are being covered in Clinical Medicine I. Includes blood-borne pathogen competency acquisition.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

## **PA 620 - Applied Medical Statistics**

The objective of this biostatistics course is to provide students with an understanding of basic concepts of data analysis and statistical inference in the medical and health sciences. The major area covered are: data description and exploratory data, analysis used in health-related journals design of medical and health studies, screening tests for disease, role of statistical inference in public health and medical studies and the statistical methods for evaluating the association of factors with health outcomes.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 2

## **PA 621 - Health Maintenance and Wellness II**

This course will focus on the adulthood population from late adolescence to age 64, surveying disorders common to the adult population. Fundamental elements of clinical medicine as the elements relate to health maintenance and wellness of this patient population will be covered as appropriately indicated. Physician Assistant students will continue to develop a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Wellness and preventative medicine will be discussed. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns wellness and enhancing positive responses to illnesses in this patient population.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 1

## **PA 622 - Clinical Anatomy and Pathophysiology II**

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the neurological, psychosocial/psychiatric, endocrinological, gastrointestinal, genitourinary and reproductive body systems. Emphasis is placed upon the relationships of components within a specific region, as well as topographical and functional anatomy as each relates to physical examination skills and clinical applications. Concurrently, students learn integrative human physiology and pathophysiology involving concepts of cell biology relative to the stated body systems.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 2

## **PA 623 - Cadaver Lab II**

This course is designed to reinforce and enhance the student's knowledge of human anatomy learned in Clinical Anatomy and Pathophysiology II in preparation for a career in medicine. The cadaver lab connects anatomical and physiological detail with clinical practice, focusing on the gross anatomy of the human, utilizing cadaver dissection involving systems covered concurrently in the lecture section of Clinical Anatomy and Pathophysiology II.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 0.5

### **PA 626 - Clinical Pharmacology and Pharmacotherapeutics II**

In this course, students will continue to build a foundation in pharmacology and pharmacotherapeutics principles learned in Clinical Pharmacology and Pharmacotherapeutics I. Students will also continue to write prescriptions. Combined lecture and active learning exercises will continue to help students demonstrate skills that a Physical Assistant needs to enhance patient care in clinical practice. This course focuses on pharmacology and pharmacotherapeutics related to neurological psychosocial/psychiatric, endocrinological, gastrointestinal, genitourinary and reproductive diseases and disorders.

#### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 3

### **PA 627 - Laboratory and Diagnostic Studies II**

This course continues to develop a student's knowledge of laboratory and diagnostic studies. Critical skills required to appropriately order laboratory, imaging and other diagnostic studies based upon patient presentation and best practices, how to interpret the results and what to do with the findings will be honed. Students will continue to learn how to calculate needed values from given values when necessary. Case-based integrated learning will continue to take place in a series of small group case exercises, concurrently covering the same diseases and disorders that are being covered in Clinical Medicine II.

#### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 1

### **PA 630 - Pediatrics**

This course will focus on the pediatric population from birth through adolescence, surveying disorders common to the pediatric population. Fundamental elements of clinical medicine as the elements relate to health maintenance and wellness from birth through adolescence are covered as appropriately indicated. Normal growth and development are reviewed, together with suggestions for effective parent-child communication and interaction. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns and enhancing positive responses to illnesses in this patient population.

#### **Prerequisites & Notes**

None

Credits: 1

### **PA 632 - Clinical Anatomy and Pathophysiology III**

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the hematological, cardiovascular and pulmonary body systems. Emphasis is placed upon the relationships of components within a specific region, as well as topographical and functional anatomy as each relates to physical examination skills and clinical applications. Concurrently, students learn integrative human physiology and pathophysiology involving concepts of cell biology relative to the stated body systems. In addition, genetic anomalies



and infectious disease will be covered in this course.

**Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 2

**PA 633 - Cadaver Lab III**

This course is designed to reinforce and enhance the student's knowledge of human anatomy learned in Clinical Anatomy and Pathophysiology III in preparation for a career in medicine. The cadaver lab connects anatomical and physiological detail with clinical practice, focusing on the gross anatomy of the human, utilizing cadaver dissection involving systems covered concurrently in the lecture section of Clinical Anatomy and Pathophysiology III.

**Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 0.5

**PA 636 - Clinical Pharmacology and Pharmacotherapeutics III**

In this course, students will solidify an understanding of pharmacology and pharmacotherapeutics principles learned in Clinical Pharmacology and Pharmacotherapeutics I and II. Students will become proficient at writing prescriptions. Combined lecture and active learning exercises will continue to help students demonstrate skills that a Physician Assistant needs to enhance patient care in clinical practice. This course focuses on pharmacology and pharmacotherapeutics related to hematological, cardiovascular and pulmonary diseases and disorders. Pharmacological treatments related to Infectious disease will also be covered this semester. Treatment options involving genetic anomalies will be addressed in this course as well.

**Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 3

**PA 637 - Laboratory and Diagnostic Studies III**

This course continues to develop a student's knowledge of laboratory and diagnostic studies. Critical skills required to appropriately order laboratory, imaging and other diagnostic studies based upon patient presentation and best practices, to interpret results and to know what to do with the findings will continue to be honed. Students are expected to be more adept at understanding labs and diagnostic studies and performing needed calculations by the end of this course. Case-based integrated learning will continue to take place in a series of small group case exercises, concurrently covering the same diseases and disorders that are being covered in Clinical Medicine III.

**Prerequisites & Notes**

Successfully passing all courses 2nd semester, meeting minimum progression standards.

Credits: 1

**PA 640 - Clinical History and Physical Diagnosis I**

This course teaches the foundational knowledge required to systematically perform a comprehensive physical examination, setting the course for best-practice clinical approaches. After the foundation is set, the course focuses on

pragmatically approaching and diagnosing diseases and disorders of the otolaryngological, ophthalmological, integumentary and musculoskeletal body systems based upon patient complaint, history and presentation.

**Prerequisites & Notes**

Prerequisites and Notes: Admission to the MSPAS degree program

Co-requisite: PA 641

Credits: 1.5

**PA 641 - Clinical History and Physical Diagnosis Lab 1**

The student will first learn how to perform a thorough head-to-toe examination, practicing foundational skills and techniques and applying knowledge learned in PA 640 Clinical History and Physical Diagnosis I. Then the course introduces the student to the practice of eliciting an appropriate problem-specific history and performing an appropriate problem-specific physical examination based upon patient complaint and presentation, as well as differential diagnoses. Knowledge of the structure and function of the human body is integrated while student is performing the physical examination. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned. Another focus of this course is patient education. The same body systems covered in PA 640 Clinical History and Physical Diagnosis I will also be covered in this course.

**Prerequisites & Notes**

Prerequisites and Notes: Admission to the MSPAS degree program

Co-requisite: PA 640

Credits: 2

**PA 642 - Clinical History and Physical Diagnosis II**

This course builds on skills learned in Clinical History and Physical Diagnosis I, continuing to focus on relevant history and physical examination skills needed to pragmatically approach and diagnose diseases and disorders. Students will learn how to clinically approach and assess diseases and disorders of the neurological, psychosocial/psychiatric, endocrine, gastrointestinal, genitourinary and reproductive body systems based upon patient complaint, history and presentation. Students will also learn components of a well-adult history and physical examination, as well as the nuances of obtaining a special needs population history or performing an examination. During this course, students will learn how to write a problem-oriented SOAP (subjective, objective, assessment, plan) note, how to effectively document normal and abnormal findings, how to appropriately code and bill and how to present a patient to a preceptor. The importance of good communication skills and professional conduct will continue to be stressed. Students will also learn how to record pre-and post-operative encounters, hospital orders, progress notes and discharge summaries and about consultations.

**Prerequisites & Notes**

Co-requisite: PA 643

Credits: 1.5

**PA 643 - Clinical History and Physical Diagnosis Lab II**

The student will first learn how to perform a thorough head-to-toe examination, practicing foundational skills and techniques and applying knowledge learned in PA 642 Clinical History and Physical Diagnosis II. Then the course introduces the student to the practice of eliciting an appropriate problem-specific history and performing an appropriate problem-specific physical examination based upon patient complaint and presentation, as well as differential diagnoses. Knowledge of the structure and function of the human body is integrated while student is performing the physical

examination. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned. The same body systems covered in PA 642 Clinical History and Physical Diagnosis II will also be covered in this course.

**Prerequisites & Notes**

Co-requisite: PA 642

Credits: 2

**PA 644 - Clinical History and Physical Diagnosis III**

This course builds on skills learned in Clinical History and Physical Diagnosis I and II, continuing to focus on relevant history and physical examination skills needed to pragmatically approach and diagnose diseases and disorders. Students will learn how to clinically approach and assess diseases and disorders of the hematological, cardiovascular and pulmonary body systems based upon patient complaint, history and presentation. Approach and physical assessment of infectious disease and genetic anomalies will be discussed. Students will also learn components of a well-person geriatric history and physical examination, as well as diversity-associated history and physical examination challenges associated with diversity. This course will continue to enhance Students history taking, documentation and communication skills with variants related to the geriatric patient. Other topics covered in this course include diversity issues and handling difficult patient or preceptor encounters. Electronic Medical Records will also be introduced. Students will become familiar with documentation required for continuing medical education and NCCPA certification/recertification. During this course, students will be trained to approach and assess the pediatric patient. Another focus of this course is patient education.

**Prerequisites & Notes**

Co-Requisite: PA 645

Credits: 1.5

**PA 645 - Clinical History and Physical Diagnosis Lab III**

The student will first learn how to perform a thorough head-to-toe examination, practicing foundational skills and techniques and applying knowledge learned in PA 644 Clinical History and Physical Diagnosis III. Then the course introduces the student to the practice of eliciting an appropriate problem-specific history and performing an appropriate problem-specific physical examination based upon patient complaint and presentation, as well as differential diagnoses. Knowledge of the structure and function of the human body is integrated while student is performing the physical examination. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned. During this course, students will be trained to approach and assess the pediatric patient. Another focus of this course is patient education. The same body systems covered in PA 644 Clinical History and Physical Diagnosis III will also be covered in this course.

**Prerequisites & Notes**

Co-requisite: PA 644

Credits: 2

**PA 651 - Clinical Medicine I**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls and differential diagnoses as appropriately indicated are covered. This course focuses on otolaryngological,

ophthalmological, integumentary and musculoskeletal body systems. Correlated reviews of relevant pathology and radiology are also incorporated.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 2.5

**PA 652 - Applied Clinical Medicine Lab I**

This course involves interactive practical application of knowledge acquired from Clinical Medicine I. It is designed to develop critical thinkers and solidify medical concepts through collaborative learning and simulation laboratory experiences. Professionalism and technical competencies are also emphasized.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

**Pa 654 - Special Needs Populations I**

The purpose of this course is for students to learn about and become comfortable with the special needs populations they will encounter as a medical care provider. After the student researches and defines their meaning of "Special Needs Populations", the student will engage in active learning through the associated practicum. Students will present to the class their experiences with these populations and research potential methods for assessing, planning and implementing treatment for such populations. Students will also learn about diversity.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 1

**PA 655 - Special Needs Populations Exposure Practicum I**

This practicum exposes the student to a variety of people with inherent, psychosocial or environmentally induced mental or physical anomalies that impede normal functioning. These experiences will occur at SRU's Therapeutic Equestrian Center and other local sites, facilities and organizations. Students will be assessed on such things as professionalism, participation and journaling. Students will go through basic equestrian training at the Equestrian Center prior to exposure to the special needs populations. There may be an opportunity for additional equestrian training. The purpose of this course is to increase exposure and awareness of special needs populations in hopes students will become better medical care providers for these populations.

**Prerequisites & Notes**

Admission to MSPAS degree program

Credits: 0.5

**PA 660 - Practice-Based Learning and Improvement Experience I**

Practice-based learning and improvement is increasingly becoming a part of medical practice and has recently infiltrated Physician and Physician Assistant continuing medical education. In this course, students will receive instruction in research methods and application in the clinical setting. Students will choose a proposal topic that will

then be developed during the clinical year in the Practice-Based Learning and Improvement II course and presented in the Practice-Based Learning and Improvement III course. Students will be given the opportunity to select from the following: quasi-experimental study with data gathering and analysis, case-based study, evidence-based medicine project with comprehensive literature review, and community-based research. All student research involving human subjects (surveys, chart reviews, etc.) must be approved by the Slippery Rock University Human Subjects Institutional Review Board (IRB). This course provides a summative evaluation tool to measure cognitive, motor and affective domains at a point near a student's completion of the academic portion of the program. In addition, students will learn about reimbursement, coding and billing in preparation for their clinic year.

**Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 0.5

**PA 661 - Clinical Medicine II**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls and differential diagnoses as appropriately indicated are covered. This course focuses on neurological, psychosocial/psychiatric, endocrinological, gastrointestinal, genitourinary and reproductive body systems. Correlated reviews of relevant pathology and radiology are also incorporated.

**Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 4.5

**PA 662 - Applied Clinical Medicine Lab II**

This course involves interactive practical application of knowledge acquired from Clinical Medicine I and II. It is designed to develop critical thinkers and solidify medical concepts through collaborative learning and simulation laboratory experiences. Professionalism and technical competencies continue to be emphasized.

**Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 1

**PA 664 - Special Needs Populations II**

The purpose of this course is for students to continue to learn about and become comfortable with the special needs populations they will encounter as a medical care provider. The student will redefine the meaning of "special needs populations" secondary to their experiences from last semester and once again engage in the same active learning, researching and presenting activities. Students will develop a better understanding of diversity.

**Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 1

## **PA 665 - Special Needs Populations Exposure Practicum II**

This practicum continues to expose the student to a variety of people with inherent, psychosocial or environmentally induced mental or physical anomalies that impede normal functioning. These experiences will continue to occur at SRU's Therapeutic Equestrian Center and other local sites, facilities and organizations. Students will be assessed on such things as professionalism, participation and journaling. Students will go through basic equestrian training at the Equestrian Center prior to exposure. There may be an opportunity for additional equestrian training. The purpose of this course is to continue to increase exposure and awareness of special needs populations in hopes students will become better medical care providers for these populations.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 0.5

## **PA 667 - Clinical Exposure Practicum I**

This course incorporates experiential learning to prepare the student for clerkships and eventually clinical practice. It will also facilitate the transition of knowledge and skills from the academic phase to the clinical phase, giving students the opportunity to employ their skills learned to date. Students will be placed in clinic and hospital settings for half a day multiple times throughout the semester. Students will also have other health-related community experiences and activities during this course. In-class time will be used to discuss these experiences and work on skills essential for clinical practice.

### **Prerequisites & Notes**

Successfully passed all courses 1st semester, meeting minimum progression standards.

Credits: 0.5

## **PA 671 - Clinical Medicine III**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls and differential diagnoses as appropriately indicated are covered. This course focuses on hematological, cardiovascular and pulmonary body systems. Infectious disease and genetic anomalies will be covered. Correlated reviews of relevant pathology and radiology are also incorporated

### **Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 4.5

## **PA 672 - Applied Clinical Medicine Lab III**

This course involves interactive practical application of knowledge acquired from Clinical Medicine I, II and III. It is designed to develop critical thinkers and solidify medical concepts through collaborative learning and simulation laboratory experiences. Professionalism and technical competencies continue to be emphasized.

### **Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 1

### **PA 673 - From Theory to Practice I**

This course is designed to transition students from their academic experiences to clinical experiences to clinical practice. Topics will include issues students will encounter during clerkships, including medical ethics, patient safety principles, clinical setting communications, Occupational Safety and Health Administration (OSHA), Health Insurance Portability and Accountability Act (HIPAA), professionalism, quality improvement, prevention of medical errors, risk management and an in-depth discussion of program and professional requirements for progressing through the clinical year. They will also prepare for formative examinations following most clinical clerkships. Students will be introduced to continuing medical education activities.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, meeting all progression standards.

Credits: 2

### **PA 674 - Special Needs Populations III**

The purpose of this course is for students to analyze what they have learned over the last 2 semesters about "special needs populations." Students will continue to be exposed to these populations this semester. Students will be asked to reflect on what they have learned, how these experiences have changed them and how they can use these experiences to improve healthcare to the special needs populations when they enter the medical profession. Students will have the option to engage in research associated with this type of active learning or with this patient population in the Practice-Based Learning and Improvement Experience courses. Topics relevant to the elderly, disabled, cognitive deficits, chronic pain, immigrant, disasters, unemployment, compliance and opportunities will be discussed. Students will conceptualize diversity.

#### **Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 1

### **PA 675 - Special Needs Populations Exposure Practicum III**

This practicum continues to expose the student to a variety of people with inherent, psychosocial or environmentally induced mental or physical anomalies that impede normal functioning. These experiences will continue to occur at SRU's Therapeutic Equestrian Center and other local sites, facilities and organizations. Students will be assessed on such things as professionalism, participation and journaling. Students will go through basic equestrian training at the Equestrian Center prior to exposure. There may be an opportunity for additional equestrian training. The purpose of this course is to continue to increase exposure and awareness of special needs populations in hopes students will become better medical care providers for these populations.

#### **Prerequisites & Notes**

Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 0.5

### **PA 677 - Clinical Exposure Practicum II**

This course continues to incorporate experiential learning to prepare the student for clerkships and eventually clinical practice. It also continues to facilitate the transition of knowledge and skills from the academic phase to the clinical phase, giving students the opportunity to hone skills. Students will once again be placed in clinic and hospital settings for half a day multiple times throughout the semester, have other health-related community experiences and activities and discuss these experiences in class.

**Prerequisites & Notes**

Successfully passed all courses 2<sup>nd</sup> semester, meeting minimum progression standards.

Credits: 0.5

**PA 683 - From Theory to Practice II**

This seminar course will focus on the student's interview skills and their ability to integrate an actual medical case into a formal oral presentation. Students will present a patient case and discuss issues of importance to the profession and health care in general. Discussion and education will continue on topics identified by faculty and students as important during the clinical year. Students will also prepare for formative examinations following most clinical clerkships. Students will be encouraged to attend State and National conferences and support their class's Student Challenge Bowl team. Students will be required to complete continuing medical education activities.

**Prerequisites & Notes**

Successful completion of the first semester of the 2<sup>nd</sup> year of the MSPAS program, meeting all progression standards.

Credits: 2

**PA 690 - Experimental II**

A one-time experimental course offering. 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.

**Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 1 - 6

**PA 693 - From Theory to Practice III**

This course provides tools to ensure success for students to transition to their professional careers. Course topics include résumé development, employment strategies, completing of state applications for practice medicine, medical malpractice, PA licensure, current trends in the PA profession, credentialing, laws and regulations regarding professional practice, political issues and financial planning. Discussion and education will continue on other topics identified by faculty and students as important during the clinical year. Students will also prepare for formative exams following most clinical clerkships. Students will be required to complete continuing medical education activities.

**Prerequisites & Notes**

Successful completion of the second semester of the 2<sup>nd</sup> year of the MSPAS program, meeting all progression standards.

Credits: 2



## **PA 694 - Summative & Physician Assistant National Certification Exam (PANCE) Prep**

This course prepares students for successful completion of the Physician Assistant National Certifying Exam (PANCE), necessary for entering medical practice. Students learn strategies for successful study and successful completion of board-style exams, as well as an intense overview of medical knowledge at the end of this course to help prepare them for the PANCE. This course provides a summative evaluation tool to measure cognitive, motor and affective domains at a point near a student's completion of the clinical portion of the program. Students perform an objective standardized clinical examination (OSCE) in order to demonstrate competencies in interpersonal skills, comprehensive physical examination skills and professional bearing. Students will complete an end-of-year written examination providing proof of medical knowledge and clinical competence.

### **Prerequisites & Notes**

Successful completion of the second semester of the 2<sup>nd</sup> year of the MSPAS program, meeting all progression standards.

Credits: 1.5

## **PA 695 - Workshop II**

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.

### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 1 - 6

## **PA 698 - Selected Topics II**

The in depth examination of a specific topic. The nature of the topic selected and its treatment determined in consultation with the instructor. 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.

### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 1 - 6

## **PA 700 - Independent Study**

Students have an opportunity to study selected areas in greater concentration. The nature of the topic selected and its treatment are determined in consultation with the 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.

### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 1 - 6

### **PA 710 - Special Needs Population(s) Experience I**

This 3-week experience will provide interactive experiences with one or more subsets of special-needs populations, from those inflicted with genetic anomalies and/or psychosocial or neuropsychiatric disorders to those with developmental and/or environmental disabilities or those who are socioeconomically disadvantaged. Students will gain unique and valuable experiences that will allow them to become more comfortable with special-needs populations, creating providers with skills needed to communicate and engage with such populations while providing medical care. These interactive experiences are created to increase the likelihood of students becoming providers for special-needs populations.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 3

### **PA 711 - Family Practice Clerkship**

This 4.5-week clerkship provides practical clinical experience in general family practice care. Students engage in all aspects of primary patient care including history, physical examination, assessment and treatment-plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 712 - Internal Medicine Clerkship**

This 4.5-week clerkship provides practical clinical experience in internal medicine. Students engage in all aspects of patient care including history, physical examination, assessment and treatment-plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 713 - Pediatrics Clerkship**

This 4.5-week clerkship provides practical clinical experience in pediatric medicine. Students engage in all aspects of patient care including history, physical examination, assessment and treatment-plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 714 - Behavioral Medicine Clerkship**

This 4.5-week clerkship provides practical clinical experience in psychiatric medicine. Students engage in all aspects of patient care including history, physical examination, assessment and treatment-plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 715 - General Surgery Clerkship**

This 4.5-week clerkship provides practical clinical experience in general surgery. Students engage in all aspects of patient care, including history, physical examination and treatment plan design and evaluation with opportunities to experience pre-operative, intraoperative and post-operative settings. Students will have exposure to the operating room. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 716 - Women's Health (OB/GYN) Clerkship**

This 4.5-week clerkship provides practical clinical experience in Women's Health (OB/GYN). Students engage in all aspects of patient care including history, physical examination, assessment and treatment-plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 717 - Emergency Medicine Clerkship**

This 4.5-week clerkship provides practical clinical experience in emergency medicine. Students engage in all aspects of patient care including history, physical examination, assessment and treatment-plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 720 - Special Needs Population(s) Experience II**

This 3-week experience will provide interactive experiences with one or more subsets of special-needs populations, from those inflicted with genetic anomalies and/or psychosocial or neuropsychiatric disorders to those with

developmental and/or environmental disabilities or those who are socioeconomically disadvantaged. Students will gain unique and valuable experiences that will allow them to become more comfortable with special-needs populations, creating providers with skills needed to communicate and engage with such populations while providing medical care. These interactive experiences are created to increase the likelihood of students becoming providers for special-needs populations. Students will be exposed to a different set of special-needs populations not encountered during their Special-Needs Population(s) Clerkship I rotation.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 3

**PA 721 - Family Practice Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in general family practice care. Students engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous family practice clerkship site or experience a new family practice clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 722 - Internal Medicine Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in an adult medicine setting. Students engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous internal medicine clerkship site or experience a new internal medicine clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 723 - Pediatrics Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in pediatric medicine. Students engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous pediatric clerkship site or experience a new pediatric clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 724 - Behavioral Medicine Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in psychiatric medicine. Students engage in all aspects of patient care including history, physical examination, psychiatric evaluation and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous behavioral medicine clerkship site or experience a new behavioral medicine clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 725 - General Surgery Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in general surgery. Students engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation with opportunities to experience pre-operative, intraoperative, and post-operative settings. Students will have exposure to the operating room. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous general surgery clerkship site or experience a new general surgery clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 726 - Women's Health (OB/GYN) Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in Women's Health. Students engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous women's health clerkship site or experience a new women's health clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 727 - Emergency Medicine Clerkship Elective**

This 4.5-week clerkship offers an additional 4.5 weeks of practical clinical experience in emergency medicine. Students engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized. Students will have the opportunity to return to their previous emergency medicine clerkship site or experience a new emergency medicine clerkship site.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 730 - Special Needs Population(s) Experience Elective**

This 4.5-week experience will provide interactive experiences with one or more subsets of special-needs populations, from those inflicted with genetic anomalies and/or psychosocial or neuropsychiatric disorders to those with developmental and/or environmental disabilities or those who are socioeconomically disadvantaged. Students will gain unique and valuable experiences that will allow them to become more comfortable with special-needs populations, creating providers with skills needed to communicate and engage with such populations while providing medical care. These interactive experiences are created to increase the likelihood of students becoming providers for special-needs populations. Students will have the opportunity to return to a previous special needs population(s) experience site or experience a new special needs population(s) clerkship site.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 741 - Cardiology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of cardiology. Students will learn how to obtain a thorough cardiovascular history and perform a comprehensive cardiovascular examination. Students may have exposure to items such as cardiac catheterization, cardiac surgery, consults, rounds, cardiac clinical and laboratory evaluation, cardiac stress tests, nuclear cardiac imaging, EKGs, inpatient and outpatient care and echocardiography. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 742 - Otolaryngology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of otolaryngology. Students will learn how to obtain a thorough otolaryngologic history and perform a comprehensive head and neck examination. Students may have exposure to items such as otolaryngologic pathology, consults, surgery and inpatient and outpatient care. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 743 - Orthopedics Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of orthopedics. Students will learn how to take a thorough orthopedic history and perform a comprehensive

musculoskeletal examination. Students may have exposure to items such as inpatient and outpatient care, consults, orthopedic surgery and common orthopedic problems. In addition, students will become more proficient at reading x-rays and other imaging. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 744 - Neurology Clerkship Elective**

This 4.5-week clerkship introduces the student to the field of neurology and a wide variety of neurological problems. Students will learn how to take a thorough neurologic history and perform a comprehensive neurologic physical examination. Students may have exposure to items such as inpatient and outpatient care, consults and neurosurgery. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 745 - Nephrology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of nephrology. Students will learn how to take a thorough renal history and perform a comprehensive renal physical examination. Students may have exposure to items such as inpatient and outpatient care, consults, renal physiology and pathophysiology, hypertension, immunology, nephrology transplantation, other renal surgeries, dialysis and fluid, electrolyte and acid-base disorders. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards

Credits: 4.5

**PA 746 - Oncology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of oncology. Students will learn how to take a thorough history and perform a comprehensive renal physical examination on patients suspected of and known to have neoplastic disease. Students may have exposure to items such as inpatient and outpatient care, surgery, consults, hematology and the multidisciplinary approach to the management of patients with neoplastic disease as it presents in breasts, bones, kidneys, bladder, prostate, liver, colon, heme, brain, lymph, skin and thoracic cavity. In addition, students will learn about services and help available to those with neoplastic disease and about bioethical decisions. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and

preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 747 - Gastroenterology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of gastroenterology. Students will learn how to take a thorough gastrointestinal history and perform a comprehensive gastrointestinal physical examination. Students may have exposure to items such as inpatient and outpatient care, surgery, consults, abdominal x-ray studies and diagnostic/therapeutic procedures to include endoscopy, colonoscopy and ERCP, learning the usefulness and limitations and appropriate role of such tests in clinical problem solving. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 748 - Dermatology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of dermatology. Students will learn how to take a thorough dermatological history and perform a comprehensive dermatological physical examination. Students may have exposure to items such as outpatient and possibly inpatient care, surgery, consults, skin changes that reflect multisystem disease and dermatological diagnostic and therapeutic procedures. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

**PA 749 - Infectious Disease Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of infectious disease. Students will learn how to take a thorough history and perform a comprehensive physical examination when an infectious disease process is suspected. Students may have exposure to items such as inpatient and outpatient care, surgery, consults, pathophysiology of infectious disease, differential diagnoses and principles of antimicrobial therapy. Students may have opportunities to see common and not so common community-acquired infections, AIDS, nosocomial infections and infections related to immunosuppression, surgery and pregnancy. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**



Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 750 - Mission Work Clerkship Elective**

This 4.5-week clerkship is designed to meet the needs of students who wish to expand their medical experience to the international stage, giving students a well-rounded exposure to mission work. Students will work with faculty to identify appropriate clinical sites for this experience because of the advanced preparation required for this elective. Students must prepare a written report and receive an evaluation from the site of the project. These will serve as the basis for this elective's evaluation. Students will learn how to take a history and perform physical examinations on those who come from different cultures and possibly speak a language other than English. Students will most likely have life-changing experiences as they are exposed to other cultures, economies and social environments. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 751 - Interventional Radiology Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of interventional radiology. Students will build upon the fundamentals of radiological interpretation presented during the core clerkships. Students will expand their knowledge of the clinical indications for imaging examinations and interventional radiological procedures. The clerkship allows students to rotate through various subspecialty divisions of radiology. The student will work as a member of the radiology team, observing interpretations, helping with image retrieval and researching interesting cases. Application of patient and family education in regards to interventional radiology and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

### **PA 752 - Physician Assistant Educator Experience Elective**

This 4.5-week PA educator experience is a guided learning experience to give second-year PA students the opportunity to explore PA education as a potential future career choice. All members of the PA Program faculty will mentor the PA educator student. Evidence of completion of this experience is based upon completion of written assignments and classroom experiences determined by the faculty advisor. Students engage in all aspects of PA education including lecture preparation, teaching, clinicals, evaluation, assessment, scholarly activity and service.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing and meeting all progression standards.

Credits: 4.5

## **PA 753 - Physician Assistant Researcher Experience Elective**

This 4.5-week PA researcher experience introduces a student to PA research who is interested in pursuing hypothesis-driven clinical research. Upon completion of this course, the student will (a) understand the importance of practical protocol design, the role of a mentor and requirements for submission of a successful institutional review board application for both adult and pediatric populations; (b) be aware of the applicability of various methodologies in addressing specific physiologic questions; (c) understand the role of institutional review boards and the other mechanisms for review of ethical and regulatory parameters relative to human studies; (d) recognize the significance of bioinformatics in clinical investigation and (e) understand the broad ethical issues relevant to research in human subjects. The student will work closely with a designated faculty preceptor, who will monitor the student's progress.

### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards, PA660 Practice-Based Learning and Improvement I, PA670 Practice-Based Learning and Improvement II and PA680 Practice-Based Learning and Improvement III.

Credits: 4.5

## **PA 754 - Community Health Experience Elective**

This 4.5-week community health experience is a highly individualized elective. Students will participate in one of a variety of individual field experiences, generally correlating with the student's interests, where the student can focus on a single community/public health issue to help them understand and apply the material presented in the core curriculum. This experience culminates in students designing and completing a community/public health focused project within the context of their field experience topic. While enrolled in the field experience in a specific area of student interest, the student will work closely with a designated faculty preceptor, who will monitor the student's progress.

### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards and PA 605 Public Health for the Practicing Physician Assistant

Credits: 4.5

## **PA 755 - Public Health Experience for the Practicing Physician Assistant Elective**

This 4.5-week public health experience for the practicing Physician Assistant elective will introduce the student to preventive medicine, public health and the principles of applied epidemiology. Students are offered the opportunity to actively assist in the epidemiologic investigation of infectious diseases.

### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards and PA605 Public Health for the Practicing Physician Assistant.

Credits: 4.5

## **PA 756 - Health Policy Experience Elective**

This 4.5-week health-policy experience combines experiences in scholarly research and clinical practice. Students have a unique opportunity to interact with local, state and/or federal policymakers, with possible opportunities to collaborate with and contribute to improving quality medical care for our increasingly diverse and underserved populations through both clinical and academic practice.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards, PA605 Public Health for the Practicing Physician Assistant and PA606 Healthcare Systems.

Credits: 4.5

**PA 757 - Medical Intensive Care (MICU) Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of a medical intensive care unit. Students may have exposure to items such as inpatient critical care and management of respiratory failure, sepsis, shock, cardiac injury and stroke. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 4.5

**PA 758 - Hospitalist Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of hospital care as part of a hospitalist team. Students will become well-learned in the art of efficiently and effectively gathering a complete history and physical examination, as well as Grand Rounds, progress notes and discharge summaries. Students may have exposure to items such as inpatient, surgical, end-of-life and trauma care. Students will also learn discharge planning, develop skills to coordinate care plans with a medical team and learn the fundamentals of inpatient billing. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 4.5

**PA 759 - Pain Management Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of pain management. Students will learn how to take a thorough history and perform a comprehensive physical examination in relation to a wide variety of chronic pain conditions. Students may have exposure to items such as inpatient and outpatient care, surgery, consults, development of care plans, and pain management treatment to include both medication management as well as interventional techniques. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

**Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 4.5

### **PA 760 - Physical Medicine & Rehabilitation (PMnR) Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of PMnR. Students will learn how to take an appropriate history and perform an appropriate physical examination in relation to physical medicine and rehabilitation. This clerkship emphasizes an interdisciplinary approach to the patient severely disabled by disorders such as acute spinal cord injury, traumatic brain injury, stroke and other neurologic disabilities. Concentration is on clinical evaluation, prevention of complications and participation in long-term planning for maximum independence and improving the quality of life for the patient. Students may have exposure to items such as outpatient and inpatient care, surgery and consults. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 4.5

### **PA 761 - Neonatal Intensive Care (NICU) Clerkship Elective**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of a neonatal intensive care unit. This clerkship will introduce students to the normal physiological and biochemical adaptations involved in the transition from fetus to newborn and acquaint the student with the recognition and treatment of major disease states that result from prematurity, congenital anomalies, infection, asphyxia, and other abnormal perinatal conditions. Students will work closely with a neonatal medical team. Students may have exposure to items such as interpreting lab data, formulating plans of management, presenting pertinent overnight events, participation in critical care procedures and writing of admission, discharge and daily progress notes. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 4.5

### **PA 799 - Clerkship Elective - Other**

This 4.5-week clerkship will give students a well-rounded exposure to the principles and practices of a medical or surgical specialty. Some potential disciplines include repeating a required core rotation, cardiology, otolaryngology, orthopedics, neurology, nephrology, oncology, gastroenterology, dermatology, infectious disease, neonatal intensive care units and international Third World experiences. This elective clerkship can also be in any other field of medicine not already identified as an elective rotation such as hematology, urology, gerontology, endocrinology, rheumatology, pulmonology, cardiovascular surgery, plastic surgery, ophthalmology or anesthesia after the PA Department approves it. Students will engage in all aspects of patient care including history, physical examination, and treatment plan design and evaluation. Application of patient and family education to treatment and preventive measures is emphasized.

#### **Prerequisites & Notes**

Successful completion of the first year of the MSPAS program, in good standing, meeting all progression standards.

Credits: 4.5

### **PA 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.

#### **Prerequisites & Notes**

Acceptance into the MSPAS program, in good standing, meeting all progression standards and approved by Department of PA Studies.

Credits: 3 - 6

### **PE 502 - Foundations of Distance Education**

The course is designed to provide learners opportunities to understand the foundations of distance education. Students will be able to demonstrate competencies and skills to apply instructional strategies to develop curriculum that meets the needs of distant learners. In addition, students will be able to use various assessment methods to evaluate student learning through distance education.

Credits: 3

### **PE 503 - Using Educational Technology to Enhance Learning**

This course is designed to provide students with the knowledge and skills necessary to effectively use educational technology to enhance learning in both a traditional face-to-face classroom and also through distance or cyber education.

#### **Prerequisites & Notes**

None

Credits: 3

### **PE 504 - Teaching Physical Education through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach physical education through distance or cyber education.

#### **Prerequisites & Notes**

PE 502 and 503 with grade of C or better

Credits: 3

### **PE 505 - Teaching Health Education through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach health education through distance or cyber education.

#### **Prerequisites & Notes**

PE 502 and PE 503

Credits: 3

### **PE 560 - Physical Education Symposium**

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

Credits: 1 to 3

### **PE 576 - Stress Management**

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

Credits: 3

### **PE 590 - Experimental**

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

Credits: 3

### **PE 595 - Physical Education Workshops**

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

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

Credits: 3

### **PE 598 - Selected Topic**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **PE 622 - Assessment for Online Instruction**

This course is designed to introduce basic concepts and strategies to assess student learning through online education. Students will be able to design and apply appropriate assessment measures to evaluate learner's performance. Students will also be able to identify issues related to online assessment administration and explore solutions to promote academic honesty.

#### **Prerequisites & Notes**

None

Credits: 3

### **PE 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, emediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Also cross listed as SEFE 624, ELEC 624, SPED 624

Begins Winter term 2014 (January 2015)

Credits: 3

### **PE 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Also cross listed as SEFE 653, ELEC 653, SPED 653

Begins Winter term 2014 (January 2015)

Credits: 3

### **PE 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Also cross listed as SEFE 659, ELEC 659, SPED 659

Begins Winter term 2014 (January 2015)

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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



Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

#### **Prerequisites & Notes**

DUAL LISTED AS PE 485 AT THE UNDERGRADUATE LEVEL.

Credits: 3

### **PE 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed

through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Also cross listed as SEFE 687, ELEC 687, SPED 687

Begins Winter term 2014 (January 2015)

Credits: 3

### **PE 690 - Experimental**

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

Credits: 3

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

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

Credits: 3

### **PE 695 - Workshop**

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

Credits: 3

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

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

Credits: 3

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

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

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

Credits: 3

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

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

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

Credits: 3 to 6

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **PE 741 - Adventure Programming**

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

Credits: 3

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

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

Credits: 3

### **PE 750 - Internship**

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

#### **Prerequisites & Notes**

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

Credits: 6

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

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

#### **Prerequisites & Notes**

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

Credits: 6

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

This course is designed to examine the issues related to curriculum theory and design; developing curricula in relation to national, state and local standards; and program development and administration. Emphasis is placed on the current content standards in health and physical education, and on the relationship of program development and teaching effectiveness.

Credits: 3

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

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

Credits: 3

### **PE 800 - Thesis**

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

Credits: 6

### **PHTH 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 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 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 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 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 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 654 - Pathology I**

This course examines dysfunction of the body at the cellular, tissue, organ and system levels. This course will include an introduction to microanatomy and histopathology. Special emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings.

Credits: 4

### **PHTH 655 - Pathology II**

This course examines dysfunction of the body at the cellular, tissue, organ, and systemic level. This course will discuss the etiology of disease states as well as alterations in structure and function. Special emphasis will be placed on disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings. This is the second of two sequential courses.

#### **Prerequisites & Notes**

PHTH 654

Credits: 4

### **PHTH 656 - Gross and Applied Anatomy I**

This is the first of two anatomy and movement science courses, and focuses on the anatomy of the upper and lower limbs. The course includes full cadaver dissection as well as a discussion of anatomical structures from developmental and functional perspectives. Biomechanics of the body will be discussed in parallel with regional focus of dissection.

Credits: 6

### **PHTH 658 - Gross and Applied Anatomy II**

This is the second of two anatomy and movement science courses, and focuses on the anatomy of the head, neck, deep back, spinal column and body cavities. The course includes full cadaver dissection as well as a discussion of anatomical structures from developmental and functional perspectives. In this course, biomechanics of the axis and gait will be discussed.

#### **Prerequisites & Notes**

PHTH 656

Credits: 6



## **PHTH 659 - PT Assessment and Procedures I**

This course is an introductory clinical skills course that introduces the student to the American Physical Therapy Association's Guide to Physical Therapist Practice approach to physical therapy practice and documentation, body mechanics, positioning and draping, infection control, basic range of motion exercise, manual muscle testing, goniometry, reflex assessment, sensory testing, assessment of soft tissue and barriers to motion especially as applied to the appendicular skeleton.

Credits: 3

## **PHTH 660 - PT Assessment and Procedures II**

This course is a clinical skills course that further develops the knowledge and skills in manual muscle testing, goniometry, reflexes, sensory testing, assessment of soft tissue and barriers to motion applied to the axial skeleton. It also focuses on introductory clinical skills such as vital signs, clinical emergencies, basic wheelchair prescription, transfers, bed mobility and gait training.

### **Prerequisites & Notes**

PHTH 659

Credits: 2

## **PHTH 661 - Environmental Considerations for Physical Therapists**

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

### **Prerequisites & Notes**

PHTH 659 and PHTH 660 and PHTH 545 each with a grade of C or better

Credits: 2

## **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 in which the students is required to integrate material from prior physical therapy coursework. This course focuses on the examination of patients with neuromuscular dysfunction and the differential process. Emphasis will be placed on rehabilitation of the patient with hemiparesis due to stroke. Practical application of appropriate interventions will be introduced with an emphasis on motor learning, balance, transfers, bed mobility and gait.

**Prerequisites & Notes**

PHTH 636 and PHTH 660 and PHTH 658

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

Credits: 4

**PHTH 718 - Neuromuscular II**

This is the second of two sequential courses on neuromuscular physical therapy in which the student is required to integrate material from prior PT coursework. This course focuses on the examination of patients with neuromuscular dysfunction and interventions for specific diagnoses, which include brain injury, concussion, multiple sclerosis, vestibular dysfunction, cerebellar disorders, amyotrophic lateral sclerosis and spinal cord injury.

**Prerequisites & Notes**

PHTH 702 and PHTH 710 and PHTH 717 and PHTH 719 and PHTH 729

Co-requisite: PHTH 732

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 660, 636, and 658

Co-Requisites- PHTH 729, 719

Credits: 3

**PHTH 729 - Foundations of Therapeutic Exercise**

Foundations of Therapeutic Exercise will include information relative for creating, analyzing, modifying, and progression of activity training regiments 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 659 and PHTH 660 and PHTH 658 and PHTH655 and PHTH 636 and PHTH 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: 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 522 - Teaching of Middle Level and Secondary Social Studies and the Engl. Language Arts for the Humanities**

This course gives secondary teachers in the social studies and English language arts the theories and methodologies of teaching in the area of the Humanities. recommendations of professional and governmental bodies are studied with an emphasis on research-based strategies for increasing student motivation and achievement. The course will deal specifically with the nature of the social studies and the nature of the English language arts with ideas, strategies and techniques for teaching them at the appropriate licensure level (4-8 or 7-12) based upon a common foundation of reading and writing.

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.

#### **Prerequisites & Notes**

Course also numbered as SEFE 802 for students in Doctoral program.

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

Course also numbered as SEFE 803 for students in Doctoral program.

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.

#### **Prerequisites & Notes**

Course also numbered as SEFE 808 for students in Doctoral program.

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 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, remediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Also cross listed as PE 624, ELEC 624, SPED 624

Begins Winter term 2014 (January 2015)

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.

#### **Prerequisites & Notes**

Course also numbered as SEFE 844 for students in Doctoral program.

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 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Also cross listed as PE 653, ELEC 653, SPED 653

Begins Winter term 2014 (January 2015)

Credits: 3

### **SEFE 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Also cross listed as PE 659, ELEC 659, SPED 659

Begins Winter term 2014 (January 2015)

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 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Also cross listed as PE 687, ELEC 687, SEFE 687

Begins Winter term 2014 (January 2015)

Credits: 3

### **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.

#### **Prerequisites & Notes**

Course also numbered as SEFE 896 for students in Doctoral program.

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 (face-to-face or online) 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

### **SEFE 802 - 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.

#### **Prerequisites & Notes**

Cross listed SEFE 602.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SEFE 803 - 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 802

Cross listed SEFE 603.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SEFE 808 - 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.

**Prerequisites & Notes**

Cross listed SEFE 608.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

**SEFE 844 - 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.

**Prerequisites & Notes**

Cross listed SEFE 644.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

**SEFE 896 - Elements of Qualitative Research**

A concentration on the theoretical and practical applications of qualitative research within the broad framework of formal education.

**Prerequisites & Notes**

Cross listed SEFE 696.

Begins Spring 2015.

Doctoral Program only.

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 545 - Technology in Special Education**

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement instructional and assistive technology effectively. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students.

**Prerequisites & Notes**

SPED 121, 122 with grade of C or better. Course is cross-listed with SPED 245.

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.

#### **Prerequisites & Notes**

Course also numbered as SPED 801 for students in Doctoral program.

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

Course also numbered as SPED 807 for students in Doctoral program.

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

Course also numbered as SPED 820 for students in Doctoral program.

Credits: 3

### **SPED 622 - Education and Treatment for Developmental Disabilities**

This course is designed to develop an 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 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, remediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Also cross listed as SEFE 624, ELEC 624, PE 624

Begins Winter term 2014 (January 2015)

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.

**Prerequisites & Notes**

Course also numbered as SPED 841 for students in Doctoral program.

Credits: 3

**SPED 642 - Program Development for Students with ASD**

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.

**Prerequisites & Notes**

Course also numbered as SPED 842 for students in Doctoral program.

Credits: 3

**SPED 643 - Communication and Social Competency for Students with ASD**

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.

**Prerequisites & Notes**

Course also numbered as SPED 843 for students in Doctoral program.

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 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Also cross listed as SEFE 653, PE 653, ELEC 653

Begins Winter term 2014 (January 2015)

Credits: 3

### **SPED 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Also cross listed as SEFE 659, ELEC 659, PE 659

Begins Winter term 2014 (January 2015)

Credits: 3

### **SPED 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Also cross listed as SEFE 687, ELEC 687, PE 687

Begins Winter term 2014 (January 2015)

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.

#### **Prerequisites & Notes**

Course also numbered as SPED 890 for students in Doctoral program.

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.

**Prerequisites & Notes**

Course also numbered as SPED 895 for students in Doctoral program.

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.

**Prerequisites & Notes**

Course also numbered as SPED 898 for students in Doctoral program.

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.

**Prerequisites & Notes**

Course also numbered as SPED 897 for students in Doctoral program.

Credits: 3

**SPED 750 - Political and Community Leadership**

This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

**Prerequisites & Notes**

Course also numbered as SPED 850 for students in Doctoral program.

Credits: 3

**SPED 752 - 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 650/850

Course also numbered as SPED 852 for students in Doctoral program.

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

### **SPED 801 - 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.

#### **Prerequisites & Notes**

Cross listed SPED 601.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 802 - Special Education Foundations**

This course introduces the student to the physical, social, emotional and educational characteristics, incidence, prevalence and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the PK-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations.

#### **Prerequisites & Notes**

Begins Spring 2015.

Doctoral Program only.

Credits: 3

## **SPED 805 - Legal Issues and Special Populations**

This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in Pennsylvania state legislation with particular emphasis on school practices in special education.

### **Prerequisites & Notes**

Begins Spring 2015.  
Doctoral Program only.

Credits: 3

## **SPED 806 - Assessment Methods in Special Education**

This course is designed to provide doctoral students with the skills and knowledge necessary to interpret educational assessments with an emphasis on planning educational programs. The course will provide students with practical knowledge of the assessment process to determine eligibility, placement and programming in special education. This course will provide an overview of common compliance issues relating to special education.

### **Prerequisites & Notes**

Begins Spring 2015.  
Doctoral Program only.

Credits: 3

## **SPED 807 - 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**

Cross listed SPED 607.  
Begins Spring 2015.

Doctoral Program only.

Credits: 3

## **SPED 808 - Applied Behavior Analysis Single-Subject Experimental Design II**

This course will present the student with information on the applications of behavior analytic principles in changing behavior. Specifically, students will learn to select behavior targets for change, to establish and strengthen behavior, and to weaken behavior.

### **Prerequisites & Notes**

Doctoral Program only

Credits: 3

### **SPED 809 - Transition Planning for Students with Disabilities**

This purpose of this course is to provide graduate students with an overview of interagency and community services and systems for adolescents and young adults with disabilities including an examination of relevant legislation and recommended practices related to person-centered transition planning including postsecondary education, employment, community participation and independent living. Emphasis is placed on theory and practice related to collaboration, systems change efforts in transition services, and state-of-the-art practices regarding supporting individuals in their lives.

#### **Prerequisites & Notes**

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 820 - 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**

Cross listed as SPED 620.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 841 - 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.

#### **Prerequisites & Notes**

Cross listed SPED 641.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 842 - Program Development for Students with ASD**



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.

**Prerequisites & Notes**

Cross listed SPED 642  
Doctoral Program only

Credits: 3

**SPED 843 - Communication and Social Competency for Students with ASD**

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.

**Prerequisites & Notes**

Cross listed SPED 643.  
Begins Spring 2015.

Doctoral Program only.

Credits: 3

**SPED 844 - Neuropsychiatric Disorders of Childhood**

This course will present students an opportunity to examine neuropsychiatric disorders of childhood found in the DSM-V. Specifically students will examine psychopathology associated with disruptive behavior disorders such as ADHD, Oppositional Defiant Disorder, Pediatric Bipolar Disorder, Conduct Disorder, etc. as well as internalizing behavior disorder such as subtypes of Anxiety Disorder, Eating Disorders, Depression, Elimination Disorders, etc. Students will research a group of disorders known as PANDAS (Pediatric Autoimmune Neuropsychiatric Disorders Associated with Strep Virus) and look at current brain research to determine possible causation of these disorders. An emphasis on psychopharmacology as one form of treatment will be explored as well as the role of the professional educator as part of a multi-modal treatment approach for children with mental health disorders.

**Prerequisites & Notes**

Begins Spring 2015.  
Doctoral Program only.

Credits: 3

**SPED 845 - Instructional Technologies for Exceptional Learners**

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help future special education administrators become familiar with instructional and assistive technology. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students.

**Prerequisites & Notes**

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 850 - Political and Community Leadership**

This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

#### **Prerequisites & Notes**

Cross listed SPED 750.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 852 - 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**

Cross listed SPED 752.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 881 - Dissertation Seminar**

Dissertation Seminar is intended to assist doctoral students in the preparation of a dissertation proposal and to facilitate the transition from course work to dissertation. The purpose of this course is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy and drafting of framing chapters. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. The chief task is to draft complete framing chapters, giving a full description of the motivation for the project and the research strategy.

#### **Prerequisites & Notes**

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 888 - Extended Dissertation**

The doctoral extended dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Credits: 1

### **SPED 890 - 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.

#### **Prerequisites & Notes**

Cross listed SPED 690.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 895 - 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.

#### **Prerequisites & Notes**

Cross listed SPED 695.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 897 - 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.

#### **Prerequisites & Notes**

Cross listed SPED 700.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

### **SPED 898 - 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.

**Prerequisites & Notes**

Cross listed SPED 698.

Begins Spring 2015.

Doctoral Program only.

Credits: 3

**SPED 899 - Dissertation**

The doctoral dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

**Prerequisites & Notes**

Begins Spring 2015.

Doctoral Program only.

Credits: 1-12

**STAT 603 - Statistical Methods**

Statistical methods such as descriptive statistics, probability, Central Limit Theorem, probability distributions, statistical inference, hypothesis testing, Analysis of Variance (ANOVA), nonparametric methods and Linear regression will be covered. These topics may be taught using health/public health/epidemiology examples as well as applications to business, engineering and finance.

Credits: 3

**STAT 630 - Regression Methods**

Regression methods including simple linear regression, multiple linear regression, logistic regression, survival analysis, repeated measures, other regression models and inferential statistics applied to regression models.

**Prerequisites & Notes**

STAT 603 with a C or better

Credits: 3

**STAT 656 - Statistical Computing**

Computational data analysis is an essential part of modern statistics. Topics concerning computing and advanced statistics will be covered. Statistical analysis packages (such as SAS R, and SPSS) will be discussed and compared. Background information and computational issues in various areas of statistics will be included.

**Prerequisites & Notes**

STAT 630 with a C or better

Credits: 3

### **STAT 660 - Advanced Statistical Methods**

Statistics is used in computer algorithms (machine learning) to enhance computer decision-making and prediction capabilities. This course will cover a wide variety of topics in statistical learning methods. Major statistical methods used in machine learning such as linear regression, survival analysis and others will be discussed. Additional topics include unsupervised learning and supervised techniques such as principal component analysis, nearest neighbor, random forest, support vector machines, and neural networks. Simulation methods, such as the EM algorithm, Metropolis-Hasting algorithm, and the Markov Chain Monte Carlo method, will also be discussed.

#### **Prerequisites & Notes**

Minimum grade of C in both STAT 630 and STAT 656. STAT 656 may be taken concurrently with STAT 660

Credits: 3

### **STAT 672 - Forecasting and Time Series**

An introduction to creating, solving, analyzing and interpreting real-world time-series and forecasting models. Topics include linear, autoregressive, moving average and other forecasting and time-series techniques, transfer functions, multivariate model building, stationary and nonstationary techniques. Applications may include all areas where forecasting is required including transportation, finance, scheduling, networks, and supply chains. Appropriate software tools for analyzing forecasting models including software such as SAS and spreadsheet software will be taught.

#### **Prerequisites & Notes**

Minimum grade of C in both STAT 603 and STAT 630. STAT 630 may be taken concurrently with STAT 672.

Credits: 3

## **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**

### **Master of Science in 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 physical activity 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; at the Paralympics Olympic site in Colorado, or internship sites in schools, recreation centers or outdoor adventure facilities.

### **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

## **Biology**

### **Doctor of Occupational Therapy**

### **Doctorate in Occupational Therapy (OTD)**

# NEW FOR SUMMER 2018

The Occupational Therapy (OT) Program at Slippery Rock University offers an entry-level Doctor of Occupational Therapy (OTD) program in an on-campus, face-to-face learning format with scheduled off campus fieldwork placements. The curriculum focuses on contemporary practice using evidence-based strategies to provide students with generalist and advanced training learning experiences. Classroom and laboratory learning opportunities are influenced by accreditation standards established by the Accreditation Council for Occupational Therapy Education (ACOTE).

## Occupational Therapy Program Mission & Vision Statements

### Mission

The program's mission is to prepare and support exceptional students and graduates to demonstrate competence, integrity, leadership and transferrable knowledge in all areas of professional practice to heighten the participation in everyday life activities of individuals and groups in the communities in which they live.

### Vision

Slippery Rock University's Entry-Level Doctorate in Occupational Therapy Program will be recognized for preparing practitioners who will use transferrable knowledge and skills in a variety of practice areas. As such, they will be committed to lifelong learning and ethical, competent and evidence-based practice in an era of continued change and challenge, while providing personal and professional leadership to improve the world in which they live.

Both the mission and vision statements align with key aspects of the vision statements developed by Slippery Rock University and the College of Health, Environment and Science. It also considers the profession of Occupational Therapy, including the AOTA Centennial Vision Statement (for 2003-2017) and the AOTA Vision Statement 2025, the ACOTE Accreditation Standards and specific competency areas that are unique to the training of the occupational therapist.

## Accreditation Status

The entry-level Doctor of Occupational Therapy program is in the process to attain full-accreditation status with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. Information regarding the program accreditation process and Slippery Rock University's current status can be obtained by contacting ACOTE c/o AOTA at (301) 652-AOTA or online at [www.acoteonline.org](http://www.acoteonline.org). ACOTE is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20812-3449.

The timeline for accreditation for the program by ACOTE involves three steps: (1) Applicant Status (completed), (2) Candidacy Status (completed), and (3) Initial On-site Evaluation. Achievement of Candidacy Status will allow the Slippery Rock Occupational Therapy Program to begin admitting students during Winter 2018 for the start of its first cohort on June 4, 2018. The Initial On-Site-Evaluation in 2020 (scheduled for fall 2020) will occur after submission of the self-study (in spring 2020). Initial accreditation will result in program graduates being able to sit for the national certification exam after their commencement in May 2021.

Slippery Rock University anticipates a successful accreditation review prior to the first OT class graduating in May 2021. Graduation from an ACOTE accredited educational program makes one eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) to become an Occupational Therapist Registered (OTR) and to apply for state licensure in the state(s) one wishes to practice.

### Program Description

The first academic year of the program is comprised of clinical and applied sciences along with foundational occupational therapy offerings that provide an important introduction to the history, philosophical base and theoretical concepts of the profession along with therapeutic use of self, research and ethical guidelines, and challenges faced by therapists. The conclusion of the first year provides students with their first part-time fieldwork experience in psychosocial settings.

In the second academic year, students are involved in classroom learning experiences that include assessment and intervention with children, youth and adults and related technology that can be utilized with these populations. Concurrent Level I (part-time) fieldwork experiences are also scheduled with courses that provide instruction in working with children/youth and adults to allow growth in professional knowledge, skills and abilities. Students are engaged in didactic offerings that provide insight into management, leadership, policy, advocacy, clinical educations of clients/families, research and grant writing. The second year concludes with comprehensive examinations and further preparation for full-time fieldwork.

The third year in the program is based primarily off-site in two Level II (full-time) fieldwork settings and at a doctoral practicum site where capstone projects will be completed. This doctoral experiential practicum is scheduled to allow students to develop advanced skills in clinical practice, research, administration, leadership, program or policy development, advocacy, education or theory development. This requirement is stipulated by ACOTE and is the major academic requirement that differentiates an entry-level doctoral degree and master's degree.

The purpose of this program is to provide cost-effective training for entry-level occupational therapists with an emphasis on providing advanced learning opportunities to prepare graduates for the challenges that currently confront the professional practitioner. In particular, the program will focus on assisting special-needs populations to live safely and independently in their preferred environment. This focus will be integrated throughout didactic and clinical experiences and will establish the program as unique. Faculty and student-faculty scholarship combined with the development of emerging practice, will provide important opportunities for service to the Slippery Rock community, Butler County and to the Metropolitan Pittsburgh area. Graduates will be prepared for the national certification exam and will be trained as dynamic, ethically principled and client-centered practitioners who will demonstrate leadership within their organization and the profession of occupational therapy.

The program will allow students to earn an entry-level doctoral degree that will provide them with generalist and advanced professional practice training. Successful completion of the program will meet the standards of the Accreditation Council for Occupational Therapy Education (ACOTE) leading to certification from the National Board for Certification in Occupational Therapy and licensure in the state(s) where the graduate desires to practice.

The program will consist of courses that provide a strong foundation in:

- Basic tenets and theoretical perspectives of occupational therapy
- Screening, evaluation and referral
- Intervention plan formulation and implementation
- Context of service delivery
- Leadership and management
- Scholarship



- Evidence-based practice
- Professional ethics, values and responsibilities

## Major Requirements - Credits: 115

### Summer- Year I- 10 credits

- OCTH 605 - Fundamentals of OT Practice Credits: 3
- OCTH 610 - Body Structures for Occupation Credits: 4
- OCTH 630 - Theories & Tenets in OT Credits: 3

### Fall - Year I- 16 credits

- OCTH 615 - Neurological Applications Credits: 4
- OCTH 620 - Development and Occupation Credits: 3
- OCTH 640 - OT Process I: Domain & Process Credits: 3
- OCTH 660 - Current Issues in OT Credits: 2
- OCTH 680 - Scholarship in OT I Credits: 3
- OCTH 681 - Scholarship in OT Seminar I Credits: 1

### Spring - Year I- 18 credits

- OCTH 625 - Factors that Impact Occupation Credits: 3
- OCTH 650 - OT Process II: Psychosocial Credits: 3
- OCTH 655 - Applied Clinical Case Studies A Credits: 2
- OCTH 665 - Therapeutic Media in OT Credits: 3
- OCTH 715 - Applied Movement & Occupation Credits: 3
- OCTH 730 - Scholarship in OT II Credits: 3
- OCTH 731 - Scholarship in OT II Seminar Credits: 1

### May Pre-Session - Year I- 2 credits

- OCTH 645 - Level I Fieldwork A Credits: 2

### Summer I & II - Year II- 10 credits

- OCTH 710 - Management Applications in OT Credits: 3
- OCTH 724 - Community Health & Wellness Credits: 3
- OCTH 744 - Spirituality in Health Care Credits: 1
- OCTH 765 - Leadership, Advocacy & Policy Credits: 3

### Fall- Year II- 15 credits

- OCTH 720 - Capstone Preparation Seminar Credits: 2
- OCTH 725 - Technology for Children & Youth Credits: 3

- OCTH 735 - Applied Clinical Case Studies B Credits: 2
- OCTH 740 - OT Process III - Children & Youth Credits: 4
- OCTH 745 - Level I Fieldwork B Credits: 2
- OCTH 760 - Clinical Education Strategies Credits: 2

### Spring - Year II- 15 credits

- OCTH 750 - OT Process IV - Adult Applications Credits: 4
- OCTH 753 - Applied Clinical Case Studies C Credits: 2
- OCTH 755 - Level I Fieldwork C Credits: 2
- OCTH 775 - Technology for Adults Credits: 3
- OCTH 780 - Scholarship in OT III Credits: 1
- OCTH 785 - Securing External Funding Credits: 3

### May Pre-Session - Year II- 2 credits

- OCTH 792 - Professional Practice Seminar Credits: 2

### Summer I & II Year III- 9 credits

- OCTH 810 - Level II Fieldwork A Credits: 9

### Fall - Year III- 9 credits

- OCTH 815 - Level II Fieldwork B Credits: 9

### Spring - Year III- 9 credits

- OCTH 820 - Doctoral Capstone Practicum Credits: 8
- OCTH 825 - Post-Doctoral Practicum Seminar Credits: 1

## Master of Science

### Master of Science in Physician Assistant Studies

The Physician Assistant (PA) Program at Slippery Rock University offers a challenging curriculum leading to a Master of Science in Physician Assistant Studies. The program will be the second PA Program in the Pennsylvania System of Higher Education, pending achieving Accreditation-Provisional status.

## Accreditation Status

The ARC-PA has granted **Accreditation-Provisional** status to the **Slippery Rock University Physician Assistant Program** sponsored by **Slippery Rock University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Slippery Rock University is approved to offer programs that may lead to licensure/certification in the Commonwealth of Pennsylvania. SRU cannot confirm that the PA program meets the requirements for licensure/certification in any other state or commonwealth. If you are considering to enroll in the PA education program and be certified/licensed in a state other than Pennsylvania, please check the specific requirements for licensure in your state. If you are considering to work as a PA in other states that may require certification/licensure, you should first seek guidance on your state's requirements. For more information, please consult the American Academy of Physician Assistants (AAPA) on the specific state information.

The Physician Assistant Studies 24-month program is a combination of academic and clinical instruction, blended course delivery (onsite and online), team instruction, and collaborative outreach taught in unique learning environments. Academically and professionally qualified faculty, clinicians, and experts will provide a strong foundation in evidence-based practice, direct patient/client management, and prevention and wellness services that focus on the life cycle needs of the U.S. population.

The program provides an emphasis on special needs populations interwoven throughout academic and clinical years, which makes SRU's Physician Assistant Program unique. Successful graduates will be nationally certified and become competent, compassionate professionals with sound ethical values. SRU graduates will learn to adapt to the ever-changing medical profession, while becoming gainfully employed as mid-level medical care providers and filling the medical needs of the region.

The program is delivered over six continuous terms (summer, fall, spring) and includes three semesters of academic work and then three semesters of clerkships (10 internships). Students will also participate in half-day clinical experiences during the academic year and educational experiences during the clinical year.

The overarching objective of the PA Program is to prepare future physician assistants; who demonstrate competencies or ability to acquire competencies in effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice; to practice patient-centered care in a team environment, while advancing the profession and helping to meet the medical needs of the region, state, nation, and world.

**NOTE to Slippery Rock University 3+2 Pre-PA Students Entering the Physician Assistant Program**

Should 3+2 Physician Assistant students be unsuccessful in completing the MSPAS 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, physician assistant 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 the Physician Assistant Program is successfully completed.*

\* The graduating class of 2018 credit requirement is 116.0 credits.

\* The graduating class of 2019 credit requirement is 111.5 credits due to curricular changes.

\* The graduating class of 2020 credit requirement is 105.9 credits due to curricular changes.

## Major Requirements - Credits: 116

### Summer Academic-Year Requirements - Credits: 18

- PA 600 - Medical Research Literacy Credits: 1
- PA 601 - The Physician Assistant Profession Credits: 1
- PA 602 - Medical Ethics Credits: 1
- PA 611 - Health Maintenance and Wellness I Credits: 1
- PA 612 - Clinical Anatomy and Pathophysiology I Credits: 2
- PA 613 - Cadaver Lab I Credits: 0.5
- PA 616 - Clinical Pharmacology and Pharmacotherapeutics I Credits: 2
- PA 617 - Laboratory and Diagnostic Studies I Credits: 1
- PA 640 - Clinical History and Physical Diagnosis I Credits: 1.5
- PA 641 - Clinical History and Physical Diagnosis Lab 1 Credits: 2
- PA 651 - Clinical Medicine I Credits: 2.5
- PA 652 - Applied Clinical Medicine Lab I Credits: 1
- PA 654 - Special Needs Populations I Credits: 1
- PA 655 - Special Needs Populations Exposure Practicum I Credits: 0.5

### Fall Academic-Year Requirements - Credits: 21

- PA 610 - Evidence-Based Medicine Credits: 0.5
- PA 620 - Applied Medical Statistics Credits: 2
- PA 621 - Health Maintenance and Wellness II Credits: 1
- PA 622 - Clinical Anatomy and Pathophysiology II Credits: 2
- PA 623 - Cadaver Lab II Credits: 0.5
- PA 626 - Clinical Pharmacology and Pharmacotherapeutics II Credits: 3
- PA 627 - Laboratory and Diagnostic Studies II Credits: 1
- PA 642 - Clinical History and Physical Diagnosis II Credits: 1.5
- PA 643 - Clinical History and Physical Diagnosis Lab II Credits: 2
- PA 661 - Clinical Medicine II Credits: 4.5
- PA 662 - Applied Clinical Medicine Lab II Credits: 1
- PA 664 - Special Needs Populations II Credits: 1
- PA 665 - Special Needs Populations Exposure Practicum II Credits: 0.5
- PA 667 - Clinical Exposure Practicum I Credits: 0.5

### Spring Academic-Year Requirements - Credits: 21

- PA 603 - Clinical Skills Lab Credits: 1
- PA 604 - Emergency Medicine and Advanced Cardiac Life Support w/Lab Credits: 1
- PA 630 - Pediatrics Credits: 1

- PA 632 - Clinical Anatomy and Pathophysiology III Credits: 2
- PA 633 - Cadaver Lab III Credits: 0.5
- PA 636 - Clinical Pharmacology and Pharmacotherapeutics III Credits: 3
- PA 637 - Laboratory and Diagnostic Studies III Credits: 1
- PA 644 - Clinical History and Physical Diagnosis III Credits: 1.5
- PA 645 - Clinical History and Physical Diagnosis Lab III Credits: 2
- PA 660 - Practice-Based Learning and Improvement Experience I Credits: 0.5
- PA 671 - Clinical Medicine III Credits: 4.5
- PA 672 - Applied Clinical Medicine Lab III Credits: 1
- PA 674 - Special Needs Populations III Credits: 1
- PA 675 - Special Needs Populations Exposure Practicum III Credits: 0.5
- PA 677 - Clinical Exposure Practicum II Credits: 0.5

## Summer Clinical-Year Requirements - Credits: 16

The Summer Clinical-Year Requirements will be 16 credit hours. However, if the student takes a Special Needs Population(s) Clerkship in lieu of a Core or Elective Clerkship this semester, then the student will only carry 14.5 semester hours this semester.

- PA 605 - Public Health for the Practicing Physician Assistant Credits: 1
- PA 606 - Healthcare Systems Credits: 1
- PA 673 - From Theory to Practice I Credits: 2

### Clerkship 1

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

### Clerkship 2

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

### Clerkship 3

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

## Fall Clinical-Year Requirements - Credits: 15.5

Fall Clinical-Year Requirements will be 15.5 credits. However, if student takes Core or Elective Clerkship in lieu of Special Needs Population(s) Clerkship, then the student will carry 21.5 credits this semester; if a student takes a Special Needs Population(s) Clerkship in lieu of a Core or Elective Clerkship this semester, then the student will carry only 18.5 credits this semester.

- PA 683 - From Theory to Practice II Credits: 2

### Clerkship 4

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

## Clerkship 5

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

## Clerkship 6

Special Needs Population(s) I. See list of clerkships below.

## Spring Clinical-Year Requirements - Credits: 20

Spring Clinical-Year Requirements will be 20 credits. However, if the student takes Core or Elective Clerkship in lieu of Special Needs Population(s) Clerkship, then the student will carry 21.5 credits this semester; if student takes a Special Needs Population(s) Clerkship in lieu of a Core or Elective Clerkship this semester, then the student will carry 18.5 credits this semester.

- PA 693 - From Theory to Practice III Credits: 2
- PA 694 - Summative & Physician Assistant National Certification Exam (PANCE) Prep Credits: 1.5

## Clerkship 7

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

## Clerkship 8

Every student must complete each Core Clerkship at least once. See list of Core Clerkships below.

## Clerkship 9

Elective Clerkship. See list of Elective Clerkships below.

## Clerkship 10

Special Needs Population(s) II. See list below.

## CORE CLERKSHIPS

Required of all students. Core Clerkships choices for Clerkships 1, 2, 3, 4, 5, 7 and 8.

- PA 711 - Family Practice Clerkship Credits: 4.5
- PA 712 - Internal Medicine Clerkship Credits: 4.5
- PA 713 - Pediatrics Clerkship Credits: 4.5
- PA 714 - Behavioral Medicine Clerkship Credits: 4.5
- PA 715 - General Surgery Clerkship Credits: 4.5
- PA 716 - Women's Health (OB/GYN) Clerkship Credits: 4.5
- PA 717 - Emergency Medicine Clerkship Credits: 4.5

## SPECIAL NEEDS POPULATION(S) CLERKSHIPS

Required of all students. Special Needs Population(s) Clerkships choices for Clerkships 6 and 10.

- PA 710 - Special Needs Population(s) Experience I Credits: 3
- PA 720 - Special Needs Population(s) Experience II Credits: 3

## ELECTIVE CLERKSHIPS

Each student is required to complete one elective clerkship. Elective Clerkship choices for Clerkship 9.

- PA 721 - Family Practice Clerkship Elective Credits: 4.5
- PA 722 - Internal Medicine Clerkship Elective Credits: 4.5
- PA 723 - Pediatrics Clerkship Elective Credits: 4.5
- PA 724 - Behavioral Medicine Clerkship Elective Credits: 4.5
- PA 725 - General Surgery Clerkship Elective Credits: 4.5
- PA 726 - Women's Health (OB/GYN) Clerkship Elective Credits: 4.5
- PA 727 - Emergency Medicine Clerkship Elective Credits: 4.5
- PA 730 - Special Needs Population(s) Experience Elective Credits: 4.5
- PA 741 - Cardiology Clerkship Elective Credits: 4.5
- PA 742 - Otolaryngology Clerkship Elective Credits: 4.5
- PA 743 - Orthopedics Clerkship Elective Credits: 4.5
- PA 744 - Neurology Clerkship Elective Credits: 4.5
- PA 745 - Nephrology Clerkship Elective Credits: 4.5
- PA 746 - Oncology Clerkship Elective Credits: 4.5
- PA 747 - Gastroenterology Clerkship Elective Credits: 4.5
- PA 748 - Dermatology Clerkship Elective Credits: 4.5
- PA 749 - Infectious Disease Clerkship Elective Credits: 4.5
- PA 750 - Mission Work Clerkship Elective Credits: 4.5
- PA 751 - Interventional Radiology Clerkship Elective Credits: 4.5
- PA 752 - Physician Assistant Educator Experience Elective Credits: 4.5
- PA 753 - Physician Assistant Researcher Experience Elective Credits: 4.5
- PA 754 - Community Health Experience Elective Credits: 4.5
- PA 755 - Public Health Experience for the Practicing Physician Assistant Elective Credits: 4.5
- PA 756 - Health Policy Experience Elective Credits: 4.5
- PA 757 - Medical Intensive Care (MICU) Clerkship Elective Credits: 4.5
- PA 758 - Hospitalist Clerkship Elective Credits: 4.5
- PA 759 - Pain Management Clerkship Elective Credits: 4.5
- PA 760 - Physical Medicine & Rehabilitation (PMnR) Clerkship Elective Credits: 4.5
- PA 761 - Neonatal Intensive Care (NICU) Clerkship Elective Credits: 4.5
- PA 799 - Clerkship Elective - Other Credits: 4.5

## Communication

## Computer Science

Computer Science

Office:

Phone: 724-738-2040

Chairperson:

Department Secretary:

## **Master of Science**

### **Master of Science in Health Informatics**

The Master of Science in Health Informatics (MSHI) will emphasize dataflow in health organizations. Topics will include database management, information policy, security, privacy, data analysis, and statistics as they relate to the health industry. The program will consist of 33 credits and be delivered in an online format.

The MSHI will address healthcare computing and technology topics by focusing on healthcare data and large software systems which oversee electronic health records. Students will learn about the U.S. healthcare system, healthcare informatics, legal/private/ethics related to healthcare data, software development and project management and data analysis and mining in addition to courses specific to healthcare industries through the public health department. The courses and course progression will be structured to align with CAHIIM accreditation criteria.

### **Master of Science in Health Informatics**

**Master of Science in Health Informatics - Credits: 33**

**Required Courses - Credits: 33**

- CPSC 602 - Introduction to Health Informatics Credits: 3
- CPSC 605 - Data Mining and Data Analysis Credits: 3
- HLTH 631 - Foundations of Public Health Credits: 3
- HLTH 605 - Health Services Administration Credits: 3
- CPSC 620 - Healthcare Ethics, Law, Privacy and Information Assurance Credits: 3
- CPSC 623 - Database Systems, Modeling and Security Credits: 3
- HLTH 628 - Biostatistics for Public Health Credits: 3
- OR
- MATH 628 - Statistical Methods Credits: 3
- CPSC 685 - Big Data Analytics Credits: 3
- CPSC 688 - Software Engineering and Project Management Credits: 3
- CPSC 606 - Data Visualization Credits: 3
- CPSC 720 - Health Informatics Capstone Credits: 3
- OR
- CPSC 750 - Internship Credits: 3-9



# Counseling and Development

Office: 114 Carruth-Rizza Hall

Phone: 724-738-2035

Email: [counseling.development@sru.edu](mailto:counseling.development@sru.edu)

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 communities. Department programs include clinical mental health counseling (with concentrations in addiction, adult, school & youth, and older adult counseling), student affairs in higher education, and student affairs in higher education with college counseling. We offer exemplary graduate programs to a diverse group of students as well as continuing education to post-Master's students. Our students are prepared according to the highest professionally accepted standards and, where appropriate, for licensure/certification in their field of study.

## *Chair*

Michael G. Ignelzi

## *Graduate Coordinator*

Stacy A. Jacob

## **Secretary**

Lorraine Vinski

## *Faculty*

Chris Cubero, Jane Hale, Michael Ignelzi, Stacy A. Jacob, Melissa Nard, Mary Frances LeClair, Donald Strano, Molly Mistretta

*The Department of Counseling and Development offers master of arts degrees in Clinical Mental Health Counseling, Student Affairs in Higher Education, and Student Affairs in Higher Education with College Counseling. 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 simply 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. The department of counseling and development is a laboratory school affording graduate students course-related learning experiences providing counseling and counseling-related services through the university Counseling Center. This laboratory learning model provides you the opportunity to directly apply course content to professional practice throughout your entire degree program. The department maintains modern counselor training facilities for teaching and learning the skills critical to becoming effective helping professionals. The department's graduate programs are recognized both regionally and nationally for their quality in educating highly competent counselors and student affairs professionals.*

**Dr. Stacy A. Jacob, Graduate Coordinator**  
**Counseling and Development**  
**[counseling.development@sru.edu](mailto:counseling.development@sru.edu)**

Students seeking a graduate degree in the Department of Counseling and Development have three degree program options that are all accredited by the Council for Accreditation of Counseling and Counseling Related Educational Programs (CACREP). For admission to all degree programs, post-secondary academic transcripts, 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 Clinical Mental Health Counseling (CMHC). It is designed to provide professional preparation in the field of mental health counseling and leads to Pennsylvania licensure as a professional counselor (LPC). Concentration areas include addiction counseling, adult counseling, school & youth counseling, and older adult counseling. The School & Youth Counseling concentration also leads to endorsement for certification as a school counselor in the state of Pennsylvania. Nine hours of related (social science) undergraduate coursework is required for admission to the CMHC 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. In addition to being CACREP accredited, the MA degree program in student affairs meets the standards set forth by the Council for the Advancement of Higher Education (CAS).

The third option leads to a Master of Arts degree in Student Affairs in Higher Education with College Counseling. This program is designed to prepare students to function effectively in counseling and counseling-related positions at colleges and universities, including positions in university counseling centers, career counseling, and disability services. This program leads to Pennsylvania licensure as a professional counselor (LPC).

The Department of Counseling and Development also offers post-Master's endorsement programs in each of our graduate degrees areas for individuals seeking to meet the requirements for counselor licensure or school counselor certification, or to enhance their professional knowledge and skills.

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 degree 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**

### **Master of Arts in Clinical Mental Health Counseling**

**MA in Clinical Mental Health Counseling - Credits: 60**

**Core I - Basic Knowledge - Credits: 15**

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Helping Relationships Credits: 3
- CDEV 615 - Introduction to Counseling Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 699 - Introduction to Research Credits: 3

**Core II – Advanced Professional Knowledge - Credits: 17**

- CDEV 603 - Career Development and Counseling Credits: 2
- CDEV 607 - Models of Adaptive Behavior Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 628 - Ethics in Counseling Credits: 3
- CDEV 670 - Counseling Theory Credits: 3
- CDEV 680 - Assessment in Counseling Credits: 3

### Core III – Areas of Concentration - Credits: 7

- CDEV 627 - Practicum in Group Leadership Credits: 1

### Addiction Counseling: Credits - 6

- CDEV 626 - Foundations of Addiction Credits: 3
- CDEV 636 - Counseling the Addict Credits: 3

### Adult Counseling: Credits - 6

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

### Counseling Older Adults: Credits - 6

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

### School and Youth Counseling: Credits - 6

- CDEV 618 - Foundations of Youth Credits: 3
- CDEV 685 - Youth Counseling Credits: 3
- OR
- CDEV 688 - Counseling in the Schools Credits: 3

### Core IV – Elective Coursework - Credits: 9

- Elective (as recommended by advisor for specialty) credits: 3
- Elective (as recommended by advisor for specialty) credits: 3
- Elective (as recommended by advisor for specialty) credits: 3

### Core V – Field Experience - Credits: 12

- CDEV 701 - Clinical Mental Health Counseling Practicum Credits: 3
- CDEV 703 - Practicum in Counselor Supervision Credits: 3
- CDEV 751 - Internship in Clinical Mental Health Counseling Credits: 3 to 6
- OR
- CDEV 750 - School Based Counseling Internship Credits: 3 to 6

# **Master of Arts in Student Affairs in Higher Education**

Student Affairs in Higher Education (MA) - Credits: 48

Core I - Basic Knowledge - Credits: 15

- CDEV 602 - Introduction to Student Affairs and College Counseling Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Helping Relationships Credits: 3
- CDEV 699 - Introduction to Research Credits: 3

Core II – Professional Knowledge – Student Affairs - Credits: 18

- CDEV 608 - Ethical and Legal Issues in Student Affairs Credits: 3
- CDEV 625 - Assessment 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 643 - Organizational Behavior & Leadership in Higher Education Credits: 3

Core III – Advanced Knowledge – Counseling - Credits: 9

- CDEV 603 - Career Development and Counseling Credits: 2
- CDEV 612 - Group Counseling Credits: 3
- CDEV 627 - Practicum in Group Leadership Credits: 1
- Elective (as recommended by advisor) credits: 3

Core IV – Field Experience - Credits: 6

- CDEV 705 - Student Affairs Practicum 1 Credits: 2
- CDEV 706 - Student Affairs Practicum 2 Credits: 1
- CDEV 755 - Student Affairs Internship Credits: 3

# **Master of Arts in Student Affairs in Higher Education with College Counseling**

Student Affairs in Higher Education with College Counseling (MA) - Credits: 60

Core I - Basic Knowledge - Credits: 15

- CDEV 602 - Introduction to Student Affairs and College Counseling Credits: 3

- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Helping Relationships Credits: 3
- CDEV 699 - Introduction to Research Credits: 3

## Core II – Professional Knowledge – Student Affairs - Credits: 15

- CDEV 608 - Ethical and 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 643 - Organizational Behavior & Leadership in Higher Education Credits: 3

## Core III – Advanced Knowledge – Counseling - Credits: 9

- CDEV 603 - Career Development and Counseling Credits: 2
- CDEV 612 - Group Counseling Credits: 3
- CDEV 627 - Practicum in Group Leadership Credits: 1

## Core IV - Advanced Counseling Knowledge - Credits: 12

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

## Core V – Field Experience - Credits: 9

- CDEV 707 - College Counseling Practicum 1 Credits: 2
- CDEV 708 - College Counseling Practicum 2 Credits: 1
- CDEV 756 - College Counseling Internship Credits: 3

# Criminology and Security Studies

Criminology and Security Studies - Graduate Program

### Contact Information:

David R. Champion, PhD  
 Graduate Coordinator, Criminal Justice  
 016 Patterson Hall  
 724-738-4462  
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 david.champion@sru.edu

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 four options: a general, security, thesis or internship option. 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 general, security, thesis and internship tracks. 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. General and Security option students will be required to successfully complete 30 credit hours of coursework 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
- One to 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 iBTTOEFL 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 Options: Choose either General, Security, Thesis, or Non-Thesis**

There are four degree tracks within the M.A. program.

1. **General Options:** requires the completion of 24 credits of coursework and successful completion of Comprehensive Examinations in the final semester before graduation and any two (2) additional CRIM graduate electives.
2. **Security Option:** requires the completion of 24 credits of coursework and successful completion of Comprehensive Examinations in the final semester before graduation and three (3) additional CRIM graduate electives.
3. **Internship 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.
4. **Thesis option:** The thesis option requires the successful completion of 30 credits: 24 semester hours of coursework and 6 hours of thesis credits.

## **Certificate**

### **Certificate in Security Studies**

Security Studies (encompassing organizational/corporate as well as homeland/national security subfields) has emerged as a priority in both academic and professional circles. The professional demand for homeland security professionals has necessitated programs to meet the need for occupational competence in understanding and responding to threats and disasters that inflict both the public and private sectors (Ramsay, Cutrer & Raffel, 2010). These threats may be natural, human-made, or technological in nature (Ramsay et al., 2010), and both the public and private sector require an array of professionals to safeguard assets and infrastructure; engage in risk management and planning; engage in counter-terror efforts; contribute to business resilience and continuity and other competencies from the organizational and national security fields.

This certificate will provide the opportunity for baccalaureate-credentialed students who currently work in private or public occupations to attain an advanced credential in selected core security competencies. The certificate will encompass both corporate and homeland security competencies.

#### **Certificate in Security Studies - Credits: 12**

- CRIM 602 - Forensic Behavior: Crime and the Individual Credits: 3
- CRIM 605 - White Collar Crime Credits: 3
- CRIM 628 - Transnational Crime and Justice Credits: 3
- CRIM 641 - Terrorism Law & National Security Credits: 3
- CRIM 651 - Fraud Credits: 3
- CRIM 652 - Law & Ethics in the Workplace Credits: 3
- CRIM 655 - Fundamentals of Terrorism Credits: 3

## **Master of Arts**

### **Master of Arts in Criminal Justice**

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 three options: a general, thesis or internship option. 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 general, thesis and internship tracks. 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. General option students will be required to successfully complete 30 credit hours of coursework 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
- One to 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 iBTTOEFL 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 Options: Choose either General, Thesis, or Non-Thesis**

There are three degree tracks within the M.A. program.

1. General Options: requires the completion of 24 credits of coursework and successful completion of Comprehensive Examinations in the final semester before graduation and any two (2) additional CRIM graduate electives.
2. Internship 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.
3. 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  
016 Patterson Hall  
724-738-4462  
fax: 724-738-4822  
david.champion@sru.edu

## **Major Requirements**

### **Required Courses - Credits: 21**

- CRIM 610 - Administration of Justice Credits: 3
- CRIM 615 - Advanced Criminological Theory Credits: 3
- CRIM 620 - Critical Issues in Corrections Credits: 3
- CRIM 625 - Contemporary Issues in Policing Credits: 3
- CRIM 660 - Criminal Justice Ethics Credits: 3
- CRIM 630 - Statistical Methods in Criminal Justice Credits: 3



- CRIM 635 - Criminological Research Credits: 3

## Electives - Credits: 3

- CRIM 602 - Forensic Behavior: Crime and the Individual Credits: 3
- CRIM 605 - White Collar Crime Credits: 3
- 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
- CRIM 628 - Transnational Crime and Justice Credits: 3
- CRIM 641 - Terrorism Law & National Security Credits: 3
- CRIM 651 - Fraud Credits: 3
- CRIM 652 - Law & Ethics in the Workplace Credits: 3
- CRIM 655 - Fundamentals of Terrorism Credits: 3

## Degree Options: Choose General, Security, Non-thesis or Thesis - Credits: 6

### General

The General option includes 21 core credits + Comprehensive Examinations + 2 additional Graduate Level Electives

### Security

The Security Studies option includes the 21 core credits + Comprehensive Examinations + 3 of the following electives:

### Security Studies electives - Credits: 9

- CRIM 602 - Forensic Behavior: Crime and the Individual Credits: 3
- CRIM 605 - White Collar Crime Credits: 3
- CRIM 628 - Transnational Crime and Justice Credits: 3
- CRIM 641 - Terrorism Law & National Security Credits: 3
- CRIM 651 - Fraud Credits: 3
- CRIM 652 - Law & Ethics in the Workplace Credits: 3
- CRIM 655 - Fundamentals of Terrorism Credits: 3

### Internship Option (Non-Thesis)

The Non-Thesis option includes 21 core credits + Comprehensive Examinations + One Elective Course + 6 credit Internship

- CRIM 750 - Internship in Criminology Credits: 6

### Thesis

The Thesis option includes 21 core credits + Comprehensive Examinations + 1 Elective course + 6 credit Thesis

- CRIM 800 - Master's Thesis Credits: 6

## Elementary Education and Early Childhood Education

Office: 104 McKay Education Building

Phone: 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**

Mary T. Vetere

### *Coordinator*

Suzanne Rose

### *Secretary*

Brenda Fedokovitz

*Faculty* Michelle Amodei, Carmine DeCarlo, Sherry DuPont, Suzanne Rose, Robert Snyder, Anne Slanina, Mary Vetere, Deborah Wells, Judy Werner, Christine Walsh

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

### **Literacy Programs**

Four literacy-focused graduate programs are offered. The courses for these programs are 100% online; however, they do require some projects and practicum hours to be completed in a K-12 school setting. Designed specifically to meet the needs of working, professional teachers, the programs emphasize both theory and hands-on practical experiences. Program options include:

- *Master of Education (M.Ed.) Reading Program with K-12 Reading Specialist Certification and Instructional Coaching Endorsement*  
The M.Ed. Reading Program with K-12 Reading Specialist Certification and Instructional Coaching Endorsement requires the completion of 11 graduate courses focusing on literacy teaching strategies, assessment, curriculum, curriculum research, and coaching. In addition, program candidates complete a capstone project. 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. Upon receipt of the K-12 Reading Specialist Certification and with a minimum of three years of teaching experience, candidates may apply to have the Instructional Coaching/Literacy Emphasis endorsement added to their teaching certification by PDE. This program is designed to prepare teachers to assume the roles of classroom teacher of reading, diagnostic-remedial reading specialist, literacy coach, instructional coach, Title I teacher, reading/study skills specialist, middle school reading teacher, or reading consultant/reading resource teacher.
- *Master of Education (M.Ed.) Reading Program with K-12 Reading Specialist Certification*  
The M.Ed. Reading Program with K-12 Reading Specialist Certification requires the completion of 10 graduate courses focusing on literacy teaching strategies, assessment, curriculum, and curriculum research. In addition, program candidates complete a capstone project. 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, middle school reading teacher, or reading consultant/reading resource teacher.

- *Instructional Coaching Endorsement/Literacy Emphasis*  
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. Upon completion of the program and three years of teaching experience, candidates are eligible to apply to the Pennsylvania Department of Education to have the instructional coaching endorsement added to their current certification. This program is designed to prepare reading specialists to fill the role of instructional coach, literacy coach or to provide literacy-focused professional development for teachers.
- *Reading Specialist K-12 Certification Program*  
The Reading Specialist K-12 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, middle school reading teacher, or reading consultant/reading resource teacher.

#### **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 & Engineering 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
- ELEC 699 - Teacher Action Research in the Math/Science Classroom 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 with K-12 Reading Specialist Certification**

As a culminating experience in this program, students must successfully complete one of the program completion options. Students are not eligible for graduation until this project is completed, regardless of course grades or number of completed credits.

Check with Graduate Coordinator or College of Education for Certification requirements.

## Required Coursework - Credits: 30

### Reading and 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 Courses : Credits - 6

Choose ELEC 627 and one other course from the selection below.

- ELEC 627 - Current Issues in Reading Research Credits: 3 (REQUIRED)
- ELEC 697 - Statistical Interpretation & Analysis in Reading Research and Assessments Credits: 3
- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3

# **Master of Education in Reading with K-12 Reading Specialist Certification and Instructional Coaching/Literacy Endorsement**

As a culminating experience in this program, students must successfully complete the Action Research Project and Presentation. Students are not eligible for graduation until this project is completed, regardless of course grades or number of completed credits.

Check with Graduate Coordinator or College of Education for Certification requirements.

## **Required Coursework - Credits: 33**

### **Reading and 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 Courses - Credits: 3**

- ELEC 615 - Teacher Leadership and School Change for Instructional Coaches Credits: 3

### **Research Courses : Credits - 6**

Choose ELEC 627 and one other course from the selection below.

- ELEC 627 - Current Issues in Reading Research Credits: 3 (REQUIRED)
- ELEC 697 - Statistical Interpretation & Analysis in Reading Research and Assessments Credits: 3
- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3

### **Coaching Practicum - Credits: 3**

- ELEC 643 - Advanced Literacy Coaching Practicum Credits: 3

## **Other Degrees**

## **Instructional Coaching/Literacy Endorsement - Credits: 12**

This endorsement is a 12-credit program designed to support already certified reading specialists as they continue to develop skills needed to be highly effective literacy coaches in PK-12 schools. In order to be recommended for the Instructional Coaching-Literacy Emphasis Endorsement, the candidate must complete

all four of the following courses and have a minimum of three years of teaching experience at the time of application for the endorsement from PDE. Candidates without the required teaching experience may complete the coursework and apply for the endorsement when they have the required three years of teaching experience. All courses for the Instructional Coaching/Literacy Endorsement are available in a convenient, online format.

## 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

## English

Office: 3rd Floor Spotts World Culture Building

Phone: 724-738-2043

Email: [sruenglish@sru.edu](mailto:sruenglish@sru.edu)

### *Chair*

Danette DiMarco

### *Graduate Coordinator*

Nancy Barta-Smith

### *Department Secretary*

Catherine Saylor

### *Faculty*

Nancy Barta-Smith, William Boggs, William Covey, Danette DiMarco, Christopher Kreiser, Joseph McCarren, Mark O'Connor, Timothy Oldakowski, Rachela Permenter, Erica Scott, Jason Stuart, Frederick White

The English Department offers a 15-month, online master's degree in writing to complement students' existing expertise and open opportunities for career advancement and employment and/or further graduate work. Tuition costs are affordable, and graduate assistantships are available to full and part-time students.

**Dr. Nancy Barta-Smith, graduate coordinator**

**English**

**[nancy.barta-smith@sru.edu](mailto:nancy.barta-smith@sru.edu)**

**724-738-2043**

## Certificate

### Certificate in Written Literate Practices



The online graduate Certificate in Written Literate Practices is designed to provide educators, administrators and communication specialists in commercial and non-profit enterprises with the knowledge of how literate practices and the skills associated with them are applied in various social, civic and organization settings. Professional literate practices encompass reading and writing generated through the use of both traditional tools for working professionals in rhetoric, digital writing and publication, genre theory and knowledge, and linguistics - the science of language. Students who earn the Certificate and who wish to apply to the MA in English blended program will have already completed four of the nine courses for that degree.

## Required Courses

- ENGL 602 - Rhetorical Theory Credits: 3
- ENGL 642 - Digital Writing and Publishing Credits: 3
- ENGL 627 - Evolution of Writing Credits: 3
- ENGL 620 - Linguistics and Writing Credits: 3

## Master of Arts

### Master of Arts in English

#### Fall

- ENGL 601 - Introduction to Writing in the Disciplines Credits: 3
- ENGL 602 - Rhetorical Theory Credits: 3

#### Winter

- ENGL 642 - Digital Writing and Publishing Credits: 3

#### Spring

- ENGL 603 - Literary and Cultural Studies Credits: 3
- ENGL 627 - Evolution of Writing Credits: 3

#### Summer

- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 620 - Linguistics and Writing Credits: 3
- ENGL 659 - Researching Academic and Professional Writing Credits: 3

#### Fall

- ENGL 697 - Consultancy in Writing in the Disciplines Credits: 6

## Exercise and Rehabilitative Sciences

## **Master of Science in Athletic Training**

## **Master of Science in Athletic Training**

# **EFFECTIVE SUMMER 2018**

The Athletic Training (AT) Graduate Program is a combination of rigorous academic instruction and authentic clinical experience. The AT Graduate Program will prepare proficient health care practitioners who will collaborate with other medical professionals to optimize the activity and wellness of patients and clients in sport, work, and life. Students will learn the science of athletic training with a focus on patient-centered injury and illness prevention, diagnosis, treatment, rehabilitation, return to activity, and exercise as medicine.

The AT Graduate Program will require 63 credits of classroom courses and clinical experiences offered sequentially over four consecutive semesters and two summers to promote progressive, higher-order learning over time. Students will matriculate full-time in a cohort.

Slippery Rock University undergraduate students enrolled in eligible majors with prerequisite courses will apply for admission during the third undergraduate year and be able to complete the SRU AT Graduate Program in a fifth year (3+2). Students with earned degrees and prerequisites will apply for admission and complete the AT Graduate Program in two years (4+2).

The AT Graduate Program is guided by the athletic training education competencies as well as the core program values of professionalism, respect, compassion, interprofessional education, evidence-based practice and student-centered learning. Students will develop communication, decision-making, analytical, and altruistic skills necessary for proficient practice with a diverse population. Students will need to possess prerequisite knowledge in anatomy, physiology, wellness, biomechanics, emergency care, nutrition, and medical terminology before engaging in the Athletic Training Graduate Program.

Students successfully completing the AT Graduate Program are eligible to take the Board of Certification (BOC), Inc. examination. Graduates who pass the BOC examination will be qualified to deliver quality healthcare in various employment settings (e.g. high schools, colleges, professional sports, industrial, military and performing arts), and will contribute to the global medical community by reducing healthcare costs, improving healthcare accessibility, preventing and managing diseases, and promoting wellness. Individuals holding the BOC credential or are eligible to take the BOC certification examination are not candidates for the AT Graduate Program.

## **Requirements for Master of Science in Athletic Training**

### **Program Requirements - Credits: 63**

#### **Required Courses**

- ATTR 601 - Foundations in Athletic Training Credits: 3
- ATTR 602 - Athletic Training Techniques Credits: 3
- ATTR 603 - Research in Athletic Training Credits: 3
- ATTR 604 - Clinically-Oriented Anatomy in Athletic Training Credits: 3
- ATTR 605 - Lower Extremity Pathology and Intervention in Athletic Training Credits: 6
- ATTR 606 - Upper Extremity Pathology and Intervention in Athletic Training Credits: 6

- ATTR 607 - General Medicine and Pharmacology Concepts in Athletic Training Credits: 3
- ATTR 608 - Clinical Kinesiology in Athletic Training Credits: 3
- ATTR 610 - Athletic Training Clinical Experiences I Credits: 3
- ATTR 620 - Athletic Training Clinical Experiences II Credits: 3
- ATTR 630 - Athletic Training Clinical Experiences III Credits: 3
- ATTR 701 - Head and Spine Pathology and Intervention in Athletic Training Credits: 3
- ATTR 702 - Diverse Interventions in Athletic Training Credits: 3
- ATTR 710 - Advanced Athletic Training Clinical Residency I Credits: 6
- ATTR 711 - Professional Development of the Athletic Trainer Credits: 3
- ATTR 712 - Synthesis of Athletic Training Credits: 3
- ATTR 720 - Advanced Athletic Training Clinical Residency II Credits: 6

## History

### HISTORY

Office: 212 Spotts World Cultures Building

Phone: 724-738-2053

Email: SRUhistorydept@sru.edu

#### **Chair**

Lia Paradis

#### **Secretary**

Lori Marttala

#### **Faculty**

William Bergman, Aaron Cowan, Margaret Denning, Alan Levy, Lia Paradis, Thomas Pearcy, Paula Rieder, Eric Tuten, Carlis White

The History Department of Slippery Rock University seeks to educate and mentor students to be future leaders in their endeavors and professions by disseminating a knowledge of the past through intensive instruction and research. The department is committed both to academic excellence and to the encouragement of creativity and innovation. We welcome and respect differences, because diversity is a key ingredient in quality education and general discourse. We seek to recruit students from all backgrounds and to foster a culture that instills a sense of responsibility for the broader community. We encourage open debate of ideas within an intellectual environment of mutual respect.

## Master of Arts

# Master of Arts in History - online program

The Master of Arts Degree in History is designed to provide advanced study of American, European, and Non-Western history. Graduate training in History prepares students for exciting and challenging work in diverse fields such as law, government, education, the military, and private and public business and industry opportunities. Sometimes, students are stimulated to continue their graduate training through a doctoral program.

Master of Arts in History - History Department Link

## Program Goals and Degree Requirements

Students entering the program will be introduced to the methods of historical research and learn to locate, evaluate, and interpret historical material. They will develop skills in written communication, critical analysis, and in framing and arguing a complex thesis. Through colloquia, graduate students will become familiar with important trends in historical thought and scholarship.

30 credits are required, including HIST 604, Historiography. Program completion requires a minimum GPA of 3.0.

### Required Course - Credits: 3

- HIST 604 - Historiography Credits: 3

### Course Selection - Credits: 27

Choose 27 credits from the following:

- HIST 511 - Renaissance and Reformation Credits: 3
- HIST 512 - Europe, 1715-1815 Credits: 3
- HIST 530 - Hispanic American History to 1815 Credits: 3
- HIST 540 - The United States in the Twentieth Century Credits: 3
- HIST 550 - Public History: Theory and Practice Credits: 3
- HIST 561 - The Ancient Near East Credits: 3
- HIST 575 - Material Culture and Historical Interpretation Credits: 3
- HIST 585 - The Middle East in Modern Times Credits: 3
- HIST 605 - Historical Method Credits: 3
- HIST 612 - Ancient Greece Credits: 3
- HIST 614 - Tudor-Stuart England Credits: 3
- HIST 616 - Modern Britain Credits: 3
- HIST 617 - Modern Germany Credits: 3
- HIST 618 - Russia in the Twentieth Century Credits: 3
- HIST 625 - Women in History Credits: 3
- HIST 626 - History of Medicine Credits: 3
- HIST 631 - Mexico and the Caribbean Credits: 3
- HIST 633 - Colonial America, 1607-1763 Credits: 3
- HIST 634 - The American Revolutionary Era Credits: 3
- HIST 635 - The Civil War and Reconstruction Credits: 3

- HIST 636 - The American West Credits: 3
- HIST 637 - Native Americans Credits: 3
- HIST 638 - American Constitutional History Through 1865 Credits: 3
- HIST 639 - American Constitutional History Since 1865 Credits: 3
- HIST 643 - Hispanic American History to 1830 Credits: 3
- HIST 644 - The ABC Powers and Mexico Credits: 3
- HIST 662 - The Arabs and Israel Credits: 3
- HIST 666 - Twentieth-Century Africa Credits: 3
- HIST 686 - Contemporary China Credits: 3
- HIST 698 - Selected Topic Credits:  
Topic: Opium and 19th Century International Trade
- HIST 700 - Independent Study Credits: 1 to 3
- HIST 710 - Medieval Europe Credits: 3
- HIST 733 - American Industrialism and Reform, 1887-1914 Credits: 3
- HIST 734 - US Foreign Policy Credits: 3
- HIST 735 - Pennsylvania History Credits: 3

## Comprehensive Exam

Successful completion of a comprehensive exam.

## Mathematics

## Master of Science

## Master of Science in Data Analytics

The Masters of Science in Data Analytics (MSDA) is responsive to current societal trends. Recent advances in technology, such as smart phones, e-commerce, social networking and electronic health records, have generated vast sources of data. Moreover, the rate at which data are being generated is growing at a phenomenal pace. A recent Bureau of Labor Statistics article reported that 90% of the data that exists today was created within the past two years. This data explosion has created a high demand for professionals who are capable of making effective and efficient use of "big data". The expression "big data" refers to datasets whose size is too large to be stored, managed, or analyzed using conventional database management and statistical analysis software tools. Big data is changing the way a vast array of sectors perform their functions. Managers that effectively use big data gain a significant competitive edge by improving decision making and performance. They can also react more quickly to changing market demands. In hospital settings, advanced data analytics will be used to monitor and analyze end-to-end care delivery with real-time monitoring of quality and performance. A focus on big data is a distinguishing feature of the MSDA.

Data scientists are in great national demand right now, but they are called many different things. The BLS classifies data scientists as "statisticians, computer programmers, or in other occupations". Regionally, the state data projects that market research analysts, computer systems analysts and management analysts will add 7,100 jobs in the 150-mile region around Slippery Rock University between 2010 and 2020. These occupations are also designated as high-priority by the PA Department of Labor & Industry.

An important characteristic that sets Slippery Rock University's MSDA apart from other data science or business intelligence programs is its alignment with national standards and certification programs. In particular, the courses are designed to

- provide a joint certificate in statistical applications and data analytics from SRU and the SAS Institute, Inc., one of only fifty-six institutions in the country to do so, and
- effectively prepare students to pass the Certified Analytics Professional (CAP) Exam.

SAS Institute, Inc. is one of the most widely used software platforms in the world for performing data analytics and statistical analysis. A recent poll of online job postings showed 1800 jobs requesting SAS Institute, Inc. expertise within a 150 mile radius of SRU. The CAP exam is a broad-based analytics exam administered by the Institute for Operations Research and the Management Science (INFORMS). INFORMS is the largest professional organization in the world that supports operation research, management science, and data analytics. By aligning the MSDA with these professional organizations, SRU students will be positioned to take advantage of state-of-the art technologies and best practices in data analytics.

The Masters of Science in Data Analytics will require 33 credits of graduate work that integrates the fields of statistics, operations research, and data science. Although relevant topics from these fields serve as a common thread throughout the program, each course has a primary area of emphasis. These areas of emphasis include 12 credits of statistics, 12 credits of data science, and 6 credits of operations research. A 3 credit capstone/internship course is used to affirm the appropriate integration of skills. Courses will be delivered using a 100% online format.

The MSDA program has the goal of cultivating the analytical skills of graduates who will be well-prepared to work in the growing field of big data analytics. For those already working in the fields of business, public health and health care, information systems, and management, their competency will be enhanced with consequent benefits for the communities they serve. The program is designed to meet the needs of working professionals. Students embarking on a career in data analytics will be prepared for the ever-increasing demands of the profession, and will be able to help fill the gap between the supply of, and demand for, big data analytics. It follows that the MSDA will primarily be practitioner-oriented rather than research-oriented.

Upon graduation, MSDA students should be able to :

- Apply quantitative modeling techniques, such as probability, statistics, optimization, and simulation, to the solution of business and health care problems.
- Use innovative methods and technologies to successfully extract, scrub, integrate, format, visualize, and analyze big data.
- Know how to query and analyze complex databases to provide real world, real-time solutions.
- Use predictive analytics and forecasting to improve decision making in business and health care.
- Effectively communicate analysis results to assist in strategic decision making.
- Analyze and optimize the delivery, quality, and costs of health care from a data-driven perspective.
- Analyze market data to provide a competitive edge for business and more agile management practices.

## Major Requirements - Credits: 33

- STAT 603 - Statistical Methods Credits: 3
- CPSC 605 - Data Mining and Data Analysis Credits: 3
- STAT 630 - Regression Methods Credits: 3
- MATH 611 - Optimization Models Credits: 3
- STAT 656 - Statistical Computing Credits: 3
- STAT 660 - Advanced Statistical Methods Credits: 3
- CPSC 685 - Big Data Analytics Credits: 3
- MATH 668 - Model Analysis Credits: 3
- STAT 672 - Forecasting and Time Series Credits: 3
- MATH 678 - Data Analytics Capstone I Credits: 3
- MATH 688 - Data Analytics Capstone II Credits: 3

# Modern Languages

## Certificate

### Certificate in Communicative Language Teaching

The Certificate in Communicative Language Teaching is designed to enhance students' knowledge of communicative language teaching (CLT) approaches to working with English learners in both domestic and global contexts. The Certificate will enable students to acquire specialized CLT certification for enhancing their students' communicative competence in English, given the socio-cultural and international contexts in which the language serves as a lingua franca. The Certificate courses may be offered at the 500-level or 600-level, as is appropriate, respectively, for teachers of English as a new language who are in training or already in service.

#### Required Courses: Credits 9

#### Selected Topics or Advanced Selected Topics course: Credits 3

Students must choose one 3 credit Selected Topics or Advanced Selected Topics course that focuses on issues, problems and questions relevant to Communicative Language Teaching in a given region, country, cultural area, first language group, or international context of English language teaching and learning.

Choose:

- either MODL 598: Selected Topics (3 credits)
- or MODL 698: Advanced Selected Topics (3 credits)

(for example, among other possible courses, the following existing Selected Topics courses in the TESOL curriculum focus on a cultural construct or region of the world in which English language teaching requires specialized communicative competence training:

- MODL 598: Selected Topics - Issues in Arabic Culture (3 credits)
- MODL 598: Selected Topics - Issues in French and Francophone Culture (3 credits)
- MODL 598: Selected Topics - Issues in Japanese Culture (3 credits)
- MODL 598: Selected Topics - Issues in Hispanic Culture (3 credits)

#### Workshop or Advanced Workshop: Credits 6

Students must choose one six credit Workshop or Advanced Workshop that applies and further enlightens the Communicative Language Teaching subject matter covered in the companion Selected Topics course, offering first-hand learning experiences and training in practical methods, techniques, activities, and ideas for the classroom and learner context of the students.

Choose:

- either MODL 595: Workshop (6 credits)

- or MODL 595: Advanced Workshop (6 credits)

## **Certificate in Teaching English to Speakers of Other Languages**

The Graduate TESOL Certificate is designed to enhance students' knowledge of the core issues, theories, approaches, and techniques in teaching English to speakers of other languages (TESOL). The Certificate will enable students to acquire initial certification for working with adult English language learners, which, coupled with a bachelor's degree, will qualify them for entry-level teaching positions in English as a second language (ESL) and English as a foreign language (EFL) for both domestic and global markets. The Certificate will also serve as an introduction to TESOL as an academic and professional career track, enabling students to have an efficient and streamlined pathway to the MA TESOL.

### **Required Courses - Credits: 13**

- MODL 602 - Principles of Language Learning and Teaching Credits: 3
  - MODL 604 - Methods of TESOL Credits: 3
  - MODL 608 - Grammar for TESOL Credits: 3
  - MODL 606 - Second Language Acquisition Credits: 3
- OR
- MODL 612 - Sociolinguistics Credits: 3
  - MODL 699 - Practicum in TESOL Credits: 1-3

## **Master of Arts**

### **Master of Arts in Teaching English to Speakers of Other Languages**

Slippery Rock University's MA TESOL is designed to prepare graduates for careers at home and abroad in working with adult English language learners. TESOL jobs in higher education, community college and non-profit literacy, global/multicultural corporate communications, and instructional media and materials development and publishing contexts all require the linguistic and acculturation expertise offered by our program. Our challenging, quality, and interdisciplinary curriculum focuses on understanding our interconnected world and the acquisition of English as a new language for adults who need language and cultural proficiency to advance their own professional and life goals. MA TESOL graduates are also well equipped to progress to doctoral level study in related fields.

### **Master of Arts in Teaching English to Speakers of Other Languages**



## Requirements for Master of Arts in Teaching English to Speakers of Other Languages

### Two Options:

#### Experiential Track - Credits: 30

The Experiential Track is comprised of the following:

8 required Core Courses (24 credits)

1 Elective (3 credits)

1 End Project (3 credits)

#### General Track - Credits: 33

The General Track is comprised of the following:

8 required Core Courses (24 credits)

3 Electives (9 credits)

#### Required Core Courses - Credits: 24

- COMM 617 - Intercultural Communication Credits: 3
- ENGL 620 - Linguistics and Writing Credits: 3
- MODL 602 - Principles of Language Learning and Teaching Credits: 3
- MODL 604 - Methods of TESOL Credits: 3
- MODL 606 - Second Language Acquisition Credits: 3
- MODL 608 - Grammar for TESOL Credits: 3
- MODL 612 - Sociolinguistics Credits: 3
- MODL 699 - Practicum in TESOL Credits: 1-3

#### Electives (3 credits each)

- MODL 590 - Experimental Credits: 1-3
- MODL 690 - Experimental Credits: 1-3
- MODL 595 - Workshop Credits: 1-6
- MODL 695 - Workshop Credits: 1-6

- MODL 598 - Selected Topics Credits: 3
- MODL 698 - Advanced Selected Topics Credits: 3
- MODL 614 - Computer Assisted Language Learning Credits: 3
- MODL 616 - Language Testing and Assessment Credits: 3
- MODL 700 - Independent Study Credits: 1-3
- ELEC 608 - Historical, Psychological and Linguistic Foundations of Literacy Credits: 3
- ELEC 614 - Foundations of Instructional Coaching Credits: 3
- ENGL 602 - Rhetorical Theory Credits: 3
- ENGL 642 - Digital Writing and Publishing 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

End Projects for Experiential Track: Credits: 1 -3

- MODL 750 - Internship Credits: 1-3
- MODL 799 - Capstone TESOL Project Credits: 1-3
- MODL 800 - Thesis Credits: 1-3

## **Music**

### **Certificate**

#### **Certificate in Teaching Music Online**

The Certificate in Teaching Music Online will prepare students to use best practices to deliver quality music education through distance education. The Certificate will be offered completely online and will be a collaboration between the Physical and Health Education Department. The first two courses in the Letter of Completion PE 502 and PE 503 will be taught through the PE department as foundational courses for effectively teaching online. The next two courses, MUSI 602 and MUSI 603 will be taught through the Music department. Graduate students will select one of these music courses. The Certificate is open to anyone, anywhere who has completed a degree in music education or who is currently a teacher candidate in a music education program. Others may request permission from the department chair to be considered for enrollment in the courses.

#### **Required Courses: 9 credits**

All students must take PE 502 and PE 503 and choose one of the music courses for a total of 9 credits and achieve a GPA of 2.0 to receive the Letter of Completion.

- PE 502 - Foundations of Distance Education Credits: 3
- PE 503 - Using Educational Technology to Enhance Learning Credits: 3
- MUSI 602 - Teaching General Music through Distance Education Credits: 3
- or
- MUSI 603 - Teaching Music Performance through Distance Education Credits: 3

## **Master of Music Therapy**

# Master of Music Therapy

Music Department

The Master of Music Therapy is a 36 credit (general track) or 48 credits (counseling track) program. It is a two-year full-time program, with an option for students to register as part-time to accommodate students whose professional and personal circumstances necessitate this option. Students will be expected either to have completed a bachelor's degree in music therapy or to complete the equivalency coursework in music therapy prior to taking the MMT requirements. For those students who have a music degree in another field, they can do the equivalency master of music therapy degree, which is a three year 69 credit option. The undergraduate music therapy coursework must be taken prior to taking the graduate coursework. All students will have core requirements and will have opportunities to take further electives in music therapy or to take electives in counseling, special education or gerontology, depending on their preferred area of specialty. Our aim is to prepare our students to be responsive to the complex health challenges and needs of our increasingly diverse population.

The SRU master of music therapy degree has a unique focus on sociocultural, social justice, and resource-oriented approaches to music therapy. This program is the first of its kind with a transformative, emancipatory focus. While other programs may include a course on multicultural music therapy, this program infuses social and cultural foundations and issues of social justice into the entire curriculum encompassing the entire process of music therapy clinical practice (assessment, treatment, and evaluation), as well as ethics, supervision, and research. Furthermore, the social and cultural foundations we explore include not only race and ethnicity, but gender, sexuality, disability, class, age, language, religion, region, and intersections of these.

The MMT will provide students with the skills to apply and integrate a comprehensive synthesis of theories, research, treatment knowledge, musicianship, clinical skills, and personal awareness to address client needs.

## **36 Credit MMT:**

21 credits in Core Music Therapy Courses. 15 credits in electives. Thesis/final project and a comprehensive exam is required in addition to the completion of the coursework.

## **48 Credit MMT:**

21 credits in Core Music Therapy Courses. 12 credits in Counseling. 3 credits in advanced music therapy internship. 12 credits in electives. Thesis/final project and a comprehensive exam is required in addition to the completion of the coursework.

## Core Music Therapy Courses - Credits: 21

- MUSI 604 - Reading Music Therapy Research Credits: 3
- MUSI 606 - Music Therapy Assessment and Evaluation Techniques Credits: 3
- MUSI 607 - Cultural and Social Foundations of Music Therapy Credits: 3
- MUSI 608 - Music Therapy Supervision Credits: 3
- MUSI 610 - MT Ethics & Professional Issues Credits: 3
- MUSI 611 - Social Justice Approaches to Music Therapy Credits: 3

- MUSI 705 - Advanced Music Therapy Practicum Credits: 3

## Electives

- MUSI 605 - Designing Music Therapy Research Credits: 3
- MUSI 612 - Medical Music Therapy Credits: 3
- MUSI 613 - Music Psychotherapy Credits: 3
- MUSI 614 - Systems Thinking in Music Therapy Credits: 3
- MUSI 750 - Advanced Music Therapy Internship Credits: 3
- MUSI 700 - Independent Study Credits: 1
- MUSI 598 - Selected Topics Credits: 1-3
- MUSI 698 - Selected Topics Credits: 1-3

## Thesis or Final Project - Credits: 1-6

## Suggested Courses in Counseling

- CDEV 629 - Helping Relationships in Music Therapy Credits: 3
- CDEV 633 - Career and Lifestyle Development for Music Therapy Credits: 3
- CDEV 635 - Human Growth and Development in Music Therapy Credits: 3 (tentative)
- CDEV 637 - Group Work for Music Therapy Credits: 3 (tentative)

## Other Possible Electives

- Possible courses of interest:
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
  - SPED 602 - Advanced Studies in Exceptionalities Credits: 3
  - SPED 608 - Advanced Study of Social Emotional Disorders Credits: 3
  - SPED 612 - Advanced Study of Mental Retardation 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
  - SPED 645 - Early Intervention for Young Learners with Special Needs Credits: 3
- Possible courses of interest:
- GERO 625 - Women and Aging Credits: 3
  - GERO 644 - Death & Dying 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

**SCHOOL NURSE CERTIFICATE**

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
- Act 31 Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training

## 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, Conservation and Recreational Therapy Department

Office: 102 Patterson Hall  
Phone: 724-738-2068

The mission of the graduate programs in the Department of Parks, Conservation and Recreational Therapy 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 park and resource management field. The broad-based program approach provides study in natural history and ecology, natural systems management, cultural resource management, and contemporary issues in parks, resource management and environmental communication. Coursework focused on administrative, interpretive, and sustainable aspects of park resources is also featured.

*Chair*  
Deborah A. Hutchins

*Graduate Coordinator*  
John Lisco

*Secretary*  
Anita Culley

### *Faculty*

Jennifer Carben, Shawn Davis, Christopher Leininger, John Lisco, Rebecca Thomas

## **Master of Education**

# **Master of Education Degree in Environmental Education - Online Program**

### Program Contact

John Lisco 724-738-2596

Slippery Rock University's Master of Education in Environmental Education benefits students who are interested in or are currently working in formal and non-formal educational institutions. Emphasis is placed upon developing competencies in integrating environmental education, communication and outreach into curriculum and program development. This program provides a unique opportunity for classroom teachers wishing to incorporate state and federal guidelines for environmental education into their lessons and assist their schools in advancing "greener" curriculum. Natural resource professionals wishing to enhance the scope of their work through education and outreach will also benefit from this program while developing a comprehensive understanding of social interaction with ecological systems.

### **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.

## **Required Coursework - Credits: 30**

- 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: 6

## **Master of Science**

# Master of Science in Park and Resource Management - Online

Program Contact

John Lisco 724-738-2596

The online Master of Science 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 perfect 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 a high speed internet connection.

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: 6

## Physical & Health Education

109 Morrow Field House 724-738-2072

The Slippery Rock University Physical Education Program will graduate dynamic, problem-solving professionals competent in the art and the science of the design, delivery and assessment of teaching health and physical education (grades K-12). These candidates will possess a global perspective, exhibit social responsibility, and display a personal commitment to a healthful, active lifestyle, promoting the same in their students.

*Chair*

Randy Nichols

**Graduate Coordinator**

Robert Arnhold

*Secretary*

Sis Warcup



*Faculty*

Joanne Leight, Wei Bian, Wenhao Liu, Randy Nichols, Istvan Kovacs

## **Letter of Completion**

## **Certificate in Online Teaching**

The Teaching Online Certificate program is delivered completely online and the required 9 credits can be completed in one summer or one winter term. The Teaching Online Certificate is open to all business professionals, managers, trainers, and educators with an undergraduate degree and a desire to learn to teach online.

### **Graduate Courses Required - Credits: 9**

#### **Required Course - Credits: 3**

- PE 502 - Foundations of Distance Education Credits: 3

#### **Electives - Credits: 6**

Select two for the following courses. PE 503 is required for HPE students.

- PE 503 - Using Educational Technology to Enhance Learning Credits: 3
- PE 504 - Teaching Physical Education through Distance Education Credits: 3
- PE 505 - Teaching Health Education through Distance Education Credits: 3
- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3
- SPED 545 - Technology in Special Education Credits: 3
- SEFE 808 - Research Methods for Teacher Leadership Credits: 3
- SPED 845 - Instructional Technologies for Exceptional Learners Credits: 3

## **Public Health and Social Work**

Public Health and Social Work

Office: 111 Dinger Building

Phone: 724-738-2267

*Chairperson*

Dr. Michael Cleary

Graduate Coordinator

Dr. Joseph Robare

**Secretary**

Vonda Kuhn

## **Master of Public Health**

## **Master of Public Health**

The Master of Public Health degree is responsive to trends in society. Health and wellness are of increasing importance, but public health is receiving greater attention, especially regarding diet, obesity, pandemics, HIV, bioterrorism, air and water quality, and workplace safety. While traditional public health agencies are playing a smaller role, other government agencies and private sector employers in health care, insurance, and pharmaceuticals are expanding their public health functions. The Patient Protections and Affordable Care Act is a powerful motivator since it places more emphasis on health promotion and disease prevention. As the Association of Schools and Programs for Public Health (ASPPH) states in *Framing the Future: The Second 100 Years of Education for Public Health* (January 9, 2014), "The MPH degree will continue to grow in value and enrollment during the 21<sup>st</sup> century as societies, organizations and individuals increasingly focus on population health and health care as key concerns."

The PA Department of Labor & Industry projects that 4 out of 6 of the top growth industries are in healthcare fields. Growth within 100 miles of Slippery Rock University is also driven heavily by health-related jobs: health services managers, medical scientists, environmental health scientists, health educators, and public health social workers are expected to add of 3,300 jobs to the region by 2020. Workers in these fields will need advanced education in health-related issues, epidemiology, and biostatistics, all of which the MPH addresses.

The US Bureau of Labor Statistics projects that between 2012 and 2022 the health care and social assistance industry will grow by 29 percent nationally, making it the top-growth industry. The predicted growth of public health educators is 26.6 percent.

The Master of Public Health will require 42 credits. The program offers course 100% online. Prospective students can transfer up to 9 credits into the MPH program; this is based on previously completed coursework and the program director discretion. All MPH students will complete the 30 core credits and then will choose one of two 12-credit tracks: Health Promotion and Wellness, or Environmental and Occupational Health. The MPH follows a practitioner-based approach and the required capstone experience will provide an opportunity for students to further develop relevant experience in an applied setting. Graduates will be well-prepared to take the Master Certified Health Education Specialist (MCHES) examination, or the National Board of Public Health Examiner's Certified Public Health (CPH) examination.

The knowledge and skills learned will enable graduates to address public health problems at the community, institutional, and societal levels. In addition, students will develop interdisciplinary competencies: communication and informatics, diversity and culture, leadership, professionalism, program planning, systems thinking, and public health biology. Students embarking on a career in public health will be prepared for the ever-increasing demands of the profession, and will be able to help fill the gap between the supply of, and demand for, public health workers.

**Master of Public Health in Public Health - Credits: 42**

**Required Core Courses - Credits: 30**

- HLTH 631 - Foundations of Public Health Credits: 3
- HLTH 604 - Social and Behavioral Aspects of Health and Wellness Credits: 3
- HLTH 628 - Biostatistics for Public Health Credits: 3
- HLTH 605 - Health Services Administration Credits: 3
- HLTH 606 - Principles of Epidemiology Credits: 3
- HLTH 607 - Designing and Conducting Health Surveys Credits: 3
- HLTH 608 - Planning and Implementation of Public Health Strategies Credits: 3
- HLTH 609 - Practicum in Public Health Credits: 3
- HLTH 610 - Occupational and Environmental Health Science Credits: 3
- HLTH 627 - Public Health Culminating Experience Credits: 3

Choose one 12 credit concentration:

Health Promotion and Wellness concentration - Credits: 12

- HLTH 611 - Infectious and Chronic Disease Control Credits: 3
- HLTH 616 - Health and Wellness Coaching Credits: 3
- HLTH 617 - Health Marketing and Communication Credits: 3
- HLTH 618 - Program Evaluation Credits: 3

Environmental Health concentration - Credits: 12

- HLTH 623 - Foundations of Environmental and Occupational Toxicology Credits: 3
- HLTH 630 - Environmental and Occupational Exposure Monitoring Analysis and Control Credits: 3
- HLTH 625 - Occupational and Environmental Health Management and Leadership Credits: 3
- HLTH 626 - Assessment and Communication of Occupational and Environmental Health Risk Credits: 3

## **School of Business**

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.

### **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.

## MBA Core Requirements - Credits: 33

- ACCT 612 - Corporate Accounting Credits: 3
- COMM 631 - Strategic Corporate Communication 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
- MIS 610 - Business Data and Decision Support 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

## Master of Science

### Master of Science in Health Information Management

There is a growing demand and interest in the role information systems play in the delivery of effective healthcare. As society continues to demand increased accountability, efficiency and transparency from healthcare providers, the management of healthcare information has become very important. Moreover, the explosion of data production in hospitals, doctors offices, and insurance corporations has created an environment in which the effective analysis, management and delivery of healthcare information is more important than ever.

The Master of Science in Health Information Management will prepare students to manage electronic records and resulting data. For example, part of the Affordable Care Act, the Medicare Electronic Health Records (EHR) Incentive Program financially rewards health agencies that have achieved meaningful use of EHRs. The MSHIM will prepare students to take leadership positions in managing this exploding field.

### Master of Science in Health Information Management

## Core Requirements - Credits: 33

- HIM 600 - Health Information Systems Technology Credits: 3
- MIS 603 - Health Care Information Systems Credits: 3
- HIM 605 - Health Information Vocabularies and Clinical Terminologies Credits: 3
- ECON 619 - Quantitative Analysis Credits: 3
- HIM 620 - Financial Management for Health Professionals Credits: 3
- HIM 625 - Legal, Ethical and Security Issues in Health Information Management Credits: 3
- HIM 630 - Quality Management in Health Information Credits: 3
- HIM 635 - Knowledge Management in Health Information Credits: 3
- MIS 643 - Project Management Credits: 3
- HIM 645 - Leadership for Health Information Management Credits: 3
- HIM 650 - Applied Research Project Credits: 3

## School of Physical Therapy

Department of Physical Therapy

Office: 204 Physical Therapy Building

Phone: 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**

Liz Moyer

### *Faculty*

Barbara Billek-Sawhney, James Eng, Carole Galletta, Mary Ann Holbein-Jenny, Christopher Hughes, Susan Kushner, Kelly M. Lindenberg, Nancy Shipe, Timothy Smith

## Doctor of Physical Therapy

## 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 and

pathology 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 - Credits: 119**

### **Semester I (Fall) - Credits: 17**

- PHTH 631 - Neuroscience I Credits: 4
- PHTH 654 - Pathology I Credits: 4
- PHTH 656 - Gross and Applied Anatomy I Credits: 6
- PHTH 659 - PT Assessment and Procedures I Credits: 3

### **Semester II (Spring) - Credits: 18**

- PHTH 545 - Health Care Systems I Credits: 2
- PHTH 636 - Neuroscience II Credits: 4
- PHTH 655 - Pathology II Credits: 4
- PHTH 658 - Gross and Applied Anatomy II Credits: 6
- PHTH 660 - PT Assessment and Procedures II Credits: 2

### **Semester III (Summer) - Credits: 13**

- PHTH 645 - Clinical Experience I Credits: 1
- PHTH 650 - PT Modalities Credits: 2
- PHTH 652 - Nutrition Credits: 1
- PHTH 653 - Pharmacotherapy Credits: 1
- PHTH 661 - Environmental Considerations for Physical Therapists Credits: 2
- 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) - Credits: 19**

- 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 - Foundations of Therapeutic Exercise Credits: 2
- PHTH 758 - Evidence-based Practice: Appraising the Literature Credits: 3
- PHTH 819 - Professional Exploration II Credits: 1

### Semester V (Spring) - Credits: 17

- 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 743 - Education, Prevention, and Wellness Credits: 2
- PHTH 759 - Evidence-based Practice Application Credits: 2

### Semester VI (Summer) - Credits: 13

- PHTH 704 - Musculoskeletal III Credits: 3
- PHTH 733 - Integumentary PT Credits: 1
- PHTH 734 - Geriatric PT Credits: 3
- PHTH 735 - Pediatric PT Credits: 3
- PHTH 736 - Special Topics in PT Credits: 1

### Electives - Credits: 2

- PHTH 698 - Selected Topic Credits: 1-3 (Topics may include *Pilates* or *Acute Care* or *Applied Orthopedics* or *PT in Rehabilitation* or *Biomechanical Applications in PT*)
- PHTH 752 - Pediatric Elective Credits: 2
- PHTH 754 - Sports PT Credits: 2
- PHTH 755 - Geriatric Elective Credits: 2

### Semester VII (Fall) - Credits: 11

- PHTH 737 - Physical Therapy Business Practices Credits: 2
- PHTH 802 - Clinical Internship I Credits: 9

### Semester VIII (Spring) - Credits: 11

- 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, 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 teaches will concentrate on individual professional development by electing 12



semester hours of coursework from the areas of special education, foundations of education, instructional technology, or counseling. The GPA requirement for this program is 3.00 or greater. In addition, applicants must submit acceptable GRE or MAT scores. For more information about either program contact Dr. Jeffery Lehman by calling (724) 738-2311.

## **Admissions Criteria for SEFE Graduate Programs**

### **Basic Track:**

To be considered for unconditional admission to the basic track, all applicants must have a minimum of a bachelors degree with an undergraduate GPA of 2.80 (on a 4.00 scale) from on accredited institution of higher education. Finally, students who provide evidence of meeting outcomes in educational measurement and special education (Slippery Rock university's SEFE 338 and SPED 121) will not have to take courses in addition to the graduate program. Although the vast majority of accepted students exceed the minimum GPA 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. In addition, teachers must submit a copy of their teaching certificate.

## **Certificate**

### **Certificate in Applied Research, Statistics and Measurement**

Because the field of education and the public sector require the ability to research, analyze and interpret data to help make decisions, this program will help in the preparation of skills that are necessary to use the application of statistics to analyze, interpret, assess and evaluate data.

As a student in this Certificate, you can improve your understanding of data-driven decision methods and can become familiar with contemporary tools for data-analysis.

The program blends online and traditional instruction to help give you the tools and knowledge as a researcher that can make you capable of being a leader in the application of research, statistics and measurement for your organization.

**Total Required Credits: 12 credits**

## Required Courses: 6 credits

- SEFE 602 - Univariate Statistical Methods Credits: 3  
or
- SEFE 802 - Univariate Statistical Methods Credits: 3
- SEFE 603 - Multivariate Statistical Methods Credits: 3  
or
- SEFE 803 - Multivariate Statistical Methods Credits: 3

## Elective Courses: 6 credits

From the following list, choose two courses that will help you best meet your goals

- SEFE 608 - Research Methods for Teacher Leadership Credits: 3  
or
- SEFE 808 - Research Methods for Teacher Leadership Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3
- SEFE 671 - Measurement and Assessment in Schools Credits: 3

## Certificate in Technology for Online Instruction

All students would need to complete this course as the introductory course in addition to the 3 courses required for the Certificate:

PE 302/502 Foundations of Online Teaching & Learning

## Letter of Completion in Technology for Online Instruction - Credits: 9

- SPED 545 - Technology in Special Education Credits: 3  
OR
- PE 503 - Using Educational Technology to Enhance Learning Credits: 3
  
- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3  
and
- PE 622 Assessment for Online Instruction Credits: 3

## 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 research and statistics.

**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).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

**Note:** 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 must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.
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 338, Standards-Based Instruction and Assessment in the Inclusionary Classroom, and SPED 121, High Incidence Disabilities, 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).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

**Note:** All required sections of 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

## **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).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

**Note:** 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 - Political and Community Leadership Credits: 3
- SPED 752 - 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**

## **Master of Education - Secondary Education English and Language Arts Basic Track**

### **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, Standards-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 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).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

## **Pedagogy - Credits: 9**

- SEFE 607 - The Theories and Teaching of English Language Learners Credits: 3
- SEFE 522 - Teaching of Middle Level and Secondary Social Studies and the Engl. Language Arts for the Humanities 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

# Master of Education - Secondary Education History and Social Studies Basic Track

### 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 338, Standards-Based Instruction & Assessment in the Inclusionary Classroom, and SPED 121, High Incidence Disabilities, 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).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

**Note:** All required sections of 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 522 - Teaching of Middle Level and Secondary Social Studies and the Engl. Language Arts for the Humanities 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

# Master of Education - Secondary Education Mathematics/Science Basic Track

*"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. Prerequisite undergraduate courses 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).
3. Pass appropriate comprehensive examinations.
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

## **Master of Education in Technology for Online Instruction**

The Master of Education in Technology for Online Instruction will include 30 credits of coursework aimed at building student knowledge and skills in using web-based tools to effectively create an online K-12 teaching environment. Students will be able to apply the tools and skills based on research based strategies and pedagogy. The final course will include a capstone project, where students will develop an online module including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program.

This program will be offered completely online.

## Master of Education in Technology for Online Instruction

- PE 502 - Foundations of Distance Education Credits: 3
- PE 503 - Using Educational Technology to Enhance Learning Credits: 3
- PE 622 - Assessment for Online Instruction Credits: 3
- SEFE 608 - Research Methods for Teacher Leadership Credits: 3
- SEFE 679 - Psychology of Learning and Instruction for Diverse Learners Credits: 3
- SPED 545 - Technology in Special Education Credits: 3

624 - Synchronous and Asynchronous Technology for K-12 Education

- PE 624 - Synchronous and Asynchronous Technology for K-12 Education Credits: 3  
OR
- SEFE 624 - Synchronous and Asynchronous Technology for K-12 Education Credits: 3  
OR
- ELEC 624 - Synchronous and Asynchronous Technology for K-12 Education Credits: 3  
OR
- SPED 624 - Synchronous and Asynchronous Technology for K-12 Education Credits: 3

659 - Issues and Ethics in Online Teaching

- PE 659 - Issues and Ethics in Online Teaching Credits: 3  
OR
- SEFE 659 - Issues and Ethics in Online Teaching Credits: 3  
OR
- ELEC 659 - Issues and Ethics in Online Teaching Credits: 3  
OR
- SPED 659 - Issues and Ethics in Online Teaching Credits: 3

653 - Emerging Web Technologies and Learning

- PE 653 - Emerging Web Technologies and Learning Credits: 3  
OR
- SEFE 653 - Emerging Web Technologies and Learning Credits: 3  
OR
- ELEC 653 - Emerging Web Technologies and Learning Credits: 3  
OR
- SPED 653 - Emerging Web Technologies and Learning Credits: 3

Electives- Two elective courses required from the following:

- PE 687 - Integration of Web-based Technologies to Create Online Courses Credits: 3
- SEFE 687 - Integration of Web-based Technologies to Create Online Courses Credits: 3
- ELEC 687 - Integration of Web-based Technologies to Create Online Courses Credits: 3
- SPED 687 - Integration of Web-based Technologies to Create Online Courses Credits: 3
- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3
- MUSI 602 - Teaching General Music through Distance Education Credits: 3
- MUSI 603 - Teaching Music Performance through Distance Education Credits: 3

## Special Education

122 Special Education Building  
724-738-2614

*Chair*

Joseph Merhaut

*Graduate Coordinator*

Robert Isherwood

Richael Barger-Anderson

*Doctoral Program Coordinator*

Richael Barger-Anderson

*Secretary*

Lisa Smith

*Faculty*

Richael Barger-Anderson, Becky Badgett, Robert Bost, Matthew Erickson, Patrick Grant, Robert Isherwood, Jodi Katsafanas, Michelle McCollin, Joseph Merhaut, Mike Monfore, Ashley Rineer-Hershey

## **Certificate**

### **Certificate for Online Teaching**

This program is designed to provide participants with teaching strategies and best practices regarding course development, research and implementing technology.

Students completing this certificate may also apply for the endorsement to be added to their Pennsylvania Department of Education teaching certification.

#### **Certificate for Online Teaching - Credits: 9**

##### **Required Courses**

- PE 502 - Foundations of Distance Education Credits: 3
- SPED 545 - Technology in Special Education Credits: 3
- SEFE 647 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3

## **Doctor of Education**

### **Doctor of Education in Special Education**

#### **Doctoral Program in Special Education - Credits: 60**

The doctoral program is a 60 credit degree program. For some students, transfer credits will be accepted toward these 60 credits. A maximum of 12 transfer credits, with no more than 6 credits in any one core, will be accepted. Approval from the doctoral coordinator is required for all transfer credits. Transcript reviews will be completed the semester prior to the start of the cohort. All decisions are final. Candidates must maintain a minimum 3.0 GPA. An earned grade of D in any course will not count toward degree completion.

Candidates in the doctoral program must complete a residency requirement. Residency requirements are to be met during the summers of Year 1 and 2 and the Spring semester of Year 2. Weekend face-to-face models will take place in population centers (e.g. Cranberry Township Regional Learning Alliance and Dixon Center in Harrisburg).

#### **Research Core - Credits: 12**



- SEFE 802 - Univariate Statistical Methods Credits: 3
- SEFE 803 - Multivariate Statistical Methods Credits: 3
- SEFE 808 - Research Methods for Teacher Leadership Credits: 3
- SEFE 896 - Elements of Qualitative Research Credits: 3

## Content and Leadership Core - Credits: 18

Choose at least 18 credits from the following:

- SPED 805 - Legal Issues and Special Populations Credits: 3
- SPED 820 - Contemporary Issues in Special Education Credits: 3
- SPED 845 - Instructional Technologies for Exceptional Learners Credits: 3
- SPED 850 - Political and Community Leadership Credits: 3
- SPED 852 - Instructional Leadership Credits: 3
- ELEC 813 - Advocacy and Family, School, and Community Engagement Credits: 3
- SEFE 844 - Instructional Design: Principles and Practice Credits: 3

## Special Education Core - Credits: 15

Choose at least 15 credits from the following:

- SPED 801 - Advanced Study of Learning Disabilities Credits: 3
- SPED 802 - Special Education Foundations Credits: 3
- SPED 806 - Assessment Methods in Special Education Credits: 3
- SPED 807 - Positive Classroom Interventions Credits: 3
- SPED 808 - Applied Behavior Analysis Single-Subject Experimental Design II Credits: 3
- SPED 809 - Transition Planning for Students with Disabilities Credits: 3
- SPED 841 - Applied Behavior Analysis/Single-Subject Experimental Design Credits: 3
- SPED 842 - Program Development for Students with ASD Credits: 3
- SPED 843 - Communication and Social Competency for Students with ASD Credits: 3
- SPED 844 - Neuropsychiatric Disorders of Childhood Credits: 3

## Dissertation Core - Credits: 15

- SPED 881 - Dissertation Seminar Credits: 3
- SPED 888 - Extended Dissertation Credits: 1
- SPED 899 - Dissertation Credits: 1-12

## Master of Education

## 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 - Political and Community Leadership Credits: 3
- SPED 752 - 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 - Program Development for Students with ASD Credits: 3
- SPED 643 - Communication and Social Competency for Students with ASD 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

## Other Degrees

## Autism Endorsement Program

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 - Program Development for Students with ASD Credits: 3
- SPED 643 - Communication and Social Competency for Students with ASD 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.

## **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 3.0 on a 4.0 scale for all graduate courses completed at Slippery Rock University, be unconditionally admitted to graduate studies, and meet all specific program admission requirements.

After being unconditionally admitted to graduate studies and meeting program 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](http://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 adviser.

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 graduate grade point average calculation and may not be used to meet any graduate degree requirements.

## **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. Advisers welcome imaginative research proposals.

Both thesis and non-thesis programs require research. Students should confer with an adviser 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 or dissertation program should contact their academic adviser concerning research after completing about one-half of the degree coursework. The adviser 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/dissertation.

Three bound copies of the thesis/dissertation 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, with the exception of 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.

The doctorate in the Special Education Program also has different graduation requirements.

## **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 for fall, spring, and summer. A paper application is required for winter. 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.

- [Pennsylvania State System of Higher Education](#)
- [Board of Governors](#)
- [Council of Trustees](#)
- [Slippery Rock University Administration](#)
  - [Office of the President](#)
  - [Academic and Student Affairs](#)
  - [Finance and Administration](#)
- [Slippery Rock University Faculty](#)
- [Faculty/Administrative Emeriti](#)

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## **SLIPPERY ROCK ADMINISTRATION**

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Kelly Bailey	Director of Alumni Engagement
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Dr. Herb. F. Reinhard, President

Mr. Charles D. Rice, Elementary Education Department

Mr. Joseph H. Riggs, Communication Department

Dr. Melinda M. Ristvey, Modern Languages/Cultures

Dr. Paul F. Rizza, Geography/Environmental Studies

Dr. Carolyn C. Rizza, Sociology/Anthropology/Social Work

Mr. F. Duane Rose, History Department

Dr. Larry R. Rotge, History

Dr. Bruce Russell, Communication Department

Mrs. Lucy A. Sack, Dance

Dr. Robert O. Sattler, Special Education

Dr. W. G. Sayre, Chemistry

Ms. Claire R. Schmieler, Health Services

Ms. Jane Scott Cleary, Library

Mr. Charles Shaw, History Department

Dr. J. William Shiner, Parks & Rec/Environ Ed

Mr. Robert D. Shrader, Physical Education Department

Dr. Charles H. Shultz, Environmental Geosciences

Dr. Edward R. Sims, Music

Dr. Esther R. Skirboll, Sociology-Anthropology-Social Work

Dr. Robert M. Smith, President

Dr. Nanette Kaplan Solomon, Music

Dr. Donald T. Stauffer, Special Education

Mrs. Stacey G. Steele, Music

Mr. Terry S. Steele, Music

Dr. Carolyn Steglich, Biology

Dr. Laurie A. Stepanian, Theatre

Dr. Thomas Dean Stewart, Communication

Dr. Michael L. Stowe, Sociology/Anthropology/Social Work

Dr. Kathleen M. Strickland, College of Education

Dr. Constantine N. Stroumbakis, Secondary Education

Dr. Wendy L. Stuhldreher, Public Health & Social Work

Mrs. June A. Taylor,

Dr. Rhoda E. Taylor, Biology

Dr. David C. Taylor, Chemistry Department

Dr. Charles Tichy, Modern Languages/Cultures

Dr. Karin R. Tillotson, Secondary Education

Mrs. Melba J. Tomeo, Library

Dr. Frank Treccase, Modern Languages/Culture

Dr. Eva Tsuquiashi-Daddesio, Dean, College of Liberal Arts

Dr. Genevieve M. Tvrdik, Biology

Dr. Paulette Viola, Parks and Recreation

Mr. Hubert C. Voltz, Mathematics

Dr. Raymond V. Wallace, Theater Department

Dr. Frances H. Walsh, Elementary Ed./Early Childhood

Dr. Albert N. Ward Jr., Environmental Geosciences

Dr. Robert J. Watson, Student Affairs

Dr. Gene J. Wilhelm, Sociology/Anthropology/Social Work

Dr. A. Lee Williams, Elementary Ed./Early Childhood

Dr. William F. Williams, Academic Affairs

Dr. Patricia A. Zimmerman, Physical Education Department

Dr. Charles Arthur Zuzak, College of Arts and Sciences

## **Office of Financial Aid and Scholarships**

Office: 107 Maltby Center

Phone: 724-738-2044

Email: [financial.aid@sru.edu](mailto:financial.aid@sru.edu)

The Office of Financial Aid and Scholarships is responsible for the coordination of sources of financial assistance for graduate students at Slippery Rock University. Graduate students who plan to attend Slippery Rock University may be eligible for various types of financial aid. If a student interested in obtaining a graduate degree needs financial assistance, the possibilities for a graduate assistantship, part-time employment and/or a loan should be considered. For more information, please visit the Financial Aid Office at 107 Maltby Center, or visit the Financial Aid Office website.

- Scholarships/Graduate Assistantships
- Loan and Work Programs Available
- The Financial Aid Application Process
- Statement of Rights and Responsibilities
- Veterans Affairs

## Scholarships and Graduate Assistantships

A variety of scholarships and graduate assistantships are available. Scholarship information can be accessed through the financial aid office website at [www.sru.edu/finaid](http://www.sru.edu/finaid); information about graduate assistantships is available through the Office of Graduate Admissions website.

## Loan and Work Programs Available

**Federal Student Loans.** Students may wish to access student loan funds through the Federal Direct Loan program to assist in meeting their educational expenses. To apply for this loan students must complete the Free Application for Federal Student Aid (FAFSA). In addition, students must complete a Maser Promissory Note to begin borrowing at Slippery Rock University. Students must be enrolled in at least six 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.

Federal Direct 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 Federal Direct Loan, combined with any other sources of aid, cannot exceed the student's cost of attendance.

Additional information about federal student loans is available at [www.studentaid.ed.gov](http://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](http://www.sru.edu/loans).

**Federal Work Study (FWS).** Students must demonstrate financial need as determined through the FASFA to be considered for FWS. Student employment positions are posted at [www.sru.edu/workstudy](http://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](mailto:financial.aid@sru.edu) with any questions they have about the financial aid information provided in this catalog.
- The information provided in this section was accurate at the time of publication. Fees, regulations, eligibility requirements, etc. are subject to change.

#### **Important Telephone Numbers**

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](http://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](http://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. Applicants should review specific programs of study for details.

An application for admission to graduate study for degree/certificate/letter of completion programs includes:

- A completed online application form, which can be found at [www.sru.edu/graduate](http://www.sru.edu/graduate).
- Official transcripts sent directly, by mail or electronically, 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. The Doctor of Education in Special Education, Doctor of Physical Therapy, MA in History, and the MBA program require a minimum 3.0 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 or 12 credits) 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.** Please see International Graduate Admissions page for specific instructions on how to apply.

**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 graduate 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, 105 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.

## Academic and Student Affairs

Each student is a person of dignity, worth and responsibility who has elected to attend the university for the purposes of attaining an education and to grow and mature through additional learning experiences outside of the classroom.

The goal of Academic and Student Affairs is to assist in the total development of each student by providing appropriate, life-centered educational programs and services. Primary concerns of the various departments 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.

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

## Student Success

- Academic Services
- Campus Recreation
- Disability Services
- First Year Studies (FYRST)
- Housing and Residence Life
- Inclusive Excellence
- Off Campus Housing

- Pride Center
- Student Conduct
- Student Health Services
- Student Intervention Services
- Women's Center
- Veteran's Services

## **Transformational Experiences**

- Academic Honor Societies
- Career Education and Development
- Center for Student Involvement and Leadership
- Global Engagement
- Honors Program
- Library

## **Planning and Resource Management**

- Accreditation
- Assessment
- Dining Services (AVI)
- Grants and Sponsored Research
- Planning, Resources, Management and Assessment

## **University Police**

- University Police
- Parking
- ID Office

## **Athletics and other student services**

- Athletic Programs
- Conference Services, Office of
- Dining Accommodations
- Musical Organizations
- Preschool Child Care Center
- Publications
- Radio and Television
- Robert M. Smith Student Center
- Student Counseling Center
- Theatre Productions

### **Academic Honor Societies**

Blue Key Honor Society recognizes primarily juniors and seniors for scholarship, leadership and service to their campus and community. Students may be in any major course of study to be invited to join, but must have a 3.0 or higher GPA.

Delta Alpha Chi is an academic/professional organization dedicated to the support and enhancement of the Student Affairs in Higher Education Master's Degree program. Membership is open to graduate students in the Student Affairs in Higher Education program.

Gamma Sigma Alpha exists to recognize the academic achievement of fraternity and sorority members at Slippery Rock University. Members of social fraternities and sororities who are juniors or seniors with a 3.5 or higher GPA may become initiated members.

Golden Key is an internationally recognized academic honor society dedicated to excellence. The society's goals are to recognize and encourage scholastic achievement and excellence in all undergraduate fields of study, to unite faculty and administrators in developing and maintaining high standards of education, to provide economic assistance to outstanding members by means of both undergraduate and graduate scholarships and to promote scholastic achievement and voluntary service. Membership is by invitation to juniors and seniors (in all fields) who have achieved a minimum 3.40 GPA.

Lambda Epsilon Delta recognizes outstanding elementary education majors. Students are required to have a 3.000 overall GPA after completing 60 semester credits in order to be eligible for membership.

Lambda Pi Eta recognizes currently enrolled full-time students in good standing majoring in communications. Students are required to have completed 45 credits with a GPA of 3.000 and nine credits in communication courses with a 3.250 GPA.

Lambda Sigma honors sophomore students who have enriched campus life. The honorary is dedicated to the ideals of scholarship, leadership, fellowship, and service. Active members are chosen according to an election system approved by the national board and are initiated in the spring.

Mu Phi Epsilon is an international, professional music fraternity whose purpose is scholarship, musicianship and the promotion of friendship. The fraternity is open to music majors who have a minimum GPA of 2.500 with a minimum GPA of 3.000 in music subjects. Members serve the department by ushering, sponsoring concerts, and participating in community outreach programs.

Order of Omega recognizes students who have attained a high standard of leadership in InterGreek activities. It strives to bring together the most representative fraternity and sorority members with faculty, staff and alumni of the institution.

Omicron Delta Epsilon is the international honor society in economics and is a member of the Association of College Honor Societies. ODE promotes excellence in academic study by restriction of membership to upper division undergraduates who have a B average and at least 12 credit hours of economics with an average grade of at least a B. ODE also publishes *The American Economist*, a journal that accepts manuscripts from graduate and undergraduate students majoring in economics.

Phi Alpha Theta is dedicated to promotion of research, instruction, publication, and exchange of experiences among historians. Students maintaining high academic standards in history and general studies are eligible to become members. The RHO IOTA Slippery Rock Chapter has been selected best chapter in Division III for 1989-90 and 1990-91 school years.

Phi Epsilon Kappa recognizes outstanding health and physical education majors. Fraternity objectives are to elevate the standards, ideals, and ethics of those engaged in the teaching of physical education. Membership requirements include a minimum overall GPA of 2.750 and a 3.000 GPA in all major courses.

Phi Kappa Phi, the nation's oldest and most selective all-discipline collegiate honor society, extended an invitation of membership to Slippery Rock University following a yearlong evaluation. SRU initiated a chapter in the fall of 2004. Founded in 1897, the Phi Kappa Phi society stresses academic excellence and strength of character. Membership in the society is by invitation. Invitations are extended to the top 7.5% of juniors and the top 10% of seniors, as well as outstanding members of the university's faculty, staff and administration.

Phi Sigma Pi is a national, coeducational honor society for all majors. Slippery rock University's Mu chapter was established in 1930, on the three ideals of scholarship, leadership, and fellowship. With this tripod the society strives to make all three ideals dynamic in the lives of its members. Consideration for membership requires the maintenance of a 3.000 GPA, and completion of twelve credits.

Phi Sigma Tau, the Pennsylvania Upsilon chapter of the philosophy honorary was established at Slippery Rock University in February 1984. The aims are expressed in the Greek motto "Philounton Sophian Time," meaning the "honor of those who love wisdom." The goals are to honor academic excellence and philosophical concern. Any student with a cumulative average of 3.000 in at least nine credits of philosophy courses and an overall cumulative average of 3.000 or better is eligible for membership.

Pi Delta Phi aims to recognize excellence in French studies. Members communicate French language and culture to others by tutoring and sponsoring French cultural presentations. To be eligible to join, students must have completed one French course at the 300 level, have a B average in all French courses taken and a 2.900 overall GPA.

Psi Chi aims to provide academic prestige to members by high standards for eligibility, to offer a congenial climate for professional growth, and to make active attempts at nourishing and stimulating that growth. Basis for membership: (1) completion of twelve or more credits in psychology; (2) registration for major or minor standing in psychology or related program; (3) high standards in psychology or related program; (4) good academic standing; and (5) three-fourths vote of approval for membership at a regular meeting of the chapter.

Psi Chi (Graduate Division) Graduate students are eligible to join Psi Chi after completing 18 semester credits in the counseling program, achieving degree candidacy, and obtaining a GPA of not less than 3.500.

Rho Phi Lambda honors students who have made outstanding contributions to the field of parks and recreation. Initiates must have completed 45 credits with a 3.000 GPA and nine credits of parks and recreation courses with a 3.200 GPA.

Sigma Delta Pi honors those who seek excellence in the study of Spanish language and literature. To become an active member, a student must have completed at least two Spanish courses at the 300 level and have a 3.000 GPA in Spanish and a 2.750 GPA overall.

Sigma Gamma Epsilon is an honorary scientific society devoted to the earth sciences. Delta Tau Chapter holds regular meetings, sponsors field trips, lectures and community service in the earth sciences.

Sigma Rho Delta, the dance honorary, was founded in 1967 and established at SRU in 1998. The goals are to offer service to the department, university, and community; promote unity within the department and between departments; and to further dance and art awareness.

Sigma Sigma Kappa was established in 1981 to foster academic excellence in sociology, anthropology, and social work and to encourage community service. To be eligible for membership, students must have completed nine hours in sociology, anthropology, or social work courses and have achieved a 3.000 GPA. In addition, students must complete ten hours of volunteer service in the community.

106 Bailey Library

724-738-2012

**Chairperson**

Mark Campbell

**Secretary**

Sunshine Mushrush

**Faculty**

Cathy Brinjak, Mark Campbell, Annette Salsovic, Lorraine Craven

## **Academic Services Program**

Academic Services Program serves first-generation, income-eligible students who may experience academic challenges at Slippery Rock. Students experience individual and group academic advisement activities and learning strategies support which teaches them how to apply and develop effective learning and study habits.

## **First Year Studies begins with a Rock Solid Orientation**

FYRST begins with an orientation program during which students are introduced to the campus, to a FYRST faculty advisor, and to many institutional resources and services. New student orientation is designed to help students achieve a successful transition to university life. Slippery Rock employs new and innovative ways to greet new students in their first few days on campus and assist them continually throughout their first year. New students who are admitted early have the opportunity to attend an early orientation program in the spring of their senior year. These students receive a head start on their college experience by scheduling for classes, receiving financial aid information, making and



securing living arrangements, and meeting new friends, faculty, and college staff. The orientation program, which is conducted in June, is comprised of an overnight experience and more time to explore the campus and its resources. In August, new students are invited back to campus prior to the beginning of the fall semester for a welcome orientation session.

## **Academic Advisement**

Academic Advisement is perhaps the most important faculty/student relationship outside the classroom. The University's academic advisement system is comprised of two primary organizational structures that include First Year Studies advisement and upper-class student/transfer student advisement.

## **First Year Studies (FYRST) Advisement**

All academic advisement of new freshmen is coordinated and directed by FYRST. The mission of FYRST advising is to personalize the first year by ensuring that every student receives a high standard of academic advisement services from pre-enrollment to orientation, and throughout the student's first year. FYRST advising provides assistance that will help students to acquire the knowledge and skills necessary to select an academic program or major which best suits their individual abilities, interests and career goals. During the student's enrollment in FYRST, he/she should develop a more thorough understanding of his/her own purpose and goals in college as well as those of the university. If a new freshman has declared a major, advisement will be provided by a faculty member selected from the major department. If no major has been declared, the student will be actively involved in the Exploratory Program and advised by a selected faculty member from Academic Services who has volunteered to work with students who have not decided upon a major. Progression through FYRST will be assisted by the faculty advisor, however, it is the student's responsibility to see that he/she meets all requirements of the degree granting college so that upon completion of the first year of study, the student has attained the minimum number of credits, the specified courses and the minimum grade point average required by the major department.

## **Upper-class Student/Transfer Student Advisement**

As a student progresses from FYRST to the degree-granting college, some departments may reassign their students to different academic advisors during the upper-division years, while other departments may permit the student to retain the FYRST advisor throughout his/her years of study at the university. Upon entrance into the university, new transfer students are assigned academic advisors from their major program.

## **Exploratory (Undeclared) Program**

Students entering the university who are exploring majors participate in the Exploratory Program. These students are advised by FYRST advisors in Academic Services who volunteer their time to advise students as part of the Exploratory Program. The faculty identified as FYRST Exploratory advisors have an interest in and a commitment to assisting new students in their transition to college life. Nearly all Exploratory students are advised by members of the Academic Services Department.

## **Advisement Development**

The Academic Services Department is responsible for developing advisor and student advising resources, conducting advisor training and first year student advising informational workshops, and maintaining its involvement in retention-related and first-year research activities.

## **Learning Community Clusters**

The university implemented a learning community cluster program which includes a freshman seminar for the purpose of improving students' academic and social integration and establishing an educational environment that maximizes both student-student interaction, student-faculty and student-professional staff interaction. The transition to university life can be challenging and even stressful. The academic and social advantages provided by joining a learning community cluster and freshman seminar initiative can help reduce that stress. By enrolling in the same classes, students are encouraged to meet new people, make friends easily, form study groups, participate in class discussions, and become engaged with their professors.

Research has shown that the more students connect to the university, the more successful they are in their college experience. Our research shows that by enhancing a student's sense of community and involvement, the freshman seminar and learning community clusters contribute to higher retention rates. Because both freshman seminars and learning communities promote active learning and foster collaboration and cooperation, students who participate are higher achievers and more involved in their classes.

## **Freshman Seminar (FYRST Seminar)**

The freshman seminar course is designed especially to enhance the academic, social, and personal integration of the student by focusing on transition topics related to the college environment (e.g., time management, active learning strategies, note-taking skills, test preparation, goal setting, use of campus technology, academic advising, major and career exploration, professional development in the technology fields, diversity, relationship issues, and issues of wellness).

## **Academic and Learning Assistance Resources**

Available online from the Academic Services Department are a series of academic and learning assistance resources for students. This resource center offers free materials on first-year and academic transition tools; learning assistance resources on time management, effective reading, test preparation, test taking and note taking; and academic advising resources on scheduling tips, grade point average calculations, and information on major and career selection.

## **Tutorial Center**

Slippery Rock University's Tutorial Center assists undergraduate students in meeting their academic goals with free peer individual and group tutoring services, study skills workshops, and Supplemental Instruction (SI). Emphasis upon basic skills and upon the Liberal Studies areas, study skills instruction and support, communication with faculty, and extensive training and supervision of tutors meet students' immediate academic and content based needs and provide them with effective and transferable study skills. Tutorial services at Slippery Rock University are personalized and tailored to individuals' academic needs.

Tutoring services also include the proactive Supplemental Instruction (SI) model for academic assistance. Students hired as leaders attend assigned classes and work closely with enrolled students to model and teach study skills strategies. Leaders facilitate group-tutoring sessions emphasizing cooperative learning activities.

Individual tutoring sessions for students are scheduled by appointment or on a drop-in basis, whereas group and SI sessions are scheduled to accommodate the greatest number of interested students.

## **College Skills Workshops**

During the fall, the Tutorial Center offers an array of workshops designed to help students succeed in college. All students are eligible to participate in the workshops on such topics as managing time, taking effective class notes, reading texts, building a strong memory, increasing test-taking skills.

### **Athletic Programs**

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.

**The Office of Campus Recreation** is responsible for multiple programs and facility operations. The programs and facilities have been designed to promote the wellness dimensions including physical, mental and spiritual health. 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 Members and Pay to Play Programs.

All Slippery Rock University undergraduate and graduate who pay the Student Recreation Center fee have access to the following programs and facilities. Students who have not paid this fee have the option to invest in an ARC membership to secure access.

**Campus Recreation Program** areas consist of:

**Aquatics:** Primary programs offered include swim instructions arthritic stretch, aquatic group exercise classes and water polo.

**Climbing Wall Programs:** Program offerings include informal recreational climbing and bouldering and intramural events and extramural climbing completions.

**Group Exercise: Classes are FREE** to all SRU students and ARC Members. These classes are designed to improve cardiovascular health and body composition. Contemporary aquatic, land and spinning classes are conducted by nationally certified instructors throughout the calendar year.

**Informal Recreation:** Unstructured recreation at one's own convenience and leisure are available in each area of the ARC providing opportunities for pickup games of basketball, volleyball, soccer, deck hockey, pickleball or badminton as well as lap swimming, running/walking on the indoor track, fitness workouts or scaling the ROCK wall.

**Intramural Sports:** Intramural Sports provide a variety of team, individual and dual sports and skill levels of competition throughout the academic year. Participants organize their own teams and compete for the coveted Intramural Championship Mugs and T-Shirts. 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.

**Open Kayak Sessions:** Sessions are offered **FREE** to students throughout the academic year, in the ARC's Aquatic Center. The program offers the opportunity to practice essential kayak paddling strokes and maneuvers. No previous experience is necessary to enjoy this opportunity. Instructors are available for limited instruction. Campus Recreation provides all equipment.

**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.

**Russell Wright Fitness Center (RWFC) Programs:** A number of fitness programs are offered assist all students in enhancing their exercise programs and improving their fitness levels as well as a more proficient use of fitness center. Included in these offerings are fitness assessments, equipment orientations, personal training, cross training classes, Rock personal training and Wright personal training.

**Safety Certifications:** American Red Cross Safety Certification programs are offered throughout the year. Class offerings include life guarding, CPR, first aid or Water Safety Instruction (WSI) and challenge opportunities for recertification.

**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 Smith Student Center.

**Campus Recreation Facilities** are listed below. Access to the Aebersold Student Recreation Center (ARC) is available to faculty/staff, alumni and the general public with the purchase an ARC Membership.

**Aebersold Student Recreation Center:** The ARC is an 82,000 square foot, state of the art recreation facility that includes an aquatic center, 44 foot climbing wall, indoor track, five multipurpose sport courts, Rock Pride Mezzanine (RPM) multipurpose room, Fitness Mezzanine and a vending and TV lounge areas. The ARC's RWFC is equipped with cardiovascular, free weight and selectorized equipment as well as a fitness lab.

**McFarland Recreational Sports Complex:** The "MAC" is home to intramural and club sports. The facility offers two softball fields, four multipurpose sports fields, a rugby field, hockey rink/basketball courts and an exercise pathway. All components of the MAC are lighted with the exceptions of the Rugby field and hockey rink/basketball courts. Reservations for field use must be submitted to Campus Recreation at 724.738.4895.

**Ski Lodge and Campground:** Located a quarter mile north east of the ARC (next to the ROCK Apartments) the Ski Lodge offers a variety of opportunities for students to gather on campus. Shower and restroom facilities are available inside of the lodge. The Campground, located adjacent to the Ski Lodge, offers both primitive and electrical campsites. Ski Lodge and campground reservations can be made by contacting Campus Recreation at 724.738.4895.

## **Career Education and Development, Offices of**

124 Bailey Library  
724-738-2028

### **Director**

John Rindy

### **Associate Director**

John Snyder

**Assistant Director**

Renee Coyne

**Secretary**

Lisa Theodorson

The Office of Career Education and Development offers services to assist students in planning and pursuing a satisfying career. The services include appointments for selecting a major and career counseling, career interest inventory assessment, on-campus professional interviews, on-campus and off-campus job fairs, job vacancy listings, video mock interviews, administration of several standardized tests including Praxis, MAT, and the GRE Subject tests, and resource information about summer and professional employers, graduate schools, and job search preparation and strategies. Career Education provides a technology-based career resource center that is equipped with Dell computers, HP laser printers and supporting software. FOCUS, a web based vocational guidance program is available to assist students to engage in career assessment and exploration. Students are able to respond to internship and employment opportunities advertised on the internet to access employer information, and to develop quality resumes and cover letters in printed form or for electronic transmission.

Undergraduate students are encouraged to contact the office for information about summer and/or part-time off-campus employment opportunities. The office web page provides more details about services and staff [www.sru.edu/career](http://www.sru.edu/career).

The Office of Career Education and Development offers services to assist students in planning and pursuing a satisfying career. The services include appointments for selecting a major and career counseling, career interest inventory assessment, on-campus professional interviews, on-campus and off-campus job fairs, job vacancy listings, video mock interviews, administration of several standardized tests including Praxis, MAT, and the GRE Subject tests, and resource information about summer and professional employers, graduate schools, and job search preparation and strategies. Career Education provides a technology-based career resource center that is equipped with Dell computers, HP laser printers and supporting software. DISCOVER, a web based vocational guidance program is available to assist students to engage in career assessment and exploration. Students are able to respond to internship and employment opportunities advertised on the internet to access employer information, and to develop quality resumes and cover letters in printed form or for electronic transmission.

Undergraduate students are encouraged to contact the office for information about summer and/or part-time off-campus employment opportunities. The office web page provides more details about services and staff [www.sru.edu/career](http://www.sru.edu/career).

**Center for Student Involvement & Leadership**

The Center for Student Involvement & Leadership, located in the Student Center, serves as a resource to students who want to get involved in campus life and who wish to develop and enhance their leadership skills. Their mission is to create valuable developmental and educational opportunities through activities, programs, student organizations, special events, services, and leadership training. The CSIL staff empowers students to be leaders that affect positive change on the campus and in their communities. The Center offers a resource library; a variety of student organization services; leadership workshops, community service opportunities, alternative spring break trips, seminars, and conferences; co-curricular experience transcripts; and information about campus-wide leadership involvement opportunities. The Center provides advisement and support for the Student Government Association, Green and White Society, and the University Program Board; fraternities, sororities, and the Greek governance councils; the First Year Leader Scholar Program; Student Ambassadors; and all student organizations and advisors. For more information regarding the Center for Student Involvement & Leadership call 724-738-2092 or email at [leadership@sru.edu](mailto:leadership@sru.edu).

TOP

# First Year Leader Scholar Program

The First Year Leader Scholar Program (FLSP) is an opportunity for first year students to jump start their involvement in student organizations by providing a series of seminars, and experiences that improve the participants' leadership skills and increase their visibility as emerging student-leaders on campus. Activities are structured to be interesting and fun. Applications are accepted from first-year students each September. Successful applicants begin the program in October and continue with program activities through April of their first academic year.

## Fraternities and Sororities

Slippery Rock University's national fraternities and sororities provide opportunities for fun, friendship, and learning. The primary purposes of these organizations are 1) educational excellence, 2) campus and community service, 3) leadership development, and 4) developing a friendship network. The Greek system at Slippery Rock University has played a positive role on the campus since 1961. For more information about fraternities and sororities call The Center for Student Involvement & Leadership at 724-738-2092.

### Recognized Student Greek Organizations are:

#### North American Interfraternity Conference Fraternities

Pi Kappa Alpha

Alpha Sigma Phi

Pi Kappa Phi

Theta Xi

Sigma Tau Gamma

Kappa Sigma

Kappa Delta Rho

#### National Panhellenic Conference Sororities

Alpha Omicron Pi

Alpha Sigma Tau

Alpha Xi Delta

Delta Zeta

Phi Sigma Sigma

Sigma Sigma Sigma

#### National Pan-Hellenic Council Fraternities and Sororities

Alpha Kappa Alpha Sorority, Inc.

Alpha Phi Alpha Fraternity, Inc.

Kappa Alpha Psi Fraternity, Inc.

Omega Psi Phi Fraternity, Inc.

Phi Beta Sigma Fraternity, Inc.

Zeta Phi Beta Sorority, Inc.

## **Student Government Association**

All students, by virtue of their undergraduate registration and payment of fees, are members of the Student Government Association. The Student Senate is the central representative and legislative organization of the university Student Government Association. The Student Senate recommends to the university the recognition of student organizations, allocation of the General Service (Activities) Fee money, and carries out other responsibilities as included in the Student Government Association constitution.

The role of the SGA is to act as an advocacy group for the students of SRU in order to ensure a healthy academic and social environment and to provide such services to the student body.

## **Student Organizations**

Student organizations at Slippery Rock University provide excellent opportunities for self-development and self-expression. However, the success of student activities rests largely with the students. Students are encouraged to become involved in organizations as their time and interest warrant. There are more than 140 organizations, activities, and club sports, which have been created from student interest. The scope of the organizations includes athletics, drama, music, service, social, scholastic interest, the media, academic honoraries, governance and special interest groups. A variety of resources and workshops are available to assist student organization members with developing and enhancing their leadership skills. For more information about student organizations call the Center for Student Involvement & Leadership at 724-738-2092.

## **University Program Board**

The University Program Board (UPB) is the major co-curricular sponsor of student activity events. It consists of five specialized committees and an executive position, all occupied by students, who provide variety of entertainment programming for the campus community. The five committees are: Concerts, University Events, Cultural Arts, Speakers, and Marketing. The University Program Board invites you to enjoy their many events. Most events are free of charge for SRU students. All students are encouraged to become a part of this exciting student organization and help create campus entertainment. For additional information, call 724-738-2729/2723 or visit the office located in the Student Center.

### **Conference Services, Office of**

**724-738-2027**

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

### **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 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 Mexican and Pan-Asian cuisine, signature burgers, fusion wraps, pub food, 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/intolerances. 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, sandwiches, Starbucks full beverage line and merchandise.
- Rocky's - a food court offering Mexican cuisine, 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.

## **Disability Services**

105 University Union  
724-738-4877

### **Director, Office of Disability Services**

Natalie E. Burick

### **Secretary**

Suzanne Sandrock

The Office of Disability Services provides accommodations and services to ensure equal access to education as intended by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA) for students with disabilities including but not limited to learning, physical, hearing, vision or psychological disabilities. At Slippery Rock University we want all students to achieve academic success, and are interested in making every effort to accommodate and serve students with disabilities. To be eligible for services appropriate documentation must be provided. Documentation may include medical diagnosis, psychological evaluations, etc. Upon acceptance to Slippery Rock, students with disabilities are encouraged to make an appointment with the Director so a personal interview can be scheduled. Also, students wishing to receive accommodations can start by filling out the public request link at: [https://sru-accommodate.symplicity.com/public\\_accommodation/](https://sru-accommodate.symplicity.com/public_accommodation/)

## **First Year Studies (FYRST)**



First Year Studies exists to support the teaching and learning process. The FYRST Program is designed to ease the transition into college life by providing a coordinated effort of offering academically based support services to students. The area has primarily one goal—to facilitate the student transition from high school or work to the university. Structurally, FYRST is the home of all new freshmen, organized within the Division of Enrollment Services. FYRST is comprised of The Department of Academic Services and Office of Disability Services.

The majority of the university's academic support services are coordinated and delivered to new students by FYRST. Specifically, FYRST includes spring and summer orientation programming initiatives, first and second year academic advising, advising for exploratory students, learning community clusters, freshman seminar, tutoring, supplemental instruction, developmental math coursework, early-alert retention-based initiatives, services for students with disabilities, academic support services designed especially for first-year academically-challenged students, and support services for students who fall into academic difficulty during their college experience.

FYRST is about creating successful learning experiences for students in and outside the classroom. Progression through FYRST is to be assisted by the faculty advisor, however, it is the student's responsibility to see that he/she meets all requirements of the degree granting college so that upon completion of the first year of study, the student must attain the minimum number of credits, the specific courses and the minimum GPA required by the major department. Through setting high goals and commitment to meeting those goals, new freshmen are to be able to support their efforts through FYRST and make a successful transition.

### **Global Engagement, Office for**

724-738-2057

#### **Secretaries**

Lisa Patricelli, Brenda McKissick

Office for Global Engagement

The mission of the Office for Global Engagement is to provide international experiences for Slippery Rock University students and staff to pursue academic and cultural exploration and growth.

## **International Student Services**

In recognition of the unique needs of students who are not US citizens/permanent residents, the Office for Global Engagement coordinates the recruitment, admission and support services for international students such as orientation to the United States and Slippery Rock University; immigration and legal matters (documentation for visas, passport renewal, extensions of stay, travel and reentry, work permits, etc.); support for the Internations Club; course registration; cultural/academic/personal adjustment; and community liaison.

## **Study Abroad Opportunities**

International study programs are available to all Slippery Rock University students varying in length from one week to one year. These offer students the opportunity to explore different educational systems, cultures, and ways of life, as well as to foster personal growth, cultural enrichment and enhanced employment opportunities.

The following are available for semester and academic year study:

Australia (Melbourne): 12-18 credits per semester at Victoria University in liberal studies and most SRU majors.

Belgium (Brussels): 12-18 credits per semester at IHECS or Artevelde University College Ghent in liberal studies and most SRU majors.

China (Nanjing): 12-18 credits per semester at Nanjing University in Chinese language, history, and culture. A minimum of one semester of previous Chinese language study is required.

China (Shanghai) 12-18 credits per semester at Shanghai Studies International University in Chinese language, history, and culture. Chinese language study may be required.

England (Bradford): 12-18 credits per semester at Bradford University in liberal studies and most SRU majors.

England (London): 12-18 credits per semester at Kingston University or Rehampton University in liberal studies and most SRU majors.

England (Middlesbrough): 12-18 credits per semester at University of Teesside in liberal studies and most SRU majors.

France (Cannes): 12-18 credits per semester at College International de Cannes in French language and culture.

Germany (Bamberg): 12-18 credits per semester at Otto Friedrich University Bamberg, German language study and limited liberal studies options.

Hungary (Budapest): 12-18 credits per semester at University of Physical Education for physical education.

India (Rajasthan): 12-18 credits per semester at Rajasthan Vidapeeth University in liberal studies and a variety of SRU majors.

Ireland (Dublin): Fall semester student teaching available as a second placement site in the Irish public school system.

Ireland (Limerick): 12-18 credits per semester at University of Limerick in liberal studies and a variety of SRU majors.

Japan (Osaka): 12-18 credits per semester at Kansai Gaidai University in Japanese language, business, social sciences, culture/humanities. A minimum of one semester of previous Japanese language study required.

Japan (Saga): 12-18 credits per semester at Saga University in Japanese language and potentially a variety of other majors. A minimum of one semester of previous Japanese language study required.

Mexico (Mexico City): Spring semester student teaching is available as a second placement site at the American School Foundation.

Mexico (Mexico City): 12-18 credits per semester at Universidad Iberoamericana in Spanish language and culture. Classes are also available in English, in a variety of other majors.

Poland (Poznan): 12-18 credits per semester at University of Arts for Art majors/minors.

Scotland (Edinburgh): 12-18 credits per semester at Queen Margaret University in liberal studies and a variety of SRU majors.

Slovakia (Bratislava): 12-18 credits per semester at Comenius University in liberal studies and a variety of SRU majors.

Slovakia (Bratislava): 12-18 credits per semester at Academy of Fine Arts and Design for Art majors/minors.

South Korea (Kangwon): 12-18 credits per semester at Kangwon National University in Korean language and culture. A minimum of one semester of previous Korean language study is preferred.

Spain (Madrid): 12-18 credits per semester at University of Alcala de Henares in Spanish language and culture.

Sweden (Kristianstad): 12-18 credits per semester at Kristianstad University in liberal studies and most SRU majors.

Wales (Aberystwyth): 12-18 credits per semester at Aberystwyth University in liberal studies and most SRU majors.

Summer programs are offered by Slippery Rock University professors in international locations that vary each year, ranging from one to three weeks in length. Three to six credits can be earned, recent classes have met in Canada, Costa Rica, England, France, Scotland and Spain.

January and spring break seminars offer a 7-10 day international trip in conjunction with coursework during the regular spring semester. Locations and faculty leaders vary per year. Recent sites include England, Ireland, Costa Rica, Italy, Czech Republic, Peru, and Bahamas.

Additional opportunities for summer or semester study may also be available via third party program providers.

Financial aid may be applied to most study abroad; further details available from the SRU Financial Aid Office. Travel stipends are also available to SRU students to subsidize travel costs.

Additional services through the office include passport applications, International Student I.D. cards, travel arrangements, etc.

### **Health Services**

The McLachlan Student Health Center is located along Campus Drive in Rhoads Hall. Student Health Services supports the university's mission of enhancing the educational process by providing quality health care and promoting an optimal level of health and wellness among the student body. 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). Van transportation is provided as available.

The facility includes an outpatient clinic, nurse observation area, a health promotion department with educational resources, and a self care center. The student health fee covers routine care, which may include flu vaccine, nurse observation area, educational materials, 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 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 for Global Engagement. Athletes must meet insurance requirements as defined by the Athletic Office.*)

Students may already have benefits through their family plan, an independent source, or elect to purchase student health insurance. Information regarding the purchase of student health insurance can be obtained by visiting: <http://www.sru.edu/offices/student-health-services/health-insurance-for-students>

Insurance information should be included on the Health forms and submitted to Student Health Services as part of the student's record using the secure website <https://studenthealthportal.sru.edu>

### **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 their wellness and personal development. The HOPE Peer Educators are trained to provide educational programs for fellow students on issues such as underage and dangerous drinking, safer sex, stress management/resiliency, nutrition, bystander intervention, general wellness and more. 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 safer sex practice among students who choose to have sex. Condoms are the only method that provides students who choose to have sex a way to reduce their risk of sexually transmitted infections. Supplies are available to students at reduced 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 and supplies vary. Students who have questions or are interested in purchasing safer sex supplies can contact the Protection Connection at 724-738-4888.

### **Honors Program**

Office: 336 Patterson Hall

Phone: 724-738-4003

Email: [honorsprogram@sru.edu](mailto:honorsprogram@sru.edu)

#### **Director**

George P. Brown

#### **Secretary**

Connie Schmidt

Slippery Rock University's Honors Program is designed to enrich the university experience by fostering a student-centered learning environment and helping each student to develop his or her individual potential as a life-long learner. Honors courses emphasize reading, writing, and research through discussion-based classes that enable students to explore subjects in greater depth. Students also enhance their education through service-learning opportunities. The Honors Program provides each student opportunities to take full advantage of their time spent at Slippery Rock University through a variety of extra-curricular and travel opportunities.

All honors courses fulfill liberal studies requirements, which means that participation in the program will not extend a student's stay at Slippery Rock University. To graduate with honors designation, students must complete a minimum of seven honors courses (21 credits) while maintaining an overall GPA of 3.25 or higher (3.4 or higher for Honors scholarship recipients). Students can select from a variety of specially-designed courses in the following departments: Communication, English, Geography, History, Mathematics, Philosophy, Political Science, and Psychology.

On occasion, Great Books honors courses are offered. These courses are geared toward in-depth study in a specialized area, and typically involve international travel. Content in these seminars varies and has included Ancient Greek

Culture (Greece), The Holocaust (Germany), Latin American History (Panama), Galileo (Florence), and Irish Playwrights (Ireland).

Students may also fulfill Honors requirements through a variety of activities in place of Honors courses: research projects, conference presentations, publications, dual majors and minors, study abroad, and the Compass leadership program.

Honors students enjoy a number of benefits, both in and out of the classroom. These include: smaller honors courses, capped at an enrollment of 25 students per class; early registration privileges; learning experiences through regional, national, and international travel. Every fall, Honors Program students have the opportunity to participate in the National Collegiate Honors Council (NCHC) conference, held in cities such as Denver, New Orleans, Boston, Phoenix, and San Antonio. In addition, courses are offered each spring and summer that provide opportunities for travel abroad. In the past, students have travelled to London, Germany, Turkey, South Africa, Greece, South Africa, Mexico, and Cuba.

The program is open to qualified students in all majors. Interested students need to submit a separate application to the Honors Program. The application requires a two-page essay about their interest in the program and a résumé of extracurricular activities and can be completed online. Interested students should call 724-738-4003, e-mail [honorsprogram@sru.edu](mailto:honorsprogram@sru.edu), or visit the website, [www.sru.edu/honorsprogram](http://www.sru.edu/honorsprogram).

### **Housing and Residence Life**

The philosophy of university residence halls at Slippery Rock University is educational and intended for student development that maintains that residence halls are not merely places to eat and sleep, but rather, communities in which students grow and develop. This development occurs in out-of-class learning experiences through participation in various activities assisting development at a personal, social and academic level. To achieve these objectives, the Residence Life staff offer opportunities to meet a wide variety of needs. Full-time professional staff members known as Assistant Directors of Residential Life supervise the on-campus residence halls. These Assistant Directors have a master's degree in college student personnel, counseling or related field. Additionally, each residence hall is staffed by a live-in Graduate Resident Director. These students, who are enrolled in graduate programs including Student Affairs in Higher Education, or other related program at SRU, reside in the residence hall and assist with the supervision of the Community Assistant staff. These Graduate Resident Directors are available to handle emergency situations because of their hall residency. Each residence hall floor section has a Community Assistant available to provide educational and social programs to assist in the operation of the facility, offer support for the residents, and be available for emergency purposes. These staff members are full time students who have been selected for their skills and ability to be academic and personal role models.

There are eight university-managed residence halls and one apartment complex, housing approximately 2,800 men and women. Six of the eight residence halls offer suite style housing with a variety of room styles. Each of the residential suite units provide in room bathroom facilities for the residents of that unit. The remaining two halls are traditional style with double and triple rooms and communal restroom facilities. All SRU residence hall and apartments are air-conditioned.

Residence hall rooms and apartments are furnished with beds, chairs, desks, and window covers (shades). The beds are supplied with a mattress only. Students furnish their own blankets, pillows, towels, bedspreads, dresser covers, pillowcases, and sheets. Students may bring their own drapes and other accessories to personalize their living environment. Self-service laundries are available in each apartment building and residence hall. Lounges and recreation areas are available in each hall. A refrigerator and microwave are provided in each of the residential suite style units. Common kitchens equipped with microwaves and oven is available in each of the residence halls for students to cook snacks.

Residence Life is responsible for housing students who select to live in a university-owned residence hall. All freshmen, except those who live with their parents or legal guardians within a reasonable commuting distance, are required to live on campus. While the University provides housing for non-traditional students, freshmen over the age

of 21 may request permission to live off campus. All such requests must be sent in writing to the Office of Residence Life. The Housing Appeals Committee will review all requests. During the month of January, current students submit housing agreements for the following year. These materials are provided to all residence hall students

Slippery Rock University has a diverse student population living in university residences. Therefore, in compliance with the Pennsylvania Fair Education Practice Act, all residence assignments are made without regard to race, religion, color or national origin. Having accepted the Act, the university believes that a cross section of cultures provides a pluralistic community environment and exceptional opportunities for student development.

The Office of Residence Life provides twelve living learning communities for residence hall students. These communities offer an opportunity for students to apply to live with other students who share similar interests and majors. Information regarding the living learning communities is provided along with housing agreement materials.

Students who reside in university-owned residence halls must contract to eat in the university dining facilities. No extensive cooking is permitted in the residence halls.

Campus residence halls will be closed to all students during university vacation periods and also between summer sessions and semesters. All students will be expected to leave the residence halls no later than 24 hours after their last examination. A designated residence hall will be open for summer sessions. Break housing is made available for an extra per night fee for those who sign up during certain break periods (such as Thanksgiving and Spring Break).

Students must vacate their rooms within 12 hours of withdrawal from the university, unless written permission is received to remain for a longer time period.

### **Housing, Off-Campus**

Off-campus housing is available in privately owned apartment complexes, rooming houses and 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 through the Student Government Association. Students who live off campus may contract to eat in the university dining facilities.

### **ID Cards**

The SRU Rock ID 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. 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. The ID Card Office is located in the University Union along with the Parking Office.

### **Office for Inclusive Excellence**

The Office for Inclusive Excellence (OIE) creates opportunities for all students to excel at Slippery Rock University and beyond. Grounded in the Social Change Model (Higher Education Research Institute, 1996) the office offers programs and opportunities designed to create productive campus citizens who can effectively work with others and bring about positive social change.

OIE provides mentoring and coaching designed to offer academic and social support, build individual capacity and self-efficacy, and connect students to the University community; creates opportunities for all students to explore and celebrate cultures and identities in a safe and supportive atmosphere; and gives voice to the needs of students while teaching them to be positive advocates for change.

The Office for Inclusive Excellence is established in an understanding of diversity that welcomes people of all abilities, ages, ethnicities, genders, nationalities, races, religions, spiritual traditions, socio-economic classes, and sexual orientations. Our goal is to practice inclusive excellence so that it is implemented and accomplished consistently throughout the institution.

## **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 and in the library. Contact the Library at 724-738-2058.

## **Musical Organizations**

In conjunction with the regularly scheduled student and faculty recitals, the university maintains the following well-developed musical organizations, which contribute to the wealth of fine music on the campus:

**University Choir.** This large choral ensemble consists of 50 to 70 men and women, chosen by audition, study who study and perform the great choral literature from the Renaissance to the present. Concerts are presented on campus and on tours.

**Chamber Singers.** This is an auditioned, small ensemble of well-blended voices selected and trained for the performance of madrigals and other chamber vocal music.

**Marching Pride.** The band performs during the half time at football games, both home and away, and for other special events and throughout the region. Much of its music is arranged specifically for the group. The Marching Pride holds auditions for music majors and non-majors to be placed in this corps-style marching ensemble. The group meets only in the Fall semester.

**Concert Band.** This group consists of music majors and non-majors interested in band literature. The Concert Band members are carefully selected to provide a balanced instrumentation. Concerts are given by this group on campus and on tour. This group meets only in the Spring semester.

**Jazz Ensemble.** The Slippery Rock University Jazz Ensemble rehearses jazz literature from all eras of jazz history including big band, be-bop, hard-bop, fusion and contemporary. This ensemble often performs with guest artists of national and international stature, both on and off campus. Membership in this ensemble requires an audition.

**Jazz Lab Band.** The Jazz Lab Band performs jazz literature from all eras of jazz history including big band, be-bop, hard-bop, fusion and contemporary. This ensemble performs at least one concert per semester, but it is focused primarily on reading music during rehearsals. Membership in this ensemble requires an audition.

**Jazz Combos.** The combos rehearse and perform small-group jazz literature from all eras of jazz history, and often include original student compositions. These groups perform at least one formal concert per semester, but also play for community events and festivals, and tour through the region. Membership in these combos requires an audition which includes improvisation.

**Orchestra.** The Orchestra is a symphonic-sized ensemble comprised of strings, woodwinds, brass and percussion. All string players are eligible. Woodwind, brass and percussion players are to consult with the director prior to registering, and all musicians are subject to an audition for placement and/or entrance into the group.

**Chamber String Ensemble.** The selected members of the Chamber String Ensemble study and perform chamber music written for strings. All string players are eligible for participation in this group.

**Brass Ensemble.** The Brass Ensemble studies and performs music for brass from all historic periods. Members are selected after auditions. This group performs several concerts throughout the year and tours and records periodically.

**Wind Ensemble.** The Wind Ensemble is a small, selected group of music students who study and perform music for winds and percussion. This group is selected through auditions. The Wind Ensemble records, tours, and present concerts regularly.

**Percussion Ensemble.** The Percussion Ensemble is a group of percussion majors and non-music majors who study and perform music written for percussion ensembles of all sizes and instrumentations. This group is selected through auditions. The Percussion Ensemble tours, and presents several concerts throughout the year.

**SRU Panorama.** The SRU Panorama (Steel Drum Band) is a small ensemble dedicated to performing the music native to the island of Trinidad on their traditional steel pans. The Panorama also performs original compositions and arrangements of music from nearly every genre and era. The group is made of music majors and non-majors and is open to anyone interested in the genre. No previous pan experience is required, but knowledge of music reading is recommended.

**Opera.** The Department of Music voice program stages at least one full opera every other years in the Spring semester. An audition is required. The group is made up of male and female voice majors from all voice ranges.



**Chamber Ensembles.** Small ensembles of various instrumentations are offered every semester in the Department of Music. The ensemble sizes and instrumentations vary year to year and are usually auditioned. These groups perform at least one concert on campus each semester.

**Saxophone Quartets and Ensemble.** The Saxophone Ensemble is a selected group of saxophone majors and non-majors who study and perform music written or arranged specifically for the full range of saxophones. The Saxophone Quartets are similar, but consist of only four saxophones. These groups are selected through auditions. The groups perform concerts regularly on campus and in the community.

### **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.

### **Publications**

SLAB (formerly Ginger Hill), which is one of the oldest and most distinguished American college literary journals, provides students with the experience of producing a high quality magazine. Participating undergraduates solicit contributions of fiction, poetry, art, and photography; select and edit works for publication; and help develop layout, design, and typography for printing. Issued annually, SLAB is funded by the Student Government Association.

Stone House Review is a journal of history and folklore featuring topics related to western Pennsylvania but also including articles dealing with other areas of historical interest. It is a student publication supported by university and student government funds. Phi Alpha Theta, the history honorary, and history faculty members assist in the selection of works and editing for publication. Contributors submit papers, book reviews, cartoons, artwork, or photographs; student and faculty editors set up the final proof copy and arrange for publication annually.

The Rocket named the "Most Outstanding College Newspaper" by the American Scholastic Press Association is the weekly campus newspaper. Its staff is made up of student reporters and editors who write on a wide variety of matters, which directly concern the students and the university community. The paper serves as an outlet for student opinion, through the editorial and letter-to-the-editor features. This publication provides an excellent experience for students whose career goals are in the areas of journalism, advertising, layout and design, and general newspaper management.

TOP

### **Radio and Television**

WSRU RADIO - 88.1 FM is a university radio station, which is a student-operated, network serving the campus community. Its format consists of popular contemporary artists, rock and roll, progressive rock, music and concert news, special features and local, national, and international news and sports. WSRU operates at 100 watts serving the Slippery Rock area throughout the academic year and broadcasts from 8 a.m. to midnight when classes are in session.

Television Production Studio - The all-digital Television Studio, a three-camera color facility, was recently relocated to 101 Vincent Science Hall. The newly remodeled facility has a control room, audio production, and the broadcast announcing classes use the facility as a component of the broadcast journalism curriculum. The offices of the student production organization, WSRU-TV, are also located at the facility. This student organization produces news and interview programs for distribution on the campus cable network.

### **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 Services, Conference Services, Cooperative Activities, PNC Bank, Electronic Technology Center, Starbucks, SGA Bookstore, Rocky's Food Court, Quaker Steak & Lube, and the Student Development Suite including the Center for Service, Involvement & Leadership, Inclusive Excellence, Women's Center, Student Success, Student Government Association, University Program Board, Pride Center, Veteran's Lounge and other student organization offices. For additional information, stop by the Student Center Information Desk or call 724-738-4926.

### **Student Conduct**

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 Student Code of Conduct which is available at [www.sru.edu/studentconduct](http://www.sru.edu/studentconduct).

### **Student Counseling Center**

**724-738-2034**

**118 Rhoads Hall**

Student Counseling Center

In line with the Slippery Rock University diversity statement, the SRU Student Counseling Center aims to provide counseling services inclusively to a diverse range of students. Diversity is defined broadly to include all students that may require counseling services. Faculty and trainees are committed to all students including those from underrepresented groups and seek professional development that enhances their training to work with all student populations.

In order to enhance the lives of individuals in our diverse communities, the Department of Counseling & Development prepares competent, reflective and ethical helping professionals and provides responsive and effective counseling and development services through the University Counseling Center.

The Counseling Center service aims to:

- Provide counseling to students through developmental processes, social adjustment, academic preparedness and psychological challenges and opportunities they face during their decisive college years.

- Maintain a safe, confidential, non-judgmental environment for all students.
- Provide short-term counseling, implement programming on issues relevant to students to enhance their personal growth, assist during crisis situations, and serves as a resource for referral to both on-campus and community support services.
- Promote wellness through direct service, programming, training, and consultation to the Slippery Rock University community.

Counseling is a collaborative learning experience between the counselor and the student. Counseling encourages the student to utilize the processes of self-exploration and problem solving to identify their strengths and 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, professional counselors, a Psychiatrist, a professional addictions counselor and interns are available to meet with students in the Student Counseling Center, located in Rhoads Hall. When students require mental health services that are beyond the scope and practice of the Student Counseling Center, appropriate referrals to off-campus and community resources will be made. All services are free to enrolled undergraduate and graduate students. All information is confidential.

## Student Intervention Services

The goal of Student Intervention Services is to intervene before there is a significant problem. Student Intervention Services coordinate 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 at 724-738-2507. If you have concerns about a student, please share them with us by completing a CARE report: [https://sru-advocate.symplicity.com/care\\_report](https://sru-advocate.symplicity.com/care_report).

### **T**heatre Productions

The Department of Theatre sponsors an active co-curricular program, partially funded by student activity fees. Each year it presents a season of faculty-directed productions: a balance of Broadway hits, new plays, classics of the world theatre, and, occasionally, a musical.

Participation in the program is open to any interested student and is not confined to theatre majors. A chapter of Alpha Psi Omega, the national collegiate dramatics honorary, selects its members based on commitment and achievement in the theatre.

### **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 such as 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, 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 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.

### **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. For more information, stop by the 2nd floor suite in the Smith Student Center or call 724-738-2992.

## **Tuition, Fees, & Financial Policies**

**Note:** *The most current information on graduate tuition and fees may be found online at the Office of Student Accounts.*

By accepting admission to the Slippery Rock University, the student agrees to pay the fees and charges assessed by the university. Tuition, fees and other charges are subject to change at any time. Students cannot enroll in classes, receive

transcripts of coursework taken while at the university, or graduate from the university unless all fees are paid. Past due account balances are submitted to the Attorney General's office for collection. If any account is submitted to a collection agency to assist in collecting the account, the student is responsible for any/all collection costs associated with this account. Payment of fees can be made in a variety of ways either in full or through installment payment plans (fee involved).

- Tuition Fees & Financial Policies

## The University

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

- The University
- Vision
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- Accreditation
- Location
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- Faculty
- Campus
- Grants, Research and Sponsored Programs
- SRU Leadership Development Center
- Alumni

## The University

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, College of Education, College of Health, Environment and Science and College of Liberal Arts.

## Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

## Mission

The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services. SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

# Accreditation

Slippery Rock University is accredited by the following accrediting agencies:

## **Institutional Accreditation**

Accreditation Association for Ambulatory Health Care, Inc.

International Association of Counseling Services

Middle States Commission on Higher Education

Professional Association of Therapeutic Horsemanship International

## **College of Health, Environment and Science**

Accreditation Association for Ambulatory Health Care, Inc.

Accreditation Board for Engineering and Technology (ABET)

Accreditation Commission for Nursing Education (ACEN)

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) Provisional Accreditation as of 03/2016

American Chemistry Society

American Physical Therapy Association (APTA)

Commission on Accreditation of Allied Health Education (CAAHEP)

Commission on Accreditation of Athletic Training Education (CAATE)

National Recreation and Park Association (NRPA)

Council on Social Work Education

## **College of Education**

American Council on the Teaching of Foreign Languages

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Council for One Accreditation of Educator Preparation (CAEP)

## **College of Business**

Accreditation Board for Engineering and Technology (ABET)

Accreditation Council for Business Schools and Programs (ACBSP)

Commission on Sport Management Accreditation (COSMA)

### **College of Liberal Arts**

National Association of Schools of Art and Design (NASAD)

National Association of Schools of Dance (NASD)

National Association of Schools of Music (NASM)

National Association of Schools of Theatre (NAST)

### **Location**

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**

Approximately 80 percent of Slippery Rock University's 8,700 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**

The approximately 435 faculty members at Slippery Rock University are teachers, scholars and contributors to the University and community. The typical faculty member teaches four undergraduate courses each semester, engages in scholarly research and creative endeavors, and participates in a variety of decision-making processes. Of the current faculty members, forty-nine percent are male and fifty-one percent are female. Eighteen 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**

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 400,000 print volumes in the library's collections, as well as many other resources including approximately 76,000 online journals, magazines, newspapers and other electronic resources. Print and electronic materials at the other Pennsylvania's 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. The Office of Global Engagement resides in Spotts World Cultures Building. The Advanced Technology and Science Hall opened in 2006 and houses Computer Science, Chemistry and Geography, Geology, & the Environment.

The University opened the Harrisville Building in 2016 in nearby Harrisville, Pennsylvania, to house the Physician Assistant Studies Master's program.

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, Research and Sponsored Programs**

Office: Patterson Hall

Phone: 724-738-2045

Email: [grantsoffice@sru.edu](mailto:grantsoffice@sru.edu)

### Director

Nancy L. Cruikshank, CRA

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, Research and Sponsored Programs (GRASP) 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 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 Undergraduate Student Research, Scholarship and Creative Activity (URSCA) 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, exhibits and performances that showcase the work of projects conducted throughout the academic year.

## **SRU Leadership Development Program**

Leadership Development Center

1 Morrow Way  
Slippery Rock, PA 16057

**Director**

Erin Strain  
erin.strain@sru.edu

The Leadership Development Center resides on 25-acres which includes a Leadership Reaction Course, Leadership Teambuilding Trail, high and low ropes course in the woods, 35-foot Climbing Tower, mobile initiatives plus a training room with the current technology. Slippery Rock University provides a perfect setting for your leadership training. It is ideal for corporate / non-profit groups, conferences, student workshops, athletic teams and management seminars. We customize all of our trainings to meet your organizational needs. The trainings are engaging and interactive and our team instructors have years of professional experience to help your organization move forward and be more productive. Lodging is also available during the summer.

## **University Advancement - Alumni Relations**

Russell Wright Alumni House

**Director**

Kelly Bailey

**Associate Director**

Pearl Shaffer

**Assistant Director**

Tracy Allison

**Secretary**

Katherine Stivason

Slippery Rock University has more than 62,000 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.

The Slippery Rock University Alumni Association hosts several events in the region and across the country to engage alumni. A variety of benefits are associated with membership to the association, including discounts on insurance, partnerships with national travel partners and savings at campus entities including the SGA bookstore. Significantly, the Alumni Association manages and awards fifteen scholarships. Thirteen of the scholarships, the Past Presidents'

Scholarship, 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, Jeanne Powell Furrie Scholarships, the Anna Bura Williams Scholarships for women elementary education majors, Alumni Association Scholarship, and the Ben Adaison Scholarship are for academic excellence. The N. Kerr Thompson Scholarship is for student athletes.

The association also sponsors Homecoming as well as special events throughout the year. Additional information on the Alumni Association as well as upcoming events can be found in the university's Rock Magazine, which is published three times a year, and on the alumni web site at [www.rockalumnicafe.com](http://www.rockalumnicafe.com) or at [www.sru.edu](http://www.sru.edu) and then clicking on Alumni.

## Contact Information

### Whom to Contact at Slippery Rock About ...

Office of Academic Records and Summer School 724-738-2010

Office of Graduate Admissions 724-738-2051

Office of Alumni Affairs 724-738-2018

Office of Intercollegiate Athletics 724-738-2021

Office of Career Education and Development 724-738-2028

College of Business 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