

Catalog Home

To Apply:

Contact the Office of Graduate Admissions
724-738-2051
or visit our website at WWW.SRU.EDU/graduate
Slippery Rock, Pennsylvania 16057-1326

Rock Solid Education

Produced under the supervision of Slippery Rock University's division of Academic and Student 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 Certificate

Slippery Rock University offers certificates at the undergraduate and graduate levels. A certificate is a statement of recognition on the academic record of an organized set of courses or short program of study not culminating in a degree. Certificates are not the same as certifications or licenses, which typically are awarded by a third party outside the University. Some certificates were formerly known as Letters of Completion.

POLICY

Certificates will have a minimum of 9 graduate credits or 12 undergraduate credits. At least six credits must be completed through Slippery Rock University (either on campus or online). All graduate certificate credits may share with the graduate major. No more than six undergraduate certificate credits may share with the undergraduate major, not including Liberal Studies/Rock Integrated Studies and elective courses.

Certificates may be completed as part of a full degree program, or may be completed as a non-degree student. Students completing certificates as non-degree students are not eligible for financial aid. Individual certificates may have additional requirements regarding application of transfer credit and age of credit.

Academic Minors

Slippery Rock University offers minors at the undergraduate level. A minor is a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area within a discipline. The minor is recorded on the students' transcripts, providing the students have maintained at least a 2.0 minimum quality point average (some minors may require a higher GPA) for all coursework required for the minor.

POLICY

A department shall establish its own policy regarding which courses shall count toward an academic minor subject to the following limitations:

- The minor shall have a minimum of 18 credits. (PASSHE)
- The minor shall have a minimum of 6 credits from SRU. (SRU)
- The minor shall have a minimum of 6 upper division credits at the 300/400 level. (Exceptions to this one requirement may be made by the Chancellor on a case by case basis.) (PASSHE)
- No course needed for the minor may be taken Pass/Fail. (SRU)
- Courses counted in a minor can also be used to satisfy the Liberal Studies/Rock Studies requirements. (SRU)
- At least 6 credits in the selected minor shall be outside the requirements/electives counted in the student's major. (SRU)
- The requirements for all minors must be completed prior to the awarding of the first baccalaureate degree. Once graduated, students may not return and add additional minors to their undergraduate record. (SRU)
- Students may also elect more than one minor course of study. (SRU)
- Students may be awarded more than one minor so long as they complete the requirements for each minor. (SRU)

Students are typically responsible for meeting the minor requirements in effect at the time they enter the university or change majors. When students leave the university and are later readmitted, they become responsible for meeting the minor requirements in effect at the time they are readmitted. If students would benefit from meeting a set of minor requirements other than those in effect at the time they declared their minor or were admitted/readmitted to the university, their adviser may request of the student's academic dean that a different set of minor requirements be met.

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

Academic Standing Policy

Academic Progression Policy - Probation, Suspension, and Dismissal

Graduate students are admitted to specific graduate programs. Probation, suspension, and dismissal actions are taken when a student has not satisfied the university policy for graduate program academic progression requirements for good standing. The action is applied to the graduate program in which the student is enrolled.

The university policy for graduate program academic progression is provided below. Some graduate programs may have different academic progression requirements for good standing, probation, suspension, and dismissal. Exceptions to the university policy for graduate program academic progression include the following programs: Doctor of Physical Therapy Program, Doctor of Occupational Therapy Program, Physician Assistant Studies Program, Doctor of Education in Special Education, and the Master's Certification Degree Programs. Information regarding the academic progression policies for these programs is provided at the end of this policy statement. Additionally, readmission policies for these programs may also be different. A student enrolled in one of the graduate programs listed above should refer to the information provided to them through the academe.

University Graduate Program Academic Progression Requirements –

A graduate student is on academic probation whenever the cumulative grade point average for all Slippery Rock University graduate courses is less than a 3.00. Satisfactory academic standing requires a cumulative grade point average of 3.00.

If the student's cumulative GPA drops below 3.00, the student shall be placed on academic probation. A student on probation must raise the cumulative GPA to at least a 3.00 by the end of the next semester (or full summer term) of registration. A student whose academic standing is unsatisfactory (less than 3.00 cumulative GPA) for two successive terms of registration (summers are included as "terms"), shall be suspended from the graduate program by their academic dean. Academic suspension and dismissal decisions are not made during winter intersession, unless winter intersession is a requirement of the program. In some cases, the readmission term may be dependent on the academic program's course sequencing structure.

A student who is suspended from a graduate program and has met the term requirements of suspension (one or two terms) may petition the dean of the college for readmission to the graduate program in which they were enrolled by completing the Graduate Application for Readmission Form. The form is initially processed through the graduate admissions office (website) and forwarded to the appropriate dean for readmission consideration.

A graduate student who is placed on academic probation, suspension, or dismissal from a graduate program may choose to apply to another graduate program at the University.

Specific Graduate Program Academic Progression Requirements -

Some programs (Doctor of Physical Therapy Program, Doctor of Occupational Therapy Program, Physician Assistant Studies Program, Doctor of Education in Special Education, and the Master's of Education Certification Programs) require different academic progression standards for probation, suspension, and dismissal than listed above due to the requirements of an accreditation agency (ex. the Pennsylvania Department of Education) or other specific academic program requirements. Please refer to the resources listed below for the following programs:

Doctor of Physical Therapy (DPT) Program – Student Handbook – Students receive a hardcopy of the DPT Handbook at orientation. The DPT Handbook and the DPT Clinical Handbook are also listed in the student portal, Exxat.

Doctor of Occupational Therapy (OTD) Program – Student Handbook – Students receive a hardcopy of the OTD Handbook at orientation. Students are also sent an electronic copy of the OTD Handbook, on or before May 1, prior to orientation.

Physician Assistant Studies (MPAS) – Student Handbook – Students receive a hardcopy of the PA Handbook at orientation. A master copy of the PA Handbook is also located in the PA Office.

Doctor of Education in Special Education (Ed.D.) – Students receive a hardcopy of the Ed.D. Handbook at the annual meeting in May, each year. The Ed.D. Handbook is also available in the student D2L cohort shell.

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

Policy:

The university recognizes that many members of its community use first/middle names other than their legal names first provided to the university to identify themselves. For some students, a chosen first/middle 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/middle names to the university community even if they have not changed their legal names. While anyone is welcome to use a chosen first/middle 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/middle name – A chosen first/middle 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/middle 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/middle 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)
- D2L

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:

- 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/Middle 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/middle 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 form with the Office of Academic Records and Registration. The form may be secured from the Office of Academic Records and Registration's web page, 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 withdrawal form. 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 $\frac{1}{2}$ 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.

Second Master's Degree

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 credits at Slippery Rock University beyond the first master's degree. The graduate student may apply no more than 12 credits from the first degree towards the requirements for the second degree and meet departmental requirements for the degree with respect to the required semester hours of credit and courses for the major in that department.

Exceptions to this policy must be approved by the student's chairperson and dean of the second degree.

Posthumous Conferral of Degree

Slippery Rock University may recognize a student's work by conferring a degree or special certificate posthumously. In the event of an accidental death or fatal illness of a student, the university may confer the degree or certificate. The student will have completed all or nearly all of the requirements for a degree. The student will have completed at least one year at SRU for the award of a certificate.

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 add form. 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/co-requisites will have to secure the permission of the course's professor.

Students may use MySRU or drop/add forms 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 withdrawal forms, 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.

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 form 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 form 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.)

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.)

Military Absence Policy

Slippery Rock University requires both students and faculty members to approach excused absences and matters of class attendance in a manner that is cooperative, realistic, and impartial.

Faculty members are required to provide an alternative opportunity or offer equivalent credit for a student to complete missed coursework due to a military-related absence, without prejudicial influence. (ex. Exam, quiz, in class work, presentation, etc.)

Students who have received advanced notification orders are required to provide documentation for their military-related absence two weeks prior to the absence when feasible; however, students should turn in documentation as soon as the orders are received. Whenever possible, students are required to be proactive by turning in pre-assigned coursework before their military-related absence begins.

Any student who has military commitments the weekend before Final Exams week (and such duty can occur any time between Thursday and Tuesday), the student's first exam day (possibly first two exam days, depending on the return day) will be rescheduled to allow a two-day study period.

A student who must miss numerous class meetings due to a military-related obligation is strongly encouraged to create a Military Absence Work-Plan with the faculty member for completing the missed coursework. However, either party

can submit a work plan at any time. Creating this work-plan will ensure clear communication between student and faculty member; failure to complete this work-plan may negatively impact the student.

Once developed, the student and faculty member will sign the Military Absence Work-Plan that details the expectations for successful completion of coursework. If the length of absence & circumstance(s) challenges the student's ability to successfully complete the agreed-upon work-plan and to remain current with coursework, it may be in the student's best interest to utilize the Armed Forces Leave of Absence Withdraw option (Withdrawal with grade of "M").

Appeal Process: If the student and faculty member cannot agree on a work-plan or any part of the work-plan, such as a "reasonable" length of absence, the academic department chairperson should be contacted. If the work-plan cannot be resolved at the academic department level, the student is required to contact the academic dean of the college where the course resides.

The Military Absence Work-Plan must include the following information but can take any format the student and faculty member would like to utilize:

- Faculty member name
- Student name
- Course name
- Length of military-related absence
- Detailed list of missed coursework
- Due date for each assignment
- Signatures of both the faculty member and the student
- Results of not meeting the due dates of the work-plan

The Military Absence Work-Plan will be kept in the faculty member's student record and filed with the Office of Academic Records & Registration. The student will also receive a copy.

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.

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 for Information and Administrative Technology Services (IATS), part of the Division of Academic and Student 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. IATS 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.

Authority for creation and revision

Reviewed by: ASA Academic Policy Committee, 1.30.16

Approved by: University Cabinet, 8.07.17

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

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, 724-738-2700

Mr. Constance Edwards - Director of Academic Records and Registration, Constance.Edwards@sru.edu, 724-738-2010

Mr. George McDowell, Veterans Services Coordinator, 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 622 - Fraud Examination

This course is designed as a case-study approach that enables students to identify key signs of fraud in financial statements. This course might also cover types of fraud, sources of evidence, and analysis of internal and external fraud schemes with an emphasis on the skills needed to identify, investigate and litigate fraud and forensic accounting allegations.

Prerequisites & Notes

None.

Credits: 3

ACCT 623 - Non-Profit/Government Accounting

This course is designed to provide students with a detailed understanding of accounting and reporting for federal, state and local governments in accordance with pronouncements issued by the Governmental Accounting Standards Board (GASB). This course will also cover the unique accounting and financial reporting needs of governmental, non-governmental, and non-profit organizations.

Prerequisites & Notes

None.

Credits: 3

ACCT 626 - Budgeting, Performance Management, and Cost Analysis

This course is based on the study of the concepts, measures, techniques, and approaches for strategic and operational decision-making based on managerial and cost accounting. The emphasis is on understanding and developing accounting and economic concepts for decision making within profit-making organizations related to such topics as short-term and long-term planning, performance measurement, and traditional and contemporary product costing systems. The course will emphasize the application of concepts and approaches to small and large-sized domestic and global organizations. Contemporary strategic and operational decision-making issues are stressed, as well as how use of information provided by costing systems and cost analysis informs strategic and operational decision-making.

Prerequisites & Notes

None.

Credits: 3

ACCT 628 - Financial Statement Analysis

This course includes an evaluation of publicly traded company financial statements and related note disclosures to understand a company's current and future performance as well as financial condition. The focus of the course is on comprehensive analysis of financial statements using different techniques to determine the operating efficiency, profitability and financial risk of a company.

Prerequisites & Notes

None.

Credits: 3

ACCT 629 - Accounting Data Analytics

This course examines the emerging roles of accounting analytics in business, auditing, and tax contexts. Technological advances have allowed the capture and economic storage of massive accounting and business data; this course focuses on how to productively gather and apply Big Data to a variety of accounting related contexts. Students will learn to understand the data within major accounting information systems and generate meaningful accounting and auditing analytics from the data. A deep understanding of accounting flows, processes, and controls is critical to understanding and building meaningful accounting and auditing analytics.

Prerequisites & Notes

BUSA 219 or equivalent.

Credits: 3

ACCT 630 - Risk Analysis and Internal Control

This course examines fundamentals of risk assessment, including an overview of corporate governance, risk assessment essentials, audit universe, audit engagement, risk appetite, and fraud. Failures in risk management and causes will be reviewed. Additionally, exploration of internal controls, including preventive controls, essential components of internal control, and inherent limitations of internal controls are explored.

Prerequisites & Notes

None.

Credits: 3

ACCT 631 - Federal Corporate Tax

This course will explore how important features of the Internal Revenue Code influence decisions regarding how to organize and structure business operations and selection of the most appropriate form of doing business. Tax planning is an integral part of the course. Also, the course will explore income shifting, tax deductions, tax credits, and income exclusions as it relates to corporate tax.

Prerequisites & Notes

None.

Credits: 3

ACCT 639 - Auditing Systems

This course examines fundamental concepts related to an information systems audit; including the role of the information systems auditor in systems development. Computer based system controls and identification of appropriate audit procedures for a secure information system are also studied.

Prerequisites & Notes

None.

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 - Evidence-Based Practice in Athletic Training

This course will provide essential information on the concepts and steps of evidence-based practice (EBP) as it relates to athletic training. The goal of the course is to teach students how to become consumers of research and evidence-based clinicians. Students will learn how to use the best available research evidence, their clinical experience, and patient values to make patient-centered care decisions while focusing on clinician and patient oriented outcomes.

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 - Clinical Anatomy and Kinesiology in Athletic Training - I

This course is designed to integrate cognitive and psychomotor knowledge, skills, and abilities, specific to applied human anatomy and movement in the lower extremity from biomechanical, neuromuscular, and anatomical perspectives. This analysis of the relationship between form and function will inform athletic training interventions.

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 Anatomy and Kinesiology in Athletic Training - II

This course is designed to integrate cognitive and psychomotor knowledge, skills, and abilities, specific to applied human anatomy and movement in the upper extremity and axial skeleton from biomechanical, neuromuscular, and anatomical perspectives. This analysis of the relationship between form and function will inform athletic training interventions.

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 explore topics specific to interprofessional practice, contemporary interventions and inclusive practices. This course will also address how these components affect patients' mental/emotional, social and physical wellness.

Prerequisites & Notes

ATTR 607 with a grade of C or better

Credits: 3

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 - Emerging Settings in Athletic Training

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 all learned content.

Prerequisites & Notes

ATTR 710 with a grade of C or better

Credits: 3

ATTR 750 - Advanced Athletic Training Clinical Residency

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

Prerequisites & Notes

Prerequisite: ATTR 701, grade of C or better.

Credits: 12

BUSA 640 - Business Law

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

Credits: 3

CDEV 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: 3

CDEV 607 - Contextual Dimensions of Diagnosis

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 - Advanced Adult Counseling

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 constructionist 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 635 - Lifespan Development for Music Therapy

The study of human developmental processes and models across the lifespan relevant to the practice of Music Therapy. Emphasis is placed on developmental theories, research, and applications that have relevance to intra- and inter-personal development through music.

Credits: 3

CDEV 636 - Advanced Addictions Counseling

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 637 - Group Counseling for Music Therapists

A study of group counseling theories. Techniques, dynamics, and processes relevant to the practice of Music Therapy. This course blends didactic instruction through online learning activities and connects to experiential learning through students being part of a personal growth group.

Credits: 3

CDEV 638 - Foundations of College Counseling

This course provides a bridge into the world of college counseling. This transition provides an orientation to the profession including history, roles, organizational structures, ethics, standards and credentialing. It also serves as a pre-practicum experience focusing on skill development in experiential activities.

Credits: 3

CDEV 639 - Students in American Higher Education

This course is an in-depth study of the characteristics and needs of American college students and how such attributes influence student educational and developmental needs. Students in the course will gain an understanding of how student learning and learning opportunities are influenced by student characteristics by analyzing subcultures within the student population while assessing barriers and obstacles to student success. Students in this class will also gain an understanding of the specific needs and services that enhance retention and persistence to graduation on a college campus.

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 644 - Advanced Counseling Theory and Practice

This course is designed to provide opportunities for students to explore and integrate developmental models and advanced counseling theories. Students will have the opportunity to explore theoretical perspectives in an in-depth

manner. The focus will be on using theories in a complex way to explain human behavior and difficulties.

Credits: 3

CDEV 646 - Student Affairs Capstone

This course is designed as a culminating experience to provide opportunities for students to consider, reflect upon, and apply academic and related learning from their program to the practice of Student Affairs work. Students are engaged in producing and presenting a theoretical analysis and resolution of a professional case, considering current issues in the field of Student Affairs and Higher Education, reflecting on the challenges involved in transitioning from graduate school to professional work, and assessing their developing competencies in relation to professional standards.

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 - Advanced 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

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 group supervision with their faculty supervisor. In addition to focusing on the development of a case study derived from the student's fieldwork experience, students will rotate through specialized topics that will be presented by the supervising faculty. Approval by the course instructor is required and is based on consideration of the student's completed coursework, previous experience, and demonstrated readiness to undertake responsibilities involved in the practicum. 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: 3

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

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. 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: 3

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

CDEV 810 - American Higher Education: Institutions and Issues

This course brings to life various issues in higher education. The issues covered bridge research, theory, and practice, and discusses a range of institutions. Students will analyze events, places, issues, and themes in American higher education to better understand the accomplishments, possibilities, and challenges deeply embedded in American higher education.

Prerequisites & Notes

None.

Credits: 3

CDEV 820 - Access, Equity, and Affordability in Higher Education

The course supports the notion that practice of admissions is not a singular independent activity, but in fact, is an integral part and linked to what we know about the development, mission, and current student profile issues that influence institutional practice. This course introduces individuals to the research, theoretical, and practical issues surrounding access to college and equity in higher education institutions. It specifically addresses access and equity issues related to racial/ethnic minority groups and socioeconomic status.

Prerequisites & Notes

None.

Credits: 3

CDEV 830 - Higher Education Law and Policy

This course offers the opportunity to consider legal and policy matters to examine the goals, governance, norms, and ideals of American institutions of higher education. This course also examines the nature and establishment of colleges and universities; the relationship of colleges to local, state, and federal governments; and seminal case law and pending legislation. The legal and policy issues discussed serve as a gateway to a broader discussion of the role and meaning of higher education in today's society.

Prerequisites & Notes

None.

Credits: 3

CDEV 840 - Financing and Fundraising in Higher Education

This course is centered on financial, economic, and budgetary issues within higher education. The course will review political, economic, and social issues influencing higher education finance. In addition to examining revenue models and budgeting, the course will explore fundraising in the context of higher education.

Prerequisites & Notes

None.

Credits: 3

CDEV 860 - Higher Education Leadership and Strategic Planning

This course examines the management of higher education institutions in the United States and the major opportunities and challenges they face. This course will provide a foundation in higher education management from the perspective of academic and administrative leadership. Students will examine a conceptual framework for the development of an integrated comprehensive institutional strategic plan, while analyzing a guide for measures designed to help assure successful implementation of the plan.

Prerequisites & Notes

None.

Credits: 3

CDEV 870 - Academic Culture and Learning in Higher Education

This course centers on issues of teaching and learning in higher education. Theories about how people learn and think will be examined. The course will overview planning and implementing learning experiences on campus. Through the examination of various issues and ideas about the purposes of higher education, academic culture will be uncovered.

Prerequisites & Notes

None.

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.

Prerequisites & Notes

If the student takes CPSC 406 for the undergraduate program, he/she can take CPSC 606 for additional credits.

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 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 relation 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.

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 616 - 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 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.

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.

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

CSS 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.

Credits: 3

CSS 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.

Credits: 3

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 within 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

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 young 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 646 - Introduction to Gifted Education

A survey of the history, philosophy, and current practices in the field of gifted child education. A field experience component includes observation of children who have been identified as gifted.

Prerequisites & Notes

Candidates must hold a valid Level I or II teaching certificate to be admitted into this course. This course is not available to undergraduate students.

Credits: 3

ELEC 647 - Identification and Assessment of Gifted Learners

An in-depth study of the different facets of giftedness and the multiple means in which to identify and assess gifted learners and their cognitive, social and emotional needs. Prerequisite: A minimum of Level 1 certification and ELEC 646 Introduction to Gifted Education. This course is not open to undergraduate students.

Prerequisites & Notes

ELEC 646 and minimum of a Level 1 Teaching Certificate

Credits: 3

ELEC 648 - Gifted Education Models of Teaching

An in-depth study of the multiple service models for meeting the needs of gifted learners. A 10-hour field component includes observations of a variety of programs for gifted learners and the development of an Individualized Gifted Plan. A minimum of Level 1 certification and ELEC 646 Introduction to Gifted Education.

Prerequisites & Notes

A minimum of Level 1 certification and ELEC 646.

Credits: 3

ELEC 649 - Gifted Education Curriculum Design and Practicum

A course designed to provide the candidate with experiences in designing and implementing curriculum for gifted learners. Candidates will have an opportunity to interact with and guide instruction for gifted students through a final 10-hour practicum experience.

Prerequisites & Notes

A minimum of Level 1 certification, ELEC 646, ELEC 647, and ELEC 648. This graduate course is not open to undergraduate students.

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

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

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

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 "on 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

HEMT 600 - Global Dynamics of Tourism

Course examines tourism impacts from an economic, socio-cultural, and environmental perspective. Focus is on how tourism relates to the management of hospitality enterprises and their host communities. The concept of hospitality providers as ambassadors of tourism is examined, along with the importance of interrelationships of tourism stakeholders.

Prerequisites & Notes

None.

Credits: 3

HEMT 604 - Performance Management for Hospitality

Course focuses on the process of performance management as an effective tool in employee development and retention, and provides students with an understanding of how and why performance management can contribute to creating high performance guest service organizations in Hospitality and Tourism.

Prerequisites & Notes

None.

Credits: 3

HEMT 618 - Financial Fundamentals for Hospitality and Tourism

Students compete in realistic simulated hotel business model by making decisions, analyzing the results, and making adjustments based on critical analysis of those results in comparison with market competitors. Course provides an integrated understanding of pricing and inventory controls, distribution and channel optimization, and total revenue optimization as they impact HT financial statements, ratios, and metrics that measure business results.

Prerequisites & Notes

None.

Credits: 3

HEMT 620 - Marketing for Hospitality and Tourism

Application of the unique characteristics; practices; and theories of service marketing as they apply to Hospitality and Tourism related organizations; the importance of internal marketing is examined. Emphasis on practical application including study of best practices.

Prerequisites & Notes

None.

Credits: 3

HEMT 625 - Revenue Optimization for Hospitality and Tourism

Course provides the essential tools for applying the principles of revenue management to hospitality operations, critical for success due to the perishable nature of its service-based product. Actual industry data is utilized for applied learning of profitably managing capacity through pricing and inventory controls, distribution and channel optimization, and total revenue optimization.

Prerequisites & Notes

None.

Credits: 3

HEMT 630 - Service Management for Hospitality and Tourism

Current theories and best practices of successful hospitality and tourism firms are examined; emphasis on designing and implementing an effective customer service plan for employee and customer satisfaction to achieve a distinctive competitive advantage.

Prerequisites & Notes

None.

Credits: 3

HEMT 635 - Hospitality Business Law and Risk

Course provides a practical overview of the legal aspects of managing a hospitality and tourism business. Case studies and current topics are used to facilitate students understanding and application of legal and risk management concepts. A preventative approach is emphasized.

Prerequisites & Notes

None.

Credits: 3

HEMT 642 - Meetings, Conferences, and Event Management

Course examines management in the event planning industry, particularly in the meetings, exhibition, conference, convention, and banquet contexts. An emphasis is placed on modern theoretical constructs, relationships between stakeholders, best practices in operations, and operationalizing concepts.

Prerequisites & Notes

None.

Credits: 3

HEMT 650 - Masters Project for Hospitality and Tourism

A capstone course which enables students to synthesize the knowledge and skills developed throughout the MSHTM program, and apply them into an approved project or work experience focused on a key aspect of their area of interest in Hospitality and Tourism. This may be accomplished through business plans, feasibility studies, research projects, consulting projects, internships, or other approved professional HT related project.

Prerequisites & Notes

None.

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 - Healthcare Quality Management and Documentation Improvement

This course will explore the institutional data management practices and policies with a view to quality improvement. This course can help students make a difference in achieving the goals of internal and external audits, accurate reimbursement, and other important initiatives aimed at improving the quality of healthcare.

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

Institutional and cultural developments in Europe from 1400 to 1600, including intellectual and artistic contributions of the Renaissance and theological and social developments of the Reformation.

Credits: 3

HIST 512 - Enlightenment and Revolution, 1715-1815

The consolidation of nation-states in Europe and the cultural, intellectual, and economic developments of the Enlightenment, culminating in the French Revolution and Napoleonic era.

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

Evolution of the United States during the twentieth century with an emphasis on economic, social, and political conflicts and debates.

Credits: 3

HIST 550 - Public History: Theory and Practice

Concept and practice of public history in the US, including memory and commemoration, material culture, representation of the past, and institutional authority.

Credits: 3

HIST 561 - The Ancient Near East

Numerous cultures that arose in the eastern Mediterranean world from c. 3200 BCE to 323 BCE and their enduring influences.

Credits: 3

HIST 575 - Material Culture and Historical Interpretation

The value of material culture as historical evidence, the social and cultural forces influencing production and use of material objects, and how to interpret material culture for public audiences.

Credits: 3

HIST 585 - The Modern Middle East

Islamic and Ottoman heritages, influences of the West, developments in modern Turkey, Iran, the Arab states, and Israel since 1800.

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 609 - Ancient Roman History and Legacy

Ancient Rome from 753 BCE to 476 CE with observations on its influences on western cultures since.

Credits: 3

HIST 612 - Ancient Greece

Archaic, Classical period, and the Hellenistic World (c. 800-146 BCE) with an emphasis on cultural contributions that have influenced western culture.

Credits: 3

HIST 614 - Tudor-Stuart England

Early modern history of England, including important political, military, and religious developments from the reign of Henry VII through James II.

Credits: 3

HIST 616 - Modern Britain

Key events, trends, and debates in British history since the Act of Union in 1707.

Credits: 3

HIST 617 - Modern Germany

Events resulting in the creation of the German nation in 1891 and political, cultural, and economic conditions in Germany through the partition following World War II.

Credits: 3

HIST 618 - Russia in the Twentieth Century

Forces producing the Communist Revolution in 1917, domestic and foreign policies of Soviet Russia, and struggles for economic and political stability after the fall of the Soviet system.

Credits: 3

HIST 625 - Women in History

The roles and contributions of common and elite women from the ancient world to the 20th century.

Credits: 3

HIST 626 - History of Medicine

Global history of medicine from prehistory to the present, using archeological, primary, and secondary sources to differentiate among approaches to disease, human suffering, and life expectancy.

Prerequisites & Notes

None

Credits: 3

HIST 631 - Political Violence in Latin America

Dirty wars, death squads, formal and informal violence as political capital, and the role of foreign interests from the Gun Boat era to the new imperialism of the 21st century.

Credits: 3

HIST 633 - Colonial America, 1607-1763

The invasions and colonization of North America, the development of empires, transformations in social, economic, and cultural patterns, and collision of diverse ethnic groups.

Credits: 3

HIST 634 - The American Revolution

The causes and consequences of the American Revolution from 1763 through the search for a constitutional settlement.

Credits: 3

HIST 635 - The Civil War and Reconstruction

Causes of the conflict, political and military developments of the war, and challenges of reconstructing the nation.

Credits: 3

HIST 636 - The American West

Themes in U.S. western expansion, including topics such as frontiers and borderlands, resistance of indigenous peoples, natural resources, legacies of conquest, U.S. government and policy.

Credits: 3

HIST 637 - Native Americans

Histories of North American indigenous peoples.

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 - The Spanish Borderlands in North America

Encounter and settlement along New Spain's northern borderlands from precontact to the 19th century.

Credits: 3

HIST 644 - Mexico and the Southern Cone

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

Imperialism and nationalism in the Middle East since 1800 with an emphasis on historical factors contributing to contemporary revolutions and conflicts in the region.

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

Issues and culture of China with an emphasis on historical and cultural factors contributing to 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

Medieval Europe with a focus on church, gender and sexuality, urban and rural society, political and cultural institutions.

Credits: 3

HIST 733 - American Industrialism and Reform, 1887-1914

Effects of industrialization on social, political, and economic life with an emphasis on the Populist and Progressive movements.

Credits: 3

HIST 734 - US Foreign Policy

US diplomatic, policy, and intelligence efforts from the Monroe Doctrine to the War on Terror.

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 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 fiscal 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 advisor 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 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

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 analysis will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis and comparative strategy assessment.

Credits: 3

MUSI 518 - Marching Pride

The Marching Pride performs during the half time at football games, both home and away, and for other special events. Much of its music is specially arranged. Open to all students. Six hours a week rehearsal during the football season. One to six credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 6 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-6

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 592 - Tuba-Euphonium Ensemble

The SRU Tuba-Euphonium Ensemble is comprised of tuba and euphonium players who rehearse and perform a variety of music written for tuba-euphonium ensemble. This is open to all students regardless of major or area of emphasis. One to two credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 10 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-2

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 618 - Marching Pride

The Marching Pride performs during the half time at football games, both home and away, and for other special events. Much of its music is specially arranged. Open to all students. Six hours a week rehearsal during the football season. One to six credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 6 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-6

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 792 - Tuba-Euphonium Ensemble

The SRU Tuba-Euphonium Ensemble is comprised of tuba and euphonium players who rehearse and perform a variety of music written for tuba-euphonium ensemble. This is open to all students regardless of major or area of emphasis. One to two credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 10 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-2

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: 1

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 I

This course is the first in a sequence of courses designed to prepare the Occupational Therapy Doctoral Student for the Doctoral Capstone Experience. The students will develop skills needed to plan, implement and evaluate a project that addresses an important question related to professional practice. In collaboration with a faculty member and content expert, the student will design and present a synopsis of a proposal for a Doctoral Capstone project.

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 721 - Capstone Preparation Seminar II

This is the second course designed to continue preparing the Occupational Therapy Doctoral Student for the Doctoral Capstone experience. The student, in collaboration with a faculty member and content experts, will develop plans for implementation, evaluation and sustainability of the Doctoral Capstone project.

Prerequisites & Notes

Prerequisite: OCTH 720, minimum grade of C.

Credits: 3

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 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 Seminar II

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, OCTH 724, 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"d (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: 1

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: 1

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 - Assistive Technology and Adaptive Equipment

An overview on use and selection of assistive technology and adaptive equipment used in rehabilitation to enhance performance in occupation will be explored with clients across the lifespan. 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

Prerequisites: OCTH 720, 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 OTH 760. Minimum grade required is a "C" (Two "C" grades allowed throughout program).

Credits: 1

OCTH 781 - Scholarship in OT Seminar III

This course will continue to provide student research groups continued time in a didactic environment with their research advisor to discuss, apply and analyze aspects of their assigned research study in a structured format as the scholarly process advances.

Prerequisites & Notes

Prerequisites: Satisfactory completion of previous program coursework

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 will learn how to develop a grant proposal seeking funding for an identified relevant professional activity.

Prerequisites & Notes

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

Credits: 1

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 791 - Scholarship in OT Seminar IV

This course will conclude a series that provides research groups continued time in a didactic environment with their research advisor to discuss, apply and analyze aspects of their assigned research study in a structured format as the scholarly process advances. Completion of the research project will occur at the conclusion of this course.

Prerequisites & Notes

Prerequisites: Satisfactory completion of previous program coursework.

Credits: 1

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: 3

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 medical ethics and the NCCPA code of ethics, Physician Assistant professional organizations, professionalism, the medical team, program accreditation, graduate certification and re-certification, employment considerations and professional liability are included. This course will also include 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 I

In this course, students will employ the knowledge, technical skills and procedures based on current professional practice to be successful practicing physician assistants. 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 throughout this course including: Sterile technique, injections and immunizations, treatment of abscesses, removal of foreign bodies, and clinical procedure involved with the dermatological, otolaryngology, male genitourinary, obstetric & gynecological, urinary, and neurological systems. Clinical procedure involving treatment of the abdomen will also be covered.

Prerequisites & Notes

Successfully passed all courses first semester courses, meeting minimum progression standards.

Credits: 1

PA 604 - Emergency Medicine

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.

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 607 - Clinical Skills Lab II

This course is a continuation of Clinical Skills Lab I. In this course, students employ knowledge, skills, and techniques needed to perform clinical skills needed to evaluate surgical and ambulatory patients. This course will focus on learning clinical procedures involve with the: cardiovascular system, phlebotomy, pulmonary system, musculoskeletal system, wound management and closure, and skills involved with the operating room.

Prerequisites & Notes

Successfully passed all second semester courses, meeting minimum 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 Physiology with Lab I

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the: otolaryngology, ophthalmology, integumentary, and musculoskeletal body systems. Lecture will focus on histology, physiology, and cell biology of the stated body systems, while the laboratory component of the course will focus on the gross anatomy of the body systems through examination of the cadaver. Clinical correlations to common pathologies will also be discussed for each body system.

Prerequisites & Notes

Admission to MSPAS degree program

Credits: 3

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 - Geriatrics

This course will focus on the geriatric population from age 65 to death, surveying disorders common to the geriatric 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 have 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. Special topics include death and dying, giving bad news, hospice care, palliative care and facilitating end-of-life care.

Prerequisites & Notes

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

Credits: 1

PA 622 - Clinical Anatomy and Physiology with Lab II

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the: nervous, endocrine, gastrointestinal, urinary, and reproductive body systems. Lecture will focus on histology, physiology, and cell biology of the stated body systems, while the laboratory component of the course will focus on the gross anatomy of the body systems through examination of the cadaver. Clinical correlations to common pathologies will also be discussed for each body system.

Prerequisites & Notes

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

Credits: 3

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

Successfully passed all first semester courses, meeting minimum progression standards.

Credits: 1

PA 632 - Clinical Anatomy and Physiology with Lab III

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the: cardiovascular and respiratory systems, additionally genetic anomalies and infectious disease will be covered in this course. Lecture will focus on histology, physiology, and cell biology of the stated body systems, while the laboratory component of the course will focus on the gross anatomy of the body systems through examination of the cadaver. Clinical correlations to common pathologies will also be discussed for each body system.

Prerequisites & Notes

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

Credits: 3

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 with Lab I

This course teaches the foundational knowledge required to systematically obtain an accurate patient history and perform a comprehensive physical examination, setting the course for best-practice clinical approaches. The lecture component focuses on approaching and diagnosing diseases and disorders in relation to otolaryngology, ophthalmology, integumentary and musculoskeletal body systems. The lab component introduces the student to obtaining and performing a history and physical examination based upon patient complaint and presentation, as well as differential diagnosis. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned.

Prerequisites & Notes

Successful Admission into the MSPAS program.

Credits: 4

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 with Lab 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. The lecture component focuses on approaching and diagnosing diseases and disorders in relation to the neurological, psychosocial/psychiatric, endocrine, gastrointestinal, genitourinary and reproductive body systems. The lab component includes the continuation of obtaining and performing a history and physical examination based upon patient complaint and presentation, as well as differential diagnosis. Documentation on problem-oriented SOAP (subjective, objective, assessment, plan) notes, pre-and postoperative encounters, hospital orders, consultations, progress notes and discharge summaries will be learned. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned. Students will also cover Basic Life Support (BLS) to obtain their (re)certification in cardiopulmonary

resuscitation (CPR).

Prerequisites & Notes

Co-requisite: PA 643

Credits: 4

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 with Lab 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. The lecture component focuses on approaching and diagnosing diseases and disorders in relation to the hematological, cardiovascular and pulmonary body systems. The lab component includes the continuation of obtaining and performing a history and physical examination based upon patient complaint and presentation, as well as differential diagnosis. Students will learn components of a well-person geriatric history and physical examination and well-child pediatric history and physical examination. Other topics covered in this course include challenges associated with diversity, and handling the difficult patient, preceptor, coworker, or supervisor. Students are required to become Advanced Cardiovascular Life Support (ACLS) certified or recertified in anticipation of clerkships.

Prerequisites & Notes

Successfully passed all second semester courses, meeting minimum progression standards.

Credits: 4

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 646 - Evidence Based Public Health

This course will cover evidence-based medicine, basic statistics, research methods, and public health. Major topics covered will include design of medical and health studies, description of data, data analysis used in health-related journals, screening tests for disease, and the ethics of research and handling of data. This course will also examine the field of public health, the role of evidence-based medicine in public health, and the evolution of the US public health service and its relationship to patient care.

Prerequisites & Notes

Successful admission into the MSPAS degree program

Credits: 3

PA 651 - Clinical Medicine with Lab 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. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Blood-borne pathogen competency acquisition is also covered and students will also learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers, solidify medical concepts through collaborative learning experiences, and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on disorders in relation to otolaryngology, ophthalmology, integumentary and musculoskeletal body systems.

Prerequisites & Notes

Successful Admission to MSPAS degree program.

Credits: 4

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 Populations I

The course is intended to help students learn about and become comfortable with the special populations they will encounter as a medical care provider. This course will include populations affected by socioeconomic disparities in health care, the incarcerated population, and issues surrounding immigrants and refugees.

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 with Lab 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. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Students will learn how to calculate needed values from given values

when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers solidify medical concepts through collaborative learning experiences and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on neurological, psychosocial/psychiatric, endocrine, gastrointestinal, genitourinary and reproductive body systems.

Prerequisites & Notes

Successfully passed all courses first semester courses, meeting minimum progression standards.

Credits: 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 Populations II

The purpose of this course is for students to continue to learn about and become comfortable with the special populations they will encounter as a medical care provider. This course will cover persons with genetic and/or developmental disabilities, members of the minority sexual and gender identities community, and victims of abuse.

Prerequisites & Notes

Successfully passed all courses first semester courses, 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 with Lab 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. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Students will learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers solidify medical concepts through collaborative learning experiences and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on hematology, cardiovascular and pulmonary body systems in addition to infectious disease and genetic anomalies.

Prerequisites & Notes

Successfully passed all courses second semester courses, meeting minimum progression standards.

Credits: 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 674 - Special Populations III

The purpose of this course is for students to continue to learn about and become comfortable with the special populations they will encounter as a medical care provider. Specifically, this course will cover individuals of the homeless population, individuals belonging to the HIV population, and veterans of the armed forces.

Prerequisites & Notes

Successfully passed all courses second semester courses, 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

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 2nd semester, meeting minimum progression standards.

Credits: 0.5

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 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 2nd 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 701 - 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

Prerequisites & Notes

Satisfactory completion of all MSPAS program didactic year curriculum.

Credits: 2

PA 702 - From Theory to Practice II

This course will focus on current Physician Assistant licensing and credentialing, health care law, and medical malpractice. Students will focus on requirements for state licensure, NCCPA certification, DEA licensing and hospital credentialing procedures. Medical malpractice insurance, risk management, regulations of Physician Assistants and PA Scope of practice will be covered. Students will review CME requirements for State licensure and National Certification. This course will largely focus on medical malpractice and Physician Assistant credentialing in relation to the Commonwealth of Pennsylvania. Opportunities will be provided for students to research credentialing laws/requirement in other localities well.

Prerequisites & Notes

Successful progression through the clinical year.

Credits: 2

PA 703 - From Theory to Practice III

This course will focus on preparing MSPAS students to take the Physician Assistant National Certification Examination (PANCE). Preparation for PANCE will be covered to include review topics, test taking skills and scheduling the PANCE. This course will include the accreditation required Summative Examination and Summative OSCE. Students will focus on the transition of a Physician Assistant student to the new graduate Physician Assistant in clinical practice. Students will also learn tips on resume and CV writing as well as job interviewing skills. Students will be required to pass a Summative Written Examination and OSCE to pass the course.

Prerequisites & Notes

Successful progression through the clinical year.

Credits: 2

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 afflicted 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 771 - Clinical Clerkships Exp I

The first in a series of four clinical clerkship experiences, starting in the summer semester for 13-weeks in duration, this course is designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups. Students will be assigned to a minimum of two clinical rotation sites for 4.5-weeks in length, with a mandatory one-day call back session. The rotations can occur in any of the following disciplines: family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. During Clinical Clerkships Experience I students will also complete a 3-week Special Populations rotation.

Prerequisites & Notes

Satisfactory completion of all MSPAS program didactic year curriculum.

Credits: 12.6

PA 772 - Clinical Clerkships Experience II

The second in a series of four clinical clerkship experiences, during fall semester for 15-weeks in duration. Students will be assigned to a minimum of three clinical rotation sites for 4.5-weeks in length, in any of the following disciplines: family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. At the conclusion of each 4.5-week rotation students will return to campus for a one-day call back session.

Prerequisites & Notes

Successful progression through the clinical year.

Credits: 14.4

PA 773 - Clinical Clerkships Exp III

The third in a series of four clinical clerkship experiences, offered during the winter semester. This rotation is 3-weeks in length and is a special populations rotation which can encompass a variety of clinical specialties with a focus on

patients within special populations.

Prerequisites & Notes

Successful progression through the clinical year.

Credits: 3

PA 774 - Clinical Clerkship Experience IV

The fourth in a series of four clinical clerkship experiences, offered during spring semester for 15-weeks in duration. Students will be assigned to a minimum of three clinical rotation sites for 4.5-weeks in length, in any of the following disciplines: family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. Upon completion of each 4.5-week rotation students will return to campus for a one-day call back session.

Prerequisites & Notes

Successful progression through the clinical year.

Credits: 14.4

PA 776 - Clerkship General Rotation

A 4.5 week clinical rotation with a mandatory one-day call back session. The rotation can be in any of the following disciplines; family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline.

Prerequisites & Notes

Prerequisites: MSPAS majors only. Satisfactory completion of all Didactic year Curriculum of MSPAS program.

Credits: 4.5

PA 777 - Clerkship Special Population Rotation

A 3-week clinical rotation caring for patients in special populations, which can encompass a variety of clinical specialties with a focus on patients within special populations.

Prerequisites & Notes

Prerequisites: MSPAS majors only. Satisfactory completion of all Didactic year Curriculum of MSPAS program.

Credits: 3

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

PCRM 541 - Design Graphics and Problem Solving

The application of design and graphic fundamentals to sustainable systems.

Credits: 3

PCRM 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

PCRM 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

PCRM 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.

PCRM 612 - Open Space Planning

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

Credits: 3

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 655 - Social Science Research Methods in Conservation

A practical course in using research to study recreation, park, and resource management problems.

Credits: 3

PCRM 656 - 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

PCRM 657 - 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.

Prerequisites & Notes

Prerequisite: PCRM 655

Credits: 3

PCRM 658 - 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.

Prerequisites & Notes

Prerequisites: PCRM 656

Credits: 3

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 675 - Recreation Resources Management

The principles and practices of recreational land and water management.

Prerequisites & Notes

Consent of instructor.

Credits: 3

PCRM 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

PCRM 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.

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 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

PCRM 795 - Workshop

Varies

Credits: 3

PCRM 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

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: 1-3

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

Prerequisites & Notes

PHTH 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

Co-requisite: 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 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

RCTH 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

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 601 - Educational Administration: Concepts and Practices

Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences.

Prerequisites & Notes

Restricted to consent of department.

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 612 - Instructional Supervision for the Administrator

An in-depth exploration of the basic principles of school finance, accounting procedures, and school business management in educational settings.

Credits: 3

SEFE 614 - School Finance

An in-depth exploration of the basic principles of school finance, accounting procedures, and school business management in educational settings.

Credits: 3

SEFE 615 - Administrative Ethics and School Law

An introduction to school law through an analysis of the legal and ethics regulatory factors that are exercised over the school district by federal, state and local governments.

Credits: 3

SEFE 617 - Practicum in School Administration

This course is 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 one hundred-fifty hour (150 hr.) 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.

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 621 - The Principalship

This course will emphasize the central role and focus of the principal. Students will study the heightened demands on the principal and the recent emphasis on student learning, coupled with federal legislation. This course is designed to develop and enhance skills and competencies necessary to be an effective educational leader of the school unit at the elementary, middle, and senior high levels.

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 - Strategic Leadership

This course will emphasize the theories, principles and practices used in school supervision.

Credits: 3

SEFE 652 - 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 660 - Program Evaluation

Univariate Statistics or equivalent or consent of instructor. Contexts, purposes and techniques for evaluating educational or other programs. Evaluation design, information collection, analysis, reporting and uses of results of programs ranging from individual lessons to nation-wide, multi-year projects. Special emphasis on evaluation requirements of local, state, and federally funded programs.

Prerequisites & Notes

SEFE 602 or equivalent with a grade of C or higher.

Credits: 3

SEFE 671 - Measurement, Testing, and Assessment

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 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 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 801 - Educational Administration: Concepts and Practices

Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences.

Prerequisites & Notes

Restricted to consent of department.

Credits: 3.000

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 809 - 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 812 - Instructional Supervision for the Administrator

An in-depth exploration of the basic principles of school finance, accounting procedures, and school business management in educational settings.

Credits: 3

SEFE 814 - School Finance

An in-depth exploration of the basic principles of school finance, accounting procedures, and school business management in educational settings.

Credits: 3

SEFE 815 - Administrative Ethics and School Law

An introduction to school law through an analysis of the legal and ethics regulatory factors that are exercised over the school district by federal, state and local governments.

Credits: 3

SEFE 817 - Practicum in School Administration

This course is 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 one hundred-fifty hour (150 hr.) 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.

Credits: 3

SEFE 821 - The Principalship

This course will emphasize the central role and focus of the principal. Students will study the heightened demands on the principal and the recent emphasis on student learning, coupled with federal legislation. This course is designed to develop and enhance skills and competencies necessary to be an effective educational leader of the school unit at the elementary, middle, and senior high levels.

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 847 - 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 850 - Strategic Leadership

This course will emphasize the theories, principles and practices used in school supervision.

Credits: 3

SEFE 852 - Organizational Leadership

This course will emphasize the staff leadership function in working with professional school personnel and the instructional program.

Credits: 3

SEFE 860 - Program Evaluation

Univariate Statistics or equivalent or consent of instructor. Contexts, purposes and techniques for evaluating educational or other programs. Evaluation design, information collection, analysis, reporting and uses of results of programs ranging from individual lessons to nation-wide, multi-year projects. Special emphasis on evaluation requirements of local, state, and federally funded programs.

Prerequisites & Notes

SEFE 602 or equivalent with a grade of C or higher.

Credits: 3

SEFE 871 - Measurement, Testing, and Assessment

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 887 - Dissertation Prospectus

Dissertation Prospectus focuses on the initial stages of the writing of the doctoral dissertation. The student meets periodically with the three-member dissertation committee and receives guidance leading to the completion of the dissertation prospectus. The prospectus is defined as the first three chapters of the dissertation.

Credits: 3

SEFE 892 - Dissertation

In Dissertation, the candidates for the Doctor of Education degree write their dissertation with the assistance of the dissertation committee. In addition, the candidates must make a successful oral defense of the dissertation. Students pursuing a doctoral 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

SPED 887

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

SEFE 899 - 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

SOWK 600 - Human Behavior & the Social Environment

Human Behavior and the Social Environment. This course will provide students with an introduction to the theories and knowledge of human bio-psycho-social development including theories and knowledge about the range of social systems impacting individuals, families, groups, organizations, agencies, and communities.

Prerequisites & Notes

None.

Credits: 3

SOWK 601 - Foundations of Social Work

This course will provide students with foundational knowledge of social work. Students will gain critical information about the values and ethics associated with this profession as well as an understanding of the expected competencies.

Credits: 3

SOWK 605 - Social Welfare System

This online asynchronous course introduces the history, philosophy, development and current perspectives of social welfare and the social work profession. Study of the emergence of the profession of social work and the way it has and is currently responding to social problems. The course introduces public policy development and social welfare policies. This course traces the history of social welfare and within it, the evolving role of social work and social welfare. An analytic approach is used to highlight the forces that facilitate or inhibit changes in social policies.

Credits: 3

SOWK 610 - Macro Social Work

Macro Social Work Practice introduces students to the knowledge, skills, and competencies for practice in communities, organizations and large social systems. This is a required course for student entering the MSW program without advanced standing.

Prerequisites & Notes

None.

Credits: 3

SOWK 615 - Clinical Social Work & the DSM

Clinical Social Work and the DSM. This course will provide students with an introduction to the specialized practice of clinical social work. Emphasis on assessment, diagnosis, treatment and prevention of mental illness will prepare students to enter clinical practice.

Prerequisites & Notes

None.

Credits: 3

SOWK 620 - Human Rights, Social Justice & Policy

The course applies a rights-based approach to policy practice and will provide the theoretical and experiential human behavior and social environment knowledge base related to difference, dominance (oppression and privilege), social justice, and liberation. Students will learn a practice framework that integrates a human rights perspective promoting the dignity, respect, and wellbeing of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. This course aims to help students apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change.

Prerequisites & Notes

None.

Credits: 3

SOWK 630 - Clinical Practice With Children & Families

Clinical Practice with Children and Families. Evidence-based Social Work clinical practice including the problems and DSM disorders of Children, Couples, and Families, using assessment instruments, implemented interventions, and evaluated programs of treatment; i.e., Anxiety and Depression in Children and Adolescents, Conduct Disorder and ADHD in Children and Adolescents, Distressed Couples, Child Abuse and Neglect, Eating Disorders, and Substance Abuse and Co-occurring Problems in Adolescents and Young Adults.

Prerequisites & Notes

None.

Credits: 3

SOWK 635 - Clinical Practice With Adults

Clinical Practice with Adults. Evidence-based Social Work practice including the DSM assessment, intervention, and evaluation of the adult disorders of schizophrenia spectrum disorders, depressive and bipolar disorders, substance use disorders, panic disorder, agoraphobia, obsessive-compulsive disorder, post-traumatic stress disorder, antisocial and borderline personality disorders.

Prerequisites & Notes

None.

Credits: 3

SOWK 650 - Field Education I

This foundational internship will place students in human service agencies. It is designed to help students learn and implement social work skills with clients in need.

Prerequisites & Notes

None.

Credits: 3

SOWK 705 - Research Methods in Social Work

This course is designed for students to become competent in understanding research for professional social work practice. Students are introduced to the systematic approach to research including: research terminology, the scientific method, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, quantitative and qualitative approaches, program evaluation and data collection.

Prerequisites & Notes

None.

Credits: 3

SOWK 710 - Qualitative Research

The course is designed to provide substantive methodological content for various phases of the qualitative research process accompanied by experiential learning opportunities. The purpose of this course is to prepare students to select and implement qualitative research designs that are appropriate and adequate for answering contemporary social work practice and social welfare policy research questions.

Prerequisites & Notes

None.

Credits: 3

SOWK 730 - Practice Skills Following Crises

This course will provide students with the ability to effectively intervene and resolve crisis situations in social work practice. Students will apply crisis intervention models to various simulated crises.

Prerequisites & Notes

None.

Credits: 3

SOWK 731 - Practice Skills in Forensic Social Work

This course will provide graduate students with social work knowledge and skills required for working with clients involved in various aspects of the legal system. Students will be introduced to practice skills in areas including child welfare, juvenile justice, corrections, addiction, and diversion including treatment with both victims of crime and perpetrators.

Prerequisites & Notes

None.

Credits: 3

SOWK 732 - Post Traumatic Stress Disorder

Post-Traumatic Stress Disorder. This course will provide students with an indepth look at post-traumatic stress disorder, the etiology, symptomology, assessment, diagnosis, and treatment interventions. Students will also explore the impact and challenges for families.

Prerequisites & Notes

None.

Credits: 3

SOWK 733 - Disaster Management

This course will provide students with an understanding of the roles of disaster managers. Students will apply this knowledge to all phases of disaster management.

Prerequisites & Notes

None.

Credits: 3

SOWK 734 - Trauma-Informed Care

This course will provide students with an understanding of trauma-informed care and how to apply these concepts in their social work practice and effectively assist those impacted by trauma.

Prerequisites & Notes

None.

Credits: 3

SOWK 735 - Military Culture

In this course students will learn about the uniqueness of military culture which is a dominant influence in the lives of military personnel and their families. This culture is highly structured and regulated by rules and traditions. Different military contexts (i.e., active duty, guard/reserve, veteran) and all branches of service are explored. Ethical issues are considered. Students completing this course will have an in-depth understanding of individuals and military families.

Prerequisites & Notes

None.

Credits: 3

SOWK 736 - Social Work With Families Impacted By Trauma

This course explores the impact of violence/crime, natural disasters, combat, and other trauma causing events on families. The changing relationship dynamics between adult partners and children and parents from initial events through recovery is given special emphasis. The course content includes an overview of the multiple consequences of trauma from a bio-psycho-social perspective, including resiliency and traumatic growth. Students will be introduced to evidence based interventions.

Prerequisites & Notes

None.

Credits: 3

SOWK 737 - Behavioral Health Services in Child Welfare and Juvenile Justice

Students will learn to identify adverse childhood experiences and assess the impact of these experiences on children and adolescents' emotional and behavioral functioning. Students will acquire the ability to identify risks for recurring adverse experiences in the child welfare and the juvenile justice systems. Evidenced-based practices and pathways to recovery will be learned. Students will learn how to identify opportunities for collaboration between systems, understand the barriers to collaboration, develop skills to overcome barriers and maintain collaborative relationships. The course will discuss current evidenced based and promising behavioral health practice approaches currently being use in child welfare and juvenile justice settings.

Prerequisites & Notes

None.

Credits: 3

SOWK 738 - Intervention for Sexual Assault and Interpersonal Violence

This course will focus on social forces, prevalence, dynamics, types, effects, assessment and interventions specific to trauma in interpersonal violence. Students will learn about individual and group intervention strategies specific to trauma and violence, including evidence-based models, crisis intervention, and cognitive-behavioral models.

Prerequisites & Notes

None.

Credits: 3

SOWK 739 - Forensic Social Work in Corrections

Students will gain and demonstrate knowledge and skills to effectively assist those involved in the criminal justice system. This course applies social work processes to clients in correctional settings. Students will learn how to assess and treat various issues common to those who are incarcerated, such as needs of female offenders, substance abuse, mental health, personality disorders and sex offenses.

Prerequisites & Notes

None.

Credits: 3

SOWK 740 - Animal-Assisted Social Work

Animal-Assisted Social Work Practice. This course will provide students with a foundation of animal-assisted social work practice. Integration of therapy animals into all aspects of practice will be discussed, to include assessment, intervention, evaluation as well as individual, group, family, and community levels of practice.

Prerequisites & Notes

None.

Credits: 3

SOWK 742 - Animal-Assisted Social Work With Kids

This course will provide students with practice skills to implement AASW with children and adolescents. Individual and group intervention applicable to various clinical issues and settings will be explored as well as special considerations when working with this population.

Prerequisites & Notes

None.

Credits: 3

SOWK 743 - Animal-Assisted Social Work With Seniors

This course will provide students with practice skills to implement AASW with the aging population. Individual and group intervention applicable to various clinical issues and settings will be explored as well as special considerations when working with this population.

Prerequisites & Notes

None.

Credits: 3

SOWK 744 - Animal-Assisted Crisis Response

This course will provide students with an understanding of animal, assisted crisis response and how to provide this special intervention to those impacted by crises and disasters.

Prerequisites & Notes

None.

Credits: 3

SOWK 750 - Field Education II

This advanced internship experience will provide students with direct client intervention experience in a human service agency.

Prerequisites & Notes

None.

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 and understanding of the learning or behavioral disabilities which are associated with deviance of the central nervous system, especially those which manifest themselves by various combinations of impairment in perception, conceptualization, language, memory, control or attention, impulse or motor function in the brain-injured child.

Credits: 3

SPED 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, 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 than can afflict children during the developmental period between birth and 18 years of age. Both internalizing and externalizing behavior disorders will be analyzed including such disorders as Conduct Disorder, Oppositional Defiant Disorder, Anxiety Disorder, Depression, Bipolar Disorder, etc. that are all found within the pages of the Diagnostic and Statistical Manual of Mental Disorders. A connection between these disorders and the need for special education services in school settings will be made as well as strategies provided for specially designed instruction for students with these disorders. A 48 hour field experience will be required as part of this course.

Prerequisites & Notes

Student must be admitted into the graduate program in the Special Education Department as determined by the graduate coordinator.

Credits: 3

SPED 645 - Early Intervention for Young Learners with Special Needs

Early Intervention for Young Children with Special Needs is designed to comprehensively address procedures that link theory and research to best practices in serving infants and toddlers who are disabled or at-risk. The course will be organized and presented with a multidisciplinary approach to early intervention. There will also be a strong focus on evidence-based early intervention programs.

Credits: 3

SPED 646 - Assessment and Evaluation

This course is designed to provide graduate students with the skills and knowledge necessary to conduct educational assessment of diverse students and interpret assessment results in order to plan an educational program (i.e., determine eligibility and develop an individualized education program). The course will provide graduate students with an understanding of the assessment process; an understanding of the assessment procedures and terminology; the ability to interpret selected assessment instruments; and the skills needed to create, modify, and/or adapt assessments.

Credits: 3

SPED 647 - Transition for Persons with Disabilities

This course is designed to offer graduate students enrolled in the Masters in Special Education Certification Program an understanding of what services are required, needed, and available to adults with disabilities through local community agencies. major developmental needs and philosophical approaches provided by various community agencies will be explored. The course is based on a life-cycle approach using a Self-Determination Model to track the exceptional person as they begin the transition from secondary education in the world of work, adulthood and their elderly years. The course will examine recent social issues such as choice, individual control, dignity/respect and vocational programs that have dramatically altered the lives of exceptional adults.

Credits: 3

SPED 648 - Clinical Practicum in Special Education

The practicum is designed to extend the student's professional preparation beyond the resources of the college to include the resources of the community and region. The practicum is intended to permit the graduate student to engage in supervised professional activities in selected cooperating community agencies and resources.

Prerequisites & Notes

This course is required for receipt of the M/PH Certification

Credits: 3

SPED 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 660 - Basic Behavior Principles

This course is an introduction to behavior analysis. Everyday behavior is examined as a part of the natural world and behavior change is explained by behavioral principles derived from scientific research. Students will have many opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and will get some practice in implementing those procedures. Principles and procedures included in the course content are reinforcement, extinction, differential reinforcement, punishment, discrimination training, generalization, shaping, fading, and programming. Classical conditioning, conditioned reinforcement, schedules of reinforcement, behavioral definitions, reliability and direct observation are also addressed.

Prerequisites & Notes

None

Credits: 3

SPED 661 - Techniques in Applied Behavior Analysis

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral 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.

Prerequisites & Notes

Prerequisites: SPED 660, minimum grade C. Special Education only.

Credits: 3

SPED 663 - Ethical Issues in the Science and Practice of Behavior Analysis

The purpose of this course is to provide students with an ethical framework in which to provide both applied behavior analytic services and positive behavior support services. Behavior Analysts work in a variety of settings, but the ethical standards remain constant. However, due to the various settings Behavior Analysts must recognize how to generalize those ethical guidelines within that context. Students in this course will examine the Behavior Analyst Certification Board (BACB) Guidelines for Responsible Conduct in the context of: (a) responsible conduct; (b) responsibility towards clients, (c) assessing behavior, (d) providing treatment, (e) acting as a teacher and/or supervisor, (f) conduct in their workplace, (g) their ethical responsibility to the field of behavior analysis, (h) their responsibility to colleagues, (i)

their ethical responsibility to society, and (j) research. In addition, students will analyze those guidelines relative to how they address the principles of improving problem behavior by making it irrelevant, ineffective, and inefficient. Students will also become familiar with potential disciplinary possibilities through the BACB (Professional Disciplinary and Ethical Standards). Finally, students will also examine evidence-based practices and how they apply to their application of behavior analytic treatment. Throughout the course students will be guided through a process of examining ethical dilemmas and deciding how those dilemmas might be addressed in relation to the ethical guidelines in their professional field, including risk assessment. Students will access information through the texts, position papers, research review, online information, review and development of case studies, and discussions with behavior analysts.

Prerequisites & Notes

Prerequisites: SPED 660, SPED 661, SPE 669. All courses require a B or better to move to next class.

Credits: 3

SPED 664 - Issues in the Behavioral Treatment of Autism

This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach the students techniques in the behavioral treatment of autism but, rather, to provide a professional context for understanding some of the history, content, and complexities of behavioral interventions. A majority of the information presented and discussed falls under the umbrella of the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have had training and experience in behavior analysis. This course is divided into three sections 1) Understanding the treatment of autism and scientific evidence, 2) Designing autism interventions across the lifespan, and 3) Creating systems that support successful interventions in autism.

Prerequisites & Notes

Prerequisites: SPED 660- Basic Behavior Principles, SPED 661-Techniques in Applied Behavior Analysis, SPED 669 - Applications in Behavior Analysis, SPED 663 - Ethical Issues in the Science and Practice of Behavior Analysis (All courses require a B or better to move to next class).

Credits: 3

SPED 665 - Research in ABA

Single subject design methodology has developed primarily within the field of behavior analysis but has wider application beyond that theoretical orientation. It represents an intervention-oriented methodology that is idiographic in nature, requires frequent measurement of the dependent variable, and employs replications within and across participants. In addition, single subject design studies frequently use direct observational methodology as the dependent variable. In this course, we will begin with an overview of single subject design research methods and their application within special education. We will next examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology will be discussed.

Prerequisites & Notes

Prerequisites: For students enrolled in the Masters in SPED with a Concentration in ABA: SPED 660 -Basic Behavior Principles, SPED 661-Techniques in Applied Behavior Analysis, SPED 669 -Applications in Behavior Analysis, SPED 663 -Ethical Issues in the Science and Practice of Behavior Analysis, SPED 664 - Issues in the Behavioral Treatment of Autism (All course require a B or better to move to next class). For students enrolled in the Doctoral Program in SPED no prerequisite is required.

Credits: 3

SPED 666 - Practicum in Applied Behavior Analysis I

The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination.

The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Prerequisites & Notes

Prerequisites: SPED 660-Basic Behavior Principles, SPED 661-Techniques in Applied Behavior Analysis, SPED 669 - Applications in Behavior Analysis, SPED 663 -Ethical Issues in the Science and Practice of Behavior Analysis, SPED 664 -Issues in the Behavioral Treatment of Autism, SPED 665 -Research in ABA (All courses require a B or better to move to next course) SPED 602 -Advanced Study of Exceptional Persons, SPED 611-Special Education Law, SPED 640-Advanced Studies of Autism, SPED 643 -Communication and Social Competency, SPED 645 -Early Intervention for Young Learners with Disabilities OR SPED 647 -Transition for Students with Disabilities (All courses require a C or better).

Credits: 3

SPED 667 - Practicum in Applied Behavior Analysis II

The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination.

The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Prerequisites & Notes

Prerequisites: SPED 660-Basic Behavior Principles, SPED 661-Techniques in Applied Behavior Analysis, SPED 669 - Applications in Behavior Analysis, SPED 663- Ethical Issues in the Science and Practice of Behavior Analysis, SPED 664-Issues in the Behavioral Treatment of Autism, SPED 665 -Research in ABA, SPED 666 -Practicum in Applied Behavior Analysis I (All course require a B or better to move to next class) SPED 602 -Advanced Study of Exceptional Persons, SPED 611-Special Education Law, SPED 640 -Advanced Studies of Autism, SPED 643 -Communication and Social Competency, SPED 645- Early Intervention for Young Learners with Disabilities OR SPED 647 -Transition for Students with Disabilities
(All courses require a C or better)

Credits: 3

SPED 668 - Thesis in ABA

This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach the students techniques in the behavioral treatment of autism but, rather, to provide a professional context for understanding some of the history, content, and complexities of behavioral interventions. A majority of the information presented and discussed falls under the umbrella of the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have had training and experience in behavior analysis. This course is divided into three sections 1) Understanding the treatment of autism and scientific evidence, 2) Designing autism interventions across the lifespan, and 3) Creating systems that support successful interventions in autism.

Prerequisites & Notes

Prerequisites: SPED 660-Basic Behavior Principles, SPED 661-Techniques in Applied Behavior Analysis, SPED 669 - Applications in Behavior Analysis, SPED 663 -Ethical Issues in the Science and Practice of Behavior Analysis, SPED 664-Issues in the Behavioral Treatment of Autism, SPED 665 -Research in ABA (All courses require a B or better to move to next course), SPED 602 -Advanced Study of Exceptional Persons, SPED 611-Special Education Law, SPED 640 -Advanced Studies of Autism, SPED 643 - Communication and Social Competency, SPED 645 -Early Intervention for Young Learners with Disabilities OR SPED 647 -Transition for Students with Disabilities (All courses require a C or better).

Credits: 3

SPED 669 - Applications in Applied Behavior Analysis

This course is part of a series of courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB) and are based on the 4th edition task list as specified by the BACB.

Prerequisites & Notes

Prerequisites: SPED 660 and SPED 661/861, minimum grade C. Special Education only.

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 provides an in-depth review of applied behavior analytic techniques. It covers areas 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.

Prerequisites & Notes

Prerequisites: SPED 841, C or better. Special Education 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 I

In this course students will be provided an in-depth review of applied behavior analytic techniques including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. In addition, students will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. Students will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

Credits: 3

SPED 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 861 - Techniques in Applied Behavior Analysis

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral 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.

Prerequisites & Notes

Prerequisites: SPED 660, with a grade of C. Special Education only.

Credits: 3

SPED 865 - Research in ABA

Single subject design methodology has developed primarily within the field of behavior analysis but has wider application beyond that theoretical orientation. It represents an intervention-oriented methodology that is idiographic in nature, requires frequent measurement of the dependent variable, and employs replications within and across participants. In addition, single subject design studies frequently use direct observational methodology as the dependent

variable. In this course, we will begin with an overview of single subject design research methods and their application within special education. We will next examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology will be discussed.

Prerequisites & Notes

Prerequisites: For students enrolled in the Masters in SPED with a Concentration in ABA: SPED 660 -Basic Behavior Principles, SPED 661-Techniques in Applied Behavior Analysis, SPED 669 -Applications in Behavior Analysis, SPED 663 -Ethical Issues in the Science and Practice of Behavior Analysis, SPED 664 - Issues in the Behavioral Treatment of Autism (All course require a B or better to move to next class). For students enrolled in the Doctoral Program in SPED no prerequisite is required.

Credits: 3

SPED 869 - Applications in Applied Behavior Analysis

This course is part of a series of courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB) and are based on the 4th edition task list as specified by the BACB.

Prerequisites & Notes

Prerequisites: SPED 660 and SPED 661/861, minimum grade C. Special Education 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

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

Co-requisites: STAT 603

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

Accounting, Economics & Finance

Accounting, Economics and Finance

Bachelor of Science in Business Administration – BSBA, with majors in Accounting, Economics and Finance

Master of Accountancy - MAcc

Office: 110 Eisenberg Classroom Building

Phone: 724-738-4865

Email: michele.orr@sru.edu

Department Chair

Melanie Anderson

Department Secretary

Michele Orr

Faculty

Melanie Anderson, Thuy Bui, Jeffrey Forrest, Benjamas Jirasakuldech, Yi Li, Larry McCarthy, Sunita Mondal, Theresa Phipps, Edward Scott, Pavani Tallapally, Jesus Valencia, Xintong Wang

The Department of Accounting, Economics and Finance offers a Bachelor of Science in Business Administration (BSBA) with majors in Accounting, Economics and Finance.

The Department offers a Master of Accountancy (MAcc) degree. Students can complete this graduate degree in one year, or can select the 4 + 1 option as an accounting undergraduate to complete the BSBA/MAcc in 5 years.

Our Vision

We will provide transformational education experiences that equip students to be lifelong learners who engage the world as knowledgeable, principle centered and responsible global citizens.

Our Mission

The School of Business at Slippery Rock University prepares students to be career ready emerging leaders by developing competencies for success professionally and personally. Our academic programs are student centered with high levels of engagement in an environment where faculty scholarship enhances student learning. The School of Business also serves as a catalyst for regional economic development through outreach and partnerships.

Accreditation

The BSBA program is accredited by the Accreditation Council for Business Schools and Programs - ACBSP and is a candidate for the Association to Advance Collegiate Schools of Business - AACSB accreditation.

Master of Science

Master of Science in Accountancy

Effective: Fall 2019

Major Requirements - Credits: 30

Required Courses: Credits: 24

- ACCT 622 - Fraud Examination Credits: 3
- ACCT 626 - Budgeting, Performance Management, and Cost Analysis Credits: 3
- ACCT 628 - Financial Statement Analysis Credits: 3
- ACCT 629 - Accounting Data Analytics Credits: 3
- ACCT 630 - Risk Analysis and Internal Control Credits: 3
- ACCT 631 - Federal Corporate Tax Credits: 3
- ACCT 639 - Auditing Systems Credits: 3
- ECON 619 - Quantitative Analysis Credits: 3

Select Two Courses - Credits: 6

- ACCT 620 - Forensic Accounting Credits: 3
- ACCT 623 - Non-Profit/Government Accounting Credits: 3
- BUSA 640 - Business Law Credits: 3
- MIS 610 - Business Data and Decision Support Credits: 3

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

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, having achieved Accreditation-Provisional status.

Accreditation Status

At its **March 2020** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed **the Slippery Rock University Physician Assistant Program** sponsored by **Slippery Rock University** on **Accreditation-Probation** status until its next review in **March 2022**.

Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

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, 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 populations interwoven throughout academic and clinical years, which makes SRU's Physician Assistant Program unique. Successful graduates will be prepared to sit for the national exam. 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 department chairperson 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 fall semester of the Physician Assistant Program is successfully completed.*

* The graduating class of 2019 credit requirement is 111.5 credits.

* The graduating class of 2020 credit requirement is 105.9 credits due to curricular changes.

Major Requirements - Credits: 105.9

Summer Didactic-Year Requirements - Credits: 18

- PA 601 - The Physician Assistant Profession Credits: 1
- PA 612 - Clinical Anatomy and Physiology with Lab I Credits: 3
- PA 616 - Clinical Pharmacology and Pharmacotherapeutics I Credits: 2
- PA 640 - Clinical History and Physical Diagnosis with Lab I Credits: 4
- PA 646 - Evidence Based Public Health Credits: 3
- PA 651 - Clinical Medicine with Lab I Credits: 4
- PA 654 - Special Populations I Credits: 1

Fall Didactic-Year Requirements - Credits: 19

- PA 603 - Clinical Skills Lab I Credits: 1

- PA 621 - Geriatrics Credits: 1
- PA 622 - Clinical Anatomy and Physiology with Lab II Credits: 3
- PA 626 - Clinical Pharmacology and Pharmacotherapeutics II Credits: 3
- PA 630 - Pediatrics Credits: 1
- PA 642 - Clinical History and Physical Diagnosis with Lab II Credits: 4
- PA 661 - Clinical Medicine with Lab II Credits: 5
- PA 664 - Special Populations II Credits: 1

Spring Didactic-Year Requirements - Credits: 18.5

- PA 604 - Emergency Medicine Credits: 1
- PA 607 - Clinical Skills Lab II Credits: 1
- PA 632 - Clinical Anatomy and Physiology with Lab III Credits: 3
- PA 636 - Clinical Pharmacology and Pharmacotherapeutics III Credits: 3
- PA 644 - Clinical History and Physical Diagnosis with Lab III Credits: 4
- PA 671 - Clinical Medicine with Lab III Credits: 5
- PA 674 - Special Populations III Credits: 1
- PA 677 - Clinical Exposure Practicum Credits: 0.5

Summer Clinical-Year Requirements - Credits: 14.6

- PA 701 - From Theory to Practice I Credits: 2
- PA 771 - Clinical Clerkships Exp I Credits: 12.6 (Two 4.5-week rotations, and one 3-week rotation.)

Fall Clinical-Year Requirements - Credits: 19.4

- PA 702 - From Theory to Practice II Credits: 2
- PA 772 - Clinical Clerkships Experience II Credits: 14.4 (Three 4.5-week rotations.)
- PA 773 - Clinical Clerkships Exp III Credits: 3

Spring Clinical-Year Requirements - Credits: 16.4

- PA 703 - From Theory to Practice III Credits: 2
- PA 774 - Clinical Clerkship Experience IV Credits: 14.4 (Three 4.5-week rotations.)

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) is an inter-disciplinary program emphasizing electronic dataflow and data analytics in health organizations. Topics include health informatics, database management, information policy, security, privacy, data analytics/mining, and statistics as they relate to the health industry. The program consists of 33 credits and is delivered in an online format and full time students can complete the program in 10 months when starting in Fall term. Students can start the program in any term.

The MSHI addresses 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/security related to healthcare data, software development and project management, data mining, big data analytics, in addition to courses specific to healthcare industries. The courses and course progression are 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
- STAT 603 - 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

Chair

Donald A. Strano

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

Master of Arts

Master of Arts in Clinical Mental Health Counseling

PROFESSIONAL LICENSURE CERTIFICATION

All candidates completing this program are eligible to become a Licensed Professional Counselor in Pennsylvania after achieving a passing score on the National Counselor Examination. Additionally, candidates must obtain supervised experience, which can begin after the completion of 48 credits. If you are interested in counseling in another state, please contact the licensing board in that state.

MA in Clinical Mental Health Counseling - Credits: 60

Basic Knowledge - Credits: 21

- 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
- CDEV 670 - Counseling Theory Credits: 3
- CDEV 680 - Assessment in Counseling Credits: 3

Advanced Professional Knowledge - Credits: 21

- CDEV 603 - Career Development and Counseling Credits: 3
- CDEV 607 - Contextual Dimensions of Diagnosis Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 628 - Ethics in Counseling Credits: 3
- CDEV 644 - Advanced Counseling Theory and Practice Credits: 3
- CDEV 611 - Family Counseling Credits: 3

Choose 1 course listed below:

- CDEV 617 - Advanced Adult Counseling Credits: 3
- CDEV 685 - Advanced Youth Counseling Credits: 3
- CDEV 636 - Advanced Addictions Counseling Credits: 3

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

Elective Coursework - Credits: 6

- Elective (as recommended by advisor for specialty) credits: 3
- Elective (as recommended by advisor for specialty) credits: 3

Master of Arts in College Counseling

PROFESSIONAL LICENSURE CERTIFICATION

All candidates completing this program are eligible to become a Licensed Professional Counselor in Pennsylvania after achieving a passing score on the National Counselor Examination. Additionally, candidates must obtain supervised experience, which can begin after the completion of 48 credits. If you are interested in counseling in another state, please contact the licensing board in that state.

College Counseling (MA) - Credits: 60

Core I - Basic Knowledge - Credits: 15

- CDEV 602 - Introduction to Student Affairs and College Counseling Credits: 3
- CDEV 699 - Introduction to Research Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 614 - Helping Relationships Credits: 3
- CDEV 610 - Lifespan Development Credits: 3

Core II – Professional Knowledge - Credits: 12

- CDEV 608 - Ethical and Legal Issues in Student Affairs Credits: 3
- CDEV 623 - Higher Education Environments, Cultures, and Students 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 – Credits: 12

- CDEV 603 - Career Development and Counseling Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- Elective Course Credits: 3

- Elective Course Credits: 3

Core IV - Advanced Counseling Knowledge - Credits: 12

- CDEV 670 - Counseling Theory Credits: 3
- CDEV 607 - Contextual Dimensions of Diagnosis Credits: 3
- CDEV 680 - Assessment in Counseling Credits: 3
- CDEV 638 - Foundations of College Counseling Credits: 3

CORE V - Field Experience - Credits: 9

- CDEV 707 - College Counseling Practicum Credits: 3
- CDEV 708 - College Counseling Practicum 2 Credits: 1
- CDEV 756 - College Counseling Internship Credits: 3

Master of Arts in Student Affairs in Higher Education

All candidates completing this program are eligible to become a Licensed Professional Counselor in Pennsylvania after achieving a passing score on the National Counselor Examination. Additionally, candidates must obtain supervised experience, which can begin after the completion of 48 credits. If you are interested in teaching in another state, please contact the licensing board in that state.

Student Affairs in Higher Education (MA) - Credits: 42

Core I - Basic Knowledge - Credits: 12

- CDEV 602 - Introduction to Student Affairs and College Counseling Credits: 3
- CDEV 614 - Helping Relationships Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 699 - Introduction to Research Credits: 3

Core II – Professional Knowledge – Student Affairs - Credits: 24

- 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
- CDEV 639 - Students in American Higher Education Credits: 3
- Elective Credits: 3

Core III – Field Experience - Credits: 6

- CDEV 705 - Student Affairs Practicum Credits: 3

- CDEV 646 - Student Affairs Capstone Credits: 3

Master of Education

Master of Education in School Counseling

Elementary and Secondary School Counseling

Students may take Core I and Core II coursework simultaneously.

Students must complete Core I coursework with a 3.0 GPA before taking Core III coursework.

School Counseling (MEd) - Credits: 48

Core I - Foundations - Credits: 18

- CDEV 603 - Career Development and Counseling Credits: 3
- CDEV 610 - Lifespan Development Credits: 3
- CDEV 613 - Introduction to School Counseling Credits: 3
- CDEV 614 - Helping Relationships Credits: 3
- CDEV 621 - Social and Cultural Diversity Credits: 3
- CDEV 699 - Introduction to Research Credits: 3

Core II - Advanced Knowledge - Credits: 12

- CDEV 612 - Group Counseling Credits: 3
- CDEV 670 - Counseling Theory Credits: 3
- CDEV 682 - Assessment for School Counselors Credits: 3
- CDEV 688 - Counseling in the Schools Credits: 3

Core III - Fieldwork - Credits: 9

- CDEV 704 - School Counseling Practicum Credits: 3
- CDEV 750 - School Based Counseling Internship Credits: 3 to 6

Core IV - Electives - Credits: 9

If a student has already met the Chapter 49-2 requirements, then they are able to choose 3 electives per adviser approval.

If a student does not have specific education courses to meet Chapter 49-2 requirements from their undergraduate study, they will need to take the 3 courses listed below in the *Education Specific Courses to meet Chapter 49-2 Standards* as their electives.

- Elective Course Credits: 3
- Elective Course Credits: 3
- Elective Course Credits: 3

Education Specific Courses to meet Chapter 49-2 Standards - Credits: 9

- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities 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

Criminology and Criminal Justice

Criminology and Criminal Justice - Graduate Program

Our department offers a BA in Criminology and Criminal Justice and an MA degree in Criminal Justice. Our undergraduate degree program provides a foundation of knowledge needed for students interested in a variety of careers in the following areas:

- law enforcement
- probation and parole
- court administrator
- treatment specialist
- justice system

Our mission is to enrich the criminal justice community of Pennsylvania and the nation with ethically and critically informed graduates. We accomplish this by being recognized as a premier provider of rigorous, accessible, and high quality educational experience to learners in Pennsylvania and beyond.

Office: 211 Spotts World Culture Building
Phone: 724-738-2084

Email: criminology@sru.edu

Chair

Rebecca Ridener, PhD

Secretary

Kathleen Dombeck

Faculty

David Champion, Kerry Edwards, Sarah Kuehn, D. Neil McEwen, Jon McLister, Youngyol Yim Schanz, Rebecca Ridener, Jeffrey Roth, Sammy Staples

Slippery Rock University's Bachelor's in Criminology and Criminal Justice program prepares students for successful careers in the justice system—a space that is constantly changing within a framework that can be traced back to the Magna Carta. That's why an effective Criminal Justice professional has a breadth and depth of knowledge, with the ethical standards to successfully apply their expertise. SRU's major in Criminology and Criminal Justice will help you become just that.

Offering a premier program, Slippery Rock University will prepare you to become a knowledgeable and skilled criminal justice professional. Your coursework will ensure that you have the skills to meet the challenges of the

workplace as you begin your career. SRU also offers an accelerated curriculum that allows you to complete a BA and an MA in just four years!

The Criminology and Criminal Justice curriculum includes classes in criminological theory, policing, courts and adjudication, corrections, research methodology, and justice administration.

Beyond coursework, we encourage students to learn from their experiences on campus and in the community. Student organizations such as CRIM Club, Alpha Phi Sigma, and Pre-Law Advisement allow students to collaborate and share ideas.

In addition to networking with other students, internships are an important facet of the program. SRU offers an optional internship to qualified students. In the past, students have interned at places such as the Department of Homeland Security, the U.S. Secret Service, the U.S. Marshals Office, and at local Pennsylvania agencies.

Internships give Criminology and Criminal Justice majors an advantage on the job market as they pursue careers in law enforcement, corrections, juvenile casework, probation, and parole. The solid foundation that students gain from SRU's program also prepare them for advanced graduate study.

In addition to the major, the department offers a minor in criminology, a specialization in Community Corrections, and a certificate in Criminal Justice and Spanish Cultural & Language Competency.

Students are encouraged to examine the Department of Criminology and Criminal Justice's website and/or contact the department for more detailed information about courses, activities, student organizations, career information for the concentration and graduate student opportunities.

Master of Arts

Master of Arts in Criminal Justice

Criminology and Criminal Justice

Criminology and Criminal Justice - Graduate Program

Office: 211 Spotts World Culture Building

Phone: 724-738-2084

Email: criminology@sru.edu

Chair

Rebecca Ridener, PhD

Graduate Coordinator (contact person)

David R. Champion, PhD

211F Spotts World Culture Building

724-738-4462

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david.champion@sru.edu

Secretary

Kathleen Dombeck

Faculty

David Champion, Kerry Edwards, Sarah Kuehn, Youngyol Yim Schanz, Rebecca Ridener, Jeffrey Roth

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 courses 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.

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 616 - 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

Degree Options: Choose General, Non-thesis or Thesis - Credits: 6

General

Comprehensive Examinations + 2 Additional Graduate Level Electives

Internship Option (Non-Thesis)

Comprehensive Examinations + One Elective Course + Internship

- CRIM 750 - Internship in Criminology Credits: 6

Thesis

Comprehensive Examinations + 1 Elective course + 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 Monique Alexander, Michelle Amodei, Carmine DeCarlo, Rose Heilman-Houser, Laura Kelley, Suzanne Rose, Anne Slanina, Robert Snyder, Sara Tours, Mary Vetere, Christine Walsh, Deborah Wells, Judy Werner and Linda Zane

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.

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

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.

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

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

Gifted Education Endorsement Program

This program is a 12-credit, graduate-level program leading to a PDE endorsement in Gifted Education. This program will be offered for already certified Level I or Level II educators who wish to add this endorsement to their PA teaching certificate. Slippery Rock University does not provide the endorsement. Upon completion of the program, educators are eligible to receive the endorsement on their current teaching certifications by applying for the endorsement through PDE using the Teacher Information Management System available at PDE's website.

REQUIRED COURSES

- ELEC 646 - Introduction to Gifted Education Credits: 3
- ELEC 647 - Identification and Assessment of Gifted Learners Credits: 3
- ELEC 648 - Gifted Education Models of Teaching Credits: 3
- ELEC 649 - Gifted Education Curriculum Design and Practicum Credits: 3

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

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

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

Doctor of Occupational Therapy

Doctorate in Occupational Therapy (OTD)

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. ACOTE is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929

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). All candidates completing the OT program are eligible to be nationally registered after achieving a passing score on a national examination. Satisfactory completion of the national certification exam is one-step towards state licensure, which is a different process in each state.

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 Seminar II Credits: 1

Summer - Year II - 11 credits

- OCTH 645 - Level I Fieldwork A Credits: 1
- 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 - 16 credits

- OCTH 720 - Capstone Preparation Seminar I Credits: 2
- 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: 1
- OCTH 760 - Clinical Education Strategies Credits: 2
- OCTH 775 - Assistive Technology and Adaptive Equipment Credits: 3
- OCTH 780 - Scholarship in OT III Credits: 1
- OCTH 781 - Scholarship in OT Seminar III Credits: 1

Spring - Year II - 13 credits

- OCTH 698 - Selected Topics in OT I Credits: 1-3
- OCTH 700 - Independent Study in OT I Credits: 1-3
- OCTH 721 - Capstone Preparation Seminar II Credits: 3
- OCTH 750 - OT Process IV - Adult Applications Credits: 4
- OCTH 755 - Level I Fieldwork C Credits: 1
- OCTH 775 - Assistive Technology and Adaptive Equipment Credits: 3
- OCTH 785 - Securing External Funding Credits: 1
- OCTH 791 - Scholarship in OT Seminar IV Credits: 1

Summer - Year III - 12 credits

- OCTH 792 - Professional Practice Seminar Credits: 3

- OCTH 810 - Level II Fieldwork A Credits: 9

Fall - Year III - 9 credits

- OCTH 815 - Level II Fieldwork B Credits: 9

Spring - Year III - 10 credits

- OCTH 700 - Independent Study in OT I Credits: 1-3
- OCTH 820 - Doctoral Capstone Practicum Credits: 8
- OCTH 825 - Post-Doctoral Practicum Seminar Credits: 1

Master of Science in Athletic Training

Master of Science in Athletic Training

EFFECTIVE SUMMER 2019

Office: 304 Patterson Hall

Phone: 724-738-4864

Chair

Patricia Pierce

Graduate Coordinator

Jacqueline Williams

Secretary

Connie Schmidt

Faculty

Kimberly Keeley, Marketa Schublova, Bonnie Siple, Jacqueline Williams

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.

Athletic Training prepares selected students with the knowledge, skills, and abilities to provide care to athletes and the physically active within the five domains of athletic training practice. In order for students to attain the Board of Certification (BOC) credentials, an individual must complete a professional athletic training education program accredited by CAATE and pass the BOC credentialing exam. To practice legally as an athletic trainer, an individual must hold proper state regulatory credentials .

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 - Evidence-Based Practice in Athletic Training Credits: 3
- ATTR 604 - Clinical Anatomy and Kinesiology in Athletic Training - I 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 Anatomy and Kinesiology in Athletic Training - II Credits: 3
- ATTR 610 - Athletic Training Clinical Experiences I Credits: 3
- ATTR 620 - Athletic Training Clinical Experiences II 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 711 - Professional Development of the Athletic Trainer Credits: 3
- ATTR 712 - Synthesis of Athletic Training Credits: 3
- ATTR 720 - Emerging Settings in Athletic Training Credits: 3
- ATTR 750 - Advanced Athletic Training Clinical Residency Credits: 12

Healthcare Administration & Information Systems

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 - Healthcare Quality Management and Documentation Improvement 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

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 Percy, 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 with at least one course in each geographic region:

United States

- 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 633 - Colonial America, 1607-1763 Credits: 3
- HIST 634 - The American Revolution 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 733 - American Industrialism and Reform, 1887-1914 Credits: 3
- HIST 734 - US Foreign Policy Credits: 3
- HIST 735 - Pennsylvania History Credits: 3

Latin America, Asia, Middle East, and Africa

- HIST 585 - The Modern Middle East Credits: 3
- HIST 561 - The Ancient Near East Credits: 3
- HIST 626 - History of Medicine Credits: 3
- HIST 631 - Political Violence in Latin America Credits: 3
- HIST 643 - The Spanish Borderlands in North America Credits: 3
- HIST 644 - Mexico and the Southern Cone 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:

Europe

- HIST 511 - Renaissance and Reformation Credits: 3
- HIST 512 - Enlightenment and Revolution, 1715-1815 Credits: 3
- HIST 575 - Material Culture and Historical Interpretation Credits: 3
- HIST 609 - Ancient Roman History and Legacy 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 710 - Medieval Europe Credits: 3

Comprehensive Exam

Successful completion of a comprehensive exam.

Homeland/Corporate Security Studies

Hospitality, Event Management, and Tourism

Master of Science

Master of Science in Hospitality and Tourism Management

Slippery Rock University's Master of Science in Hospitality and Tourism has been developed to meet the growing demand for committed management talent in the dynamic and vital Hospitality and Tourism (HT) industry.

Experiential learning is emphasized throughout, with the use of the same proven business simulations used by industry. The program culminates with an experiential learning project or internship, depending on the student's goals, interests, and experience.

Perfect for those already working in the HT sector and wishing to accelerate their career path, or for those professionals wishing to pivot from an existing career, the 30-credit program is delivered 100 percent on-line and designed for completion in 24 months. Two concurrent courses are taught in fall and spring semesters, with additional requirements met in summer sessions.

Core Requirements - Credits: 30

- HEMT 600 - Global Dynamics of Tourism Credits: 3
- HEMT 602 - Leadership and Management for Hospitality and Tourism Credits: 3
- HEMT 604 - Performance Management for Hospitality Credits: 3
- HEMT 618 - Financial Fundamentals for Hospitality and Tourism Credits: 3
- HEMT 620 - Marketing for Hospitality and Tourism Credits: 3
- HEMT 625 - Revenue Optimization for Hospitality and Tourism Credits: 3
- HEMT 630 - Service Management for Hospitality and Tourism Credits: 3
- HEMT 635 - Hospitality Business Law and Risk Credits: 3
- HEMT 642 - Meetings, Conferences, and Event Management Credits: 3
- HEMT 650 - Masters Project for Hospitality and Tourism Credits: 3

Management & Marketing

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.

Master of Business Administration - Credits: 33

MBA Core Requirements - Credits: 30

- ACCT 612 - Corporate Accounting 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 651 - Organizational Dynamics Credits: 3
- MGMT 658 - Strategic Management Credits: 3
- MIS 610 - Business Data and Decision Support Credits: 3
- MRKT 658 - Strategic Marketing Management Credits: 3

Electives - Credits: 3-6

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

Marketing/Management concentration: Choose two from MRKT 632, 636 or 650

- ACCT 620 - Forensic Accounting Credits: 3
- BUSA 640 - Business Law Credits: 3
- COMM 631 - Strategic Corporate Communication Credits: 3
- FIN 636 - Advanced Corporate Finance Credits: 3
- MRKT 632 - Marketing Seminar Credits: 3
- MRKT 636 - Sales Management Credits: 3
- MGMT 650 - Master's Project Credits: 3
- MGMT 654 - Management Seminar Credits: 3

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.
 - All candidates competing this program are eligible to sit for the Certified Analytics Professional (CAP) examination after 3 years of field experience. While certification is not required for employment, certification can advance your career.

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

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.

SRU's Music Therapy Program is approved by the American Music Therapy Association. Students completing this program are eligible to sit for the national board certification exam to obtain the Music Therapist- Board Certified (MT-BC) credential. Pennsylvania does not require state licensing; however, some states do require licensing for music therapists. In you are interested in practicing in another state, please contact the licensing board in that state.

36 Credit MMT AND 48 Credit MMT requirements below:

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.

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
OR
- MUSI 698 - Selected Topics Credits: 1-3

Thesis or Final Project - Credits: 1-6

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

48 Credit MMT:

18 credits in Core Music Therapy Courses. 6 credits in advanced music therapy internship. 12 credits in electives. 12 credits in Counseling. Thesis/final project and a comprehensive exam is required in addition to the completion of the coursework.

Core Music Therapy Courses - Credits: 18

- 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

Advanced Clinical Skills - Credits: 6

- MUSI 705 - Advanced Music Therapy Practicum Credits: 3
- MUSI 750 - Advanced Music Therapy Internship Credits: 3

Electives - Credits: 12

- 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 598 - Selected Topics Credits: 1-3
OR
- MUSI 698 - Selected Topics Credits: 1-3
- MUSI 700 - Independent Study Credits: 1

Thesis or Final Project - Credits: 1

Counseling Courses - Credits: 12

- CDEV 629 - Helping Relationships in Music Therapy Credits: 3
- CDEV 633 - Career and Lifestyle Development for Music Therapy Credits: 3
- CDEV 635 - Lifespan Development for Music Therapy Credits: 3
- CDEV 637 - Group Counseling for Music Therapists Credits: 3

Other Possible Electives

- GERO 625 - Women and Aging Credits: 3
- GERO 644 - Death & Dying Credits: 3
- 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

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

Mary Ann Thurkettle PhD, RN

Secretary

Tanyna Turner

Faculty

Michele Crytzer, Diana Jones, Sandra Leh, Christina Silva, Mary Ann Thurkettle

School Nurse Certification

The School Nurse Certificate program is an 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 31 – Recognizing and Reporting Child Abuse
 - 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.

Some states, including Pennsylvania, offer certification through the North American Association for Environmental Education (NAAEE). While certification is not required; it can advance your career. In Pennsylvania, the requirements include, but are not limited to: a passing score on the Environmental Literacy Test, work portfolio, and attendance at a EE Certification Workshop. Requirements vary by state, so please visit the NAAEE state affiliate where you work.

Required Coursework - Credits: 30

- PCRM 616 - Aquatic Systems Credits: 3
- PCRM 617 - Terrestrial Systems Credits: 3
- PCRM 618 - Wildlife Education Credits: 3
- PCRM 655 - Social Science Research Methods in Conservation Credits: 3
- PCRM 656 - Environmental Issues Credits: 3
- PCRM 657 - Environmental Grant Writing Credits: 3
- PCRM 658 - Environmental Education Credits: 3
- FREE ELECTIVE
- PCRM 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.

Some states, including Pennsylvania, offer certification through the North American Association for Environmental Education (NAAEE). While certification is not required, it can advance your career. In Pennsylvania, the requirements include, but are not limited to: a passing score on the Environmental Literacy Test, work portfolio, and attendance at a EE Certification Workshop. Requirements vary by state, so please visit the NAAEE state affiliate where you work.

Required: Credits - 30

- PCRM 654 - Natural and Cultural Resources Law Credits: 3
- PCRM 655 - Social Science Research Methods in Conservation Credits: 3
- PCRM 656 - Environmental Issues Credits: 3
- PCRM 657 - Environmental Grant Writing Credits: 3
- PCRM 658 - Environmental Education Credits: 3
- PCRM 675 - Recreation Resources Management Credits: 3
- PCRM 686 - Management Strategy in Parks and Recreation Credits: 3
- FREE ELECTIVE
- PCRM 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

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 21st 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. All candidates completing this program are eligible to sit for the Master Certified Health Education Specialist (MCHES) examination or National Board of Public Health Examiners' 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

Master of Science

Masters of Social Work

This program requires 60 credits or 45 credits for students who possess a Bachelor's degree in Social Work (BSW) from a CSWE-accredited program.

Major Requirements - Credits: 60

First Year

Fall

- SOWK 600 - Human Behavior & the Social Environment Credits: 3
- SOWK 601 - Foundations of Social Work Credits: 3
- SOWK 605 - Social Welfare System Credits: 3
- SOWK 610 - Macro Social Work Credits: 3
- SOWK 650 - Field Education I Credits: 3 (2 days)

Spring

- SOWK 615 - Clinical Social Work & the DSM Credits: 3
- SOWK 620 - Human Rights, Social Justice & Policy Credits: 3
- SOWK 650 - Field Education I Credits: 3 (2 days)
- SOWK 705 - Research Methods in Social Work Credits: 3
- Elective - Credits: 3

Summer (optional)

- Elective - Credits: 3
- Elective - Credits: 3

Final Year

Fall

- SOWK 630 - Clinical Practice With Children & Families Credits: 3
- SOWK 750 - Field Education II Credits: 3 (2 days/wk)
- SOWK Advanced Practice in Concentration Area - Credits: 3
- Elective - Credits: 3
- Elective - Credits: 3 (if not taken in summer)

Spring

- SOWK 635 - Clinical Practice With Adults Credits: 3
- SOWK 710 - Qualitative Research Credits: 3
- SOWK 750 - Field Education II Credits: 3 (2 days/wk)
- Elective - Credits:3
- Elective - Credits:3 (if not taken in summer)

Advanced Standing Major Requirements - Credits: 45

45 credits for students who possess a Bachelor's degree in Social Work (BSW) from a CSWE-accredited program.

Summer

- SOWK 610 - Macro Social Work Credits: 3
- SOWK 615 - Clinical Social Work & the DSM Credits: 3
- SOWK 620 - Human Rights, Social Justice & Policy Credits: 3
- SOWK 650 - Field Education I Credits: 3 (2 days)
- Elective - Credits: 3

Fall

- SOWK 630 - Clinical Practice With Children & Families Credits: 3
- SOWK 750 - Field Education II Credits: 3 (2 days)
- Advanced Practice in Concentration Area - Credits: 3
- Elective - Credits: 3
- Elective - Credits: 3

Spring

- SOWK 635 - Clinical Practice With Adults Credits: 3
- SOWK 710 - Qualitative Research Credits: 3
- SOWK 750 - Field Education II Credits: 3 (2 days)
- Elective - Credits: 3
- Elective - Credits: 3

Concentration Areas

Crisis Intervention & Follow Up Care (CI)

- SOWK 730 - Practice Skills Following Crises Credits: 3 (Required)

CI Electives

4 required.

- SOWK 732 - Post Traumatic Stress Disorder Credits: 3
- SOWK 733 - Disaster Management Credits: 3
- SOWK 734 - Trauma-Informed Care Credits: 3
- SOWK 735 - Military Culture Credits: 3
- SOWK 736 - Social Work With Families Impacted By Trauma Credits: 3
- SOWK 737 - Behavioral Health Services in Child Welfare and Juvenile Justice Credits: 3
- SOWK 738 - Intervention for Sexual Assault and Interpersonal Violence Credits: 3
- SOWK 740 - Animal-Assisted Social Work Credits: 3
- SOWK 742 - Animal-Assisted Social Work With Kids Credits: 3
- SOWK 743 - Animal-Assisted Social Work With Seniors Credits: 3
- SOWK 744 - Animal-Assisted Crisis Response Credits: 3

Forensic Social Work (FSW)

- SOWK 731 - Practice Skills in Forensic Social Work Credits: 3 (required)

FSW Electives

4 required.

- SOWK 737 - Behavioral Health Services in Child Welfare and Juvenile Justice Credits: 3
- SOWK 738 - Intervention for Sexual Assault and Interpersonal Violence Credits: 3
- SOWK 739 - Forensic Social Work in Corrections Credits: 3
- SOWK 740 - Animal-Assisted Social Work Credits: 3
- SOWK 742 - Animal-Assisted Social Work With Kids Credits: 3
- SOWK 743 - Animal-Assisted Social Work With Seniors Credits: 3
- SOWK 744 - Animal-Assisted Crisis Response 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.*

The Doctor of Physical Therapy (DPT) at SRU is a professional doctorate degree program designed to prepare graduates for clinical practice in physical therapy. Graduates will be eligible to sit for the National Physical Therapist Examination, (NPTE), successful completion of which is required for physical therapy practice throughout the United States. Licensure requirements vary by state. We strongly urge you to contact the licensing board in the state where you plan to practice.

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

Edwin P. Christmann

Secretary

Germaine Newstrom

Faculty

Padma Anand, Edwin Christmann, Mark Hogue, 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, Testing, and Assessment Credits: 3

Doctor of Education

Doctor of Educational Leadership and Administration

Major Requirements - Credits: 60

Core Courses - Credits: 18

- SEFE 801 - Educational Administration: Concepts and Practices Credits: 3.000
- SEFE 809 - History of Western Education Credits: 3
- SEFE 847 - Technology-Based Inquiry in Middle and Secondary Schools Credits: 3
- SEFE 850 - Strategic Leadership Credits: 3
- SEFE 852 - Organizational Leadership Credits: 3
- SEFE 871 - Measurement, Testing, and Assessment Credits: 3

Research and Statistics - 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 899 - Elements of Quantitative Educational Research Credits: 3
OR
- SEFE 896 - Elements of Qualitative Research Credits: 3

Higher Education and Leadership - Credits: 15

- CDEV 810 - American Higher Education: Institutions and Issues Credits: 3
- CDEV 820 - Access, Equity, and Affordability in Higher Education Credits: 3
- CDEV 830 - Higher Education Law and Policy Credits: 3
- CDEV 840 - Financing and Fundraising in Higher Education Credits: 3
- CDEV 860 - Higher Education Leadership and Strategic Planning Credits: 3
OR
- CDEV 870 - Academic Culture and Learning in Higher Education Credits: 3

Dissertation Prospectus/Dissertation - Credits: 15

- SEFE 887 - Dissertation Prospectus Credits: 3
- SEFE 892 - Dissertation Credits: 3
- SEFE 892 - Dissertation Credits: 3
- SEFE 892 - Dissertation Credits: 3
- SEFE 892 - Dissertation 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, Testing, and Assessment 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 (Required)
Choose 6 credits from the following:
- 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 - Strategic Leadership Credits: 3

- SEFE 652 - 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 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.

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 - 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, Testing, and Assessment 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 (Required)
Choose 6 credits from the following:
- 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 - Strategic Leadership Credits: 3
- SEFE 652 - 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.

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, Testing, and Assessment 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 (Required)
Choose 6 credits from the following:
- 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 - Strategic Leadership Credits: 3
- SEFE 652 - 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

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.

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

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, Testing, and Assessment 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 (Required)
Select one of the following:
- 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.

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

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, Testing, and Assessment 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 (Required)
Select one of the following:
- 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.

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

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, Testing, and Assessment 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 (Required)
Select one of the following:
- 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

Special Education

114 McKay Education Building
724-738-2085

Chair

Matthew Erickson

Graduate Coordinator

Robert Isherwood

Richael Barger-Anderson

Matthew Erickson

Doctoral Program Coordinator

Richael Barger-Anderson

Ashley Rineer-Hershey

Secretary

TBA

Faculty

Richael Barger-Anderson, Vaughn Bicehouse, Eric Bieniek, Matthew Erickson, Robert Isherwood, Jeremy Lynch, Michelle McCollin, Joseph Merhaut, Tony Mild, Mike Monfore, Ashley Rineer-Hershey and Anne Rose.

Certificate

Certificate in Applied Behavior Analysis

Required Courses - Credits: 18

Area I - Applied Behavior Analysis - Credits: 15

Fall/Spring Only.

- SPED 660 - Basic Behavior Principles Credits: 3
- SPED 661 - Techniques in Applied Behavior Analysis Credits: 3
OR
- SPED 861 - Techniques in Applied Behavior Analysis Credits: 3
- SPED 663 - Ethical Issues in the Science and Practice of Behavior Analysis Credits: 3
- SPED 664 - Issues in the Behavioral Treatment of Autism Credits: 3
- SPED 669 - Applications in Applied Behavior Analysis Credits: 3
OR
- SPED 869 - Applications in Applied Behavior Analysis Credits: 3

Area II - Research in Applied Behavior Analysis - Credits: 3

Fall/Spring Only.

- SPED 665 - Research in ABA Credits: 3
OR
- SPED 865 - Research in ABA Credits: 3

Area III - Practicum (Optional 3-6 additional credits)

Fall/Spring/Summer/Winter.

- SPED 666 - Practicum in Applied Behavior Analysis I Credits: 3
- SPED 667 - Practicum in Applied Behavior Analysis II Credits: 3

Certificate in Online Teaching

This program is designed to provide participants with teaching strategies and best practices regarding course development, research and implementing technology.

Upon completion of the program, educators are eligible to receive the endorsement on their current teaching certifications by applying for the endorsement through PDE.

Certificate for Online Teaching - Credits: 9

Required Courses - Credits: 3

- PE 502 - Foundations of Distance Education Credits: 3

Select two courses - Credits: 6

- CDEV 531 - Teaching Through Distance Education in Higher Education Credits: 3
- 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
- SEFE 808 - Research Methods for Teacher Leadership Credits: 3
- SPED 545 - Technology in Special Education Credits: 3
- SPED 845 - Instructional Technologies for Exceptional Learners 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 809 - Transition Planning for Students with Disabilities 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
- SPED 861 - Techniques in Applied Behavior Analysis Credits: 3
- SPED 869 - Applications in Applied Behavior Analysis 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

In order to be eligible for Pennsylvania certification in School Supervision, candidates must complete an approved program and have at least five years of teaching experience in special education. Students who have less than five years teaching experience may choose to enroll in the program but must wait to apply to the state for certification until this requirement is met.

Core Courses in Special Education

- SPED 611 - Special Education Law Credits: 3
- SPED 617 - Current Research in Special Education Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

Concentration/Additional Classes

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 650 - Strategic Leadership Credits: 3
- SEFE 652 - Organizational Leadership Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 613 - Curriculum Development for Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3
- SPED 750 - Political and Community Leadership Credits: 3
- SPED 752 - Instructional Leadership Credits: 3

Practicum

- SPED 754 - Practicum Credits: 3

Master of Education in Special Education with Certification Birth-Grade 8

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with disabilities age birth to grade 8 in school environments. The program will be offered to students that already have an Instructional I or II Certification in Special Education, Early Childhood Education, or Elementary Education from Pennsylvania or other states. The program has been developed to specifically meet 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.

Core Courses in Special Education

- SPED 611 - Special Education Law Credits: 3
- SPED 617 - Current Research in Special Education Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

Concentration/Additional Classes

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities 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
- 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

Core Courses in Special Education

- SPED 611 - Special Education Law Credits: 3
- SPED 617 - Current Research in Special Education Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

Concentration/Additional Classes

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities 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 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.

Core Courses in Special Education

- SPED 611 - Special Education Law Credits: 3
- SPED 617 - Current Research in Special Education Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

Concentration/Additional Classes

- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

- 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
- SPED 646 - Assessment and Evaluation Credits: 3

Practicum

Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648.

- SPED 648 - Clinical Practicum in Special Education Credits: 3

Master of Education in 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

Master of Special Education - Concentration in Applied Behavior Analysis

Required Credits: 36-39

Area I - Core Courses in Special Education - Credits: 9

Fall/Spring/Summer/Winter

- SPED 611 - Special Education Law Credits: 3
- SPED 617 - Current Research in Special Education Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

Area II - Concentration in Applied Behavior Analysis - Credits: 18

Fall/Spring Only

- SPED 660 - Basic Behavior Principles Credits: 3
- SPED 661 - Techniques in Applied Behavior Analysis Credits: 3
OR
- SPED 861 - Techniques in Applied Behavior Analysis Credits: 3

- SPED 669 - Applications in Applied Behavior Analysis Credits: 3
OR
- SPED 869 - Applications in Applied Behavior Analysis Credits: 3
- SPED 663 - Ethical Issues in the Science and Practice of Behavior Analysis Credits: 3
- SPED 664 - Issues in the Behavioral Treatment of Autism Credits: 3
- SPED 665 - Research in ABA Credits: 3
OR
- SPED 865 - Research in ABA Credits: 3

Area III - Additional Concentration Courses in Special Education - Credits: 6

Fall/Spring/Summer/Winter

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 643 - Communication and Social Competency for Students with ASD Credits: 3

Area IV - Practicum - Credits: 3 minimum - Optional 3-12

Fall/Spring/Summer/Winter

- SPED 666 - Practicum in Applied Behavior Analysis I Credits: 3
- SPED 667 - Practicum in Applied Behavior Analysis II Credits: 3
- SPED 668 - Thesis in ABA Credits: 3
- SPED 648 - Clinical Practicum in Special Education Credits: 3 (for students pursuing PA certification in Special Education B-8 or 7-12)

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. Program approval by the Pennsylvania Department of Education leading to an endorsement on a teaching certificate. Slippery Rock University does not provide the endorsement. Upon completion of the program, educators are eligible to receive the endorsement on their current teaching certifications by applying for the endorsement through PDE 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).

In order to be eligible for Pennsylvania certification in School Supervision, candidates must complete an approved program and have at least five years teaching experience in special education.

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 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.

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Dr. John M. Craig, History

Mr. J R. Crayne, Art

Dr. David B. Culp, School of Business

Dr. Thomas Daddesio, Modern Languages & Cultures

Dr. David Dailey, Computer Science

Dr. Maryann R. Dailey, Nursing

Mr. Robert A. Davis, Geography, Geology & Environm

Dr. Michael E. Detlefsen, Mathematics & Statistics

Ms. Cynthia A. Dillon, Academic Affairs

Dr. Diana Y. Dreyer, English

Dr. Sherry A. Dupont, Elementary Ed/Early Childhood

Dr. Daniel R. Dziubek, Parks and Recreation

Mr. William M. Elliott, Administrative Affairs

Dr. Hans G. Fellner, Physics

Ms. Susan Ferrandiz, Library

Dr. George T. Force, Government & Public Affairs

Dr. Bernard D. Freyberg, Philosophy

Dr. Thomas W. Gaither, Biology

Dr. Stephen P. Glinsky, Modern Languages & Cultures

Dr. Anita G. Gorman, English

Dr. Gary C. Grabner, Mathematics & Statistics

Dr. Anne M. Griffiths, College of Health & Human Services

Ms. Jean B. Hamilton, Physical and Health Education

Dr. Barry R. Hammond, Government & Public Affairs

Dr. Susan E. Hannam, College of Health, Environment & Science

Dr. Kenneth Harris, Theatre

Dr. James T. Hathaway, Geography, Geology & Environm

Dr. Stephen L. Hawk, Music

Mr. Francis J. Hensler, Information Technology

Mrs. Susan L. Herman, Exercise & Rehabilitative Sci

Dr. William L. Herman, Physical and Health Education

Dr. Jay Hertzog, College of Education

Dr. John A. Hicks, Elementary Ed/Early Childhood

Dr. George J. Highland, Physics

Dr. Robert W. Hinds, Geography, Geology & Environm

Dr. Frank M. Hoffman, Biology

Dr. William P. Hotchkiss, Physical and Health Education

Mr. James C. Hughes, Geography, Geology & Environm

Mr. Frank W. Hulick, Healthcare Adm & Info Systems

Dr. Patricia A. Johnson, Secondary Ed/Foundations Ed

Mr. Stanley B. Johnson, Parks and Recreation

Dr. Sharadchandra W. Joshi, Computer Science

Dr. Thomas M. Kandl, Elementary Ed/Early Childhood

Dr. Brian J. Kearney, Physics

Dr. Bradley F. Keith, Physical and Health Education

Dr. Donald S. Kelly, History

Mr. Stanley J. Kendziorski, Allied Health

Dr. Maribeth J. Knaub, Music

Dr. Theodore L. Kneupper, Philosophy

Ms. Akiko Kotani, Art

Dr. Parameswar Krishnakumar, Management & Marketing

Dr. James L. Laux, Communication

Dr. Jeffrey R. Lehman, Secondary Ed/Foundations Ed

Dr. Henry Lenz, Secondary Ed/Foundations Ed

Mrs. Ruth E. Leo, Nursing

Dr. Ann Liedel-Rice, Elementary Ed/Early Childhood

Dr. William F. Lindgren, Mathematics & Statistics

Mr. Fred J. Livingston, Special Education

Dr. Lawrence F. Lowing, Allied Health

Mr. Francis A. Manfredi, Special Education

Dr. Srinivasa B. Mani, Professional Study&Inter Prgms

Mr. Joseph C. Marks, Developmental Programs

Dr. Richard T. Martin, Political Science

Dr. Clair W. McClure, Mathematics & Statistics

Dr. Mary A. McKay, Elementary Ed/Early Childhood

Dr. Joanne L. McKeag, Physical and Health Education

Dr. Barbara M. McNeal, English

Dr. Donald F. Megnin, Political Science

Dr. James E. Mennell, History

Dr. George J. Mihalik, Safety Management

Mr. Carl E. Miller, Information Technology

Dr. Pamela J. Miller, Elementary Ed/Early Childhood

Dr. Catherine V. Morsink, College of Education

Mr. Richard K. Myers, Special Education

Dr. Karin R. Myers-Tillotson, Secondary Ed/Foundations Ed

Dr. Ramona Nelson, Nursing

Dr. John A. Nichols, History

Dr. Abbas Noorbakhsh, School of Business

Mr. Joseph J. Normand, Communication

Dr. Chester T. O'Bannon, Music

Mr. Roger L. Oberlin, Physical and Health Education

Dr. William H. Oman, Philosophy

Dr. Monica F. Ondrusko, Special Education

Dr. Bruce T. Orvis, Management & Marketing

Dr. Nicholas E. Papanikolaou, Chemistry

Dr. Leona C. Parascenzo, Nursing

Dr. Mary A. Paul, Elementary Ed/Early Childhood

Mr. Gary S. Pechar, Exercise & Rehabilitative Sci

Dr. Joyce E. Penrose, Nursing

Dr. William C. Polk, Elementary Ed/Early Childhood

Dr. Charles M. Porter, Counseling & Educational Psychology

Mr. Fred B. Powell, Physical and Health Education

Dr. Carolyn V. Prorok, Geography, Geology & Environm

Dr. Herb F. Reinhard, President

Mr. Charles D. Rice, Elementary Ed/Early Childhood

Mr. Joseph H. Riggs, Communication

Dr. Melinda M. Ristvey, Modern Languages & Cultures

Dr. Carolyn C. Rizza, Geography, Geology & Environm

Dr. Paul F. Rizza, Sociology, Anthropology & Social Work

Mr. F D. Rose, History

Dr. Larry R. Rotge, History

Dr. Bruce W. Russell, College of Business

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 C. Shaw, History

Mr. Robert D. Shrader, Physical and Health Education

Dr. Charles H. Shultz, Geography, Geology & Environm

Dr. Esther R. Skirboll, Sociology, Anthropology and Social Work

Dr. Robert M. Smith, President

Dr. Nanette K. Solomon, Music

Dr. Donald T. Stauffer, Special Education

Ms. Stacey G. Steele, Music

Mr. Terry S. Steele, Music

Dr. Carolyn S. Steglich, Biology

Dr. Laurie A. Stepanian, Theatre

Dr. Thomas D. Stewart, Communication

Dr. Michael L. Stowe, Sociology, Anthropology & Social Work

Dr. Kathleen M. Strickland, College of Education

Dr. Constantine Stroumbakis, Secondary Ed/Foundations Ed

Dr. Wendy L. Stuhldreher, Public Health & Social Work

Dr. Valerie R. Swarts, Communication

Dr. Frederick J. Tannery, School of Business

Dr. David C. Taylor, Chemistry

Dr. Rhoda E. Taylor, Biology

Dr. William R. Taylor, Sociology, Anthropology & Social Work

Dr. Charles Tichy, Modern Languages & Cultures

Mrs. Melba J. Tomeo, Library

Dr. Frank Treccase, Modern Languages & Cultures

Dr. Eva Tsuquiashi-Daddesio, College of Liberal Arts

Dr. Genevieve M. Tvrdik, Biology

Dr. David W. Valentine, School of Business

Dr. Paulette Viola, Parks and Recreation

Mr. Hubert C. Voltz, Mathematics & Statistics

Dr. Raymond V. Wallace, Theatre

Dr. Frances H. Walsh, Elementary Ed/Early Childhood

Dr. Amy R. Walters, Communication

Dr. Albert N. Ward, Geography, Geology & Environm

Dr. Robert J. Watson, Student Affairs

Dr. Gene J. Wilhelm, Sociology, Anthropology & Social Work

Dr. A L. Williams, Elementary Ed/Early Childhood

Dr. William F. Williams, Academic Affairs

Dr. Patricia A. Zimmerman, Physical and Health Education

Dr. Charles A. Zuzak, College of Arts & Sciences

Office of Financial Aid and Scholarships

Office: 107 Maltby Center

Phone: 724-738-2044

Email: 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.

- Graduate Full-Time/Part-Time Status
- Scholarships/Graduate Assistantships
- The Financial Aid Application Process
- Statement of Rights and Responsibilities

- Loan and Work Programs Available
- Veterans Affairs

Graduate Full-Time/Part-Time Status (Based on Financial Guidelines)

For financial aid purposes including scholarships, your enrollment will be defined as:

3 – 6 credits = half-time

6 credits or above = full-time

Definitions for academic programs may vary. If you have questions about financial aid, please contact the Financial Aid Office.

Scholarships and Graduate Assistantships

A variety of scholarships and graduate assistantships are available. Scholarship information can be accessed through the financial aid office website at www.sru.edu/finaid; information about graduate assistantships is available through the Office of Graduate Admissions website.

Loan and Work Programs Available

Federal Student Loans. Students may wish to access student loan funds through the Federal 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.

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

Federal Work Study (FWS). Students must demonstrate financial need as determined through the FASFA to be considered for FWS. Student employment positions are posted at www.sru.edu/workstudy. Students must find their own jobs by completing a student employment application for each position desired and submitting that application to the student employment supervisor whose name and location are listed on the job description. No student is guaranteed a job. Employers are made aware of students who are eligible for FWS and these students are to be given priority in the hiring process. A maximum of twenty hours per week may be worked during periods of enrollment. The current wage rate is minimum wage. Students are paid on a bi-weekly basis for the number of hours worked.

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

State Student Employment Program. For those students who do not demonstrate financial need as determined by the FASFA, the University offers an extensive employment program using institutional funds. Maximum hours, wage rates and hiring procedures are identical to those of the FWS program.

The Financial Aid Application Process

The Free Application for Federal Student Aid (FASFA) must be filed to apply for the financial aid available through Slippery Rock University. We encourage you to file this application by May 1. Completing your federal income tax return prior to completing this application is highly encouraged as the FASFA refers to specific lines on the tax return. The Federal School Code for Slippery Rock University is 003327.

How is Eligibility Determined?

Students qualify for most financial aid based on their eligibility for individual sources of aid and their financial need. A family's or students' financial need is based on a simple formula:

$$\begin{aligned} &\text{Cost of Attendance} \\ &\text{-- Expected Family Contribution} \\ &= \text{Financial Need} \end{aligned}$$

What Can Financial Aid Cover?

The Office of Financial Aid calculates an average cost of attendance for each student based on their program of study and their in-state or out-of-state status. Typically, the cost of attendance consists of costs for tuition, fees, room, board, books, travel, and other associated educational costs.

What is an Expected Family Contribution (EFC)?

The EFC is calculated through the completion of the Free Application for Federal Student Aid. This figure reflects the Federal estimate of what a student can afford to contribute toward a year of college.

What is My Eligibility for Financial Aid?

The level of financial need determines the amount of eligibility that a student has for financial aid. It is used by the office of financial aid to determine eligibility for specific programs. An award letter listing eligibility for financial aid is sent to each student after the determination of financial need.

Students or families who experience hardship due to disability, death, decrease in income, loss of benefits, etc., should contact the office of financial aid. A review of their eligibility for financial aid may be performed based on their change in status. Financial aid applicants may contact the office of financial aid for specific program eligibility criteria.

How do I Receive Financial Aid Funds?

The office of student accounts is responsible for disbursing all financial aid with the exception of the Federal Work Study Program. A student's financial aid, excluding Federal Work Study, is applied directly to contracted university charges (tuition, fees, room and board). Any excess funds will be refunded to the student according to the refund policies set forth by Student Accounts.

Academic Progress for Financial Aid

The Higher Education Act of 1965 as amended by Congress mandates institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving Federal financial aid. The Academic Progress Policy for Financial Aid can be viewed online.

Statement of Rights and Responsibilities

Rights:

The student has the right to:

- Be considered for financial aid assistance; be notified of the financial aid decision; and if not awarded financial assistance, to be informed as to the reason for denial.

- Be informed of the financial aid programs available and the required application materials.

Responsibilities:

The student is responsible for:

- Submitting the appropriate application forms within published deadline dates.
- Using all refunds of financial aid funds for expenses related to the student's education.
- Following the requirements and repayment schedules of educational loan programs.
- Informing the Office of Financial Aid of all grants, scholarships, or other funds received for their educational costs from outside organizations.

Additional Eligibility Criteria

In order to be considered for financial aid, student applicants must:

- Be a U.S. citizen or eligible non-citizen.
- Be registered with Selective Service (if required).
- Be working toward a degree or teacher certification at SRU.
- Not owe a refund on a federal grant or be in default on a federal educational loan.

General Comments

- Aid programs require that the student make satisfactory academic progress as detailed in the financial aid office website.
- The financial aid office should be contacted for instructions when a major change in the family's financial condition occurs (such as death, disability, retirement, loss of job, etc.)
- Students and families are encouraged to contact the financial aid office at 724-738-2044 or via e-mail at financial.aid@sru.edu with any questions they have about the financial aid information provided in this catalog.
- The information provided in this section was accurate at the time of publication. Fees, regulations, eligibility requirements, etc. are subject to change.

Important Telephone Numbers

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

Financial Aid Office 724-738-2044

Federal Direct Loan Servicing Center

Veterans Affairs

The financial aid office coordinates all paperwork for veterans or dependents of veterans who are eligible for "Department of Veterans Affairs" educational benefits. Qualified individuals should apply at least eight weeks prior to the first day of classes. An original application for benefits and certified copy of DD214 (discharge paper), or VA form 2384 (Notice of Basic Eligibility), or copy of Kicker contract may be required. The Office of Financial Aid should be contacted for additional information regarding DVA educational benefits, and financial aid. Information about military educational benefits is available at www.sru.edu/veterans. This site also provides information about academic support services, admissions and various other departments and services.

Graduate Admission

A student desiring to take graduate courses must apply for admission through the Office of Graduate Admissions. Applications for admission are available online at www.sru.edu/graduate. To be eligible for admission to a graduate degree program, a student must have completed the requirements for a bachelor's degree at an accredited college or university. Admission to graduate studies is a rolling admission process, though some programs of study vary. Applicants should review specific programs of study for details.

An application for admission to graduate study for degree, certification, or certificates includes:

- A completed online application form, which can be found at 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 answer program specific questions and advise students on the graduate program. It is the responsibility of the student to contact his/her advisor prior to beginning, and throughout their program of study, to program plan 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. Most graduate programs require a minimum undergraduate GPA of a 3.0 or higher. Please check the program admission requirements.

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 Registration, 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. In addition, not all graduate programs allow non-degree students to take graduate courses. Please check with the Office of Graduate Admission.

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 Graduate 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
- Housing and Residence Life
- Inclusive Excellence
- Off Campus Housing
- Pride Center
- Student Conduct
- Student Health Services
- Student Support
- Women's Center
- Veteran's Services

Transformational Experiences

- Academic Honor Societies
- Career Education and Development
- Global Engagement
- Honors College
- Library
- Office For Student Engagement & Leadership

Planning and Resource Manageme

- 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.

109 Bailey Library

724-738-2012

Chairperson

Mark Campbell

Secretary

Jennifer Stroup

Faculty

Mark Campbell, Annette Salsovic, TBA, TBA

Academic Services Program

The Academic Services Department coordinates a wide range of programs such as the FYRST Seminar, Learning Community Clusters, Basic Mathematics, the Tutorial Center, the Math Emporium, the College Success Workshops, and academic advisement for all Exploratory/Undeclared students. The department also coordinates all re-admissions of students returning to the University.

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 are 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.

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.

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 Alcalá 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 an accredited, 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 about insurance options is available 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 scheduling a program or in becoming a peer educator should contact the Health Educator at 724-738-2251.

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.

Boost

Based upon the needs and students' desire to receive more information on stress reduction, Student Health Services is offering more services to support students' emotional well-being. One of those new programs is Boost! Boost is focused on the emotional and social wellness dimensions. This is a great way for students to connect with other students on campus and learn about campus resources. Students who participate in the program will be matched with a trained Boost Peer Coach. The participant will have the opportunity to meet weekly one-on-one with the Boost Peer Coach. Each session is unique to the participants needs and goals. Boost will offer problem solving assistance, offer decision making assistance and provide non-judgmental support. Boost will not provide formal therapy or clinical treatment and does not replace professional support. Boost is a free program open to all students. The reasons to sign-up for Boost vary, but examples include enhance or maintain personal wellness, manage time more efficiently, get connected or involved on campus and manage or reduce stress. For more information about Boost, please contact the Coordinator of Health Promotion at 724.738.4206.

Honors College

Office: 336 Patterson Hall

Phone: 724-738-4003

Email: honorscollege@sru.edu

Director

George P. Brown

Secretary

Rachelle Drake

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

honorscollege@sru.edu, or visit the website,

www.sru.edu/academics/honors.

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 Residence 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 sixteen 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.

For Graduate students who wish to live on campus, we offer traditional halls and residential suites. In addition, we do hold 20 beds in our ROCK Apartment area specifically for graduate students. The ROCK Apartment has a full kitchen, shared bathroom area and 4 single bedrooms. The apartments are fully furnished and do not require students to have a meal plan.

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 via www.places4students.com. Students who live off campus may contract to eat in the university dining facilities.

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 supports the mission of Slippery Rock University by developing collections and services that make the Library integral to the learning process, both within and beyond the classroom. The University has committed to an ongoing, multi-phased, renovation of Bailey Library to enhance the facility and better serve the needs of the 21st century academic student.

To succeed in its mission the library and its dedicated faculty and staff provide:

- A full range of resources and services supporting classroom instruction and distance education;
- Personal Librarians who offer individualized research assistance, maintain subject collections in areas of expertise, contribute specialized online resource guides, provide collaborative classroom instruction for

courses in every major at the University, and assist with reference inquiries in the Research Services area and one-on-one in their offices;

- Holdings which include print and electronic books, government documents, print and electronic journals, newspapers, DVDs, audio books, archival records and special collections;
- Recently updated formal and informal group and individual learning spaces for scholarly work and recreational reading;
- Interlibrary loan and document delivery services providing quick access to content that is not directly available through the Library's own collections and databases;
- Over 300 public access computers, including over 100 laptops that can be checked out for use anywhere in the building on the library's wireless network;
- The Technology Learning Center (TLC) offering students peer-to-peer assistance with technology issues encountered while completing assignments or while creating content in various software applications;
- A newly-renovated Instructional Materials Center (IMC) providing Education students with textbooks and audiovisual materials needed to teach in elementary or secondary school classrooms, as well as films and audio recordings for all members of the University community;
- A newly-renovated University Archives, containing collections and records of enduring research and historical value created by the University community;
- A newly-renovated Special Collections Room, providing students with hands-on access to rare books and collections related to Pennsylvania history, Japan, local authors, and much more;
- Electronic resources accessible from anywhere on the University network and from off-campus with appropriate network authentication;
- T&B Naturally, a popular café that offers organic pastries, smoothies, specialty coffee drinks, juices, bagel sandwiches, and other snacks items.

The library's collection is constantly evolving to stay current with the academic demands of the 21st century library. More information is available at <http://www.sru.edu/academics/bailey-library>.

Library hours of operation are posted on the Bailey Library homepage. For additional information contact the library at 724-738-2058.

Bailey Library Faculty provide university faculty and students with research and references services for all courses and subjects in the Academic Catalog. Information on how to contact them may be found on the library website, or via Bailey Library's Ask A Librarian portal: <http://sru.libguides.com/aalportal>.

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 presents 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 year 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 program managed by the Student Government Association, Inc. of Slippery Rock University. Services are available for children age three

to five of students, faculty, staff, and members of the Slippery Rock community. Children through age 12 are welcome for before and after-school care and for summer programs.

The Center is licensed by the Pennsylvania Department of Human Services and Department of Education and is accredited by the National Association for the Education of Young Children. It is a Keystone Stars STAR 4 rated site. The Center is the recipient of the PA Pre-K Counts and Federal CCAMPIS grants which provide free or reduced preschool to children based on financial need. The CCAMPIS grant is only available to the children of University enrolled students. In 2016, the Center was approved as a child care provider for both the Child Care Aware and GSA Subsidy military fee assistance programs. The Center employs one Master's level Director, three Master's level Head Teachers, three Graduate Assistants, and several undergraduate students majoring in education.

The Center is located at 007 McKay Education Building, and is open from 7:00 a.m. to 6:00 p.m., Monday through Friday. Service is provided year round. To contact, please call 724-738-2102.

Publications

SLAB, formerly Ginger Hill, is one of the oldest and distinguished college literary magazines in the country, but it's most notable for being one of the few literary magazines that is entirely edited and run by undergraduate students. Students gain experience producing a high quality magazine, by soliciting contributions of fiction, poetry, art and photography; selecting and editing works for publication; and helping develop the layout, design and typography for printing. Issued annually, SLAB is funded by the Student Government Association.

The Rocket is an independent, student-run newspaper serving Slippery Rock University. Students produce digital content every week and print editions are published monthly during the academic year. The Rocket produces award-winning content covering the campus community and beyond, and it serves as an outlet for student opinion through the editorial and letter-to-the-editor features. The Rocket provides an excellent experience for students whose career goals are in the areas of journalism, advertising, layout, 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, Dining Services, Conference Services, PNC Bank, Electronic Technology Center, Starbucks, SGA Bookstore, Rocky's Food Court, Quaker Steak & Lube, and the Student Development Suite

including Student Engagement & Leadership, Inclusive Excellence, Women's Center, Student Success, Cooperative Activities, 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.

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.

Office For Student Engagement & Leadership

The Office for Student Engagement and Leadership, located in the Student Center, serves as the premier outlet for students to learn about and explore opportunities to connect with peers and engage in co-curricular and leadership experiences at SRU. Their mission is to enhance the overall educational experience, through co-curricular programs, services, and involvement opportunities that transform the intellectual, social, physical, and leadership capacities of students. The Office oversees the following involvement areas: student organizations, fraternity and sorority life, leadership programs, First-Year Leader Scholar Program (FLSP), Student Government Association (SGA), University Program Board (UPB), Homecoming, and CORE, the University's online student engagement platform. To learn more about the various involvement areas and what's happening on campus, log into CORE at www.sru.edu/core, using your SRU username and password. For more information regarding the Office for Student Engagement and Leadership contact 724-738-2092 or leadership@sru.edu.

CORE

CORE is the University's online student engagement platform, and the ultimate way to Connect, Organize, Reflect, and Engage in leadership and involvement opportunities at SRU. Students can explore hundreds of ways to get involved at SRU. Students can learn about student organizations, find volunteer experiences, and discover leadership opportunities. They can also stay up-to-date with the latest happenings on campus through the Events Calendar and personal new feed. CORE also provides features for students to organize and manage their own involvement through a co-curricular transcript. Log into CORE at www.sru.edu/core, using your SRU username and password or contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu for more information.

FIRST-YEAR LEADER SCHOLAR PROGRAM

The First Year Leader Scholar Program (FLSP) is an opportunity for first year students to jump start their involvement by providing a series of workshops, and experiences that improve the participants' leadership skills and increase their visibility as emerging student-leaders on campus. Students in FLSP will meet with 20-25 other first-year students in weekly cohort meetings facilitated by FLSP Peer Mentors. The Peer Mentors are undergraduate students at SRU who have previously graduated from FLSP and are now pursuing the next level of leadership to develop future 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. To learn more about FLSP, log into CORE at www.sru.edu/core, using your SRU username and password or contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu.

FRATERNITIES AND SORORITIES

Slippery Rock University's national fraternities and sororities provide opportunities for personal and professional development, civic engagement, networking, leadership development, and academic enhancement. The Fraternity and Sorority Community at Slippery Rock University has played an active role on the campus since 1961, and continue provide numerous opportunities that enhance the SRU experience.

To learn more about the currently recognized fraternities and sororities listed below, log into CORE at www.sru.edu/core, using your SRU username and password or contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu.

North American Interfraternity Conference (NIC) Fraternities

- Alpha Sigma Phi
- Kappa Delta Rho
- Kappa Sigma
- Pi Kappa Alpha

- Phi Kappa Phi
- Sigma Tau Gamma
- Theta Chi
- Theta Xi

National Panhellenic Conference (NPC) Sororities

- Alpha Xi Delta
- Alpha Omicron Pi
- Alpha Sigma Tau
- Delta Zeta
- Sigma Sigma Sigma
- Phi Sigma Sigma

National Pan-Hellenic Council (NPHC) Fraternities and Sororities

- Kappa Alpha Psi Fraternity, Inc.
- Zeta Phi Beta Sorority, Inc.

HOMECOMING

Slippery Rock University Homecoming is one of the oldest campus traditions and is a celebration of the University community, including students, alumni, family, and friends. The student Homecoming experience is led by a steering committee of undergraduate students who are responsible for coordinating and implementing a week-long series of events and activities. Festivities include Spirit Board and Window Painting competitions, Homecoming King and Queen, Pep Rally, Fireworks, Parade, Tailgate Festival, Football Game, and more!

To learn more about all that Homecoming has to offer or how to get involved with the Homecoming Steering Committee, contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu or log into CORE at www.sru.edu/core, using your SRU username and password.

STUDENT GOVERNMENT ASSOCIATION

The main goal of the SGA is to advocate for, represent, and support the students of Slippery Rock University to enhance the student experience. All students, by virtue of their undergraduate registration and payment of fees, are members of the Student Government Association (SGA).

The Student Senate is the central representative and legislative organization of SGA. 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 SGA constitution. The SGA Senate is the main link between the student body and University Administration. All Senate meetings are open to the public.

To learn more about the SGA visit www.srsga.org or log into CORE at www.sru.edu/core, using your SRU username and password.

STUDENT ORGANIZATIONS

SRU offers over 200 recognized student organizations empowering students to explore a wide variety of involvement opportunities revolving around advocacy, governance, media, marketing culture, religion, service, arts, sports, and more. Student organizations serve to enhance your education and offer a forum for leadership development, critical reflection, and civic engagement. Students who are involved in a student organization enhance their experience by

meeting new people, developing leadership skills, pursuing their passions, gaining valuable knowledge, and contributing to the Slippery Rock University community and beyond. To learn more about the various organizations available at SRU, log into CORE at www.sru.edu/core, using your SRU username and password or contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu.

UNIVERSITY PROGRAM BOARD

The University Program Board (UPB) is a student-run organization that brings a variety of entertainment and educational programs to campus. It is the major source for campus events and activities. UPB 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 and Comedians, University Events, Special Events, Speakers, and Marketing. Most events are free of charge for SRU students. All students are encouraged to become a part of this exciting organization and help create campus entertainment. To learn more about the UPB visit www.srupb.com/, or log into CORE at www.sru.edu/core, using your SRU username and password.

ACADEMIC HONOR SOCIETIES

Slippery Rock University offers a number of academic and professional honor societies that recognize students who excel academically or in their leadership within specific disciplines. To learn more about the currently recognized honors societies listed below, log into CORE at www.sru.edu/core, using your SRU username and password or contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu.

Anthropology/Sociology Honorary is an academic group for students with an emphasis/minor in sociology or anthropology that promotes excellence and engagement in social/intellectual activities.

Beta Beta Beta is an honorary for students interested in the biological sciences. The purpose of the organization is to promote scholarship in the biological sciences, to further the dissemination of biological knowledge, and to encourage research. Tri Beta provides service and learning opportunities outside of the classroom for students to further their learning in the field of biology.

Kappa Delta Pi fosters excellence in education and promotes fellowship among those dedicated to teaching. The organization recognizes education majors who are either in or entering into their sophomore year at SRU.

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.

National Honor Society for Dance Arts a program of the National Dance Education Organization, created to recognize outstanding artistic merit, leadership, and academic achievement in students studying dance.

Order of Omega recognizes fraternity and sorority members who have attained a high standard of leadership and academic achievement. It strives for excellence by bringing together the most representative fraternity and sorority members with faculty, staff and alumni of the institution.

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 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.

Pi Sigma Alpha is an upper division, specialized honor society for undergraduate and graduate students currently enrolled in programs of political science. Students must have completed half of the credits required towards their baccalaureate degree and hold a GPA in the top-third of their academic class.

Sigma Gamma Epsilon recognizes scholarship and professionalism in the Earth Sciences. It has for its objectives the scholastic, scientific, and professional advancement of its members and the extension of relations of friendship. Eligible students have completed at least 10 semester hours or 15 quarter hours in Earth Science courses and has maintained a minimum 3.0 GPA.

Sigma Tau Delta is an International English Honor Society, recognizing high achievement in English language and literature in undergraduate, graduate, and professional studies. Candidates for **membership** must have completed a minimum of two college courses in English language or literature beyond the usual requirements in freshman English, a minimum of a B or equivalent average in English and in general scholarship, must rank at least in the highest thirty-five percent of his/her class, and must have completed at least three semesters.

Theatre Productions

The Department of Theatre sponsors an active co-curricular program, and encourages students from across the university community to participate in productions. Each year, it presents a season of faculty-directed productions: a balance of Broadway hits, new plays, and classics of the world theatre. An additional lab theatre space allows students to direct and produce their own work as well.

Participation in the program is open to any interested student and is not confined to theatre majors. Auditions for productions are held throughout the academic year.

Tuition, Fees, & Financial Policies

Note: *The most current information on graduate tuition and fees may be found online at the Office of Student Accounts.*

By accepting admission to the Slippery Rock University, the student agrees to pay the fees and charges assessed by the university. Tuition, fees and other charges are subject to change at any time. Students cannot enroll in classes, receive transcripts of coursework taken while at the university, or graduate from the university unless all fees are paid. Past due account balances are submitted to the Attorney General's office for collection. If any account is submitted to a collection agency to assist in collecting the account, the student is responsible for any/all collection costs associated with this account. Payment of fees can be made in a variety of ways either in full or through installment payment plans (fee involved).

- [Tuition Fees & Financial Policies](#)

The University

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The University

Slippery Rock University of Pennsylvania, one of 14 state-owned institutions that comprise Pennsylvania's State System of Higher Education, 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.

Core Values

Student Success

We value students as the center of all that we do and support a climate that celebrates each person's success. We believe that, as a public regional university, our role is to transform our students to enable them to be economically and socially mobile.

Excellence

We value excellence in teaching, research, scholarship, creative endeavors, student services and in all aspects of the University's operations to ensure institutional effectiveness and efficiency. We value excellent curricula and co-curricular experiences, together with high expectations of our students, in order to stimulate student success.

Intellectual freedom, integrity and free expression

We value and uphold the right of all in our academic community to speak and write freely. We expect all who study, teach and work within the University to uphold the highest ideals of scholarly responsibility. We value honesty, integrity, fairness, and respect in creating, debating and disseminating intellectual and creative works. As such, we believe that all perspectives deserve fair scrutiny in the marketplace of ideas in a civil, fair and thoughtful manner.

Innovation

We value the discovery and application of knowledge in teaching and learning and in developing innovative systems. We believe in offering educational programs that anticipate future needs, teach state-of-the-art competencies and use modern evidence-based pedagogies. We strive to promote and adopt productive cutting-edge curriculum, technology, structures and processes throughout the enterprise.

Diversity, Inclusion and equity

We value a diverse campus community that enriches our students' intellectual and social growth. We strive to build and support a community that fully reflects the rich diversity of the commonwealth. We welcome all qualified individuals to SRU and will work to ensure that our enrollment, employment and advancement processes are open, unhindered and free of barriers. We seek an inclusive campus and equitable outcomes for students and employees alike.

Openness, shared governance and accountability (combines two concepts)

We value shared decision making and promote a campus culture in which information is widely shared, broad participation is encouraged, decision making processes are clear and feedback is valued. We uphold our commitments to shared governance. We value transparency of information and process, collaboration in resolving significant issues of mutual interest and ethical decision-making. We will be publicly accountable for the quality of our work and will seek to steward University resources effectively.

Social Responsibility

We value the importance of fostering citizenship to promote the public good, environmental sustainability, global understanding and informed civic engagement. We will leverage our intellectual and financial resources in order to

educate our students and the public about sustainability, global awareness and civic responsibility and operate the University as sustainably as possible.

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 Council for Occupational Therapy Education (ACOTE)

The entry-level occupational therapy doctoral degree program at Slippery Rock University has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Accreditation Commission on Collegiate Nursing Education (CCNE)

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

Provisional Accreditation as of 03/2016

American Chemical Society

American Physical Therapy Association (APTA)

Commission on Accreditation of Allied Health Education (CAAHEP)

Commission on Accreditation of Athletic Training Education (CAATE)

Council on Social Work Education

College of Education

American Council on the Teaching of Foreign Languages

Council for the Accreditation of Educator Preparation (CAEP)

Pennsylvania Department of Education (PDE)

College of Business

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

SRU's campus is located in Slippery Rock, a borough in northern Butler County, Pennsylvania, that is a safe and friendly community of approximately 3,500 residents. SRU is less than an hour's drive north of Pittsburgh, one hour south of Erie and 45 minutes east of Youngstown, Ohio. Two major interstate highways, I-79 and I-80, intersect seven miles from the University, making the campus easily accessible.

Students

Three quarters of Slippery Rock University's more than 8,800 students are from western Pennsylvania, with Pittsburgh and other cities in Allegheny County providing the largest number of students. Another 13 percent of students come from central and eastern Pennsylvania. The remaining 11 percent are out-of-state students, as students from 46 states and 35 countries are represented among the student body.

Faculty

The approximately 464 full- and part-time 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 full-time or tenure-track faculty, 49 percent are male and 51 percent are female and 19 percent are members of ethnic groups. In addition, 85 percent of all full-time faculty are tenured or occupy tenure-track positions, and 92 percent of full-time tenure or tenure-track faculty have earned a doctoral or other terminal degree.

Campus

Slippery Rock University's gorgeous 660-acre campus is located in the rolling countryside of western Pennsylvania. More than 30 major buildings and 64 total facilities blend traditional and modern architecture, providing an optimal living and learning environment.

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 collection, 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.

Other facilities include, Swope Music Hall, designed as both a performing and learning center; Vincent Science Hall, with laboratories, classrooms and a greenhouse; and Morrow Field House, 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, auditoria and other specialized classrooms.

Buildings erected since 2001 include the Physical Therapy, housing the Graduate School of Physical Therapy, and the Advanced Technology and Science Hall, which houses the Computer Science; Chemistry; and Geography, Geology and the Environment departments. Recent renovations include the Strain Safety Building, which underwent a \$6.5 million upgrade in 2018. The University opened the Harrisville Building in 2016 in nearby Harrisville, Pennsylvania, to house the physician assistant and occupational therapy programs.

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. Additionally, upper class students can reside at the ROCK apartments, an eight-building complex with 188 beds. Privately owned residence halls, apartments and other types of living accommodations are available off-campus.

There are two dining halls, Weisenfluh and Boozel, as well as the 107,000-square-foot Smith Student Center that includes dining options like Starbucks and Quaker Steak and Lube, as well as a ballroom, theatre, book store, conference rooms, a PNC Bank and other offices and amenities.

Grants, Research and Sponsored Programs

Office: Old Main

Phone: 724-738-2045

Email: 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 Student Research, Scholarship and Creative Achievement (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 Achievements 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

SRU's Leadership Development Center (LDC) provides exceptional programs that engage students, faculty, staff, and community members through experiential learning opportunities. The staff at the LDC is comprised of both professional and student workers who bring a variety of expertise, knowledge, and diversity to our team. Programming at the LDC includes experience-based academic labs, student engagement, leadership & professional development workshops, and staff retreats, just to name a few! Each of these experiences is unique and customized for the groups we serve.

Our programming is complemented by our facilities: a 2,200 sq. ft. training center, a military designed leadership reaction course, a wooded leadership trail, and a 35' climbing tower and challenge course - with a zip line! As a resource to the entire campus and the greater Slippery Rock community, the LDC is here for your group. Lodging is also available in the summer.

University Advancement - Alumni Engagement

Russell Wright Alumni House

Director

Kelly Bailey

Assistant Director

Tracy Allison

Secretary

Lisa Luntz

Slippery Rock University has more than 69,000 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 eighteen scholarships. Seventeen 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 Brua Williams Scholarships for women elementary education majors, Alumni Association Scholarship, and the Addison Scholarships 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.rockalumni.com or at www.sru.edu and then clicking on Alumni.

Contact Information

Whom to Contact at Slippery Rock About ...

Academic Records & Registration - Office of Academic Records & Registration 724-738-2010

Admissions (Graduate) - Office of Graduate Admissions 724-738-2051

Alumni - Office of Alumni Affairs 724-738-2018

Athletics - Office of Intercollegiate Athletics 724-738-2021

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 Liberal Arts 724-738-4863

Counseling - Student Counseling Center 724-738-2034

Diversity and Equal Opportunity 724-738-2016

Financial Aid - Office of Financial Aid 724-738-2044

Health Center - Health Services 724-738-2052

Information Technology 724-738-2800

International Student Information - Office of International Services 724-738-2057

Inclusive Excellence 724-738-2700

Residence Halls - Office of Housing 724-738-2082

Scholarships - Office of Financial Aid 724-738-2044

Student Activities/Organizations/Services/Student Life -
Office for Student Engagement and Leadership 724-738-2092

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