

# Catalog Home

## To Apply:

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Call: 724-738-2051 or Toll-Free: 877-SRU-GRAD  
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Office of Graduate Admissions  
1 Morrow Way  
124 North Hall Welcome Center  
Slippery Rock, Pennsylvania 16057-1326

## Rock Solid Education

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

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

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 statements 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.

## EEO Policy

Slippery Rock University is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to gender, race, color, national and ethnic origin, age, disability or other legally protected classes. This policy is placed herein in accordance with state and federal laws including Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Please direct affirmative action inquiries to the Office of Diversity & Equal Opportunity, Slippery Rock University of Pennsylvania, Slippery Rock, PA 16057. Telephone: 724-738-2016.

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## Academic Policies

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

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## Academic Integrity

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

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

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

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

## Attendance Policy

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

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

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

## Academic Complaints

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

## Course Information

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

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

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

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

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

## Drop, Add, Withdrawal

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

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

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

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

## Final Examinations

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

## Grading System

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The following grading system is used in graduate studies:

A - High quality graduate work

B - Satisfactory graduate work

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

D - Unacceptable graduate work

I - Incomplete (becomes a "W" if not completed by faculty deadline. All incompletes must be completed within 12

months, except for thesis)

F - Failure

W - Withdrawal

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

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

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

The formula for quality point calculation is as follows:

QPA = quality points earned divided by number of semester hours attempted Graduate courses in which a letter grade of "C" or less was earned on the first attempt may be repeated. No course may be repeated more than once. Permission to repeat a course shall be granted with the approval of both the advisor and the graduate coordinator of the student's program. A student may repeat a total of three 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 sciences. (When a student repeats a course, only the grade earned on the most recent attempt is used in the QPA calculation.) A grade of "I" is not a permanent grade. An incomplete grade for a course must be removed within one calendar year and an incomplete grade for thesis must be removed within the six-year statute of limitations. Unless the instructor has submitted a change of grade prior to the expiration of the specified time limit, the grade of "I" will automatically be converted to a grade of "W". A grade of "I" for thesis will remain an "I" grade until the requirements are met and a grade change has been submitted.

## Notice of Consumer Information Web Site and <sup>^</sup>TOP 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: <http://www.sru.edu/pages/12853.asp> (Including campus crime statistics, graduation rates, and Students Rights to Privacy.)

## Notice Designating Directory Information <sup>^</sup>TOP

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

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

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

Currently enrolled students have the opportunity to withhold disclosure of all 14 categories of information under the Family Educational Rights and Privacy Act of 1974. The University will not partially withhold this information, so students are advised to think carefully before requesting non-disclosure. To withhold disclosure, written notification must be received in the Office of Academic Records and Summer School, Slippery Rock University, Slippery Rock, PA 16057 prior to the end of the second week of each semester/summer session. Forms requesting the withholding of "Directory Information" are available in the Office of Academic Records and Summer School, Room 107, Old Main.

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

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

## Probation and Suspension

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

## Registration Procedures

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

## Senior Citizens

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Senior citizens (typically persons 62 or older who are receiving social security or equal retirement benefits) may take courses on an "audit" basis at no cost at Slippery Rock University on a space available basis. Senior citizens that take courses for credit will have their tuition waived but must pay all university fees. Senior citizens must provide proof of retirement, name, address, and social security number in order to complete registration. Senior citizens may register for classes beginning one week prior to the start of the semester/term. For more information contact the Office of Academic Records and Summer School, 724/738-2010.

## Statute of Limitations

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

## Student Responsibility

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

## Thesis

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

## Transcript

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

## Course Descriptions

### **CDEV 590 - Ethics in the Helping Professions**

This course will explore ethical philosophy, principles, and professional standards as they relate to working in the fields of counseling and student affairs administration. 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 and/or students. A central goal of this 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 of the counseling and student affairs professions (ACA, ACPA, NASPA, ACSA codes of ethics).

Credits: 3

### **CDEV 595 - Workshops**

Special topics of interest to graduates, upper level undergraduates and selected community members.

Credits: Variable

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

Varies.

Credits: 3

### **CDEV 602 - Introduction to Student Personnel in Post-Secondary Education**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **CDEV 608 - Law in Post Secondary Education**

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

Credits: 3

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

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

Credits: 3

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

This course provides community and school counselors with a presentation of family systems theory in education, consultation, and counseling with families in both school and agency settings. The course explores the

theoretical and historical foundations of family systems theory and the

**Prerequisites & Notes**

CDEV 670 or permission of instructor.

Credits: 3

**CDEV 612 - Group Counseling**

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

Credits: 3

**CDEV 613 - Introduction to School Counseling**

This course consists of two components. The first is an overview of guidance with emphasis on the nature of school counseling, principal roles of the counselor, and the counseling services. The second is a laboratory designed for the acquisition of counseling techniques.

Credits: 3

**CDEV 614 - Counseling Techniques**

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

Credits: 3

**CDEV 615 - Introduction to Community Counseling**

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

Credits: 3

**CDEV 616 - College Student Development**

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

**Prerequisites & Notes**



CEDP 610.

Credits: 3

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

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

Credits: 3

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

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

#### **Prerequisites & Notes**

CDEV 610 - Lifespan Development

Credits: 3

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

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

#### **Prerequisites & Notes**

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

Credits: 3

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

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

Credits: 3

### **CDEV 621 - Counseling Diverse Populations**

A study of the behavior and psychodynamics of ethnic minority groups in the United States of America. This course covers both overall socialization issues as well as behavioral patterns related to the special ethnic groups of Blacks,

Hispanics, Native Americans, Asian Americans and others.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

#### **Prerequisites & Notes**

Prerequisites: CDEV 610

Credits: 3

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

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

**Prerequisites & Notes**

Prerequisites: CDEV 631

Credits: 3

**CDEV 636 - Counseling the Addict**

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

**Prerequisites & Notes**

CDEV 670 and CDEV 626.

Credits: 3

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

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

Credits: 3

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

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

**Prerequisites & Notes**

Prerequisites: CDEV 642

Credits: 3

**CDEV 670 - Counseling Theory**

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

Credits: 3

**CDEV 678 - Psychology of Learning and Instruction**

The analysis and discussion of theories of psychology (especially affective and cognitive learning theories) and their relationships to contemporary problems in American education.

Credits: 3

### **CDEV 680 - Principles of Appraisal**

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

#### **Prerequisites & Notes**

SEFE 602.

Credits: 3

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

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

#### **Prerequisites & Notes**

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

Credits: 3

### **CDEV 690 - Experimental**

Varies.

### **CDEV 695 - Workshop**

Varies.

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

Varies.

### **CDEV 699 - Research and Evaluation in Counseling**

A study of the appropriate procedures of research emphasizing experimental design, evaluative techniques, statistical measures, interpretations, and reporting of research.

#### **Prerequisites & Notes**

SEFE 602.

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.

Credits: 3

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

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

#### **Prerequisites & Notes**

CEDP 685 or 670. Approval of graduate coordinator.

Credits: 3

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

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

#### **Prerequisites & Notes**

CEDP 701 and permission of graduate coordinator.

Credits: 3

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

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

#### **Prerequisites & Notes**

All course work except CEDP 611, 678 and 750.

Credits: 3

### **CDEV 705 - Student Personnel Practicum**

Designed to involve students in the daily operations of a student affairs program in a higher educational environment; enhance student understanding and awareness of the philosophy and practice of student affairs work including, but not limited to, student clientele characteristics, organizational/staffing patterns, budgeting procedures, physical facilities, evaluative techniques, and a host of policies and procedures that normally govern the operation of a student affairs office.

Credits: 3

### **CDEV 710 - Leadership and the Administrative Process**

Introduction to the theory and practice of educational administration. The course is concerned with the competencies for managing effective schools and increasing individual and group productivity. Theories and research findings that guide sound management practice will be covered.

Credits: 2

### **CDEV 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

### **CDEV 712 - Instructional Supervision for the School Administrator**

An introduction to instructional supervision through a review of teaching and learning theory, human development, human relations, staff development, administration, and evaluation.

Credits: 1

### **CDEV 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

### **CDEV 714 - School Finance**

This course is designed to provide the candidate with the basic principles of school finance, accounting procedures, and school business management.

Credits: 1

### **CDEV 715 - Administrative Ethics and School Law**

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

Credits: 1

### **CDEV 717 - Practicum in School Administration I**

This is the first of two, one credit practicum experiences required for the Principalship Certificate. The course is designed to provide candidates with practical experiences under supervision from an in-field mentor administrator and a university mentor. The candidate will be engaged in a seventy-five (75) hour practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor. This course is designed to be ongoing throughout the first semester. It is separate from the field

experiences required of each theme, but hours from the Practicum can be utilized to gain a deeper practical understanding of any of the themes or their corresponding modules.

Credits: 1

### **CDEV 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

### **CDEV 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

### **CDEV 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

### **CDEV 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

### **CDEV 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

### **CDEV 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

### **CDEV 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

### **CDEV 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

### **CDEV 750 - School Counseling Internship**

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

#### **Prerequisites & Notes**

All course work including School Counseling Practicum, except for CEDP 699 and approval by School Counseling Program Coordinator based on consideration of student's background, previous experience, and demonstrated readiness to undertake responsibilities



Credits: 2, 3 or 6

### **CDEV 751 - Community Counseling Internship**

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

Credits: 3-6

### **CDEV 753 - College Student Personnel Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in a wide range of student affairs professional activities in an approved college student affairs setting. Prerequisites: Approval by program coordinator based on consideration of student's background, previous experience, and demonstrated readiness to undertake responsibilities involved in the internship. Proof of insurance is required.

Credits: 3

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

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

#### **Prerequisites & Notes**

Prerequisites: CEDP 705

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

Credits: 3

### **CDEV 800 - Thesis**

As arranged.

Credits: 3 to 6

### **ELEC 590 - Experimental**

Varies.

### **ELEC 595 - Workshop**

Varies.

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

Varies.

Credits: 1-3

### **ELEC 608 - Foundations of Literacy**

A survey of the research history, approaches, current trends and practical applications of teaching-learning theories of reading instruction. Areas such as comprehension instructional programs, teaching strategies, and skill development are considered.

Credits: 3

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

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

Credits: 3

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

This course stresses the importance and necessity of continuing reading instruction throughout the upper elementary, middle and secondary school years. The objectives of middle and secondary school programs, the characteristics of the students in them, and the skills to be taught are considered, as is the significance of reading skills to the various content areas.

Credits: 3

### **ELEC 622 - Understanding Reading Difficulties**

A study of the causes and methods of correcting reading disabilities of a non-clinical nature. A course designed to familiarize the prospective reading teacher with the various kinds of assessment used in the diagnosis and remediation of reading difficulties.

#### **Prerequisites & Notes**

ELEC 608, 610 and 612 and current child abuse and criminal clearances as required for teachers by the States of Pennsylvania Department of Education.

Credits: 3

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

A laboratory course designed to give the student an opportunity to gain competence in selecting, administering, and interpreting a variety of formal and informal assessment measures. The student will design and implement a program to help students with reading difficulties.

#### **Prerequisites & Notes**

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

Credits: 3

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

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

#### **Prerequisites & Notes**

Select one from SEFE 602, and SEFE 696

Credits: 3

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

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

#### **Prerequisites & Notes**

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

Credits: 3

### **ELEC 631 - Trends in Elementary School Language Arts**

Language arts instruction in the elementary school; creative, functional and corrective approaches.

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 in the Elementary School**

Designed to familiarize the teacher with current elementary programs in mathematics with emphasis on recent research and recommended practices.

Credits: 3

### **ELEC 638 - Curriculum Materials for Elementary Science**

Emphasis is on the construction of teaching aids which may be used to develop scientific concepts taught in the elementary school; a study of materials for teaching science.

Credits: 3

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

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. Representative technologies include microcomputer and videodisc applications. Laboratory experiences.

Credits: 3

### **ELEC 661 - Perspectives in Mathematics and Science Education**

Current issues in mathematics and science education will be examined, such as content specialists at the elementary level. Standards set forth by national associations, the science/technology/society theme, misconceptions in mathematics and science, minorities and females in mathematics and science, and programs for special populations.

#### **Prerequisites & Notes**

ELEC 636 or 638

Credits: 3

### **ELEC 664 - Problem Solving in the Elementary School**

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 690 - Experimental**

Varies.

### **ELEC 695 - Workshop**

Varies.

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

Varies.

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

As arranged.

Credits: 3

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

Students will participate in a practicum experience under the direction of a faculty member. Practicum experiences will include involvement in a research project, developing and/or presenting in-service sessions, participating at meetings of professional organizations, or other similar experiences. Students will share results of these experiences in a colloquium setting.

**Prerequisites & Notes**

ELEC 636, 638 and at least one from ELEC 660, 661, and 664

Credits: 3

**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.

Credits: 3

**ENGL 590 - Experimental**

Varies.

**ENGL 595 - Workshop**

Varies.

**ENGL 598 - Selected Topics**

Varies.

Credits: Up to 6

**ENGL 601 - Research in the Discipline**

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

Credits: 3

**ENGL 602 - Introduction to Rhetoric**

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

**Prerequisites & Notes**

Graduate standing or consent of instructor.

Credits: 3

**ENGL 603 - Literary Criticism**

The study of literary criticism and aesthetic theory.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

A study of literary texts of the 19th century.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

American literature from 1945 to the present.

Credits: 3

### **ENGL 620 - Linguistics**

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

Credits: 3

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

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

**Prerequisites & Notes**

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

Credits: 3

**ENGL 651 - Seminar in Shakespeare**

An intensive reading of Shakespeare

Credits: 3

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

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

**Prerequisites & Notes**

Graduate standing or consent of instructor.

Credits: 3

**ENGL 653 - Seminar in World Literature**

Critical analysis of works from various countries and cultures.

Credits: 3

**ENGL 654 - Seminar in Professional Writing**

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

Credits: 3

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

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

Credits: 3

**ENGL 656 - Seminar in Visual Rhetoric**

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **ENGL 690 - Experimental**

Varies.

### **ENGL 695 - Workshop**

Varies.

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

Varies.



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

As arranged.

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**

As arranged.

Credits: 3

### **ERS 561 - Worksite Wellness Promotion**

This course is designed to provide current information in the area of wellness and health promotion in various workplace settings. An overview of various concepts and issues relating to worksite wellness programs will be discussed. Guidelines for planning, implementing, and evaluating successful programs will be analyzed.

Credits: 3

### **ERS 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

### **ERS 595 - Physical Education Workshop**

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.

Credits: 3

### **ERS 598 - Selected Topics**

Contact the department for further information.

### **ERS 607 - Spirituality and Wellness**

This course is designed to explore self-awareness, apply personal insight to the workplace by identifying better ways to serve oneself and one's environment, to explore current research regarding spirituality and medicine as it relates to exercise and wellness, and to learn how to integrate spiritual practices into one's personal and professional life. This course teaches students to think creatively about the meaning and application of the spirituality component of wellness and how it relates to their careers and lives.

Credits: 3

### **ERS 656 - Psychomotor Assessment of Special Populations**

Assessment techniques and evaluation tools will be presented, critiqued, and administered to special populations which will provide the learner with competencies and knowledge base necessary to assess the motor characteristics of special populations.

Credits: 3

### **ERS 657 - Psychomotor Intervention Strategies for Special Populations**

This course is designed to develop student competencies in the development and implementation of psychomotor programs for special populations. Utilizing the developmental model, assessment, placement, IEP development, and appropriate program selections will be made based on the unique needs of the special populations.

Credits: 3

### **ERS 667 - Biomechanical Analysis of Advanced Sport Skills**

A study of the anatomical and physical principles of human motion with respect to the performance of various sport activities. Specific attention is directed to instruments available to conduct research in motion analysis, ultimately preparing physical educators and athletic coaches to be more effective and more efficient in the evaluation of human motion through the concepts and methods of motion analysis learned in this course. (

Credits: 3

### **ERS 670 - 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

### **ERS 673 - Nutritional Aspects of Human/Athletic Performance**

This course is designed to provide a comprehensive and up-to-date study of nutrition and human performance. Emphasis will be on the facts and principles of nutrition, the nutritional requirements of athletes, and the effect of proper nutrition on physical performance and fitness. The course will examine and evaluate the validity of claims concerning nutritional supplements and special dietary modifications for enhancing physical performance.

Credits: 3

### **ERS 675 - Advanced Physiological Concepts Related to Exercise**

A study made of the immediate and chronic physiological changes in the human organism which accompany physical exercise and the implication of these changes for physical education and training programs.

**Prerequisites & Notes**

Student should have an undergraduate level course in the Physiology of Exercise.

Credits: 3

**ERS 680 - Health Fitness Program Management**

This course provides the knowledge base to effectively design, market and manage health fitness programs in a variety of medical, corporate and commercial facilities. A wide range of administrative practices and operational issues encountered in managing health fitness facilities will be presented.

Credits: 3

**ERS 682 - Fitness Assessment and Exercise Prescription**

This course presents concepts and practice techniques associated with evaluating physical fitness and prescribing safe and effective exercise programming. The concepts and techniques will include screening, health risk appraisal, and fitness assessment as required for prescribing exercise programs for individuals without disease or with controlled disease. In addition, students will prescribe exercise programs for individuals of differing ages, health status, and occupational status.

**Prerequisites & Notes**

Undergraduate Exercise Physiology or by permission of instructor.

Credits: 3

**ERS 684 - Pediatric Exercise Science**

This course provides students with information pertaining to the health, physical activity and physical fitness status of children and adolescents. Physiological responses to exercise, methodologies for assessing physical fitness and physical activity, and promotion of physical activity will be discussed. Current research in various topics related to exercise in children and adolescents will be explored.

**Prerequisites & Notes**

ERS 375

Credits: 3

**ERS 685 - Fundraising/Grant Writing in Adapted Physical Activity**

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

Credits: 3

**ERS 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

### **ERS 695 - Workshop**

Varies.

### **ERS 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.

Credits: 3

### **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.

Credits: Up to 6

### **ERS 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

### **ERS 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

### **ERS 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

### **ERS 767 - Motor Control and Learning**

This course explores the scientific basis for the teaching and practicing of motor tasks and related components of motor skill. It recognizes the contributions of anatomy, physiology, anthropology, and psychology in an attempt to link these basic sciences with the acquisition of human motor performance.

Credits: 3

### **ERS 773 - Exercise Management of Chronic Disease and Disorders**

This course is designed to provide the theoretical basis and practical skills to evaluate fitness and provide safe and effective exercise programming. Exercise management will be emphasized for all populations including apparently healthy, increased risk, and those diagnosed with chronic diseases and disorders.

Credits: 3

### **ERS 795 - Workshop**

Varies.

Credits: Variable

### **ERS 799 - Research Methods**

A study of research methodology entailing critical analysis of available research. Specific attention is directed to formal written communication using a prescribed format.

Credits: 3

### **ERS 800 - Thesis**

A treatise pertaining to an Exercise Science related topic under the supervision of a major thesis advisor and graduate faculty committee, resulting in a formal defense and a bound publication of the thesis.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 590 - Experimental**

Varies.

### **HIST 595 - Workshop**

Varies.

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

Varies.

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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



Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **HIST 690 - Experimental**

Varies.

### **HIST 695 - Workshop**

Varies.

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

Varies.

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

As arranged.

Credits: 1 to 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3 to 6

### **HIST 800 - Thesis**

To be selected by those students desiring to do a project or thesis in history or to satisfy the requirements for a seminar.

Credits: 3 to 6

### **NURS 510 - Cardiovascular Function: Assessment and Treatment**

Emphasis is on the pathophysiological changes in coronary artery disease and the major mechanisms used to diagnose, monitor, and treat the alterations. Normal and abnormal EKG interpretation and medical and surgical management are presented. The role of a health team approach with the responsibilities of multiple professional groups will also be

addressed.

**Prerequisites & Notes**

Human Anatomy and Physiology or permission of instructor. Registration is limited to persons without ICU/CCU/Telemetry training.

Credits: 3

**NURS 511 - Advanced Healthcare Informatics**

Designed to provide students with an in-depth analysis of healthcare informatics. Emphasis will be on developing a comprehensive understanding of the use of information systems in health care. Topics covered include health care data, information and knowledge, health care classifications and coding systems, decision analysis, computer based patient records, computer networks used in health care, design and implementation of health care systems and use of ethical, and legal principals with information systems. In this course the focus is on applying computer, information and health care concepts to real world problems in health care.

Credits: 3

**NURS 590 - Experimental**

Varies.

Credits: 3

**NURS 595 - Workshop**

Varies

Credits: 3

**NURS 598 - Selected Topic**

Varies.

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 605 - Evolution of Nursing Theory**

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

Credits: 3

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

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

**Prerequisites & Notes**

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

Credits: 3

**NURS 614 - Family and Community Perspectives**

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

**Prerequisites & Notes**

Must be taken concurrently with NURS 620.

Credits: 3

**NURS 615 - Advanced Health Assessment**

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

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

**Prerequisites & Notes**

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

Credits: 2

**NURS 616 - Advanced Health Assessment Practicum**

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

**Prerequisites & Notes**

NURS601. Fall annually and as needed.

Credits: 1

**NURS 620 - Clinical Decision Making I**

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

**Prerequisites & Notes**

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

Credits: 2

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

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

**Prerequisites & Notes**

NURS 615. Spring annually and as needed.

Credits: 1

**NURS 630 - Clinical Decision Making II**

This course focuses upon birth through adolescence in regard to health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions. All dimensions of development and the total health of the child and family are considered.

Course theory seeks to expand the practitioner's base of knowledge and understanding while clinical practicum provides an opportunity for the application of learning and the enhancement of decision-making skills. Opportunity is provided for the development of skill in selected therapeutic interventions related to health care of the client from birth through adolescence. The course provides for expansion of knowledge for application in working with clients, families, and colleagues in clinical practice. Collaboration with other health care providers is fostered. Three lecture hours weekly. The course must be taken concurrently with NURS 631 and NURS 632.

**Prerequisites & Notes**

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

Credits: 3

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

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

**Prerequisites & Notes**

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

Credits: 1

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

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

**Prerequisites & Notes**

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

Credits: 2

**NURS 640 - Clinical Decision Making III**

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

**Prerequisites & Notes**

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

Credits: 3

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

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

#### **Prerequisites & Notes**

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

Credits: 1

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

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

#### **Prerequisites & Notes**

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

Credits: 1

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

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

Credits: 3

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

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

Credits: 3

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

This course emphasizes the use of ethical and legal frameworks in nursing administration. The role of nursing as a "women's system" is explored as it has evolved as a major health care profession. Nursing administration is examined by studying the nurse as a leader who deals with basic managerial issues and organizational situations. This course

provides the student with information and guidance in methods of creative problem solving, decision-making, and conflict management. Spring annually.

Credits: 3

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

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

Credits: 3

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

This course provides the student with the opportunity to apply administrative concepts, principles, and strategies to the role of nurse administrator. It focuses on the nurse administrator as a leader, planner, organizer, and professional. Responsibilities as a nurse leader are addressed as they relate to all aspects of professionalism. Students investigate planning as an important component of management as well as organizational activities of the nurse administrator. The course focuses on the administrator's role in professional development of self and health care staff. It emphasizes the integration of theoretical approaches to nursing administration in the health care setting. Clinical practicum provides the student with the opportunity to apply theoretical knowledge to the role of nurse administrator. This course must be taken concurrently with NURS 661.

#### **Prerequisites & Notes**

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

Credits: 3

### **NURS 661 - Nursing Administration Role Seminar**

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

#### **Prerequisites & Notes**

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

Credits: 1

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

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



Credits: 3

### **NURS 676 - Educational Strategies in Nursing**

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

Credits: 3

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

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

Credits: 3

### **NURS 690 - Experimental**

Varies.

Credits: 3

### **NURS 695 - Workshop**

Varies.

Credits: 3

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

Varies.

Credits: 3

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

Varies.

Credits: 3

### **NURS 750 - Internship**

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

**Prerequisites & Notes**

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

Credits: 3 to 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.

**Prerequisites & Notes**

NURS 605 and 610. Annually.

Credits: 3 to 6

**PE 560 - Physical Education Symposium**

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

Credits: 1 to 3

**PE 576 - Stress Management**

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

Credits: 3

**PE 590 - Experimental**

Varies.

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.

Credits: 3

### **PE 595 - Workshop**

Varies.

Credits: 3

### **PE 598 - Selected Topic**

Varies.

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 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 690 - Experimental**

Varies.

Credits: 3

### **PE 695 - Workshop**

Varies.

Credits: 3

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

Varies.

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.

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 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 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

**PHTH 540 - PT Procedures**

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

Credits: 2

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

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

Credits: 2

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

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

Credits: 3

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

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

Credits: 3

### **PHTH 590 - Experimental**

Varies.

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**

Varies.

Credits: 3

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

Varies.

Credits: 3

### **PHTH 627 - Human Development**

This course focuses on the study of human development before birth with an emphasis on clinical embryology and birth defects. Emphasis is placed on the relationship to the practice of physical therapy.

Credits: 1

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

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

Credits: 5

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

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

Credits: 4

### **PHTH 633 - Histology**



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

Credits: 2

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

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

#### **Prerequisites & Notes**

PHTH 630.

Credits: 5

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

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

#### **Prerequisites & Notes**

PHTH 631

Credits: 4

### **PHTH 644 - Life Cycle I/ Lab**

This course provides an overview of physical therapy for patients during the life cycle of birth to 20 years of age. The various aspects of health care delivery are incorporated, including but not limited to pharmacology, diagnostics, medical monitoring, and cultural and psychosocial implications.

#### **Prerequisites & Notes**

PHTH 545, 627, 630, 633, 635, 636 and 651.

Credits: 4

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

The purpose of this course is to provide students with exposure to the multi-faceted role of the profession of physical therapy through a full-time clinical orientation. Didactic knowledge and clinical skills will be integrated through hands-on experience. Students will be given the opportunity to practice and perfect previously acquired treatment techniques, skills and knowledge in the clinical setting under the direct supervision of a licensed physical therapist.

#### **Prerequisites & Notes**

PHTH 545, 630, and PHTH 635 Corequisite PT 636, 650 and 651

Credits: 1

### **PHTH 646 - Movement Science**

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

**Prerequisites & Notes**

PHTH 630 and 635

Credits: 2

**PHTH 650 - PT Modalities**

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

**Prerequisites & Notes**

PHTH 540.

Credits: 2

**PHTH 651 - PT Assessment**

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

**Prerequisites & Notes**

PHTH 630 or 540 and 636.

Credits: 3

**PHTH 652 - Nutrition**

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

Credits: 1

**PHTH 653 - Pharmacotherapy**

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

Credits: 1

**PHTH 690 - Experimental**

Varies.

Credits: 3

### **PHTH 695 - Workshop**

Varies.

Credits: 3

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

Varies.

Credits: 3

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

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

Credits: 2

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

Varies.

### **PHTH 706 - Life Cycle II/ Lab**

This course provides an overview of physical therapy for patients during the life cycle of 20 to 40 years of age. The various aspects of health care delivery are incorporated, including but not limited to pharmacology, diagnostics, medical monitoring, and cultural psychosocial implications. Diagnoses include but are not limited to musculoskeletal, multisystem, neurological, and cardiopulmonary problems, traumatic brain injury, spinal cord injury, women's health for this age group, and other.

#### **Prerequisites & Notes**

PHTH 644 and 708 (Corequisite).

Credits: 4

### **PHTH 708 - Clinical Examination and Diagnosis**

The principles of clinical decision-making and assessment of the results of subjective and objective examination procedures leading to a differential diagnosis.

#### **Prerequisites & Notes**

PHTH and 646

Credits: 3

## **PHTH 710 - Clinical Experience II**

This course provides students with their initial exposure through a five-week full-time clinical education experience at the end of the fourth semester. Students will be given the opportunity to apply examination skills, documentation, clinical interventions, and patient education on patients under the supervision of a licensed physical therapist.

### **Prerequisites & Notes**

PHTH 545, 645, 706, (Corequisite), 730 (Corequisite) and 708 (Corequisite).

Credits: 3

## **PHTH 716 - Life Cycles III/ Lab**

This course provides an overview of physical therapy for patients during the life cycle of 40 to 60 years of age. The various aspects of health care delivery are incorporated, including but not limited to pharmacology, diagnostics, medical monitoring, and cultural and psychosocial implications. Diagnoses include but are not limited to musculoskeletal, multisystem, and cardiopulmonary problems, breast cancer, arterial and venous insufficiency, lymphedema, and stroke.

### **Prerequisites & Notes**

PHTH 710, 633 and 708

Credits: 4

## **PHTH 723 - Life Cycle IV/ Lab**

This course provides an overview of physical therapy for patients during the life cycle following age 60. The various aspects of health care delivery are incorporated, including but not limited to pharmacology, diagnostics, medical monitoring, and cultural and psychosocial implications. Special emphasis is placed on the age related changes in the body and their impact. Topics include but are not limited to musculoskeletal, multisystem, and cardiopulmonary problems, urinary incontinence, dementia, depression, falls and balance dysfunction, and issues related to this life cycle.

### **Prerequisites & Notes**

PHTH 716 and 740.

Credits: 4

## **PHTH 725 - Research I**

This course is an introduction to various types of research and the basic concepts of scientific inquiry. Emphasis is placed on the development of a research project including rationale, protection of subjects, and methods. Students develop and practice skills in critically evaluating the physical therapy literature.

Credits: 2

## **PHTH 726 - Research II**

This course builds on the foundational concepts covered in Research I. Fundamentals of hypotheses testing, including both parametric and non parametric statistics, are covered. Continued study of inferential statistics includes basic and advanced Analysis of Variance. Students will also learn to organize and reduce data using SPSS software. There is

continued development and practice critiquing physical therapy literature and progression of research projects.

**Prerequisites & Notes**

PHTH 725

Credits: 4

**PHTH 727 - Research III**

This course builds on the concepts and techniques covered in the two preceding Research courses. Post-hoc Analysis of Variance techniques are covered. Other data analysis techniques include analysis of frequencies (Chi-squared) and analysis of relationships (correlation, simple and multiple regression, reliability). Multivariate techniques are introduced. Students will be assigned various tasks requiring application of statistical principles and interpretation of findings as related to physical therapy. There is continued progression of student research projects and development of skills in critiquing the professional literature.

**Prerequisites & Notes**

PHTH 726

Credits: 4

**PHTH 728 - Research IV**

This course is the final course in the Research series. Emphasis is placed on the how to prepare, deliver, and submit professional research presentations, prepare and submit journal-quality manuscripts and conduct physical therapy research in a clinical environment. Students complete the final stages of their research projects and prepare a journal-quality manuscript. They prepare and deliver a formal presentation of their work to their peers, faculty and other university and non-university guests.

**Prerequisites & Notes**

PHTH 727

Credits: 2

**PHTH 730 - Cardiopulmonary and Exercise Science**

Cardiopulmonary and exercise focuses on the fundamental components of the knowledge and practice base of entry-level physical therapists. Concepts of exercise physiology and practical application in physical therapy are addressed. Emphasis is placed on clinical application, muscle strengthening, cardiopulmonary assessment and intervention, and guidelines established by the American College of Sports Medicine.

**Prerequisites & Notes**

PHTH 548, 630, 635 and PHTH 651

Credits: 3

**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 740 - Neurological Examination and Intervention**

This course will focus on the advanced study of therapeutic exercise and motor control for select pathologies and conditions. Students will be exposed to the various neurophysiological approaches used to treat common lesions and pathologies of the neuromuscular system. Theoretical and practical applications will be presented. Special emphasis will be placed on developing the student's understanding of how to analyze movement patterns and develop appropriate therapeutic intervention strategies. Students will learn to integrate treatment approaches to an outcomes-based model.

**Prerequisites & Notes**

PHTH 549, 630, and 708.

Credits: 4

**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 principles of education, prevention, and wellness as they apply to physical therapy. Emphasis is placed on theories and practice related to adult education.

**Prerequisites & Notes**

PHTH 540

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 745 - Physical Therapy Administration**

This course focuses on the administration role of the physical therapist. Emphasis is placed on business operations, budget development, supervision of support personnel, risk management, utilization review, quality improvement, accreditation and reimbursement. In addition, the student will work on resume writing and interviewing skills

**Prerequisites & Notes**

PHTH 742.

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.

**Prerequisites & Notes**

PHTH 740 and 708

Credits: 2

**PHTH 752 - Pediatrics**

This course builds on the student's prior pediatric coursework. 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 706, 708 and 740.

Credits: 2

**PHTH 753 - Manual Physical Therapy**

This course focuses on the study of the concept and exponents of mobilization, manipulation and manual therapy as related to the examination and treatment of disorders of the neuromusculoskeletal system.

**Prerequisites & Notes**

PHTH 716

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.

**Prerequisites & Notes**

PHTH 716

Credits: 2

### **PHTH 755 - Geriatric Physical Therapy**

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 723 (Corequisite).

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 and 723 (Corequisite).

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**

This course is the first of two Residencies and provides the student with a 15-week residency experience to transfer didactic laboratory knowledge to the clinical environment. Students will have the opportunity to refine their clinical skills in a practice area such as outpatient sports and orthopedics, acute care, rehabilitation, skilled care, home care, school settings, industrial rehabilitation, or other.

#### **Prerequisites & Notes**

All courses except the elective courses (PHTH 751, 752, 753, 754, 755 and 756), Research II-IV (PHTH 726, 727 and 728), PHTH 816 and PHTH 819, PHTH 820, PHTH 745 and PHTH 804.

Credits: 6

### **PHTH 804 - Clinical Internship II**

This course is the second of two residencies and provides the student with a 15-week residency experience to transfer didactic laboratory knowledge to the clinical environment. Students will have the opportunity to refine their clinical skills in a practice area such as outpatient sports and orthopedics, acute care, rehabilitation, skilled care, home care, school settings, industrial rehabilitation, or other. Following this course is a Capstone Professional Week where



students attend in-depth workshops on various facets of physical therapy.

**Prerequisites & Notes**

All courses except the elective courses (PHTH 751, 752, 753, 754, 755 and 756), Research II-IV (PHTH 726, 727 and 728), PHTH 816 and PHTH 819, PHTH 820 and PHTH 745.

Credits: 6

**PHTH 816 - Professional Exploration I**

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

**Prerequisites & Notes**

Permission of Instructor

Credits: 1

**PHTH 819 - Professional Exploration II**

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

**Prerequisites & Notes**

PHTH 816

Credits: 1

**PHTH 820 - Professional Inquiry**

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

**Prerequisites & Notes**

By permission of Instructor

Credits: 2

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

The application of design and graphic fundamentals to sustainable systems.

Credits: 3

**PREE 590 - Experimental**

Varies

Credits: 3

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

Varies.

Credits: 1 to 3

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

Varies.

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **PREE 623 - Teaching Strategies for Environmental Education**

This series of course components is designed to provide teachers with the competencies necessary to integrate and address environmental education in their classrooms and to enrich the educational experience for their students.

Credits: 1 each

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

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

Credits: 3

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

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

Credits: 3

### **PREE 640 - Foundations of Sustainability**

This course explores the broad concept of “sustainability,” attempting to place the MS3 Program within the context of the larger sustainability movement. The many facets of sustainability are recognized, and certain aspects are selected for more in-depth analysis.

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

### **PREE 671 - Sustainable Forest Management**

This course covers the main issues involved in managing forests to meet the needs and aspirations of the present without compromising the ability to meet those of the future. Course emphasis is on analysis of current forest management issues and trends that attempt to address this long-term goal. This analysis includes ecological variables, but also incorporates economic, social, and political aspects.

#### **Prerequisites & Notes**

Consent of instructor.

Credits: 3

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

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

Credits: 3

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

The principles and practices of recreational land and water management.

#### **Prerequisites & Notes**

Consent of instructor.

Credits: 3

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

This course is designed to develop a comprehensive feasibility study for selected land-based sustainable enterprises. The course will include an on-site inventory and analysis, market evaluation, preliminary planning and cost-return analysis. Three project tracks recreation resource management, community development and sustainable agriculture.

Credits: 3

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

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

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

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

#### **Prerequisites & Notes**

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

Credits: 3

### **PREE 690 - Experimental**

Varies

Credits: 3

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

Varies.

Credits: 1 to 3

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

Varies

Credits: 3

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

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

Credits: 1 to 3

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

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

#### **Prerequisites & Notes**

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

Credits: 3 to 6

### **PREE 795 - Workshop**

Varies

Credits: 3

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

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

Credits: 3

### **PREE 800 - Thesis**

As arranged.

Credits: 6

### **SEFE 519 - Teaching History and Social Studies in Middle and High Schools**

This course gives middle/high school and upper elementary teachers the relevant teaching strategies and content for historical and social studies pedagogy. This course simultaneously incorporates a strong focus on the practical application of these strategies with recommendations of professional societies (e.g. NCSS) and governmental bodies (e.g. PDE). In addition, current issues are studied with emphasis on research-based strategies for increasing students' motivation and achievement in social studies education.

Credits: 3

### **SEFE 521 - Teaching Language Arts at the Middle and High School Levels**

This course gives middle/high school and upper elementary teachers the relevant teaching strategies and content for English pedagogy. This course simultaneously incorporates a strong focus on the practical application of these strategies with recommendations of professional societies (e.g. NCTE) and governmental bodies (e.g. PDE). In addition, current issues are studied with emphasis on research-based strategies for increasing students' motivation and achievement in education.

Credits: 3



### **SEFE 590 - Experimental**

Varies.

### **SEFE 595 - Graduate Workshops**

Special topics of interest to graduates, upper level undergraduates, and selected community members.

Credits: Variable

### **SEFE 598 - Selected Topics**

Special courses offered on a one-time basis

Credits: 3

### **SEFE 602 - Univariate Statistical Methods**

Descriptive and inferential univariate statistics commonly used in education research are studied with emphasis on deciding which statistical analyses to use in practical situations and emphasis on interpreting the results of statistical analyses. Both parametric and nonparametric methods are included. Calculator and computer usage are required.

Credits: 3

### **SEFE 603 - Multivariate Statistical Methods**

Multivariate statistics (analysis of variance, linear regression, factor analysis, canonical correlation, and discriminate analysis) are studied with emphasis on deciding which statistical analyses to use in practical situations and emphasis on interpreting the results of statistical analyses. Calculator and computer usage are required.

#### **Prerequisites & Notes**

SEFE 602 or consent of instructor.

Credits: 3

### **SEFE 604 - Philosophical Foundations of Education**

A study of the impact of major philosophies and important contemporary philosophical trends upon education theory and practice.

Credits: 3

### **SEFE 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 609 - History of Western Education**

A study of the historical development of western education. The course will trace educational practices such as: educational goals and aims, organizations, curriculum and learning theories, textbooks and other tools of learning, great educators and teachers and their views, educational opportunities of minority groups from the earliest western cultures to the present. Special emphasis will be given to the European influences upon American education and on the approaches taken by American educators to common educational problems.

Credits: 3

### **SEFE 620 - Comparative Education**

This course will focus on the world's leading educational systems. Special attention will be given to the expansion of education since World War II. Education is being used by the developed countries for social, political, cultural, and economic improvements in the poor countries of the world. The theories, practices and approaches used will be discussed and compared. Each student is expected to choose a developing country and show the changes, methods and approaches taken to bring about broad improvements through education.

Credits: 3

### **SEFE 642 - Technologies for Instruction**

Production and utilization techniques of new educational technologies including television, computers, slides, and overhead projection. Emphasis on the use of the computer to develop other media and on classroom use of these media; study of the systems approach as it applies to education.

Credits: 3

### **SEFE 644 - Instructional Design: Principles and Practice**

This course includes the knowledge base, principles and procedures utilized in designing instructional strategies and materials. In-depth analysis of the various components of instructional design as well as case studies from the basis for discussion. Students will be able to design and develop effective classroom instructional strategies.

Credits: 3

### **SEFE 647 - Technology-Based Inquiry in Secondary Mathematics and Science**

This course introduces students to various technologies that can be used for inquiry-based activities in secondary mathematics/science classrooms. Through hands-on experiences with the graphing calculators, calculator-based labs (CBLs), personal digital assistants (PDAs), global positioning systems GPS/graphical information systems GIS systems, and other emerging technologies, students will develop skills that can be used with students for inquiry-based learning. Participants will explore the practical applications of each tool and create a variety of products and materials to be used in the classroom. Technology and its classroom applications are interwoven into research and evaluation.

Credits: 3

### **SEFE 648 - Video Production and Editing in Education**

An introduction to the stages of producing single-camera videotape including pre-production. Lighting, scripting, storyboarding, production, post-production, and non linear editing. Alternate forms of storage will also be included.

**Prerequisites & Notes**

SEFE 644

Credits: 3

### **SEFE 650 - School Supervision: Strategic Leadership**

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

Credits: 3

### **SEFE 652 - School Supervision: Organizational Leadership**

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

Credits: 3

### **SEFE 671 - Measurement and Assessment in Schools**

An examination of prescribed methodologies for the teaching assessment of higher-order thinking skills within the school curricula, sequentially followed by a survey of relevant standardized achievement and aptitude tests, as well as an in-depth study of the various teacher-made tests and alternative methods of assessing both the cognitive and the affective constructs of K-12 students.

Credits: 3

### **SEFE 676 - Teaching Integrated Science and Mathematics**

This course gives secondary and upper elementary teachers experience using print, audio-visual, computer and manipulative/hands-on materials for teaching integrated science and mathematics. Recommendations of professional and governmental bodies are studied with emphasis on research-based strategies for increasing students' motivation and achievement.

Credits: 3

### **SEFE 677 - Directed Field Experience in Secondary Schools**

A continual fusion of theory and practice through the weekly intermittent scheduling of an on-campus seminar coupled with half-day sessions in selected secondary classrooms: in linkage with previous, current, and future program courses.

#### **Prerequisites & Notes**

SEFE 676

Credits: 3

### **SEFE 678 - Practicum in Secondary Mathematics/Science**

A theory into practice course designed to give certified secondary mathematics and science teachers experience with program development, implementation and evaluation. Each student will develop, implement, and evaluate a field-based program in secondary mathematics or science under faculty supervision.

**Prerequisites & Notes**

SEFE 602 and 676.

Credits: 3

**SEFE 680 - Crucial Issues in Education**

Trends and issues of contemporary American educational policy and practice explored: teacher empowerment, restructuring schools, professionalizing teaching, curricular movements, multicultural education and increasing state regulation of pre-service teaching and educational practice.

Credits: 3

**SEFE 681 - Teaching About Matter and Heat**

Trends and issues of contemporary American educational policy and practice explored: teacher empowerment, restructuring schools, professionalizing teaching, curricular movements, multicultural education and increasing state regulation of pre-service teaching and educational practice.

Credits: 2

**SEFE 682 - Teaching About Electricity and Magnetism**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about matter and heat are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

**SEFE 683 - Teaching About Forces, Motion, and Machines**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about electricity and magnetism are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

**SEFE 684 - Teaching About Forces, Fluids, and Energy**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about forces, motion, and machines are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

**SEFE 685 - Teaching About Light, Color, and Vision**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about forces, fluids, and energy are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 686 - Teaching About Sound and Astronomy**

This course gives upper elementary, middle school, and junior high teachers experience using hands-on activities that require only inexpensive and readily available materials. Children's ideas about forces, fluids, and energy are studied with emphasis on research-based strategies for changing children's naive ideas.

Credits: 2

### **SEFE 690 - Experimental**

Varies.

### **SEFE 695 - Workshop**

Varies.

### **SEFE 696 - Elements of Qualitative Educational Research**

A concentration on the theoretical and practical applications of qualitative research within the broad framework of formal education.

Credits: 3

### **SEFE 698 - Selected Topic**

Varies.

### **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**

As arranged.

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 754 - School Supervision: Clinical Practicum**

The practicum is designed as the process and product that result from the application in a workplace environment of the knowledge, skills, and attributes related to strategic, instructional, organizational, and contextual leadership. The practicum includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences should reflect increasing complexity and responsibility for educational leadership.

**Prerequisites & Notes**

SEFE 650, SEFE 652, SPED 752. Must register concurrently with SPED 750.

Credits: 3

**SEFE 799 - Research Prospectus**

Research Prospectus focuses on the initial stages of the writing of the master's thesis. The student meets periodically with the three-member thesis committee and receives guidance leading to the completion of the thesis prospectus. The prospectus is defined as the first three chapters of the thesis.

Credits: 3

**SEFE 800 - Thesis**

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

**Prerequisites & Notes**

SEFE 799

Credits: 3

**SPED 590 - Experimental**

Varies.

**SPED 595 - Workshop**

Varies.

**SPED 598 - Selected Topic**

Varies.

### **SPED 601 - Advanced Study of Learning Disabilities**

This course is designed to offer the student an introduction to the field of learning disabilities and behavioral disorders. This introduction will familiarize the student with the types of learning disabilities, as well as with educational strategies for coping with them.

Credits: 3

### **SPED 602 - Advanced Studies in Exceptionalities**

This course provides students with an overview of the history of special education and an analysis of the major laws that have revolutionized the field. Each category of disability is analyzed and recent educational practice for each area is reviewed.

#### **Prerequisites & Notes**

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

Credits: 3

### **SPED 603 - Assessment of Learning and Behavioral Problems**

The educational/psychological assessment of learning and behavioral problems with emphasis on the selection, administration, and interpretation of tests and other sources of information relevant to learning disorders. The team approach to diagnosis will be stressed.

#### **Prerequisites & Notes**

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

Credits: 3

### **SPED 607 - Positive Classroom Interventions**

This course addresses symptoms and behavior patterns that signal disturbances in the psychological functioning of the individual. It will also deal with the meaning of this behavior in a school setting, at home, and with peers.

#### **Prerequisites & Notes**

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

Credits: 3

### **SPED 608 - Advanced Study of Social Emotional Disorders**

This course is intended to acquaint educators with selected processes involved in teaching children who have emotional disorders. It has been designed to help participants gain a greater awareness and understanding of the interrelationships among theory of child development, learning, and behavior as these relate to emotional and social disorders.

Credits: 3

### **SPED 611 - Special Education Law**

This class is designed to familiarize special education teachers with relevant federal and state laws required to provide a free appropriate public education to disabled students.

**Prerequisites & Notes**

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

Credits: 3

**SPED 612 - Advanced Study of Mental Retardation**

Advanced study of intellectual disability, including etiological factors, home and community adjustment, intellectual and personality development, and management. Emphasis is on the major current issues and trends in the field.

Credits: 3

**SPED 613 - Curriculum Development for Exceptionalities**

Advanced study of the problems of curricular development including models, content, implementation, and evaluation aspects. Students develop curricular solutions to professional and situational needs.

Credits: 3

**SPED 614 - Instructional Programming for the Mentally Retarded**

An investigation evaluation and integration of the various models, content, implementation, and evaluation aspects. Students develop curricular solutions to professional and situational needs.

Credits: 3

**SPED 617 - Current Research in Special Education**

An introduction to basic research concepts useful for enhancing the role of the teacher as a user and creator of research for improving classroom practices. Students are required to develop a research plan and to demonstrate mastery of research competencies.

Credits: 3

**SPED 619 - Emotional Support Intervention**

Emotional disorders will be discussed from the point of view of development, dynamics, and family in relation to the child's current educational program with suggestions for modification and/or change substantiated by current research and program development procedures. Critical analysis of case studies will be a major aspect.

Credits: 3

**SPED 620 - Contemporary Issues in Special Education**

A study of basic conditions operating in the educational and psychological development of disabled children and the general problems these create in education. Methods, materials, personnel, and techniques are critically analyzed.

**Prerequisites & Notes**



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

Credits: 3

### **SPED 622 - Education and Treatment for Developmental Disabilities**

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

Credits: 3

### **SPED 625 - Instructional Strategies for Learning and Behavioral Problems**

This course is designed to enable the students to demonstrate proficiency in the selection and application of remedial procedures and materials with children evidencing learning problems in cognition, perceptual-motor, language, and retention.

#### **Prerequisites & Notes**

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

Credits: 3

### **SPED 626 - Lifelong Learning for Exceptionalities**

This course is designed to provide the graduate student with a foundation to understand the major community services required by individuals with various disabilities. This course, utilizes the life cycle approach and tracks persons with exceptionalities as they begin the transition from secondary education to the world of work, adulthood, and their elderly years. The focus is on recent social change issues that have dramatically altered the lives of this population.

#### **Prerequisites & Notes**

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

Credits: 3

### **SPED 628 - Developmental Disabilities**

This course is designed to provide practice in the development of programs based on the assessment of individuals with severe mental, behavioral, or motor disabilities. Discussions will also focus on the various methodologies and techniques for educating people with developmental disabilities. Emphasis will be on the important basics of parents, assessment, and interventions

#### **Prerequisites & Notes**

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

Credits: 3

### **SPED 630 - 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 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 690 - Experimental**

Varies.

Credits: 3

**SPED 695 - Workshop**

Varies.

Credits: 3

**SPED 698 - Selected Topic**

Varies.

Credits: 3

### **SPED 700 - Independent Study**

As arranged.

Credits: 3

### **SPED 750 - School Supervision: Political and Community Leadership**

This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

#### **Prerequisites & Notes**

SEFE 650, SEFE 652, SPED 752

Credits: 3

### **SPED 752 - School Supervision: Instructional Leadership**

This course focuses on the knowledge, skills, and attributes to: design with others appropriate curricula and instructional programs; develop learner-centered school cultures; assess learning outcomes; and plan with faculty professional development activities aimed at improving instruction.

#### **Prerequisites & Notes**

Must register concurrently with SEFE 650

Credits: 3

### **SPED 754 - Practicum**

Credits: 3

### **SPED 800 - Research Project**

Credits: 3

### **SPMT 506 - Sport Facility and Event Management**

This course is designed to assist the sport management student in acquiring the necessary knowledge and skills needed to manage sport facilities anywhere in the world and to plan a complete sporting event. The course will also evaluate additional functions of the facility, which relate to risk and event management on a global basis.

Credits: 3

### **SPMT 515 - Diversity Issues in Sport Management**

The purpose of this course is to provide students with the opportunity to gain knowledge, understanding, and appreciation of diversity and diversity issues related to sport and the sport industry.

Credits: 3

### **SPMT 586 - Sport Law**

The course will demonstrate how constitutional law, contract law, and tort law apply to the sport industry. In addition, the course will provide a fundamental understanding of the court system and how legal issues are decided.

Credits: 3

### **SPMT 590 - Experimental**

Varies.

### **SPMT 595 - Workshop**

Varies.

### **SPMT 598 - Selected Topic**

Varies.

### **SPMT 599 - Research Methods in Sport**

A study of research methodology and terminology in sport management entailing a critical analysis of available research. The emphasis is on research as an aid to management decision making. This course is designed in the belief that one must have done research in a field situation to fully understand the steps in designing a research study that will yield relevant, timely, and accurate information. A further objective of this course is to provide experience in applying research concepts and methods to a current management problem. Specific attention is directed to formal and written communication and oral presentation skills.

Credits: 3

### **SPMT 635 - Organizational Theory in Sport**

This course introduces the student to the field of sports management, to the development of sport management theory, and to the external environment of management and its impact on managers.

Credits: 3

### **SPMT 690 - Experimental**

Varies.

### **SPMT 695 - Workshop**

Varies.

### **SPMT 698 - Selected Topic**

Varies.

### **SPMT 700 - Independent Study**

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

Credits: 3 to 6

### **SPMT 750 - Internship**

Supervised in-depth practical experience which provides the opportunity to practice and/or apply Physical Education career-oriented skills in selected agencies or institutions. A student may enroll in a 9 credit internship.

#### **Prerequisites & Notes**

Approval by department committee based upon completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in internship.

Credits: 9

### **SPMT 778 - Sport Law**

An introductory course to legal and regulatory factors governing sport management, programs in intercollegiate and interscholastic athletics. The course provides a frame of reference for the areas of liability, negligence, and risk management within the larger legal field. Also, it is designed to give some understanding of the scope and pervasiveness of law and sport.

#### **Prerequisites & Notes**

Graduate standing.

Credits: 3

### **SPMT 779 - Sports Marketing and Fundraising**

This course is designed to provide the student with the basic knowledge and understanding of promotional, marketing and fund-raising considerations of sport organizations. It will offer a thorough understanding of the key concepts, principles and procedures as related to sport promotions and fund-raising. The course will attempt to provide guidelines

for organizing successful promotional, marketing and fund-raising events.

Credits: 3

### **SPMT 780 - Budgeting and Finance in Sport**

This course is intended to provide students with comprehensive understanding of the financial management principles used in sport organizations. Focus will be placed on financial budgeting and analysis as well as sources of revenue for sport organizations. Along with conventional income sources such as tax support, municipal and corporate bonds, ticket sales, concessions and fundraising, the students will receive in-depth exposure to more recent innovations related to licensing sport products, and corporate sponsorships

Credits: 3

### **SPMT 799 - Research Methods in Sport**

A study of research methodology entailing critical analysis of available research. Specific attention is directed to formal written communication using a prescribed format.

### **SPMT 800 - Thesis**

As arranged.

Credits: 3

## **Degree Requirements**

Completion of a graduate degree requires the following: unconditional admission to graduate studies, admission to degree candidacy, completion of the comprehensive examination and/or research requirement, completion of residency/practicum requirements if appropriate, and completion of the requisite semester hours and course work. Details of these requirements are discussed below and in the individual program sections. Requirements for some programs are different than the above. Students should check with the department or the Graduate Admissions Office for specific requirements.

- Admission to Degree Candidacy
- Comprehensive Examination
- Research Requirements
- Second Master's Degree Requirement
- Semester Hours of Credit
- Application for Graduation
- Application for Certification

## **Admission to Degree Candidacy**

To be admitted to degree candidacy, the applicant must maintain a minimum grade point average of 3.000 on a 4.000 scale for all graduate courses completed at Slippery Rock University, be unconditionally admitted to graduate studies, and meet all specific departmental program admission requirements.

After being unconditionally admitted to graduate studies and meeting departmental requirements, a student must file an Application for Degree Candidacy unless enrolled in physical therapy or nursing. The application must be filed after the completion of a minimum of six and a maximum of 12 graduate credits. The Application for Degree Candidacy may be obtained from the Graduate Admissions Office or a graduate coordinator. It includes a program sequence planned by the student with the assistance of an advisor.

Students who have not been approved for degree candidacy and have earned 12 graduate credits (18 graduate credits for students in Counseling and Development) will not be permitted further registration until this requirement has been met. Grades earned by graduate students in undergraduate courses are not included in the grade point average calculation.

## **Comprehensive Examination**

A comprehensive examination or evaluation may be required of candidates in accordance with policies determined by the student's major department or school. The comprehensive examination or evaluation must be completed by the deadlines set by the department.

## **Research Requirements**

Candidates for a graduate degree must demonstrate the scholar's approach to the acquisition and analysis of information in a field of specialization. Advisors welcome imaginative research proposals.

Both thesis and non-thesis programs require research. Students should confer with an advisor or the program coordinator for detailed information concerning research requirements for specific degrees and majors. Students conducting research involving human subjects are required to follow the guidelines and obtain the required approvals of the SRU Institutional Review Board for the protection of human subjects.

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

Three bound copies of the thesis will become the property of Slippery Rock University. Additional copies may be required by the program's department.

Students pursuing a non-thesis program are required to do research in conjunction with specific courses and may be required to complete an internship.

## **Second Master's Degree Requirements**

In order to qualify for a second master's degree, regardless of where the first degree was earned, the graduate student must:

- Successfully complete a minimum of 18 semester hours of credit at Slippery Rock University beyond the first master's degree.
- Apply no more than 12 semester hours of credit from the first degree toward requirements for the second degree.
- Meet departmental requirements for the degree with respect to the required semester hours of credit and courses for a major in that department.
- Complete all requirements for the degree, including all credits accepted from the program of the first degree, within the six-year statute of limitations.
- Satisfy all incompletes prior to graduation.
- Meet all other University requirements for graduation and be in good standing.

## **Semester Hours of Credit**

A minimum quality point average of 3.000 and between 30 and 60 semester hours of approved graduate credit and other individual program requirements are required for a master's degree. To assure a balanced and comprehensive program, additional hours may be required or desired by the student. Completion of the semester hour requirement does

not in itself entitle one to receive a degree, and the university is not obligated to confer a degree upon completion of the required credit hours.

Additional degree program and university graduation requirements may apply. Requirements vary among programs; therefore, the student should check with graduate coordinators for specific degree or certificate requirements. Physical Therapy, for example, has requirements different from other programs as noted in the Graduate School of Physical Therapy Student Manual.

## **Application for Graduation**

A student is responsible for submitting an official Application for Graduation and Inclusion in Commencement Program, and for fulfilling all requirements for the degree in accordance with the regulations of that program and the university.

Students who meet all graduation requirements in a given term but fail to apply for graduation or pay their graduation fee before the semester ends will be graduated at the end of the semester in which their application/payment is recorded in the Office of Academic Records and Summer School, not the term during which they completed their coursework.

Students must meet all graduation requirements by the official end of the semester in which they have applied to graduate. Failure to do so (e.g., incomplete grades in any course, "X" grades in required courses, no application) will result in extending the student's graduation date to the end of the term the work or requirement is eventually completed.

The official Application for Graduation and Inclusion in Commencement Program form may be obtained from the student's graduate coordinator, the office of Graduate Admissions, or on-line at [www.sru.edu/graduate](http://www.sru.edu/graduate) under Graduate Student Forms. The completed application should reach the Office of Academic Records and Summer School by October 1 for December graduation, March 1 for May graduation, and June 15 for August graduation. The diploma fee must be prepaid in the Office of Student Accounts or accompany the application.

## **Application for Certification**

Students who meet requirements for certification in school counseling, environmental education, reading, secondary education, special education or school supervision must file the proper application with the dean of education and pay the processing fee in order to acquire the professional certificate in the area of specialization. Contact the appropriate department for application due deadlines.

## **Faculty & Administration**

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

- [State System of Higher Education](#)
- [Slippery Rock University Administration](#)
- [Board of Governors](#)
- [Slippery Rock University Graduate Faculty](#)
- [Council of Trustees](#)

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## Slippery Rock University Administration

<b>President</b>	Robert M. Smith, Ph.D.
Assistant to the President	Tina L. Moser, B.S.
Executive Director of University Public Relations	Ross C. Feltz, M.B.A.
Director of Internal Audit	Kimberly Greco, M.S.

## Academic Affairs

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Director of Academic Resources	Mary Ann King, B.A.
Director of Administrative Information System and Technologies	Carl E. Miller, B.S.

## Co-Directors of Admissions

Freshmen Services	Mimi L. Conner, M.Ed.
Transfer Services	Elizabeth A. Stevens, M.A.
Director of Alumni Affairs	Michael Sakara, M.S.
Directors (Associate) of Career Services	Anthony C. Linnan, M.Ed and John F. Snyder, M.Ed.
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Director of Graduate Admissions (Interim)	April Longwell, M.S.
Director of Grants and Sponsored Research	Nancy L. Cruikshank, M.S.
Director of Honors Program	Steven Strain, Ph.D.
Director for Information Technology	Dean W. Lindey
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Director of McKeever Environmental Learning Center	Francis N. Bires, M.S.
Director of The Institute for Community, Service-Learning & Nonprofit Leadership	Alice E. Kaiser-Drobney, M.S.

## Finance and Administration

Vice President for Finance and Administrative Affairs	Charles T. Curry, Ed.D.
Executive Staff Assistant	Tina Proper
Assistant Vice President for Facilities	Herb Carlson, M.S.
Assistant Vice President for Finance	Edward P. Hess, M.B.A.
Director of Accounting Services	Timothy L. Harlan, B.S.
Director of Budget & Fiscal Planning	Cheryl Saltsman, M.B.A.
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Assistant Vice President for Diversity and Equal Opportunity	Holly McCoy, J.D.
Director of Environmental Health and Safety	William J. Rudolf, M.S.
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## Student Life

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Executive Staff Assistant	Kathleen Jack
Executive Director for University Advancement	Edward R. Bucha, Ph.D.
Director of University Advancement	Ruth Purcell, M.P.A.

## Slippery Rock University Graduate Faculty

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**Johnson, Patricia A.**, Professor, Secondary Education/Foundations of Education  
University of Wisconsin at Milwaukee, B.S., M.S.; University of North Dakota, Ph.D.

**Johnson, Paulette**, Professor, Parks and Recreation/Environmental Education  
Edinboro University, B.S. Ed.; Slippery Rock University, M.S. Ed., University of Pittsburgh, Ph.D.

**Joseph, Elizabeth**, Associate Professor, Secondary Education/Foundations of Education  
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**Kellinger, Kathleen**, Associate Professor, Nursing  
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**Kemmerer, Ann H.**, Professor, Counseling and Educational Psychology  
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**Kolbert, Jered B.**, Associate Professor, Counseling and Educational Psychology  
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**Kreiser, Christopher J.**, Assistant Professor, English  
Tulane University, B.A.; Texas A & M University, M.A., Ph.D.

**Kushner, Susan R.**, Associate Professor, School of Physical Therapy  
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**LaCom, Cindy**, Associate Professor, English  
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**LaDoux, Paulette**, Associate Professor, Counseling & Educational Psychology  
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**Lasarenko, Jane**, Assistant Professor, English  
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**Laux, James L.**, Associate Professor, Communication  
Bowling Green State University, B.S., M.A., Ph.D.

**Leeds, Marcy J.**, Professor, Allied Health  
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Rutgers University, Ph.D.

**Lehman, Jeffrey R.**, Professor, Secondary Education/Foundations of Education  
University of Delaware, B.S.; Pennsylvania State University, M.S.; University of Florida, Ph.D.

**Leight, Joanne M.**, Assistant Professor, Physical Education and Sport Management  
Slippery Rock University, B.S., M.S.

**Levy, Alan H.**, Professor, History  
Washington and Jefferson College, B.A.; University of Wisconsin at Madison, M.A., Ph.D.

**Libby, Deborah**, Assistant Professor, Elementary Education/Early Childhood  
Ohio State University, B.S., M.S.; University of Pittsburgh, Ph.D.



**Lisco, John**, Assistant Professor, Park and Recreation/Environmental Education  
B.S. Mesa State College; M.S., Ed.D, University of Memphis

**Love, Gerard**, Associate Professor, Counseling and Educational Psychology  
St. Norbert College, B.A.; University Missouri, M.A.; Vanderbilt University, D.Ed.

**Manfredi, Francis A.**, Assistant Professor, Special Education  
California University, B.S.; West Virginia University, A.M.

**Martin-Elkins, Carol**, Professor, School of Physical Therapy  
University of Wyoming, B.S.; State University of New York at Syracuse, Ph.D.; Slippery Rock University, M.P.T.

**McCarren, Joseph**, Associate Professor, English  
Alfred University, B.A.; Slippery Rock University, M.A.; Indiana University of Pennsylvania, Ph.D.

**McIlvaine, Robert M.**, Professor, English  
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**McKinley, Betsy A.**, Associate Professor, Physical Education and Sport Management  
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**McNeal, Allison M.**, Professor, English  
Akron University, B.A.; Kent State University, M.A., Ph.D.

**Merchant, Nikki A.**, Assistant Professor, Elementary Education/Early Childhood  
University of South Florida, B.A.; Rhode Island College, M.Ed.; Harvard University, Ed.M., Ed.D.

**Merhaut, Joseph**, Assistant Professor, Special Education  
Slippery Rock University, B.S.; California University, M.Ed.; Duquesne University, Ed.D.

**Michaels, Margaret**, Assistant Professor, School of Physical Therapy  
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**Mihalik, George J.**, Professor, Allied Health  
Slippery Rock University, B.S., M.Ed.; West Virginia University, D.Ed.

**Miller, Ruth Ann**, Associate Professor, Nursing  
Ohio State University, B.S.; University of Pittsburgh, M.S.N., Ph.D.

**Misner, John**, Associate Professor, School of Business  
Augustina College, B.A.; University of Wisconsin (Madison), M.B.A.; Kent State University, Ph.D.

**Nelson, Ramona**, Professor, Nursing  
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Ph.D.

**Ng, Nelson**, Professor, Exercise and Rehabilitative Sciences  
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**Nichols, John A.**, Professor, History  
Geneva College, B.A.; Fairleigh Dickinson University, M.A.; Kent State University, Ph.D.

**Nichols, Randall A.**, Assistant Professor, Physical Education and Sport Management  
Slippery Rock University, B.S.; M.Ed.

**O'Shea, Doris**, Professor, Special Education  
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**Ogoreuc, Robert E.**, Assistant Professor, Physical Education and Sport Management  
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**Peacock, J. Sunita**, Assistant Professor, English  
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**Pearcy, Thomas L.**, Associate Professor, History  
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**Penrose, Joyce E.**, Professor, Nursing  
Louisiana State University, B.S.N.; Tulane University, M.S.; University of Pittsburgh, Ph.D.

**Permenter, Rachela R.**, Professor, English  
Kent State University, B.S., M.A.; Northern Illinois University, Ph.D.

**Pierce, Patricia**, Associate Professor, Exercise and Rehabilitative Sciences  
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**Pitard, Derrick, G.**, Assistant Professor, English  
Washington and Lee University, B.A.; University of Oxford (England), M.Phil.; University of Rochester, M.A., Ph.D.

**Risco, Kerry S.**, Assistant Professor, Nursing  
Sharon General Hospital School of Nursing, R.N.; Slippery Rock University, B.S.N.; University of Pittsburgh, M.S.N.

**Rose, Suzanne M.**, Assistant Professor, Elementary Education/Early Childhood  
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**Rotge, Larry R.**, Associate Professor, History  
Ball State University, B.S., M.A., Ph.D.

**Russo, Mary F.**, Associate Professor, Counseling and Educational Psychology  
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**Ryan, William J.**, Associate Professor, Exercise and Rehabilitative Sciences  
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**Sattler, Robert**, Professor, Special Education  
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**Scott, Erica**, Assistant Professor, English  
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**Sherwin, Daniel M.**, Instructor, Allied Health  
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**Siple, Bonnie J.**, Assistant Professor, Exercise and Rehabilitative Sciences  
Slippery Rock University, B.S.; Indiana University, M.S.

**Slanina, Anne**, Assistant Professor, Elementary Education/Early Childhood  
Youngstown State University, B.S., M.S.; Kent State University, Ph.D.

**Smith, Timothy D.**, Associate Professor, School of Physical Therapy  
Carnegie-Mellon University, B.F.A.; University of Pittsburgh, M.A., Ph.D.

**Smith, Jeffery**, Instructor, Physical Education and Sport Management  
Slippery Rock University, B.S., M.S.

**Smith, William A.**, Instructor, Allied Health  
Indiana University of Pennsylvania, B.S.; Central Missouri State University, M.S.

**Snyder, Robert C.**, Assistant Professor, Elementary Education/Early Childhood  
Slippery Rock University, B.A., M. Ed.

**Spadine Taylor, Lynn M.**, Assistant Professor, Physical Education and Sport Management  
State University of New York at Cortland, B.S.E., M.S.

**Stewart, Dale**, Associate Professor, Parks and Recreation/Environmental Education  
Pennsylvania State University, B.S.; Slippery Rock University, M.S.; University of Pittsburgh, Ph.D.

**Stewart, Thomas D.**, Assistant Professor, Communication  
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**Strano, Donald**, Assistant, Counseling and Educational Psychology  
Pennsylvania State University, B.A., Texas Technical Institute, M.Ed., D.Ed.

**Strickland, Kathleen M.**, Professor, English  
State University of New York College at Buffalo, B.S. Ed., M.Ed.; Indiana University of Pennsylvania, Ph.D.

**Strickland, K. James**, Professor, English  
Le Moyne College, B.A.; Kent State University, M.A.; Indiana University of Pennsylvania, Ph.D.

**Stromp, Lalanda M.**, Assistant Professor, Parks and Recreation/Environmental Education  
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**Stuhldreher, Wendy L.**, Professor, Allied Health  
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**Swarts, Valerie**, Associate Professor, Communication  
Wichita State University, B.A.; Colorado State University, M.A.; University of Iowa, Ph.D.

**Thangiah, Sam R.**, Professor, Computer Science  
Slippery Rock University, B.S.; North Dakota State University, M.S., Ph.D.

**Turocy, Regis**, Associate Professor, School of Physical Therapy  
West Virginia University, B.S.; University of Pittsburgh, M.S.; Duquesne University, M.A., Ph.D.

**Veronie, Linda**, Assistant Professor, Psychology  
University of Toledo, B.A.; Oklahoma City University, M.A.; Kent State University, Ph.D.

**Walters, Amy P.**, Assistant Professor, Communication  
West Virginia University, B.A., M.S.; University of Pittsburgh, Ph.D.

**Werner, Judy A.**, Associate Professor, Elementary Education  
Michigan State University, B.A.; Queens, M.Ed.; University of South Carolina, Ph.D.

**White, Carlis C.**, Assistant Professor, History  
Johnson Bible College, B.A.; Southern Baptist Theological Seminary, M.D.;  
University of Illinois, M.A., Ph.D.

**Williams, Adelle M.**, Professor, Allied Health  
University of Pittsburgh, B.A., M.Ed., Ph.D.

**Williams, A. Lee**, Professor, Elementary Education/Early Childhood  
Grove City College, B.A.; Slippery Rock University, M.Ed.; Kent State University, Ph.D.

**Zeiger, William**, Assistant Professor, English  
Oberlin College, A.B.; Northern Illinois, M.A.; University of Southern California, Ph.D.

**Zeltner, Mark**, Assistant Professor, Communication  
Northwest Missouri State University, B.S.; University of Tulsa, M.A.; University of Missouri at Columbia, Ph.D.

**Zema, M. Scott**, Assistant Professor, Allied Health  
Slippery Rock University, B.S., M. Ed.

## Financial Aid

The Office of Financial Aid is responsible for the coordination of sources of financial assistance for graduate students at Slippery Rock University. Graduate students who plan to attend Slippery Rock University may be eligible for various types of financial aid. If a student interested in obtaining a graduate degree needs financial assistance, the possibilities for a graduate assistantship, part-time employment and/or a loan should be considered. For more information, please visit the Financial Aid Office at 107 Maltby Center, or go online at [www.sru.edu/pages/5013.asp](http://www.sru.edu/pages/5013.asp).

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- Veterans Affairs

## Graduate Assistantships

*Listings of current graduate assistantships may be found at the Graduate Admissions Website*

More than 100 University funded graduate assistantships are awarded each year to deserving graduate students. To be eligible for a full-time assistantship, you must be admitted to graduate study as a degree candidate, register and maintain at least nine (9) semester credits of graduate level coursework, complete the Free Application for Federal Student Aid (FAFSA), and demonstrate acceptable academic progress. Full-time assistantships may be awarded for up to two years with recipients working 17.5 hours per week (defined by the supervisor) during the regular academic year.

Full-time graduate assistants will receive a \$4000 per year stipend (\$2000 per semester) and a full tuition waiver of 9-15 graduate credits per semester. Graduate students will be charged a per credit hour rate for graduate credits exceeding the 15 credit tuition waiver per semester. The graduate assistantship tuition waiver does not cover required student fees. The tuition waiver applies to both resident and non-resident graduate tuition charges.

Graduate assistantships may also be awarded on a part-time basis as ¼-time (5 graduate credits), half-time (7 graduate credits), or ¾-time (8 graduate credits). Applicants are advised to check with the graduate admissions office for availability, or contact the department representative directly.

Graduate assistantships are normally awarded to degree candidates admitted on an unconditional basis. Students admitted conditionally may be considered for assistantship positions with the approval of the director of graduate admissions. Assistantships are intended to relate as much as possible to the student's program of study, though this is not a mandatory requirement for position consideration. The awarding of an assistantship is regarded as an honor to the student recipient, and persons selected should reflect credit to the sponsoring department or office and to Slippery Rock University. SRU 3+3 students enrolled in the Doctor of Physical Therapy program are not eligible for graduate assistantships starting in their first year of that program.

Applications forms and listings of available positions may be obtained through the office of graduate admissions or by accessing the graduate admissions web site through [www.sru.edu/graduate](http://www.sru.edu/graduate). The graduate assistant employment application form should be completed and sent for each position of interest, along with a current resume, directly to the respective department or administrative unit. Consult the office of graduate admissions for more information.

Candidates are also advised to submit an open general graduate assistantship employment application to the office of graduate admissions for interested departmental representative to review.

The number of assistantships in any particular designated area is subject to change according to University needs. Assistantship positions are normally awarded for the academic year. Applications may be submitted at any time. Candidates are advised to submit their material prior to June 1 for fall consideration. Late submissions will be accepted and reviewed as needed. Summer session graduate assistantship positions may be offered according to University needs, and are in addition to the regular academic year. Contact the office of graduate admissions for more information on summer assistantships.

## Scholarships And Awards

### **Dr. Ernest Brennecke Memorial Award**

In September 1970, the Dr. Ernest Brennecke Memorial Award was established by the department of English in honor of Dr. Brennecke, noted Shakespearean teacher, author, and professor of English at Slippery Rock University, 1967-69. The award is given to students in the master of arts degree program in English and is based on either a thesis presentation or on the quality point average of students upon completion of their program. For information regarding this award, contact the Department of English.

### **Dr. Robert D. Duncan Award**

In April 1983, the history department announced the creation of the Robert D. Duncan Award in honor of Dr. Duncan, retired chairperson who served Slippery Rock University from 1949 to 1978. The award is given each year to a graduating student in history who demonstrates a high QPA and/or service to the department. For information regarding this award, contact the Department of History.

### **Maggie Meise Graduate Scholarship**

*Criteria:* Graduate student who completed undergraduate degree at SRU and has completed 9 graduate credits at SRU with 3.500 QPA.

*Amount:* \$500/yr.

*Deadline:* Late November

For information regarding this scholarship, contact the office of Alumni Affairs.

### **Charles Bennett Scholarship**

*Criteria:* Graduate student in counseling and educational psychology with 3.500 QPA who is a Pennsylvania resident. Must demonstrate financial need.

*Amount:* \$700 maximum

*Deadline:* March 30

For information regarding this scholarship, contact the Department of Counseling and Educational Psychology.

### **Class of '57 Scholarship**

*Criteria:* Graduate Education major.

*Amount:* \$500

*Deadline:* May 1

For information regarding this scholarship, contact the dean, college of education.

### **Dr. Robert A. Macoskey Memorial Scholarship**

*Criteria:* Sustainable Systems graduate student with 3.500 QPA. Must have completed minimum of 12 semester hours of credit and demonstrate advocacy/commitment for sustainable systems concept.

*Amount:* Varies

For information regarding this scholarship, contact the Department of Parks and Recreation/ Environmental Education.

### **Marjorie Christy Maguire Fellowship**

*Criteria:* Graduate student in the Doctorate of Physical Therapy program who is in good academic standing, and who has demonstrated excellence in academics, clinical practice and research. Applicants must have successfully completed the first semester of study within SRU's DPT program.

*Amount:* \$1,000

*Contact:* Physical Therapy Department 724/738-2080

*Deadline:* March 15

#### **Ivona Kemp Natural Living Scholarship**

*Criteria:* Graduate student who is enrolled within the Master of Science in Sustainable Systems degree program at SRU. Applicants must be approved for degree candidacy with a minimum QPA of 3.25 and demonstrate financial need.

*Amount:* Varies

*Contact:* Ivona Kemp Scholarship Committee, 101 Eisenberg Classroom Building, 724/738-2068

*Deadline:* March

#### **Hazel Andrews Reed Fellowship**

Established in 1998 for students in the Doctor of Physical Therapy program. For information regarding this fellowship contact the Graduate School of Physical Therapy.

#### **Ryan Chandler Scholarship**

This memorial scholarship was developed in 1999 for Doctor of Physical Therapy students. For further information contact the Graduate School of Physical Therapy.

## **Loan and Work Programs Available**

Federal Stafford Loan. Students may wish to access student loan funds through the Federal Stafford Loan program to assist in meeting their educational expenses. To apply for the Federal Stafford Loan students must complete the Free Application for Federal Student Aid (FAFSA) and answer yes to the question that asks, "are you interested in student loans?" In addition, students must complete a Maser Promissory Note to begin borrowing at Slippery Rock University. Students must be enrolled in at least six credits during any term in which a Stafford Loan is requested. The Stafford Loan process takes approximately six to eight weeks to be completed.

Information from the FAFSA determines the amount and type of Federal Stafford Loan eligibility. A **subsidized** Stafford Loan is available to students with financial need; the term subsidized means that the federal government pays the interest on the loan while the student is enrolled. An **unsubsidized** Stafford 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 \$18,500 per year although only \$8,500 of that can be subsidized. A student's Stafford Loan, combined with any other sources of aid, cannot exceed the student's cost of attendance.

Additional information about the Federal Stafford Loan program is available at [www.aessuccess.org](http://www.aessuccess.org).

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/pages/10876.asp](http://www.sru.edu/pages/10876.asp) Students must find their own jobs by completing a student employment application for each position desired and submitting that application to the student employment supervisor whose name and location are listed on the job description. **No student is guaranteed a job.** Employers are made aware of students who are eligible for FWS and these students are to be given priority in the hiring process. A maximum of twenty hours per week may be worked during periods of enrollment. The current wage rate is minimum wage. Students are paid on a bi-weekly basis for the number of hours worked.

**Community Service Work-Study.** Students may wish to seek employment through the Community Service Work Study program. Information on these job opportunities can be obtained from the SRU Financial Aid Office.

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

# The Financial Aid Application Process

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

## How is Eligibility Determined?

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

Cost of Attendance

-- Expected Family Contribution

= Financial Need

## What Can Financial Aid Cover?

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

## What is an Expected Family Contribution (EFC)?

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

## What is My Eligibility for Financial Aid?

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

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

## How do I Receive Financial Aid Funds?

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

## Academic Progress for Financial Aid

The Higher Education Act of 1965 as amended by Congress mandates institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving Federal financial aid. The Academic Progress Policy for Financial Aid can be viewed online at [www.sru.edu/pages/628.asp](http://www.sru.edu/pages/628.asp).

# Statement of Rights and Responsibilities

## Rights:

The student has the right to:

- Be considered for financial aid assistance; be notified of the financial aid decision; and if not awarded financial assistance, to be informed as to the reason for denial.
- Appeal financial aid decisions to the Associate Provost for Enrollment Services.
- Be informed of the financial aid programs available and the required application materials.

## Responsibilities:

The student is responsible for:

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

#### **Additional Eligibility Criteria**

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

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

#### **General Comments**

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

#### **Important Telephone Numbers**

PHEAA Loan Division 1-800-692-7392

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

Financial Aid Office 724-738-2044

## **Veterans Affairs**

The financial aid office coordinates all paperwork for veterans or dependents of veterans who are eligible for Department of Veterans Affairs educational benefits. Qualified individuals should apply at least six weeks prior to the first day of classes. An original application for benefits and certified copy of DD214 (discharge paper), or VA form 2384 (Notice of Basic Eligibility), or copy of Kicker contract may be required. The Office of Financial Aid should be contacted for additional information regarding DVA educational benefits, financial aid, tutorial assistance, and credits for military service and specific forms. General information is available in the SRU Veterans Benefits pamphlet, or at [www.sru.edu/pages/633.asp](http://www.sru.edu/pages/633.asp).

## **Graduate Admission**

A student desiring to take graduate courses must apply for admission through the Graduate Admissions Office. Applications for admission are available online at [www.sru.edu/graduate](http://www.sru.edu/graduate) or from the Graduate Admissions Office at [graduate.admissions@sru.edu](mailto:graduate.admissions@sru.edu) or by calling 724-738-2051 or toll-free 1-877-SRU-GRAD. To be eligible for admission to a graduate degree program, a student must have completed the requirements for a bachelor's degree at a regionally accredited college or university. Admission to graduate studies is a rolling admission process, though some programs of study vary this process. Applicants should review specific programs of study for details.

An application for admission to graduate study for degree/certificate programs includes:



- A completed application form.
- Official transcripts sent directly from each institution of all graduate and undergraduate work taken at colleges and/or universities other than Slippery Rock University.
- Payment of the non-refundable application fee except for transient student applicants and special non-degree applicants.
- Official scores from the specific degree program's approved standardized test. See individual programs for admission criteria or contact the Graduate Admissions Office.
- Additional criteria for specific programs of study (see individual programs for this information).

Credentials submitted in support of an application for admission become the property of the university and will not be returned.

Admission to graduate study is governed by policies recommended by the Graduate Council and approved by the President. Admission to graduate studies does not constitute admission to a degree program. A student may be admitted to graduate study unconditionally, conditionally, or as a special, non-degree student. Upon acceptance to degree graduate studies, students are assigned a graduate advisor. It is the responsibility of the advisor to assist the student in planning a graduate program. It is the responsibility of the student to see his/her advisor prior to beginning graduate work in order to plan a program and, from time to time thereafter, to report on their progress. The final responsibility for meeting all degree requirements rests with the student (See Admission to Degree Candidacy).

**Unconditional Admission.** An applicant who holds a baccalaureate degree from an accredited institution, has earned an undergraduate grade point average of 2.750 based on a 4.000 scale, meets the standards established for the specific degree program's approved standardized test, and other established admissions requirements may be admitted unconditionally to graduate studies. Programs leading to teacher certification require a minimum 2.8 GPA.

**Conditional Admission.** An applicant who does not meet all standards for unconditional admission may be granted conditional admission upon recommendation of the appropriate departmental coordinator and approval of the director of Graduate Admissions. The student's initial admission letter will include requirements for achieving unconditional status.

**Special Admission SRU Undergraduate.** Undergraduate students with 90 earned credits or more, enrolled in courses at Slippery Rock University, may register for up to two graduate courses each semester upon recommendation of their advisor, appropriate department coordinator, and their dean. An instruction sheet and special application for graduate admission is available from the Graduate Admissions Office or Office of Academic Records and Summer School. Credits earned under this status will be recorded as part of a separate graduate level record and will not be used as part of the student's undergraduate record or degree requirements. A prorated graduate level tuition will be charged for the graduate level credits only.

SRU seniors who wish to take a graduate level course as part of their undergraduate degree should request information and an application form from the office of academic records and summer school, 1st floor, Old Main Building.

**Special Non Degree Admission.** Students who wish to participate in graduate, non-degree coursework, for one semester may submit a completed special non-degree application, and official college transcript(s) confirming an earned bachelor's or higher degree. No application fee is required and no financial aid is available.

Students may apply for this status more than once, but cannot exceed 12 credit hours under this status. Students who enroll as a special non-degree are not guaranteed enrollment into a degree program. A completed special non-degree application is required for each session.

**International Admission.** Prior to an admission offer, international student applicants whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550, unless they have received a degree from an accredited college or university in the United States, the United Kingdom, Canada (except Quebec), Australia or New Zealand. The examination is given at various times during the year and in many centers throughout the world. Inquiries should be addressed to TOEFL, Educational Testing Service, P. O. Box 6151, Princeton, NJ 08541-6151, telephone number is (609) 771-7760, or visit [www.toefl.org](http://www.toefl.org). International students who are transferring from unfinished degree programs at other universities in the United States and who have not taken this

examination must successfully take the TOEFL examination with a minimum score of 550 before being considered for admission.

In addition to meeting the language requirement, international students must provide evidence of having earned the equivalent of a bachelor's degree from an accredited institution of higher education. This is usually accomplished by submitting official transcripts of all university work. The transcripts must be translated into English. A grade point average equivalent to at least a 2.750 on a 4.000 point scale is required. Evidence of adequate financial resources to pursue a graduate program at Slippery Rock University must be documented via a notarized affidavit of financial support and an original bank statement showing the availability of sufficient funds for a minimum of one year.

**Transfer Credit.** A maximum of 12 semester hours of graduate coursework earned at other accredited institutions may be accepted for transfer to Slippery Rock University. In some departments, the maximum hours that may be transferred is less than 12. These credits must have been completed within the six-year period established for the completion of all degree requirements, carry at least a "B" grade, and be approved by the appropriate program coordinator and the director of graduate admissions. Those grades received for courses other than Slippery Rock University's will be recorded but will not be included in the student's cumulative grade point average. Credits earned in extension courses and in off-campus centers of other institutions will be reviewed for acceptance. Transfer of credits from other institutions will be recommended by the graduate coordinator and be approved/disapproved by the Director of Graduate Admissions. No more than six semester hours shall be transferred from another institution after a student has been admitted to a graduate program at Slippery Rock University. Any request to transfer credits should be made in writing at the time of admission to graduate study.

**Transient Students from Another Institution.** Students pursuing a graduate program at another accredited institution may enroll in graduate courses for the purpose of transferring the credits earned to that institution. Such students should complete and have signed the appropriate transient student approval form, available from the Graduate Admissions Office, 1 Morrow Way, 124 North Hall Welcome Center, Slippery Rock, PA 16057. No more than 6 semester hours of transient credits shall be transferred from another institution after a student has been admitted to a graduate program at SRU.

**Transient Students Enrolled in a Degree Program at Slippery Rock University.** Students enrolled in a graduate degree program at Slippery Rock University who wish to take courses elsewhere as part of their degree should have a Transient Student Clearance Form approved and signed by their advisor and coordinator. After completion of the course(s), an official transcript must be sent directly from that institution to the office of graduate admission at Slippery Rock University in order to have the credit accepted and posted to the university record. (Note: Provided a grade of "B" or better is earned, the credits will be accepted by transfer to apply to the student's degree requirements at Slippery Rock. However, only quality points earned at Slippery Rock University will be used in computing the student's grade point average.)

**Auditing Courses.** Auditing of graduate courses is authorized if class size permits. No credits of any kind may be earned by auditing. Auditors are classified as special (non-degree) students and must pay the same tuition and fees charged to students enrolled in the class for credit.

## Graduate Programs

## Counseling and Development

006 McKay Education Building      724-738-2035

*Chair*

Gerard A. Love

*Coordinator*

Donald A. Strano

**Secretary**

Kelly Noronha

*Faculty*

Padma Anand, Julaine Field, Michael Ignelzi, Ann Kemmerer, Jered Kolbert, Paulette LaDoux, Gerard Love, Mary Russo, Melissa Rychener, Donald Strano

*The Department of Counseling and Development offers masters degrees in Community Counseling, School Counseling and Student Affairs in Higher Education. We strive to prepare practitioners for the field who meet the highest standards of professional training. The emphasis is on personal development, acquisition of skills and the construction of knowledge. As such we value diversity and life experience in our students. You will find that our courses and the teaching do not focus on accumulating factual content. Instead you will be provided a variety of experiential and interactive activities aimed at promoting personal development, meaning making and the development of relevant skills.*

**Dr. Donald A. Strano, graduate coordinator**

**Counseling and Development**

**counseling.development@sru.edu**

**724-738-2035**

Students seeking a graduate degree in the Department of Counseling and Development have three program options. For admission to all degree programs, three letters of recommendation, a personal statement Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores, and an interview are required.

The first option leads to the Master of Arts Degree in Community Counseling (MACC). This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). It is designed to provide preparation in the general field of community counseling and leads to Pennsylvania licensure as a professional counselor (LPC). Emphasis areas include adult counseling, addiction counseling, and child and adolescent counseling. Nine hours of related (psychology, social work, etc.) undergraduate coursework is required for admission to the MACC degree program.

The second option leads to the Master of Arts Degree in College Student Personnel. This program is designed to prepare students to function effectively in the student affairs division of a post-secondary educational institution. Program objectives include learning a set of sensitivities and competencies related to student development and learning, leadership and management of student affairs organizations, students and institutional diversity, group and individual advising, and program development and evaluation. The MA degree program in student personnel is in keeping with professional standards set forth by the Council for the Advancement of Higher Education (CAS) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The third option leads to the Master of Education Degree in Elementary and Secondary School Counseling. This program reflects the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program leads to endorsement for certification as a school counselor in the state of Pennsylvania. A 3.00 QPA, six credits of undergraduate coursework in English (3 literature 3 composition) and six credits of math (113 level or higher) are normally required for unconditional admission to the school counseling program. Persons who do not have teachers' certification may pursue these programs and are eligible for school counseling certification upon successful completion of their degree. For individuals who have a master's degree in a related field and wish to obtain school counseling certification, a special non-degree endorsement program can be individually arranged.

Prior to applying for degree candidacy, candidates must be reviewed by program faculty. A comprehensive oral exam is required at the end of each of the three options. The exam is administered two times per year.

All three program areas require supervised field work. The department requires proof of liability insurance as well as Act 34 and 151 clearances before a student is permitted to engage in practica and internship. Students are reviewed by program faculty prior to approval for fieldwork.

## **Certification**

### **Principalship Program**

*"I enrolled in SRU's Principalship Program because it was a one year, "post masters" program, and because I was told it was a good program. I agree, the program kept me busy doing the things a principal would do. The blending of the program with Clarion University offered additional opportunities for sharing and discussion with the students attending via the web. The program is balanced and complete and I would highly recommend it to anyone interested in the Principal Certification."*

**– Dave Blakley  
Principalship**

*Program Contact: Joseph Merhaut*

#### **Principalship Program - Department Link**

The Slippery Rock and Clarion Universities of Pennsylvania collaborative principalship program is designed to fill a void that exists within the public schools of mid-western Pennsylvania, i.e., a lack of qualified administrators. Unlike many programs within the state that are driven by the number of courses a candidate must take to obtain administrative certification, this program is designed to reinforce the strengths a candidate brings to the program and to improve the areas in which the candidate is in need of assistance.

Prior to enrolling in the program, prospective candidates must have already received a Masters Degree in Education or related field. Candidates will be required to participate in a Developmental Assessment Center. This is required to determine the candidate's individual strengths and weaknesses. Using the results from this assessment the candidates, in consultation with their university mentor and administrator mentor, will develop a method for addressing the weaknesses within the ninety (90) clock hour per semester practicum (fall and spring only). These identified weaknesses become part of the candidate's Personalized Prescription Plan (PPP) for his/her certification program.

The Principalship Certification Program is designed around the standards for principalship certification of the Pennsylvania Department of Education (PDE). The standards of PDE provide the framework for the themes of the program. A seventh theme, Special Education, was added by the Leadership Task Force of the College of Education because of the increasing importance of this area within the public schools.

These themes include: Leadership and the Administrative Process; Curriculum Issues; School Management; Ethics and Law; Special Education; Human Resource Management; and Community Relations. Each theme is comprised of one or more one (1) credit modules. The content of the modules was developed with input from four nationally recognized individuals in innovative leadership design and refined by an ad hoc committee of the Slippery Rock University College of Education's Leadership Task Force. Each candidate will be required to participate in a ninety (90) clock hour practicum experience (fall and spring only) each semester during which time he or she will work on his/her individual school improvement project, address weaknesses discovered through the Developmental Assessment Center activity, and attend administrator-related meetings. These practicum experiences are designed to address the PDE requirement as well as a mandate from the Leadership Task Force to include sufficient opportunities for the candidate to link theory to application.

To further address the application component of this program, each theme includes a related thirty (30) hour field experience. So that students may find application of the content derived in the modules within each theme, assignments

are made based on the needs of the candidate and his/her school setting. The objectives of each module as outlined on the syllabus should include no more than one assignment per objective nor more than six objectives per module. Assignments for each module are developed jointly between university faculty, field mentors, and administrative mentors to assure that links between theory and application are constantly monitored.

## Theme I: Leadership and the Administrative Process

- CDEV 710 - Leadership and the Administrative Process Credits: 2

## Theme II: Curriculum Issues

- CDEV 711 - Foundations, School Reform, and Alignment of School Curriculum Credits: 1
- CDEV 712 - Instructional Supervision for the School Administrator Credits: 1

## Theme III: School Management

- CDEV 713 - School Facilities and Plant Operation Credits: 1
- CDEV 714 - School Finance Credits: 1

## Theme IV: Administrative Ethics and School Law

- CDEV 715 - Administrative Ethics and School Law Credits: 1

## Theme V: Special Education

- CDEV 720 - The Law and Special Education Credits: 1
- CDEV 721 - Special Education Program Administration and Evaluation Credits: 1

## Theme VI: Human Resource Management

- CDEV 722 - Personnel Selection and Supervision Credits: 1
- CDEV 723 - Staff Development from Induction to Continuous Staff Credits: 1
- CDEV 724 - Mediating Conflict in Organizations Credits: 1

## Theme VII: Community Relations

- CDEV 725 - Oral and Written Communication for the School Administrator Credits: 1
- CDEV 726 - Developing Positive Relationships with the Stakeholders Credits: 1

## Practicums

- CDEV 717 - Practicum in School Administration I Credits: 1
- CDEV 727 - Practicum in School Administration II Credits: 1

## Master of Arts

### Community Counseling

*(60 credits)*

*Students may take Core I and Core II coursework simultaneously.*

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

Community Counseling - Addiction - Factsheet (PDF)

MA in Community Counseling - Department Page

#### Core I - Basic Knowledge (15 Credits)

This education program area requires a common core of coursework:

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 615 - Introduction to Community Counseling Credits: 3
- CDEV 670 - Counseling Theory Credits: 3

#### Core II – Professional Knowledge (15 credits)

*Students may take Core II and Core III coursework simultaneously.*

- CDEV 607 - Models of Adaptive Behavior Credits: 3
- CDEV 611 - Family Counseling Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 680 - Principles of Appraisal Credits: 3
- SEFE 602 - Univariate Statistical Methods Credits: 3

#### Core III – Areas of Specialization (6 credits)

*Students must have a minimum 3.0 QPA and have completed Core III prior to taking the Oral Comprehensive Examination. Students may not enroll in Core V until Core I, II, & III are completed.*

##### Child and Adolescent Emphasis

- CDEV 618 - Systems of Adaptive Behavior in Youth Credits: 3
- CDEV 685 - Youth Counseling Credits: 3

##### Addiction Emphasis

- CDEV 636 - Counseling the Addict Credits: 3

## Adult Emphasis

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

## Core IV – Additional Required Coursework (12 credits)

*Core IV coursework may be taken at any time in a student's program of study.*

- CDEV 603 - Career Counseling and Development Credits: 3
- CDEV 699 - Research and Evaluation in Counseling Credits: 3  
Elective

## Core V – Field Experience (12 credits)

- CDEV 701 - Master in Arts in Community Counseling (MACC) Practicum Credits: 3
- CDEV 703 - Practicum in Counselor Supervision Credits: 3
- CDEV 751 - Community Counseling Internship Credits: 3-6

## Student Affairs in Higher Education (Endorsements)

*(42 credits)*

*Students must successfully complete Core I with a minimum 3.0 QPA and Core II coursework before taking Core IV coursework. Students may take Core III coursework concurrent with Core II coursework.*

## Core I - Basic Knowledge (15 Credits)

This education program area requires a common core of coursework:

- CDEV 602 - Introduction to Student Personnel in Post-Secondary Education Credits: 3
- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 670 - Counseling Theory Credits: 3

## Core II – Professional Knowledge – Student Personnel (9 credits)

- CDEV 608 - Law in Post Secondary Education Credits: 3
- CDEV 616 - College Student Development Credits: 3
- CDEV 620 - Management in Higher Education Credits: 3

## Core III – Advanced Professional Knowledge – Counseling (15 credits)

*Students may take Core III coursework concurrent with Core IV coursework.*

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

- CDEV 699 - Research and Evaluation in Counseling Credits: 3
- SEFE 602 - Univariate Statistical Methods Credits: 3  
Elective

## Core IV – Field Experience (3 credits)

*Students must have a minimum 3.0 QPA prior to taking the Oral Comprehensive Examination*

- CDEV 705 - Student Personnel Practicum Credits: 3

## Master of Education

### School Counseling

School Counseling - Factsheet (PDF)

School Counseling - Department Link  
(51 credits)

Elementary and Secondary School Counseling

*Students may take Core I and Core II coursework simultaneously.*

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

## Core I Basic Knowledge (15 credits)

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 613 - Introduction to School Counseling Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Counseling Diverse Populations Credits: 3
- CDEV 670 - Counseling Theory Credits: 3

## Core II – Professional Knowledge (15 credits)

*Students may take Core II and Core III coursework simultaneously*

- CDEV 603 - Career Counseling and Development Credits: 3
- CDEV 611 - Family Counseling Credits: 3
- CDEV 612 - Group Counseling Credits: 3
- CDEV 618 - Systems of Adaptive Behavior in Youth Credits: 3
- CDEV 685 - Youth Counseling Credits: 3

## Core III – Related Professional Knowledge (12 credits)

*Students must have a minimum 3.0 QPA and have completed Core III prior to taking the Oral Comprehensive Examination.*



- CDEV 678 - Psychology of Learning and Instruction Credits: 3
- CDEV 680 - Principles of Appraisal Credits: 3
- CDEV 699 - Research and Evaluation in Counseling Credits: 3  
Elective (as recommended by advisor)

## Core IV – Fieldwork (9 credits)

*Students may not take Core IV coursework until they have completed Core I coursework.*

- CDEV 704 - School Counseling Practicum Credits: 3
- CDEV 750 - School Counseling Internship Credits: 2, 3 or 6

# Elementary Education and Early Childhood Education

104 McKay Education Building 724-738-2042

*Chair* Lee Williams

*Coordinator* Lee Williams

*Secretaries* Dixie Hogue, Kay Wolford

*Faculty* Susan Argyle, Claudia Balock, Carmine DeCarlo, Thomas Gordon, Herbert Hunt, Deborah Libby, Nikki Merchant, Suzanne Rose, Anne Slanina, Robert Snyder, Deborah Wells, Judy Werner, Lee Williams

*Elementary and Early Childhood Education offers three graduate programs for licensed teachers in two areas: reading or math and science curriculum.*

- *The Master of Education Elementary, Math/Science*
- *The Master of Elementary Education, Reading*
- *Reading Specialist Certification (requires Praxis 2)*

*All three programs are offered at the Slippery Rock University campus. The reading specialist program is offered at the Regional Learning Alliance (RLA) in Cranberry in a 14-month program that begins each May. Additional courses towards the master's degree are offered at the RLA on a regular basis. Many of the courses are offered on an "on-line, on-site" basis, so that busy professionals can have the option of flexible scheduling yet maintain high quality, personal interactions with their professors and colleagues. Teachers who have completed the master's program become teacher leaders in their schools and are in demand as content specialists by principals and superintendents. Several have gone on to enter doctoral or administrative degree programs.*

**Dr. Suzanne Rose,**  
**graduate coordinator**  
**Elementary and Early Childhood Education**  
**suzanne.rose@sru.edu 724-738-2042**

The Department of Elementary Education/Early Childhood offers a master of education degree with an area of concentration in the following fields related to elementary education:

- Elementary Mathematics, Science and Technology (K-8)
- Reading (K-12)

Each area of concentration is designed to strengthen those competencies and skills necessary for excellent classroom teaching. The specialized programs are, in addition, designed to assist those teachers who desire to become curriculum

specialists or who wish to extend their expertise into such areas as program development, research or educational leadership.

In addition to the general requirements for admission to graduate studies, students who desire to complete a master's degree in education must have a teaching certificate based on the completion of a four-year undergraduate program in elementary education. For the reading program, the certificate may be in elementary education, special education or one of the subjects in secondary education.

### **Procedures for Attaining the Master of Education Degree in Elementary Education.**

Applications for admission to graduate studies may be obtained from the director of graduate studies. Unconditional admission to the M.Ed. program in elementary education/early childhood requires an undergraduate QPA of 2.75 or higher. Conditional admission may be granted to applicants who have less than a 2.750 undergraduate QPA and meet all other requirements for admission. After being admitted to graduate studies, students will be assigned a graduate advisor. Students must then meet with their graduate advisor to plan their graduate program and to discuss degree requirements. Between the sixth and twelfth hours, students must apply for admission to degree candidacy. A student is on academic probation whenever the cumulative QPA for all graduate courses attempted at Slippery Rock University is less than 3.000. The director of graduate studies shall suspend a student, whose academic standing is unsatisfactory (less than 3.000 QPA) for two semesters of successive registration. A suspended student may petition the director of graduate studies for readmission.

After the completion of 24 graduate credits, students may apply for the comprehensive examination through the elementary education/early childhood department office. After successful completion of the comprehensive examination and predetermined courses, students may apply for graduation through the director of graduate studies.

### **Thesis Option**

Students who complete the thesis option are not required to take the comprehensive examination. Those who select the thesis option have to complete the following steps:

1. With the help of the academic advisor or other faculty member, formulate a thesis topic.
2. With the help of the academic advisor, select a thesis committee.
3. With the help of the thesis committee, prepare a thesis proposal.
4. Register for ELEC 800 Thesis.
5. Complete the study and write the thesis.
6. Conduct an oral defense of the thesis.
7. Apply for thesis approval from the director of graduate studies.

## **Certification**

### **Reading Specialist Certification**

(21 credits)

Elementary Education - Reading Specialist Certification - Factsheet (PDF)

Upon completion of the seven required reading education courses students are eligible for the reading specialist certification and may apply to the Pennsylvania Department of Education. This is done through the dean of education. The reading specialist certification is required for employment as a Chapter I teacher in the Commonwealth.

The seven required reading certification courses (21 credits) all apply to the requirements for the 36 credit Reading Masters degree program. Successful reading certificate candidates may continue on toward the reading M.Ed. by requesting a degree status change through the Office of Graduate Studies.

## Courses:

- ELEC 608 - 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 622 - Understanding Reading Difficulties 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
- ELEC 633 - Resource Materials in Children's Literature Credits: 3

## Master of Education

### Master of Education in Elementary Mathematics and Science

*“SRU offers a Masters of Education in Elementary Math/Science, which is a unique, 30-credit program. That fact, combined with the lower tuition, virtually made my decision for me. I knew that at SRU I would be getting the highest quality preparation in a reasonable amount of time at a price that will not put me in debt for years to come.”*

– Lindsay Carr  
Elementary Education

Master of Education in Elementary Mathematics & Science - Factsheet (PDF)

### Elementary Mathematics, Science and Technology (30 credits)

The elementary mathematics, science and technology program is designed to assist elementary teachers become leaders in elementary mathematics and science education with special emphasis on the integration of these two content areas.

With the approval of the faculty advisor, students may also choose elective courses from among other graduate offerings in the elementary education/early childhood and secondary education/foundations of education departments, as well as from other graduate programs available at Slippery Rock University.

#### A. Major Area (these six courses are required):

- ELEC 636 - A Survey of the Mathematics Curriculum in the Elementary School Credits: 3
- ELEC 638 - Curriculum Materials for Elementary Science Credits: 3
- ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science Credits: 3
- ELEC 661 - Perspectives in Mathematics and Science Education Credits: 3
- ELEC 664 - Problem Solving in the Elementary School Credits: 3
- ELEC 705 - Seminar in Mathematics and Science Education Credits: 3

#### B. Educational Foundations (Select a minimum of 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

### C. Research and Statistics (6 credits are required)

Select 6 credits from the following:

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

### D. Electives (Select one course)

Students should select a course in consultation with their advisor.

## Master of Education in Reading

(36 credits)

The reading program is designed to promote the development of reading professionals who are able to play a variety of roles in grades K-12. These roles include classroom teacher of reading, diagnostic-remedial specialist, developmental reading-study skills specialist, and reading consultant/reading resource teacher.

Master of Education in Reading - Factsheet (PDF)

### A. Reading Education Courses (21 credits)

- ELEC 608 - 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 622 - Understanding Reading Difficulties 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
- ELEC 633 - Resource Materials in Children's Literature Credits: 3

### B. Educational Foundations (Select a minimum of one course):

- SEFE 680 - Crucial Issues in Education
- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3

### C. Research and Statistics (6 credits)

- ELEC 627 - Crucial Issues in Reading Research (3 credits)

Select one from the following:

- SEFE 602 or SEFE 696

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3

## D. Electives (Select two courses):

With the approval of the faculty advisor, students may also choose elective courses from among other graduate offerings in the elementary education/early childhood and secondary education/foundations of education departments, as well as from other graduate programs available at Slippery Rock University.

Suggested Courses:

- CDEV 678 - Psychology of Learning and Instruction Credits: 3
- ELEC 631 - Trends in Elementary School Language Arts Credits: 3
- ELEC 800 - Thesis Credits: 3
- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3

## English

301 Spotts World Culture Building      724-738-2043

*Chair*

Cornelius Cosgrove

*Coordinator*

Joseph McCarren

*Secretaries*

Drinda Weber

Deborah Kosciuszko

*Faculty*

Nancy Barta-Smith, William Boggs, Jace Condrary, Cornelius Cosgrove, William Covey, Robert Crafton, Danette DiMarco, Diana Dreyer, Anita Gorman, Christopher Kreiser, Cindy LaCom, Jane Lasarenko, Joseph McCarren, Robert McIlvaine, Alison McNeal, Rachela Permenter, Derrick Pitard, Erica Scott, James Strickland, Kathleen Strickland, William Zeiger

*The English Department offers two career-oriented master's degree tracks that meet the needs of working professionals, current teachers, and traditional graduate students. The professional writing track complements students' existing expertise and opens opportunities for career advancement and employment. The traditional track in English literature and composition enhances students' current knowledge, provides English educators with an opportunity to complete Act 48 credits, and prepares potential Ph.D. students for the rigors of advance graduate study. Distinguished faculty who are leaders in their fields teach all courses. Students learn in small classroom settings with courses offered at both the main campus and at the Regional Learning Alliance in Cranberry Woods, Pennsylvania. Tuition costs are affordable, and graduate assistantships are available to full and part-time students.*

**Dr. Joseph McCarren, graduate coordinator**

**English**

**joseph.mccarren@sru.edu**

**724-738-2868**

The English Department offers two tracks, traditional and professional, toward a Master of Arts in English. Each track prepares students for future success in both academic and professional careers.

## Master of Arts

### Master of Arts in English: Professional Writing Track

*"I recommend the English Professional Writing Program to anyone looking to enter or already working in journalism, public relations or advertising. The coursework runs the gamut, from ad copy writing to advanced rhetoric. I have learned new strategies for effective writing and grown as a professional. The education will help my career."*

– **Gordon Ovenshine**  
**English**

*No thesis required*

In lieu of a thesis, degree candidates in the professional writing track are required to complete 6 credits of Internship or 6 credits of Independent Writing.

*No Comprehensive Examination*

In lieu of a thesis, degree candidates in the professional writing track are required to submit to the graduate coordinator (by the fourth week of their final term) a portfolio that contains at least three writing projects (electronic and/or hard copy) completed during their course of study. This portfolio must include an introductory essay discussing the significance of those projects in relation to their development as professional writers. The portfolio is evaluated by a committee of three-graduate faculty members of the student's choice on a pass/fail basis.

Master of Arts in English - English Department Link

Master of Arts in English - Factsheet (PDF)

### Core requirements (9 credits)

- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 655 - Administrative, Technical, and Scientific Writing Credits: 3

### Seminars (6 credits)

- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 656 - Seminar in Visual Rhetoric Credits: 3
- or
- ENGL 657 - Seminar in Advertising and Public Relations Writing Credits: 3

### Electives (15 credits)

- ENGL 598 - Selected Topics Credits: Up to 6

(Ethics and Law in the Workplace; Computer Applications; Professional Editing)

- ENGL 620 - Linguistics Credits: 3
- ENGL 658 - Seminar in Grant and Proposal Writing Credits: 3
- ENGL 660 - Seminar: Creative Writing Credits: 3  
or other English graduate courses with consent of advisor.

## Internship (6 credits)

### Courses:

- ENGL 750\* - Internship/ Workshop
- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- ENGL 651 - Seminar in Shakespeare Credits: 3
- ENGL 652 - Seminar in the Literature of Pluralism Credits: 3
- ENGL 653 - Seminar in World Literature Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 655 - Administrative, Technical, and Scientific Writing Credits: 3
- ENGL 656 - Seminar in Visual Rhetoric Credits: 3
- ENGL 657 - Seminar in Advertising and Public Relations Writing Credits: 3
- ENGL 658 - Seminar in Grant and Proposal Writing Credits: 3
- ENGL 660 - Seminar: Creative Writing Credits: 3
- ENGL 688 - Classic Stage Credits: 3
- ENGL 689 - The Shakespeare Stage Credits: 3

## Master of Arts in English: Traditional Track

Students may choose the thesis or non-thesis option for this track.

Master of Arts in English - English Department Link

Master of Arts in English - Factsheet (PDF)

## Thesis Option (33 credits)

## Core Requirements (9 credits)

- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3

## Thesis/Oral Defense (3 credits)

## Electives (21 credits)

(up to 6 credits in another department with approval of the Graduate Coordinator)

- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- ENGL 651 - Seminar in Shakespeare Credits: 3
- ENGL 652 - Seminar in the Literature of Pluralism Credits: 3
- ENGL 653 - Seminar in World Literature Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 688 - Classic Stage Credits: 3
- ENGL 689 - The Shakespeare Stage Credits: 3
- ENGL 700 - Independent Study Credits: 3
- ENGL 750 - Internship Credits: 3 to 6
- ENGL 800 - Thesis Credits: 3

## Non-Thesis Option (36 credits)

### Core Requirements (9 credits)

- ENGL 601 - Research in the Discipline Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3

### Seminars (including long papers) (6 credits)

### Electives (21 credits)

(up to 6 credits in another department with approval of the Graduate Coordinator)

- ENGL 598 - Selected Topics Credits: Up to 6
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3



- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- ENGL 651 - Seminar in Shakespeare Credits: 3
- ENGL 652 - Seminar in the Literature of Pluralism Credits: 3
- ENGL 653 - Seminar in World Literature Credits: 3
- ENGL 654 - Seminar in Professional Writing Credits: 3
- ENGL 688 - Classic Stage Credits: 3
- ENGL 689 - The Shakespeare Stage Credits: 3
- ENGL 700 - Independent Study Credits: 3
- ENGL 750 - Internship Credits: 3 to 6
- ENGL 800 - Thesis Credits: 3

## **Exercise and Rehabilitative Sciences (Currently on Moratorium)**

114 West Gym - Stoner Instructional Complex 724-738-4864

*Chair* Susan Hannam

*Coordinator* Jeff Lynn

*Secretary* Deborah Glenn

*Faculty* Jonathan Anning, Pamela Arnhold, Robert Arnhold, Susan Hannam, Susan Herman, Jeff Lynn, Nelson Ng, Patricia Pierce, William Ryan, Bonnie Siple, Scott Zema

The Department of Exercise and Rehabilitative Sciences offers a Master of Science Degree in Exercise and Wellness Promotion. This is a 30 credit hour program that prepares professionals with a solid theoretical and practical foundation to design, implement, evaluate, and manage exercise programs focusing on health promotion and wellness.

The graduate program includes opportunities for elective courses that allow students to explore areas of special interest. In addition, for the final 6 credit hours, students may elect to complete a 240-hour internship in one of the many public, commercial, and private health/fitness related agencies affiliated with the university, or take a univariate statistics course and complete the thesis.

The Department of Exercise and Rehabilitative Sciences expects all students to meet the general requirements for admission to graduate study and to have appropriate undergraduate preparation in exercise science or a related field. Course deficiencies may be addressed during the admission process.

### **Master of Science**

### **Adapted Physical Activity**

The Master of Science Degree in Adapted Physical Activity provides the student with a 30-hour comprehensive program with a contemporary curriculum taught by nationally recognized faculty. The program requires the successful completion of a 6-credit internship. The internship experience expands the student's knowledge and enhances their practical application of adapted physical activity service delivery, supervision, and leadership. The internship is the student's culminating experience and often proves to be mutually beneficial to both the student and the host agency. The students gain valuable knowledge about the field of adapted physical activity while the host evaluates potential future employees.

All applicants for graduate study at Slippery Rock University must have a minimum grade point average of 2.75 and submit a 750 word essay describing why the applicant is applying to the program and how this degree will help the applicant reach his/her career goals. Applicants should have their transcripts and GRE, GMAT, or MAT scores forwarded to the Graduate Admissions Office.

## Required Courses

- ERS 750 - Internship Credits: 6

## History

212C Spotts World Culture Building 724-738-2403

### *Chair*

John Nichols

### *Coordinator*

David Dixon

### *Secretary*

Charlene Winslow

### *Faculty*

John Craig, Margaret Denning, David Dixon, Jaelyn Gier, Alan Levy, John Nichols, Thomas Percy, Larry Rotge, Carlis White

*Whether you want to continue your undergraduate experience in history or begin study in this area, the Master of Arts in History at Slippery Rock University is one to consider. Experience small classes and personal interaction with faculty within an environment that is appropriately, academically challenging and professionally fulfilling. The degree program offers traditional instruction and opportunities to practice the discipline of history through internships at local historical societies, archives, and museums and at the Old Stone House, a historical site managed by Slippery Rock University. Also, graduate students have opportunities to attend conferences and present papers as well.*

**Dr. Larry Rotge, professor**

**[larry.rotge@sru.edu](mailto:larry.rotge@sru.edu)**

**724-738-2403**

## Master of Arts

## Master of Arts in History

*"I chose Slippery Rock University's Master of Art in History Program because of the amazingly talented and dedicated professors. They are exceptional teachers and scholars who set the bar very high, constantly presenting us with significant academic obstacles. They also act as mentors, providing students with the tools, motivation and guidance to not only reach that bar, but achieve well beyond it. An MA recipient from SRU's History Program is ready for every challenge of the historian's craft, and is well prepared for further higher education."*

– **Josh Nard**

## **History**

Slippery Rock University offers a Master of Arts Degree in History. The program is designed specifically to provide advanced, in-depth study of American, European, and Non-Western history; to develop critical analysis of historical materials; to stimulate research and publication in history; and to prepare students who want the master's degree as a step toward a more advanced degree.

Master of Arts in History - History Department Link

Master of Arts in History - Factsheet (PDF)

## Thesis Option

1. Thirty-semester hours credit with a minimum average grade of "B" and with no more than two courses of "C" grades.
  - a. Three credits in Historical Method (HIST 605).
  - b. Three credits in one seminar course (HIST 700 level).
  - c. Twenty-four credits, including:
    1. History course electives from the following areas: American, European, Non-Western, and Latin American.
    2. Up to six credits in related social studies courses may be accepted.
    3. Three to six credits in thesis (HIST 800).
2. Thesis
3. One bound copy of thesis for department and two bound copies for library.
4. Competency in history to be determined by final oral examination.

## Non-Thesis Option #1

1. Same as above, except:
  - a. No credits would be earned for thesis and
  - b. Two papers, written in seminars or courses, would be accepted in lieu of the thesis.
2. One bound copy of paper for department.
3. Competency in history to be determined by final oral examination.

## Non-Thesis Option #2

1. Thirty-six credits credit with a minimum grade average of "B" and with no more than two courses of "C" grades.
  - a. Three credits in Historical Method (HIST 605).
  - b. Three credits in one seminar course (HIST 700 level).
  - c. Thirty credits, including:

1. History course electives from the following areas: American, European, Non-Western, and Latin American.
  2. Up to six credits in related social studies courses may be accepted.
  3. Up to six credits of electives in fields appropriate to one's interest may be accepted.
2. Competency in history to be determined by final oral examination.

## Courses:

- HIST 511 - Renaissance and Reformation Credits: 3
- HIST 512 - Europe, 1715-1815 Credits: 3
- HIST 540 - The United States in the Twentieth Century Credits: 3
- HIST 561 - The Ancient Near East Credits: 3
- HIST 585 - The Middle East in Modern Times Credits: 3
- HIST 605 - Historical Method Credits: 3
- HIST 612 - Ancient Greece Credits: 3
- HIST 614 - Tudor-Stuart England Credits: 3
- HIST 616 - Modern England Credits: 3
- HIST 617 - Modern Germany Credits: 3
- HIST 618 - Russia in the Twentieth Century Credits: 3
- HIST 625 - Women in History Credits: 3
- HIST 633 - Colonial America, 1607-1763 Credits: 3
- HIST 634 - The American Revolutionary Era Credits: 3
- HIST 635 - The Civil War and Reconstruction Credits: 3
- HIST 636 - The American West Credits: 3
- HIST 637 - Indians of North America Credits: 3
- HIST 638 - American Constitutional History Through 1865 Credits: 3
- HIST 639 - American Constitutional History Since 1865 Credits: 3
- HIST 643 - Hispanic American History to 1830 Credits: 3
- HIST 644 - The ABC Powers and Mexico Credits: 3
- HIST 666 - Twentieth-Century Africa Credits: 3
- HIST 686 - Contemporary China Credits: 3
- HIST 700 - Independent Study Credits: 1 to 3
- HIST 710 - Seminar in Medieval Europe Credits: 3
- HIST 733 - Seminar in American Industrialism and Reform, 1887-1914 Credits: 3
- HIST 734 - Seminar in American Foreign Policy Credits: 3
- HIST 735 - Seminar in Pennsylvania History Credits: 3
- HIST 750 - History Internship Credits: 3 to 6

## Nursing

115A Behavioral Science Building      724-738-2065

### *Chair*

Kathleen Kellinger

### *Coordinator*

Alice Conway, Clarion University

### *Secretaries*

Joanne Santus

### *Faculty*

**Slippery Rock University** - Kit Kellinger, Ramona Nelson, Judy DePalma

**Clarion** - Alice Conway, Deborah Ciesielka, Angela West, Joyce Keenan

**Edinboro** - Patricia Nosel

### **Master of Science Degree in Nursing**

The Master of Science in Nursing program is sponsored jointly by Clarion, Edinboro, and Slippery Rock Universities. There are two concentration areas in this program: one leads to preparation as a family nurse practitioner and the other to preparation as a nurse educator. The family nurse practitioner concentration (45 semester hours) educates family nurse practitioners to provide primary care in medically under-served areas in western Pennsylvania and prepares graduates to apply for Certified Registered Nurse Practitioner (CRNP) status to the Pennsylvania State Board of Nursing. The nurse educator concentration (36 semester hours) prepares nurse educators to teach in undergraduate nursing programs such as ASN and diploma programs. Nurse educator students learn to design, implement, and evaluate instruction.

This program is accredited by the National League for Nursing Accrediting Commission (NLNAC). Graduates of the program will receive a joint degree granted by all universities and are eligible to apply for legal certification in the Commonwealth of Pennsylvania.

Courses are offered at Clarion, Edinboro, and Slippery Rock Universities, including sites in Edinboro, Clarion, Oil City, Pittsburgh and Slippery Rock. Students may select one university site for advisement and may utilize facilities and services of all three universities. Information about program requirements and administrative matters is available at all universities. Students should check the MSN Student Handbook and the program Website for the most up-to-date program information.

### **Program Objectives**

The Master of Science in Nursing program affords advanced practice nurses the opportunity to develop as expert clinicians or nurse educators, participate in shaping health policy, and contribute to research that improves patient care or nursing education. The nursing program provides the foundation for a life-long process of personal and professional growth as well as for doctoral education. Specifically designed for the working professional, all courses are taught via interactive television and the World Wide Web. Most students study on a part-time basis.

### **Program Outcomes**

Graduates will:

1. Synthesize knowledge from nursing, the sciences, and humanities into advanced nursing practice.
2. Demonstrate critical thinking and diagnostic reasoning in decision-making activities.
3. Use theoretical knowledge and research findings as a foundation for advanced nursing practice.
4. Incorporate professional/legal standards and moral/ethical values into a culturally sensitive practice.
5. Apply nursing knowledge and related theories to nursing and health through nursing education and advanced clinical practice.
6. Build a professional system that includes interdisciplinary communication, collaboration, and teamwork.
7. Participate in legislative and policy-making endeavors that influence health care services and practices.
8. Contribute to nursing knowledge through advanced clinical practice and/or education and research.

### **Admission Requirements**

- Completed program application materials.
- Payment of the application fee.
- Evidence of an earned baccalaureate degree in nursing from an NLNAC accredited program.
- Hold licensure as a registered nurse in the state where the students' clinical experience will be precepted.
- An undergraduate quality point average of 2.75 on a 4.0 scale or a graduate grade point average of 3.0 on a 4.0 scale.

- One year of recent full-time clinical practice or two years of part-time clinical practice; submit a resume describing professional experience.
- Demonstrated ability in typing using computer keyboard and using a word processing package.
- Verification of professional liability insurance.
- Ability to analyze statistical data; applicants may demonstrate competency in statistics by providing evidence of course work successfully completed in the past or current enrollment in a basic statistics course.
- Interview with a member of the CU, EU, or SRU nursing faculty

#### **Program Policies**

- Students may transfer up to 12 semester hours of approved non-clinical coursework if courses were taken within five years. Students may transfer up to nine credits from another master's degree.
- Students may challenge up to three credits of coursework with permission.
- Students are admitted into the MSN program after they have met the graduate admission requirements of Clarion University and have been recommended for acceptance by the Admissions, Progression and Graduation Committee of the MSN faculty. Notification of acceptance is by the Graduate Office of Clarion University (Administrative Site).
- Students are encouraged to have identified potential preceptors by the time they register for clinical courses in which precepting is required.

#### **Degree Requirements**

To fulfill the degree requirements for graduation, the student must complete 45 semester hours of required coursework for the family nurse practitioner concentration and 36 semester hours of required coursework for the nurse educator concentration. The student must maintain a QPA of 3.0 or better on a 4.0 scale. A scholarly project is required for graduation. Successful completion of a written comprehensive examination is required for the FNP. All degree requirements must be completed within six years of the first date of enrollment.

#### **Performance Requirements Retention Policy:**

Students who fail to maintain an overall QPA of 3.0 are automatically placed on probation. Students placed on probation must achieve satisfactory academic standing within one semester of registration or be removed from the program.

**Non-Clinical Courses:** Students may earn a grade of "C" in only one non-clinical course without jeopardizing their status in the program. If an additional grade of "C" is earned, the student will be automatically placed on probation. Students placed on probation must repeat a "C" course and earn a grade of "B" or better the next semester that the course is offered or be removed from the program. Only two "C" grades can be repeated. Additional grades of "C" will be cause for removal from the program. Students earning a grade below "C" are automatically placed on probation.

**Clinical Courses:** Students must maintain a "B" average in all clinical courses. If a grade of "C" or below is earned, the student will be automatically placed on probation. Students placed on probation must repeat that clinical course and earn a grade of "B" or better the next semester that course is offered or is removed from the program. Students can repeat one clinical course. An additional "C" in any clinical course will be cause for removal from the program.

**Progression Policy:** Students must maintain a "B" average or better in order to remain in good standing and a grade of "B" or higher in each clinical course in order to progress in the clinical sequence.

**Graduation Policy:** Students must have an overall QPA of 3.0 in order to graduate from the program. The maximum time for completion of the degree program is six calendar years. Students must finish the program no later than two semesters after completing the clinical practicum.

It is the student's responsibility to file, with the aid of his or her advisor, an Application for Graduation prior to the published deadline during the semester in which he or she intends to graduate. Information on applying for graduation can be obtained from the Division of Graduate Studies at Clarion University.

#### **Advisement**

As part of the application process, the candidate must meet with a faculty advisor for an admission interview. Upon

admission to the MSN Program the student will be assigned a faculty advisor. The student may select an advisor from Clarion, Edinboro or Slippery Rock graduate faculty. Before beginning the first course, the successful applicant should meet with the graduate advisor for orientation and assistance in planning the first semester program.

A minimum of nine credits per semester is considered a full load for graduate students. Twelve semester hours is a maximum load. Exceptions may be authorized by the Coordinator of Graduate Studies at Clarion University upon recommendation by the graduate faculty acting upon a written petition by the student.

### **Family Nurse Practitioner Concentration**

The family nurse practitioner concentration is a 45-semester hour degree program leading to a master's degree in nursing and preparing graduates to apply for Certified Registered Nurse Practitioner (CRNP) status to the Pennsylvania State Board of Nursing.

### **The Nurse Educator Concentration**

Nurse educators who have a strong clinical background are in high demand by schools of nursing. As a consequence, the Nurse Educator concentration students take many of the same courses taken by family nurse practitioner students. In addition, however, nurse educator students learn to design, implement and evaluate instruction.

### **RN-MSN**

A program is available for students wishing to combine a BSN and MSN degree program. This potentially shortens the time for obtaining a MSN as a Family Nurse Practitioner by 12 credits and for a MSN in Nursing Education, the program is shortened by 6 credits. The undergraduate portion of the program is web based. The graduate portion is through the collaborative MSN program which includes Clarion University, Edinboro University, and Slippery Rock University. Students receive their BSN degree upon completion of 120 credits (including all transfer credits) and other State System requirements.

### **Admission Requirements for the RN-MSN Program**

- 3.0 minimum QPA from either an Associate Degree Program or Diploma Program
- Minimum of 63 credits in transfer (including the 30 for diploma graduates)
- Maintenance of a 3.0 QPA for progression to the graduate portion of the program

**Note:** Application for continuance in the graduate portion of the program is made through Clarion University (the administrative site for the collaborative MSN program) and requires 1 year professional nursing experience prior to entry into this portion of the program as well as two professional references. For more information, contact: Kit Kellinger, 724-738-2326 Email: [kathleen.kellinger@sru.edu](mailto:kathleen.kellinger@sru.edu)

### **Readmission Policy**

Students who withdraw from the program without securing a leave of absence, leave because of unsatisfactory performance, or fail to complete the program requirements in six years (or by the approved extension date) may apply for readmission to the nursing program if they have a cumulative QPA of 3.0.

The Admissions, Progression and Graduation Committee will evaluate student requests for readmission and make a recommendation to the graduate faculty based on the following criteria: general academic history; grade point average; clinical performance as evaluated by graduate nursing faculty and preceptors; time absent from the academic program; and potential for success. Readmission to the nursing program is based on the professional judgment of the graduate nursing faculty and is contingent upon class size.

### **Second Master's Degree Policy and Curriculum**

Individuals holding a graduate degree in nursing may earn a second masters in nursing degree in the family nurse practitioner program. In order to qualify for a second master's degree, regardless of where the first degree was earned, graduate students must successfully complete a minimum of 30 hours of credit in this program beyond the first master's degree and meet program requirements with respect to the required semester hours of credit and courses for the major. Second master's degree students would typically have transfer credits in nursing theory and research that could apply to the requirements of NURS 605: Evolution of Nursing Theory, NURS 610: Advanced Concepts in Nursing Research, and NURS 800: Scholarly Project. Students may petition for life experience credits for NURS 614: Health Promotion:

Family and Community Perspectives and NURS 645: Nursing and Public Policy. Clinical courses and the internship are required of all degree students regardless of prior advanced education.

## Certificate

## Post-Master's Certificate in Nursing

A post-master's certificate is available to individuals who hold a graduate degree in nursing as a nurse practitioners in specialty areas such as pediatrics, adult, women's health, and other nursing fields. Nurse practitioners who wish to broaden their education as family nurse practitioners or nurse educators would have their previous educational preparation evaluated on an individual basis according to credentials, education, and professional experience. This review would be used to determine a program of study in the masters program that would be applicable for broadening their education to encompass family practice or nursing education.

## Master of Science

## Master of Science in Nursing-Family Nurse Practitioner Concentration

*"The Clarion/Edinboro/SlipperyRock Universities Master of Science in Nursing Program provides affordable, high quality education. A unique format and technology allowed me to benefit from three excellent universities' faculty and resources as well as provided a means for collaboration and networking with peers from different areas in the state of Pennsylvania. I feel confident leaving this program that I have acquired the knowledge and skills to be an excellent family nurse practitioner."*

**– Erin Romano  
Nursing**

Master of Science in Nursing - Factsheet (PDF)

Master of Science in Nursing - Department Page

## Required Courses

The following courses are required of all students graduating with a Master of Science in Nursing-Family Nurse Practitioner concentration:

- NURS 601 - Advanced Concepts in Pathophysiology Credits: 3  
\* see footnote
- NURS 602 - Pharmacological Applications Credits: 3
- NURS 605 - Evolution of Nursing Theory Credits: 3  
\*\* see footnote
- NURS 610 - Advanced Concepts in Nursing Research Credits: 3
- NURS 614 - Family and Community Perspectives Credits: 3  
\*\*\* see footnote
- NURS 615 - Advanced Health Assessment Credits: 2
- NURS 616 - Advanced Health Assessment Practicum Credits: 1
- NURS 620 - Clinical Decision Making I Credits: 2



- NURS 621 - Clinical Decision Making I practicum Credits: 1
- NURS 630 - Clinical Decision Making II Credits: 3
- NURS 631 - Clinical Decision Making II: Role Seminar Credits: 1
- NURS 632 - Clinical Decision Making II Practicum Credits: 2
- NURS 640 - Clinical Decision Making III Credits: 3
- NURS 641 - Clinical Decision Making III: Role Seminar Credits: 1
- NURS 642 - Clinical Decision Making III Practicum Credits: 1
- NURS 645 - Nursing and Public Policy Credits: 3
- NURS 750 - Internship Credits: 3 to 6
- NURS 800 - Scholarly Project Credits: 3 to 6

## Footnotes

\* NURS 601 is a prerequisite to NURS 602 and is a prerequisite and is a prerequisite or co-requisite to NURS 615 and NURS 616.

\*\* NURS 605 is a prerequisite to NURS 610

\*\*\* NURS 614 is a prerequisite to the clinical courses and is a prerequisite or co-requisite to NURS 620 and NURS 621.

## Course Sequencing Full-Time

Total Credits: 45

### Fall – Year 1

- NURS 601 - Advanced Concepts in Pathophysiology Credits: 3
- NURS 605 - Evolution of Nursing Theory Credits: 3
- NURS 614 - Family and Community Perspectives Credits: 3
- NURS 615 - Advanced Health Assessment Credits: 2
- NURS 616 - Advanced Health Assessment Practicum Credits: 1

### Spring – Year 1

- NURS 602 - Pharmacological Applications Credits: 3
- NURS 610 - Advanced Concepts in Nursing Research Credits: 3
- NURS 620 - Clinical Decision Making I Credits: 2
- NURS 621 - Clinical Decision Making I practicum Credits: 1
- NURS 645 - Nursing and Public Policy Credits: 3

### Summer – Year 1

- NURS 800 - Scholarly Project Credits: 3 to 6

### Fall – Year 2

- NURS 630 - Clinical Decision Making II Credits: 3
- NURS 631 - Clinical Decision Making II: Role Seminar Credits: 1
- NURS 632 - Clinical Decision Making II Practicum Credits: 2

## Spring – Year 2

- NURS 640 - Clinical Decision Making III Credits: 3
- NURS 641 - Clinical Decision Making III: Role Seminar Credits: 1
- NURS 642 - Clinical Decision Making III Practicum Credits: 1

## Summer – Year 2

- NURS 750 - Internship Credits: 3 to 6

## Course Sequencing Part-Time

Total Credits: 45

## Fall – Year 1

- NURS 601 - Advanced Concepts in Pathophysiology Credits: 3
- NURS 614 - Family and Community Perspectives Credits: 3

## Spring – Year 1

- NURS 602 - Pharmacological Applications Credits: 3
- NURS 645 - Nursing and Public Policy Credits: 3

## Fall – Year 2

- NURS 605 - Evolution of Nursing Theory Credits: 3
- NURS 615 - Advanced Health Assessment Credits: 2
- NURS 616 - Advanced Health Assessment Practicum Credits: 1

## Spring – Year 2

- NURS 610 - Advanced Concepts in Nursing Research Credits: 3
- NURS 620 - Clinical Decision Making I Credits: 2
- NURS 621 - Clinical Decision Making I practicum Credits: 1

## Summer – Year 2

- NURS 800 - Scholarly Project Credits: 3 to 6

## Fall – Year 3

- NURS 630 - Clinical Decision Making II Credits: 3
- NURS 631 - Clinical Decision Making II: Role Seminar Credits: 1
- NURS 632 - Clinical Decision Making II Practicum Credits: 2

### Spring – Year 3

- NURS 640 - Clinical Decision Making III Credits: 3
- NURS 641 - Clinical Decision Making III: Role Seminar Credits: 1
- NURS 642 - Clinical Decision Making III Practicum Credits: 1

### Summer – Year 3

- NURS 750 - Internship Credits: 3 to 6

## Master of Science in Nursing-Nurse Educator Concentration

Master of Science in Nursing - Factsheet (PDF)

Master of Science in Nursing - Department Page

### Required Courses

The following courses are required of all students graduating with a Master of Science in Nursing-Family Nurse Practitioner concentration:

- NURS 601 - Advanced Concepts in Pathophysiology Credits: 3  
\* see footnote
- NURS 602 - Pharmacological Applications Credits: 3
- NURS 605 - Evolution of Nursing Theory Credits: 3  
\*\* see footnote
- NURS 610 - Advanced Concepts in Nursing Research Credits: 3
- NURS 614 - Family and Community Perspectives Credits: 3
- NURS 615 - Advanced Health Assessment Credits: 2
- NURS 645 - Nursing and Public Policy Credits: 3
- NURS 675 - The System of Nursing Education Credits: 3
- NURS 676 - Educational Strategies in Nursing Credits: 3
- NURS 677 - Evaluation and Assessment in Nursing Credits: 3
- NURS 750 - Internship Credits: 3 to 6
- NURS 800 - Scholarly Project Credits: 3 to 6

### Footnotes

\* NURS 601 is a prerequisite to NURS 602 and is a prerequisite and is a prerequisite or co-requisite to NURS 615 and NURS 616.

\*\* NURS 605 is a prerequisite to NURS 610

## Comprehensive Examination

In order to successfully complete the program, students must pass a written comprehensive examination/assessment after completing all courses, except NURS 750, with a minimum cumulative quality-point average of 3.0. The comprehensive exam tests the ability of the student to synthesize information from biological and pharmacologic sciences, with principles of diagnosis and management in primary care and education. A student who fails the comprehensive examination will be contacted by the program coordinator and plans will be made for remediation and re-examination. A second failure of the comprehensive examination will result in additional coursework followed by a third administration of an exam or dismissal from the program.

## Course Sequencing Full-Time

Total Credits: 36

### Fall – Year 1

- NURS 601 - Advanced Concepts in Pathophysiology Credits: 3
- NURS 605 - Evolution of Nursing Theory Credits: 3
- NURS 615 - Advanced Health Assessment Credits: 2
- NURS 616 - Advanced Health Assessment Practicum Credits: 1

### Spring – Year 1

- NURS 602 - Pharmacological Applications Credits: 3
- NURS 610 - Advanced Concepts in Nursing Research Credits: 3

### Summer – Year 1

- NURS 800 - Scholarly Project Credits: 3 to 6

### Fall – Year 2

- NURS 614 - Family and Community Perspectives Credits: 3
- NURS 675 - The System of Nursing Education Credits: 3
- NURS 676 - Educational Strategies in Nursing Credits: 3

### Spring – Year 2

- NURS 645 - Nursing and Public Policy Credits: 3
- NURS 677 - Evaluation and Assessment in Nursing Credits: 3

### Summer – Year 2

- NURS 750 - Internship Credits: 3 to 6

## Course Sequencing Part-Time

Total Credits: 36

### Fall - Year 1

- NURS 601 - Advanced Concepts in Pathophysiology Credits: 3
- NURS 614 - Family and Community Perspectives Credits: 3

### Spring – Year 1

- NURS 602 - Pharmacological Applications Credits: 3

### Fall - Year 2

- NURS 605 - Evolution of Nursing Theory Credits: 3
- NURS 615 - Advanced Health Assessment Credits: 2
- NURS 616 - Advanced Health Assessment Practicum Credits: 1

### Spring – Year 2

- NURS 610 - Advanced Concepts in Nursing Research Credits: 3
- NURS 645 - Nursing and Public Policy Credits: 3

### Summer – Year 2

- NURS 800 - Scholarly Project Credits: 3 to 6

### Fall - Year 3

- NURS 675 - The System of Nursing Education Credits: 3
- NURS 676 - Educational Strategies in Nursing Credits: 3

### Spring – Year 3

- NURS 677 - Evaluation and Assessment in Nursing Credits: 3

### Summer – Year 3

- NURS 750 - Internship Credits: 3 to 6

## **Parks and Recreation/Environmental Education**

*Chair*

Bruce Boliver

*Coordinator*

Daniel R. Dziubek

*Secretary*

Brenda Fedokovitz

*Faculty*

Dan Dziubek, Paulette Johnson, John Lisco, Dale Stewart, Randy Pitstick, Chris Leininger

Graduate programs are offered in Parks and Resource Management (MS) with options in Park & Resource Management, Environmental Education, and Sustainable Park Planning; Environmental Education (MEd) for candidates with an undergraduate teaching degree; and Sustainable Systems (MS). A 12 credit certification program in Environmental Education is available.

## **Master of Education**

## **Master of Education Degree in Environmental Education**

Program Contact

Daniel Dziubek

Graduate study in environmental education is available through two distinct programs: a Master of Education program for individuals who possess teacher certification and a Master of Science in Park and Resource Management with an option in environmental education for those who desire a program of studies that is oriented more to non-formal educational settings.

Slippery Rock University's Master of Education Degree in Environmental Education is designed specifically for the classroom teacher who wants to address state and national guidelines for environmental education in their lessons and to assist the school district in meeting these recommendations. Since environmental education is frequently integrated into the curriculum, rather than addressed as a separate subject, the program helps students develop those competencies while increasing their understanding of societal interactions with ecological systems. This program also helps prepare for the Environmental Education Praxis which can be taken for K-12 certificate in Environmental Education.

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

The Master of Education Degree in Environmental Education is a 30 credit hour program. This is a thesis-optional program. Students may elect to do a thesis, which involves substituting three hours of research methods and six hours of thesis credits for nine hours of electives. Students selecting the non-thesis option are required to write two professional papers and complete a comprehensive examination.

The Master of Science Degree in Park and Resource Management, with an environmental education option, is also a 30 credit hour program, with the option of a thesis. (See Park and Resource Management)

Students who lack sufficient undergraduate preparation may be required to take post-baccalaureate studies, complete a non-credit reading/study program or meet other conditions prior to admission to degree candidacy.

Master of Education in Environmental Education - Department Page

Master of Education in Environmental Education - Factsheet (PDF)

## Required (12 semester hours)

- PREE 680 - Environmental Education Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 689 - Applied Ecology Credits: 3  
(or other appropriate course identified by the advisor)

## Professional Electives (9 semester hours)

- Teaching Strategies for Environmental Education block
- Resource Management

## General Electives (9 semester hours)

## Non-Thesis option

Non-thesis option requires the presentation of two professional papers and a comprehensive exam. See course descriptions under parks and recreation/environmental education.

Please see the Park and Resource Management section for course requirements for the option in environmental education. See course descriptions under Parks and Recreation/Environmental Education.

## Master of Science

## Master of Science in Park and Resource Management

*“The Parks and Resource Management Masters Program offers a diverse spread of classes to choose from, including classes that engage you outside the classroom. The program gave me the opportunity to work as an intern at Presque Isle State Park in Erie and a law enforcement ranger at Sequoia and Kings Canyon National Park in California. After graduation, I am moving to Ashley National Forest in Utah to begin my next journey.”*

**– Amber Sheppeck  
Parks and Recreation**

Master of Science in Park and Resource Management - Department Link

Master of Science in Park and Resource Management - Factsheet (PDF)

**Coordinator: John Lisco 724-738-2596**

**Program Contact: John Lisco 724-738-2596**

The master of science degree with options in sustainable park planning, environmental education and park and resource management is a 30-hour program offered under both thesis and non-thesis options. The program is oriented to meet the needs of park and resource management or environmental education professionals serving as environmental

educators, park rangers, park interpreters, resource management specialists, outdoor recreation planners, and similar professional positions. The program is designed to provide graduates with a sound base in ecological understanding and management theory. Courses study practical solutions to natural and cultural resource and visitor management challenges as well as those generated from the social economic and political scene. Students may also hone their organizational management, communication and computer skills.

The program utilizes the services of nationally known professionals to supplement its graduate faculty in the teaching of courses, supervision of internships and thesis advisement. This arrangement enables the program to keep its course offerings current and relevant to professional needs.

Admission to the program requires the student to meet the general admission requirements set by SRU graduate studies and have completed undergraduate studies in a resource management or related field. Undergraduate deficiencies may be satisfied through post-baccalaureate studies, a supervised readings/study program, or by meeting other conditions prior to admission to degree candidacy.

## Required (18 semester hours)

- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 675 - Recreation Resources Management Credits: 3
- PREE 683 - Parks and Recreation/Environmental Education Administration Credits: 3
- PREE 799 - Research Methods Credits: 3
- PREE 800 - Thesis Credits: 6  
or PREE 750 - Internship

## Professional Studies (Options)

### Park and Resource Management (9 semester hours)

- PREE 615 - Issues in Parks and Recreation/Resource Management Credits: 3
- PREE 677 - Cultural Resource Management Credits:
- PREE 688 - Interpretive Media Credits: 3

### Environmental Education (9 semester hours)

- PREE 680 - Environmental Education Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 688 - Interpretive Media Credits: 3

### Sustainable Park Planning (9 semester hours)

- PREE 541 - Design Graphics and Problem Solving Credits: 3
- PREE 612 - Open Space Planning Credits: 3
- PREE 676 - Site and Building Feasibility Studies Credits: 3

### Professional Electives (3 semester hours)



Selected from relevant courses in consultation with the academic advisor.

- PREE 541 - Design Graphics and Problem Solving Credits: 3
  - PREE 612 - Open Space Planning Credits: 3
  - PREE 613 - Analysis of Professional Literature Credits: 3
  - PREE 615 - Issues in Parks and Recreation/Resource Management Credits: 3
  - PREE 623 - Teaching Strategies for Environmental Education Credits: 1 each  
(14 one-credit courses)
  - PREE 631 - Design for Sustainable Landscapes Credits: 3
  - PREE 632 - Group Facilitation and Leadership Credits: 3
  - PREE 645 - Soils as a Resource Credits: 3
  - PREE 671 - Sustainable Forest Management Credits: 3
  - PREE 673 - Ecosystem Ecology Credits: 3
  - PREE 675 - Recreation Resources Management Credits: 3
  - PREE 676 - Site and Building Feasibility Studies Credits: 3
  - PREE 678 - Restoration Ecology Credits: 3
  - PREE 680 - Environmental Education Credits: 3
  - PREE 681 - Environmental Issues Credits: 3
  - PREE 686 - Management Strategy in Parks and Recreation Credits: 3
  - PREE 689 - Applied Ecology Credits: 3
- Additional courses under development

## Master of Science in Park and Resource Management - On-line

**Program Contact: John Lisco 724-738-2596**

[www.sru.edu/depts/chhs/pree/ONLINEMS/online\\_masterHomePage.htm](http://www.sru.edu/depts/chhs/pree/ONLINEMS/online_masterHomePage.htm)

The on-line masters program in Park and Resource Management consists of 24 credits of coursework plus a 6-credit thesis, for a total of 30 credits. Graduate study in Park and Resource Management combined with current work experience in the field offer excellent preparation for professionals interested in leading others who have dedicated their careers to protecting and preserving America's parks and other natural and historical areas.

The program is designed for currently employed professionals in park and resource management who are interested in enrolling as degree-seeking students at the graduate level. Courses are taught via the Internet exclusively. For this reason, program candidates must have access to an internet-capable PC or Macintosh and an Internet connection (recommended 56k or higher). A vital component of the program is the Annual PRM Leadership Seminar.

To enroll in the program, students must be fully admitted to SRU Graduate School.

### Required (9 semester hours)

- PREE 799 - Research Methods Credits: 3
- PREE 800 - Thesis Credits: 6  
Or PREE 750 - Internship

### Professional Studies (21 semester hours)

- PREE 613 - Analysis of Professional Literature Credits: 3
- PREE 615 - Issues in Parks and Recreation/Resource Management Credits: 3
- PREE 654 - Natural and Cultural Resources Law Credits: 3

- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 675 - Recreation Resources Management Credits: 3
- PREE 681 - Environmental Issues Credits: 3
- PREE 686 - Management Strategy in Parks and Recreation Credits: 3

## Master of Science in Sustainable Systems

**Program Contact: Dale Stewart 724-738-2593**

<http://www.sru.edu/depts/chhs/pree/MS3/ms3home.htm>

Master of Science in Sustainable Systems - Factsheet (PDF)

Master of Science in Sustainable Systems - Department Page

The Master of Science in Sustainable Systems (MS3) program at Slippery Rock University was established in 1990 and charged with preparing students to face pressing environmental challenges of the future by considering sustainability as the underlying framework for action. Students study and practice sustainability through the integration of agroecology, natural resource management, and the built environment with particular emphasis on the design and management of productive systems that reflect the diversity and resilience of natural systems. The program embraces the human element in the landscape, searching for sustainable ways to satisfy food, energy, shelter and other material and non-material human needs.

To achieve these goals, students take an interdisciplinary professional core that integrates the aforementioned three areas and also choose an elective course to further focus their interests. These academic courses include exercises in creative design and problem solving as well as laboratory and field experiences. Faculty with expertise in each of the areas are currently dedicated to the program with supporting faculty teaching additional courses. A host of non-curricular opportunities for learning and practicing sustainability are also available through the Robert A. Macoskey Center for Sustainable System Education and Research, the surrounding community, internships, and other campus-related projects.

The MS3 Program is a 30 credit program, and both thesis and non-thesis options are available. Students are required to meet the standard admission requirements set by SRU Graduate Studies Office. In addition to these materials, prospective students must also submit the following directly to the MS3 Program Coordinator:

1. Letter of intent, outlining applicant's' objectives for entering the program,
2. Resume,
3. Writing sample (i.e., academic paper, published article), and
4. Two letters of recommendation.

## The Robert A. Macoskey Center for Sustainable Systems Education and Research

This on-campus facility serves as a host to a variety of educational, research and social activities associated with the MS3 Program and other environmental programs. Conceived by the late Dr. Robert A. Macoskey, this center promotes the transition to sustainable systems through education, research and demonstration. The Center includes organic community and market gardens, a small wood lot, a composting research and demonstration project, and a restoration ecology project. Harmony House, a multipurpose renovated farmhouse located at the Macoskey Center, serves as secondary space and as a gathering area for program activities. The building also contains a library, student workspace, and serves as the residence for two graduate assistants. It has been redesigned for energy efficiency, indoor air quality, and utilization of environmentally friendly materials. The Center is an on-going effort of faculty and administration, MS3 students and alumni, ALTER, and local community members.

## Requirements for the Master of Science in Sustainable Systems

### Professional Core (27 semester Hours)

- PREE 541 - Design Graphics and Problem Solving Credits: 3
- PREE 631 - Design for Sustainable Landscapes Credits: 3
- PREE 642 - Sustainable Agriculture Techniques Credits: 3
- PREE 645 - Soils as a Resource Credits: 3
- PREE 673 - Ecosystem Ecology Credits: 3
- PREE 689 - Applied Ecology Credits: 3
- PREE 799 - Research Methods Credits: 3
- PREE 800 - Thesis Credits: 6  
Or PREE 750 - Internship

### Professional Electives (choose one)

- PREE 612 - Open Space Planning Credits: 3
- PREE 640 - Foundations of Sustainability Credits: 3
- PREE 643 - Sustainable Agricultural Practices in Plant and Animal Husbandry Credits: 3
- PREE 644 - Fertility Considerations in Regenerative Agriculture Credits: 3
- PREE 661 - Design and Resource Development for Energy Conservation Credits: 3
- PREE 662 - Healthy Building Systems and Materials Credits: 3
- PREE 663 - Alternative Energy and Engineering for Sustainable Systems Credits: 3
- PREE 671 - Sustainable Forest Management Credits: 3
- PREE 676 - Site and Building Feasibility Studies Credits: 3
- PREE 678 - Restoration Ecology Credits: 3

## **Pennsylvania Center for Environmental Education**

## **Pennsylvania Center for Environmental Education**

Pennsylvania Center for Environmental Education Website

The Pennsylvania Center for Environmental Education housed at Slippery Rock University is part of an initiative to build statewide capacity for environmental education. The Center was formed through the collaborative efforts of eleven Pennsylvania entities including government departments, agencies, and professional organizations. The Center's task is to promote and provide environmental education for all citizens of the Commonwealth and to serve as a resource for all stakeholders in environmental education. Opportunities exist within the Center for graduate assistantships, student employment, and volunteer experience.

## **Physical Education**

109 Morrow Field House      724-738-2072

*Chair*

Lynn Spadine Taylor

*Secretary*  
Maddy Englehart

*Faculty*  
Darlene Bullock, Joanne Leight, Lynn Spadine-Taylor

The M.Ed. in Physical Education-Curriculum and instruction program is designed for individuals interested in the study of teaching, curriculum development, and/or the supervision and administration of physical education. The program is for certified teachers in K-12 health and physical education wanting to pursue an advanced degree or earn graduate credit ours for permanent certification or Act 48 requirements.

Students will concentrate on individualized professional development through courses focused on the application of current research to actual health and physical education classes. The focus will be on turning theory into practice, utilizing application in a classroom setting. A practicum experience will be the culminating requirement.

The Department of Physical Education is one of six academic units in the College of Education. SRU has been and continues to be, one of the lading physical education institutions in the nation. Approximately 20% of SRU alumni have been physical education majors.

The faculty of the Master of Education program focus their teaching, service, and research on physical education in the public schools (K-12), and on professional development and teacher preparation. Through the SRU Physical Education Teaching Centers, collaborative relationships between university and public school faculty enhance both research and education programs.

## **Master of Education**

## **Master of Education in Physical Education**

*“After receiving my undergraduate degree from Slippery Rock University in 1993, and realizing the high quality of education that I received, I was eager to be a part of the Slippery Rock Masters in Physical Education Program. As expected, the same high-quality education I received as an undergraduate is present in the graduate program. The sound curriculum and excellent staff ensure that I am getting the best educational experience in the field of physical education.”*

– **Scott Russell**  
**Physical Education**

Master of Education in Physical Education - Factsheet (PDF)

Master of Education in Physical Education - Department Page

Completion in 30 Credits

### **Core - Credits: 18**

- PE 663 - Health-Related Fitness Education and Assessment Credits: 3

- PE 668 - Current Issues in Physical Education Credits: 3
- PE 702 - Technology for Physical Educators Credits: 3
- PE 703 - Developmental Training Theory for Coaching Adolescents Credits: 3
- PE 741 - Adventure Programming Credits: 3
- PE 772 - Program and Curriculum Development in Physical Education Credits: 3

## Support Courses - Credits: 9

- PE 620 - Analysis of Research Literature in Sport and Physical Education Credits: 3
- PE 751 - Practicum in Teaching Physical Education Credits: 6

## Electives - Credits: 3

\*\* Other elective courses will be accepted with permission of advisor and/or graduate coordinator.

- CDEV 622 - Behavior Modification Credits: 3
- CDEV 678 - Psychology of Learning and Instruction Credits: 3
- ERS 576 - Stress Management Credits: 3
- HSAF 602 - Contemporary Health Problems Credits: 3
- HSAF 603 - Teaching and Assessment for Health Literacy Credits: 3
- PE 701 - Life Span Motor Development Credits: 3
- PE 741 - Adventure Programming Credits: 3
- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3
- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3
- SPED 617 - Current Research in Special Education Credits: 3
- SPMT 515 - Diversity Issues in Sport Management Credits: 3
- SPMT 780 - Budgeting and Finance in Sport Credits: 3

## School of Physical Therapy

225 Physical Therapy Building      724-738-2080

### *Chair*

Carol Martin-Elkins

### *Secretary*

Diane Quinn Carion

### *Faculty*

Barbara Billek-Sawhney, Mary Ann Holbein-Jenny, Christopher Hughes, Susan Kushner, Meg Michaels, and Timothy Smith

## Doctor of Physical Therapy

# Doctor of Physical Therapy

*“Why the Rock? The number one reason was its excellent Doctor of Physical Therapy Program. Like most students, choosing the best school was a challenging task. However, by asking myself one simple question the process was made a lot easier. ‘How would this school best meet my needs?’ After ranking various schools, every time SRU was number one.”*

– **Tamika Screven**  
**Doctor of Physical Therapy**

The Graduate School of Physical Therapy at Slippery Rock University offers a challenging curriculum leading to the Doctor of Physical Therapy (DPT) degree. The program was the third DPT program developed in the United States and is fully accredited by the Commission on Accreditation in Physical Therapy Education. Students enrolled in the program will complete courses that enable them to deliver physical therapy to a diverse population of consumers. The program emphasizes the restoration of function, promotion of wellness and education and the reduction of disability. Graduates are proficient in the foundational, clinical and behavioral sciences upon graduation.

The program is eight terms in length and includes four clinical practicum experiences: two of these are clinical internships taken after six semesters of academic coursework. Science courses such as anatomy, neuroscience, pathophysiology and histology are taken in conjunction with clinical courses. The research component of the curriculum enables program graduates to be consumers of the scientific and clinical literature.

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.

Doctor of Physical Therapy - Factsheet (PDF)

Graduate School of Physical Therapy

## DPT Curriculum

### Semester I (Fall)

- PHTH 540 - PT Procedures Credits: 2
- PHTH 545 - Health Care Systems I Credits: 2
- PHTH 548 - Pathophysiology I Credits: 3
- PHTH 627 - Human Development Credits: 1
- PHTH 630 - Gross Anatomy I Credits: 5
- PHTH 631 - Neuroscience I Credits: 4

### Semester II (Spring)

- PHTH 549 - Pathophysiology II Credits: 3
- PHTH 633 - Histology Credits: 2
- PHTH 635 - Gross Anatomy II Credits: 5
- PHTH 636 - Neuroscience II Credits: 4
- PHTH 650 - PT Modalities Credits: 2

### Semester III (Summer)

- PHTH 644 - Life Cycle I/ Lab Credits: 4
- PHTH 645 - Clinical Experience I Credits: 1
- PHTH 646 - Movement Science Credits: 2
- PHTH 651 - PT Assessment Credits: 3
- PHTH 652 - Nutrition Credits: 1
- PHTH 653 - Pharmacotherapy Credits: 1
- PHTH 725 - Research I Credits: 2
- PHTH 816 - Professional Exploration I Credits: 1

### Semester IV (Fall)

- PHTH 706 - Life Cycle II/ Lab Credits: 4
- PHTH 708 - Clinical Examination and Diagnosis Credits: 3
- PHTH 710 - Clinical Experience II Credits: 3
- PHTH 726 - Research II Credits: 4
- PHTH 730 - Cardiopulmonary and Exercise Science Credits: 3
- PHTH 731 - Diagnostic Imaging for PTs Credits: 1
- PHTH 819 - Professional Exploration II Credits: 1

### Semester V (Spring)

- PHTH 716 - Life Cycles III/ Lab Credits: 4
- PHTH 727 - Research III Credits: 4
- PHTH 740 - Neurological Examination and Intervention Credits: 4
- PHTH 742 - Health Care Systems II Credits: 3
- PHTH 743 - Education, Prevention, and Wellness Credits: 2
- PHTH 744 - Psychosocial integration Credits: 2

### Semester VI (Summer)

- PHTH 723 - Life Cycle IV/ Lab Credits: 4
- PHTH 728 - Research IV Credits: 2

### Electives – (2 courses required)

- PHTH 751 - Electroneuromyography Credits: 2
- PHTH 752 - Pediatrics Credits: 2
- PHTH 753 - Manual Physical Therapy Credits: 2
- PHTH 754 - Sports PT Credits: 2
- PHTH 755 - Geriatric Physical Therapy Credits: 2
- PHTH 756 - Complementary and Alternative Medicine in PT Credits: 2

### Semester VII (Fall)

- PHTH 745 - Physical Therapy Administration Credits: 2
- PHTH 802 - Clinical Internship I Credits: 6

## Semester VIII (Spring)

- PHTH 804 - Clinical Internship II Credits: 6
- PHTH 820 - Professional Inquiry Credits: 2

# Secondary Education/Foundations of Education

217 McKay Education Building 724-738-2041

### *Chair*

Edwin Christmann

### *Coordinator*

Jeffrey Lehman

### *Secretary*

Kay Castor

### *Faculty*

Richard Altenbaugh, John L. Badgett, Edwin Christmann, Patsy Johnson, Elizabeth Joseph, Jeffrey Lehman, Mark Mraz

The Department of Secondary Education/Foundations of Education offers two master of education degree programs in mathematics or science education: (1) Basic and (2) Advanced.

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; (3) performance documentation of contact hours with secondary students (e.g. these may include tutoring experiences, camp counselorships, observations in secondary classrooms, etc.); and (4) meeting undergraduate outcomes in educational assessment and educational psychology (Slippery Rock University's SEFE 270, Educational Measurement and CEDP 248, Human Development satisfy this prerequisite). 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 Program in Mathematics/Science is a master of education degree for individuals who already possess teacher certification in secondary mathematics or in one of the secondary science subject areas of biology, chemistry, general science, geology, or physics. These certified students will concentrate on individual professional development by electing 12 semester hours of coursework from the areas of mathematics, the natural sciences, instructional technology, or counseling. The GPA requirement for this program is 2.80 or greater.



# Admissions Criteria for SEFE Graduate Programs

In order to be considered for admission to one of the SEFE Graduate programs, all applicants must submit the following materials with the SRU Graduate School Application:

1. Scores for the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE).
2. Transcripts from all undergraduate and prior graduate coursework indicating an overall GPA of 3.0 or higher and completion of an undergraduate degree from a regionally accredited college or university.
3. A resume indicating the candidate's professional education employment history and current status (i.e., student-teaching, tenured, non-tenured, full-time, part-time) with school district.
4. A photocopy of the applicant's current teaching certification(s).
5. Recommendation letters: 1 academic reference from a former or current college or university faculty member with knowledge of the applicant's academic abilities; 1 professional reference from a school administrator, teacher, or supervisor with knowledge of the applicant's professional attributes. Letters should be on the appropriate reference form and should address the applicant's professional dispositions, communication skills, integrity/professional conduct, and potential for success in public schools.

## Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. obtain unconditional admission status,
2. be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study and pass the Praxis I: Academic Skills Assessments for the Basic Program),
3. pass appropriate comprehensive examination,
4. complete research requirements,
5. complete requisite credit hours.

Note: All required sections of the Praxis I and Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Student Teaching. Upon completion of these five steps, the student will be required to apply for graduation before the end of the semester in which he or she wishes to graduate.

## Master of Education

### Advanced Teaching Program in Mathematics/Science

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

#### Pedagogy (9 credits):

- ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science Credits: 3
- SEFE 647 - Technology-Based Inquiry in Secondary Mathematics and Science Credits: 3
- SEFE 676 - Teaching Integrated Science and Mathematics Credits: 3
- SEFE 678 - Practicum in Secondary Mathematics/Science Credits: 3

## Educational Psychology (3 credits):

Minimum of one course from:

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 678 - Psychology of Learning and Instruction Credits: 3

## Educational Foundations (3 credits):

Minimum of one course from:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics (9 credits):

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

## Electives (12 credits):

- CDEV 614 - Counseling Techniques Credits: 3
- ELEC 661 - Perspectives in Mathematics and Science Education Credits: 3
- ELEC 705 - Seminar in Mathematics and Science Education Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3
- SEFE 644 - Instructional Design: Principles and Practice Credits: 3
- SEFE 671 - Measurement and Assessment in Schools Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

## Advanced Teaching Program in Secondary English

**The Advanced Teaching Track** in English Teaching is a Master of Education degree for individuals who already possess teacher certification in English. 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. The GPA requirement for this program is 2.80 or greater. For more information about either program contact Dr. Jeffrey Lehman by calling (724) 738-2311.

## Pedagogy - 9 Semester Hours

- ENGL 621 - The Teaching of Writing and Literature Credits: 3
- SEFE 521 - Teaching Language Arts at the Middle and High School Levels Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3

## Educational Measurement - 3 Semester Hours

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

## Educational Foundations - 3 Semester Hours

Choose one course:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - 9 Semester Hours

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3  
or ENGL 601 - Research in the Discipline
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Electives - 12 Semester Hours

Certified students will elect courses from the following list in the areas of English, educational psychology, special education, and/or elementary mathematics/science to further their professional development. In addition, courses in the areas of educational technology, mathematics, and the natural sciences will be acceptable if approved by their academic advisor, as will courses not taken under the Educational Foundations group.

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Counseling Diverse Populations Credits: 3
- CDEV 626 - Foundations of Addiction Credits: 3
- CDEV 678 - Psychology of Learning and Instruction Credits: 3
- ELEC 661 - Perspectives in Mathematics and Science Education Credits: 3
- ENGL 602 - Introduction to Rhetoric Credits: 3
- ENGL 603 - Literary Criticism Credits: 3
- ENGL 607 - Themes in Medieval & Renaissance British Literature Credits: 3
- ENGL 608 - English Literature: 18th Century Credits: 3
- ENGL 609 - The English Literature: 19th Century Credits: 3
- ENGL 617 - American Literature: Origin to 1865 Credits: 3
- ENGL 618 - American Literature: 1865-1945 Credits: 3
- ENGL 619 - American Literature: 1945 to the Present Credits: 3
- ENGL 620 - Linguistics Credits: 3
- SEFE 644 - Instructional Design: Principles and Practice Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

## **Advanced Teaching Program in Secondary Social Studies**

**The Advanced Teaching Track** in Social Studies Teaching is a Master of Education degree for individuals who already possess teacher certification in Social Studies. 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. The GPA requirement for this program is 2.80 or greater. For more information about either program contact Dr. Jeffrey Lehman by calling (724) 738-2311.

## Pedagogy - 6 Semester Hours

- SEFE 519 - Teaching History and Social Studies in Middle and High Schools Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3

## Educational Measurement - 3 Semester Hours

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

## Educational Foundations - 6 Semester Hours

Choose two courses:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - 9 Semester Hours

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

## Electives - 12 Semester Hours

Certified students will elect courses from the following list in the areas of social studies-history, educational psychology, special education, and/or elementary mathematics/science to further their professional development. In addition, courses in the area of educational technology, mathematics, and the natural sciences will be acceptable if approved by their academic advisor, as will courses not taken under the Educational Foundations group.

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 614 - Counseling Techniques Credits: 3
- CDEV 621 - Counseling Diverse Populations Credits: 3
- CDEV 626 - Foundations of Addiction Credits: 3
- CDEV 678 - Psychology of Learning and Instruction Credits: 3
- ELEC 661 - Perspectives in Mathematics and Science Education Credits: 3
- HIST 511 - Renaissance and Reformation Credits: 3
- HIST 512 - Europe, 1715-1815 Credits: 3
- HIST 540 - The United States in the Twentieth Century Credits: 3
- HIST 561 - The Ancient Near East Credits: 3
- HIST 585 - The Middle East in Modern Times Credits: 3

- HIST 605 - Historical Method Credits: 3
- HIST 612 - Ancient Greece Credits: 3
- HIST 614 - Tudor-Stuart England Credits: 3
- HIST 616 - Modern England Credits: 3
- HIST 617 - Modern Germany Credits: 3
- HIST 618 - Russia in the Twentieth Century Credits: 3
- HIST 625 - Women in History Credits: 3
- HIST 633 - Colonial America, 1607-1763 Credits: 3
- HIST 634 - The American Revolutionary Era Credits: 3
- HIST 635 - The Civil War and Reconstruction Credits: 3
- HIST 636 - The American West Credits: 3
- HIST 637 - Indians of North America Credits: 3
- HIST 638 - American Constitutional History Through 1865 Credits: 3
- HIST 639 - American Constitutional History Since 1865 Credits: 3
- HIST 643 - Hispanic American History to 1830 Credits: 3
- HIST 644 - The ABC Powers and Mexico Credits: 3
- HIST 666 - Twentieth-Century Africa Credits: 3
- HIST 686 - Contemporary China Credits: 3
- SEFE 644 - Instructional Design: Principles and Practice Credits: 3
- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3

## **Basic Teaching Program in Secondary English**

**The Basic Teaching Track** in Secondary English is a degree designed for individuals who possess a bachelor's degree and appropriate coursework in English. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the Summer Pre-Session. However, students may begin the program during the fall or spring. Students will be admitted to the program if they have: (1) an appropriate undergraduate course background; (2) an overall undergraduate grade point average (GPA) of 2.80 or greater; (3) documentation of contact hours with secondary students in diverse settings; and (4) meeting undergraduate outcomes in educational measurement and educational psychology (Slippery Rock University's SEFE 270, Educational Measurement and CEDP 248, Human Development satisfy this prerequisite). 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.

### **Pedagogy - Credits: 9**

- ELEC 612 - The Reading Program in the Middle/Secondary School Credits: 3
- SEFE 521 - Teaching Language Arts at the Middle and High School Levels Credits: 3
- SEFE 677 - Directed Field Experience in Secondary Schools Credits: 3

### **Technology - Credits: 3**

- SEFE 642 - Technologies for Instruction Credits: 3

### **Education Measurement - Credits: 3**

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

## Educational Foundations - Credits: 3

Choose one course:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - Credits: 6

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- OR
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Special Education - Credits: 3

Choose one course:

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Supervised Student Teaching - Credits: 9

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

## Basic Teaching Program in Secondary Mathematics/Science

*"I learned what to teach when I was an undergraduate. I'm learning how to teach as a graduate student in SRU's Secondary Education Math/Science Program. Slippery Rock's reputation for education is so strong I don't expect any problem finding a job."*

**– Joel Normand  
Secondary Education**

Basic Teaching Program in Secondary Mathematics/Science - Factsheet (PDF)

Basic Teaching Program in Secondary Mathematics/Science - Department Page

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

## Pedagogy (9 semester hours):

- ELEC 612 - The Reading Program in the Middle/Secondary School Credits: 3

- SEFE 676 - Teaching Integrated Science and Mathematics Credits: 3
- SEFE 677 - Directed Field Experience in Secondary Schools Credits: 3

## Technology (3 credits)

Choose one course from:

- ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science Credits: 3
- SEFE 642 - Technologies for Instruction Credits: 3
- SEFE 647 - Technology-Based Inquiry in Secondary Mathematics and Science Credits: 3

## Educational Psychology (3 credits)

Minimum of one course from:

- CDEV 610 - Lifespan Development Credits: 3
- CDEV 678 - Psychology of Learning and Instruction 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 680 - Crucial Issues in Education Credits: 3

## Research and Statistics (6 credits):

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- or
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Special Education (3 credits):

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Supervised Student Teaching (9 credits):

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

## **Basic Teaching Program in Secondary Social Studies**

**The Basic Teaching Track** in Secondary Social Studies is a degree designed for individuals who possess a bachelor's degree and appropriate coursework for social studies. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the Summer Pre-Session. However, students may begin the program during the fall or spring. Students will be admitted to the program if they have: (1) an appropriate undergraduate course background; (2) an overall undergraduate grade point average (GPA) of 2.80 or greater; (3) documentation of contact hours with secondary students in diverse settings; and (4) meeting undergraduate outcomes in educational measurement and educational psychology (Slippery Rock University's SEFE 270, Educational Measurement and CEDP 248, Human Development satisfy this prerequisite). 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.

## Pedagogy - 9 Semester Hours

- ELEC 612 - The Reading Program in the Middle/Secondary School Credits: 3
- SEFE 519 - Teaching History and Social Studies in Middle and High Schools Credits: 3
- SEFE 677 - Directed Field Experience in Secondary Schools Credits: 3

## Technology - 3 Semester Hours

- SEFE 642 - Technologies for Instruction Credits: 3

## Educational Measurement - 3 Semester Hours

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

## Educational Foundations - 3 Semester Hours

Choose one course:

- SEFE 604 - Philosophical Foundations of Education Credits: 3
- SEFE 606 - Social Foundations of Education Credits: 3
- SEFE 609 - History of Western Education Credits: 3
- SEFE 680 - Crucial Issues in Education Credits: 3

## Research and Statistics - 6 Semester Hours

- SEFE 602 - Univariate Statistical Methods Credits: 3
- SEFE 696 - Elements of Qualitative Educational Research Credits: 3
- OR
- SEFE 699 - Elements of Quantitative Educational Research Credits: 3

## Special Education - 3 Semester Hours

Choose one course:

- SPED 601 - Advanced Study of Learning Disabilities Credits: 3
- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3



## Supervised Student Teaching - 9 Semester Hours

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

## Special Education

104 Special Education Building 724-738-2614

### *Chair*

Robert Bost

### *Coordinator*

Dennis T. Fair

### *Secretary*

Linda Forrest

### *Faculty*

Robert Bost, Sharon Coben, Dennis Fair, Patrick Grant, Joseph Merhaut, Doris O'Shea, Robert Sattler

## Master of Education

## Master of Education in Special Education

*"I have lived in many different places and have looked into teacher programs many times. I can say—without hesitation—what I most appreciate about the Masters in Special Education Program at SRU is the people. The content is excellent beyond a doubt. I couldn't ask for anything better."*

**– Mary Bialozor  
Special Education**

Master of Education in Special Education - Factsheet (PDF)

Master of Education in Special Education - Department Page

## Area I

General Foundations of Special Education (12 semester hours):

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 613 - Curriculum Development for Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Area II

Research (3 semester hours):

- SPED 617 - Current Research in Special Education Credits: 3

## Area III

Core Courses in Special Education (15 semester hours):

- SPED 603 - Assessment of Learning and Behavioral Problems Credits: 3
- SPED 607 - Positive Classroom Interventions Credits: 3
- SPED 625 - Instructional Strategies for Learning and Behavioral Problems Credits: 3
- SPED 626 - Lifelong Learning for Exceptionalities Credits: 3
- SPED 628 - Developmental Disabilities Credits: 3

## Area IV

Practicum (3 semester hours):

- SPED 630 - Clinical Practicum in Special Education Credits: 3

## Area V

- Portfolio or Thesis (see below)

# Master of Education in Special Education Supervision

Master of Education in Special Education Supervision - Factsheet (PDF)

Master of Education in Special Education Supervision - Department Page

## Area I

General Foundations of Special Education (12 semester hours):

- SPED 602 - Advanced Studies in Exceptionalities Credits: 3
- SPED 611 - Special Education Law Credits: 3
- SPED 613 - Curriculum Development for Exceptionalities Credits: 3
- SPED 620 - Contemporary Issues in Special Education Credits: 3

## Area II

Research (3 semester hours):

- SPED 617 - Current Research in Special Education Credits: 3

## Area III

Core Courses in Supervision (12 semester hours):

- SEFE 650 - School Supervision: Strategic Leadership Credits: 3
- SEFE 652 - School Supervision: Organizational Leadership Credits: 3
- SPED 750 - School Supervision: Political and Community Leadership Credits: 3
- SPED 752 - School Supervision: Instructional Leadership Credits: 3

## Area IV

- SPED 754 - Practicum Credits: 3

## Area V

- Portfolio or Thesis (see below)
- Elective with approval of advisor (3 semester hours)

## Master Teacher

### Master Teacher Program Special Education

The master teacher program in special education is primarily designed to be a fifth year of study beyond the undergraduate preparation in special education. This program provides for a continuation of studies initiated during undergraduate preparation. Students seeking basic teacher certification in special education may be eligible to complete certification requirements via the graduate program. However, while these graduate courses may be applied to meeting degree requirements, all requirements must be met for the Master of Education degree to be issued. Questions related to obtaining basic teacher certification in special education should be directed to the coordinator.

Graduate students in the master teacher program must complete courses in five areas including:

1. General Foundations of Special Education
2. Research
3. Core Courses in Special Education
4. Practicum
5. Portfolio or Thesis

The program permits students already holding the Certificate in Mentally and/or Physically Handicapped (M/PH) to develop state-of-the art competencies in the field of special education.

## Other Degrees

### Non-Degree Program for Mentally/Physically Handicapped Teacher Certification

The non-degree teacher certification program enables students interested in teaching mentally and/or physically handicapped students in the public schools to become certified as special education teachers. The program is designed for graduate students who presently possess a valid Pennsylvania Elementary Education Teaching Certificate and desire to have it extended to include special education. Students who have a valid Pennsylvania Secondary Teaching Certificate may also be eligible for the program, but will need to complete specific undergraduate requirements before its completion. Additionally, students with no valid Pennsylvania teaching certificate may be eligible for the program, but will need to complete specific undergraduate requirements before its completion.

Admission requirements include:

1. eligibility for admission to the graduate school;
2. admission into the College of Education; and
3. an evaluation interview to be conducted by the departmental advisor.

# Special Education Supervision Program

Special Education Supervision Program - Factsheet (PDF)

This program focuses on major roles of leadership in basic education. Students will examine best practices literature regarding the professional knowledge, skills, and dispositions required of leaders in education. They will inquire into major contemporary theories and practices of leadership for: organizing educational communities; designing and monitoring the quality of instruction; designing management processes and procedures; and forming collaborative relationships within the community.

The program is presented as a collaborative effort of two departments in the College of Education, the Department of Special Education and The Department of Secondary Education/Foundations of Education. Faculty are committed to implementing a professional model for the preparation of educational leaders that complies with current curriculum guidelines proposed by the National Council for the Accreditation of Teacher Education (NCATE), and the Association for Supervision and Curriculum Development (ASCD).

Program admission criteria include unconditional admission to graduate studies, Pennsylvania Special Education Level II Certification, and an interview with the graduate coordinator.

## Sport Management

014 West Gym Complex      724-738-4812

### *Chair*

Robin Ammon

### *Coordinator*

Robin Ammon

### *Faculty*

Robertha Abney, Robin Ammon, Brian Crow, Catronia Higgs, Betsy McKinley

The Department of Sport Management currently offers a graduate program leading to a Master of Science in Sport Management. The program will graduate dynamic, problem solving professionals competent in the art and the science of the design, delivery and assessment of teaching sport management. The candidates will possess a global perspective, exhibit social responsibility, and display a personal commitment to a healthful, active lifestyle, promoting the same in their students.

The Department of Sport Management currently offers a graduate program leading to a Master of Science in Sport Management. The program will graduate dynamic, problem solving professionals competent in the art and the science of the design, delivery and assessment of teaching sport management. The candidates will possess a global perspective, exhibit social responsibility, and display a personal commitment to a healthful, active lifestyle, promoting the same in their students.

The graduate sport management program builds upon the University's prestigious and nationally recognized undergraduate sport management program. The graduate program has been designed to reflect the demands and time restrictions imposed upon today's society. The Master of Science degree in Sport Management provides the student with a 30-credit comprehensive (one-year) program taught by a nationally recognized sport management faculty. The non-thesis option requires the student to successfully complete a 9-credit internship. The internship expands the students' knowledge and enhances their practical application of sport management theory through appropriate career related experiences. The internship is the students' culminating experience and often proves to be mutually beneficial to the students as well as the host organization.

Students gain valuable knowledge of a sport business while the host evaluates a potential future employee. In many cases, this learning experience provides students with the opportunity to be retained by the host organization on a permanent basis. expected to have an undergraduate degree in sport management or a minimum of the following business courses: 1 course in Management, 1 course in Marketing, plus 1 course in economics or accounting. If the student does not meet these requirements before admission to SRU, then he/she has two options:

1. Successfully pass one of the following undergraduate courses at SRU with at least a grade of “B” or better (PESM 294 Management of Sport, PESM 394 Sport Marketing, MGMT 251 Organizational Behavior).

**OR**

2. Be completely familiar with current topics within the last twelve (12) months contained in the following list of readings: • Street and Smith’s Sport Business Journal, • Sport Marketing Quarterly, • Journal of Sport Management and the • Journal of Legal Aspects of Sport. If the applicant chooses option B it is *imperative* that he/she conducts a comprehensive study of the mentioned reading list. It is the students’ responsibility to assimilate the required body of knowledge. Deficiencies in undergraduate preparation must be eliminated before the student may schedule more than twelve (12) hours of graduate work.

## Master of Science

### Master of Science in Sport Management

*“I came to Slippery Rock University to get my master’s degree in Sport Management. The professors are great! They pride themselves in having one of the best programs in the country, and this is 110% true. You will leave this program with a good foundation to take with you into the work force. I definitely recommend this program to anyone looking to pursue sport management as a career.”*

**– Montelle Sanders  
Sport Management**

Master of Science in Sport Management - Factsheet (PDF)

Master of Science in Sport Management - Department Page

### Required Courses (30 credits)

- SPMT 506 - Sport Facility and Event Management Credits: 3
- SPMT 515 - Diversity Issues in Sport Management Credits: 3
- SPMT 586 - Sport Law Credits: 3
- SPMT 599 - Research Methods in Sport Credits: 3
- SPMT 635 - Organizational Theory in Sport Credits: 3

- SPMT 750 - Internship Credits: 9
- SPMT 779 - Sports Marketing and Fundraising Credits: 3
- SPMT 780 - Budgeting and Finance in Sport Credits: 3

## Student Life

The student life staff believes that each student is a person of dignity, worth and responsibility who has elected to attend the university for the purpose of attaining an education and to grow and mature through additional learning experiences outside of the classroom.

The goal of the student life staff is to assist in the total development of each student by providing appropriate, life-centered educational programs and services. Primary concerns of the staff focus on helping students to develop leadership skills, decision-making competencies, self-discipline, respect for others, skills of self-evaluation, and the learning and development of social responsibility and human relations skills.

In order to provide those activities and services which will help each student achieve optimum personal development, the student life division has professional staff assigned to the following areas, which are coordinated and supervised by the vice president: Aebersold Student Recreation Center, Athletics, Counseling, Auxiliary Student Services (Dining Services), Health Services, Intercultural Programs, Residence Life, Student Transition Activities, Student Organizations and Leadership, Student Standards, University Police, University Union, and Women's Center.

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

- Graduate Student Advisory Committee
- Student Standards
- Career Services
- Preschool Childhood Center
- University Police
- Housing, Off Campus
- Dining Accommodations
- ID Cards
- Aebersold Recreation Center
- Outdoor Adventures
- Dr. Helen "Susie" Knierim Leadership
- The Athletic Program
- University Union
- Intercultural Programs
- Institute for Community Service Learning, and Nonprofit Leadership
- Health Services
- Counseling Center
- Women's Center
- Computing Facilities
- Writing Center
- Technology Support
- Library

## Graduate Student Advisory Committee

The Graduate Student Advisory Committee actively functions to represent the interests and concerns of graduate students. The committee meets on a regular basis throughout the academic year. One student from each graduate department is recommended for committee membership by the faculty graduate coordinator. The committee sends one student representative to the monthly graduate council meetings and the business meetings of the University Curriculum Committee. It is an honor to represent your program and serve on this important graduate student committee. For further information, please contact Graduate Studies at 724-738-2051.

## Student Services

Slippery Rock University is an academic community in which there is mutual respect and trust of the persons who learn, teach, and work within it. Students of Slippery Rock University are entitled to certain rights and privileges which must be protected through fair and orderly processes and which are best safeguarded when each student acts responsibly. All students of the university community are equally entitled to the protection of the code of conduct.

Students are expected to be familiar with the provisions of the Code of Conduct. Copies of the code are available in the Office of Student Life (B-105 University Union). For information call 724-738-2092.

## Career Services

The professional staff members in the Office of Career Services, located in Maltby Center, offer services to assist students in planning and securing a satisfying career. These services include: career counseling, career interest inventory assessment, on-campus professional interviewing, on-campus and off-campus job fairs, SRU Resume Database access, and job vacancy listings. In addition we provide information concerning job search preparation and strategies, video-taped mock interviews, coordination of standardized testing including PRAXIS, GRE and MAT, and resource information regarding summer, professional and overseas employment.

A technology-based career resource center is equipped with 11 computers, two laser printers and supporting software. DISCOVER, a computerized vocational guidance program and GRE Power Prep are available to assist students to engage in career assessment and exploration. Students are able to respond to internship and employment opportunities advertised in the World Wide Web, to access employer information, and to develop quality cover letters and resumes in printed form or for electronic transmission.

## Preschool Child Care Center

The SRU/SGA Preschool and Child Care Center is a state-licensed, nationally accredited non-profit facility owned by Student Government Association, Inc. of Slippery Rock University. Services are available for children ages three to five of students, faculty, staff, and members of the Slippery Rock community. Children through age 12 are welcome for after-school care and for summer programs.

The Center is located at 007 McKay Education Building, and is open from 7:30 a.m. to 5:00 p.m., Monday through Friday. Service is provided year round.

Since the center is licensed by the Pennsylvania Department of Public Welfare and accredited by the National Association for the Education of Young Children, all staff members are required to meet state regulations regarding training and experience. In addition to a professional staff, the center provides a rich variety of learning experiences that promote the physical, social, and intellectual development of each child. The staff seeks to provide each child with a safe, secure, happy environment and to provide parents with the knowledge and security that their children are being given excellent care. To contact the Center personnel, please call 724-738-2102.

## University Police

All university community members have the responsibility to create and maintain a safe environment to live, work, and learn. The university police department has the responsibility to enforce the law and university policies to maintain campus safety. In addition to the enforcement of law and university policy, the university police department performs other functions. These include investigations (criminal, traffic, and accidents), open and secure buildings, provide emergency first aid, monitor and respond to fire and intrusion alarms, provide a communication desk for information and emergency purposes, report on necessary forms, patrol grounds, provide escorts, and other responsibilities as determined by the administration.

The department has a complement of 16 commissioned officers that provide 24-hour, year round coverage. All university police officers are commissioned by the Governor of Pennsylvania and carry full police powers pursuant to the provisions of the Act of April 9, 1929, P.O. 177 known as "The Administrative Code of 1929" as amended. This includes, but is not limited to, the authority to arrest and issue citations. All officers have completed basic municipal police training as administered by the Municipal Police Officers Education and Training Commission.

Officers receive additional training through mandated updates and special training seminars. They are re-certified, as required, in first aid and CPR. The officers must qualify with their side arms and auxiliary weapons three times each year.

The department has conformed with uniform crime reporting procedures since 1970, submitting monthly reports to both federal and state governments. For a more complete analysis of the reports submitted, see "Crime in the United States" published by the U.S. Department of Justice. We also conform to "CLEARLY" and "Security Policies and Procedures" mandated by Federal and State Legislation. Please see our web site: [www.sru.edu/pages/4668.asp](http://www.sru.edu/pages/4668.asp) or contact us for a brochure.

All criminal or suspicious activity should be reported to a law enforcement agency. Slippery Rock University police department is the law enforcement agency of record for the campus.

Federal regulations require an official of the institution who has significant responsibility for student activities, but does not have significant counseling responsibilities, to report criminal offenses to law enforcement authorities.

University police routinely report maintenance problems regarding safety and security. They also suggest improvements pertinent to crime prevention. The university police department has developed programs addressing personal and property safety for students and staff. Some of these programs or parts of them have been incorporated into student and staff orientations. Individuals or groups seeking information concerning the availability of literature or presentations are urged to contact the University Police Department.

As a fully authorized police force, an ability to assist neighboring police departments exists. Continued liaison with federal, state, and local law enforcement agencies promotes the exchange of information concerning criminal activity at on and off campus sites. This sharing of information greatly enhances the ability of law enforcement agencies to perform more efficiently in an effort to provide a safe community.

All vehicles parked on university property must be registered and display a current and properly mounted parking permit. All students are permitted to have vehicles on campus provided the vehicles are registered and have the proper decals and assuming the operators maintain good standing with regard to their parking privileges. Failure to comply with parking regulations is dealt with in accordance with the procedures contained in the University Parking and Traffic Regulations. To contact the University Police, please call 724-738-3333.

## Housing

Graduate students are eligible to live on campus in the university residence hall system. A limited number of rooms are reserved for graduate and upper class students, some as single rooms for an additional fee. Graduate students are also eligible to live in the university sponsored Rock Apartments on campus. On-campus housing for graduate students is not guaranteed. Applicants are advised to contact the housing office early in their planning to determine availability and contract information.

Off-campus housing is available in privately owned residence halls, apartments, rooming houses and mobile homes. The University does not inspect or approve off-campus housing. Housing within the borough of Slippery Rock must comply with the housing code for property maintenance of the borough, which sets legal standards for safety (sanitation, freedom of hazards, etc.) and livability (water, ventilation, heat, etc.). Housing in the township does not fall under the jurisdiction of the Slippery Rock Borough zoning laws, but it must meet minimal health standards as determined by Butler County.

In addition to this housing, a number of rooms and apartments are available in the community. Off-campus housing lists are available on the Office of Residence Life website. Students who live off campus may contract to eat in the university dining facilities.

The Director of Residence Life serves as a mediator in landlord-tenant problems for students living off campus. Students desiring assistance should contact the housing office at 724-738-2082 to schedule an appointment with the director. The Student Government Association also retains an attorney to assist students with various concerns.

## Dining Accommodations



The dining program at Slippery Rock University offers a variety of services throughout the campus for students and their guests. Meal service is available somewhere on campus from 7:00 a.m. to 12:00 midnight (Sunday through Thursday) and 8:00 a.m. to 10:00 p.m. (Friday and Saturday).

**Weisenfluh Dining Hall**, located across from North Hall parking lot, features a food court with a variety of food stations. This all-you-care-to-eat facility offers something for everyone: hot entrees and ethnic foods, sandwich selection from the cold deli or hot grille area, pizza, vegetarian entrees, pasta and entrée salads made-to-order. Also available is a soup/salad bar, fresh baked breads, desserts including ice cream and frozen yogurt, and a variety of beverages. The Marketplace at Weisenfluh is a convenience store located in the lobby. Students may use cash, flex funds or Rock Dollars to make purchases from a large selection of pre-packaged foods, snacks, boxed lunches, beverages, and pastries/desserts.

**Boozel Dining Hall**, located on the lower end of campus beside the University Union, provides a variety of menu options in a traditional dining atmosphere. The menu selection includes: homestyle and international entrees, vegetarian and healthy choice options, deli and grille sandwiches, pizza and pasta, specialty bars, soup/salad, and a variety of desserts and beverages. This all-you-care-to-eat facility also features take-out, special meals, holiday dinners, monotony breakers, and prize giveaways.

**Taylor & Byrnes**, a coffee shop located in the lobby of the University Union, offers hot and cold beverages, smoothies, bakery treats, and gourmet chocolates.

**Rocky's Grille**, located on the lower level of the University Union, is an a la carte snack bar featuring grille and deli sandwiches, pizza, salads and other grab-n-go items, desserts, and beverages. This operation also provides a delivery service to students who have contracted for a meal plan.

There are a number of meal plan options available to Slippery Rock University students. Students residing in a state-owned residence hall sign a housing/food service contract. Once signed, these become binding contracts. The only reason for exemption from the meal contract will be suspension or withdrawal from the university. Meal contracts are optional for off-campus/commuter students.

## ID Cards

The SRU One Card is your official Slippery Rock University photo identification card and more! It offers you a convenient, easy, and safe way to make purchases and utilize campus services. The SRU One Card is your meal card; library card and activity card all rolled into one. For those students living in a residence hall, it provides access to your building. Money deposited in a Rock Dollars account (pre-paid debit account) is accessible with your ID card. When a debit account is activated, the SRU One Card works similar to a checking account in that the funds deposited into your account are debited each time you make a purchase. Rock Dollars may be used to purchase items/services in a number of locations throughout campus; SGA Bookstore, dining facilities, selected vending machines, residence hall laundry machines, selected public-access copiers, ticket purchases, and parking fees/fines. The ID card is also used as identification for cashing checks at the SGA Bookstore or in town and to withdraw materials from the library.

## Aebersold Recreation Center

Nicknamed the "ARC" by students, this new 82,000 square foot facility provides many opportunities for students to "Rock and Recreate." The facility has been designed to accommodate a variety of sports and activities while promoting positive physical, mental and spiritual health. Highlights of the "ARC" include:

- A 44-foot-high climbing wall leading into the main skylight. Students challenge their abilities, build trust and teamwork as they ascend to new heights.
- The Aebersold Student Recreation Center is the home of the Russell Wright Fitness Center, offering numerous fitness and wellness avenues for students to enhance their physical well being. Equipment to develop cardiovascular fitness as well as enhance muscular strength and muscular endurance is available in the 7,714-square-foot facility.

- Gym A, with four wood-floor courts, is a fun haven for basketball and volleyball.
- Enthusiasts of aerobics and floor hockey can step, funk, hip-hop and break away to Gym B. This gym has contoured corners for deck hockey and a special wood floor for aerobicizers.
- The Aquatic Center, with a pool ranging in depth from 3 to 9-feet, offers enticing and exciting water space for lap swimming, aqua-aerobics, water basketball, polo, and even "Dive In" movies. Plus, when the warm weather hits "The Rock," students can "catch some rays" on the 2,700-square-foot sun deck.
- Students can run, walk or jog their way to a healthier lifestyle on the indoor 200-meter track. A warm-up stretching area accompanies the artificial surface track on the mezzanine. Let your mind wander when you exercise while you enjoy a scenic outdoor view.
- The student recreation center includes a lounge area for socializing as well as men's and women's locker rooms.
- The Rock Pride Mezzanine (RPM room) is a multipurpose area that hosts cycle aerobics, health and safety classes and golf.

## Outdoor Adventures

The outdoor adventures office is located in the Aebersold Recreation Center. Outdoor adventures sponsors a variety of outdoor programs throughout the year. Including rock climbing, rappelling, canoeing, white water rafting, camping and mountain biking. Also available is the rental of outdoor equipment such as cross country skis, tents, and backpacking equipment, all at affordable prices. Programs and services are open to students, faculty and staff of SRU. For additional information call 724-738-2620 or 724-738-2883.

## Dr. Helen "Susie" Knierim Leadership Institute, Reach Program

REACH is a program at Slippery Rock University which gives students and student organizations experiential learning, team building and leadership development opportunities on a ropes course consisting of both high (30 ft.) and low (ground level) challenges. This program is free to student organizations, academic classes and varsity athletic teams. For additional information call 724-738-2883.

## The Athletic Program

Always a strength at Slippery Rock University, the athletic program offers broad-based opportunities for students to participate. The belief that sports and physical fitness help to expand the scope of today's education has led to a strong institutional commitment to athletics. Three types of athletic activities flourish: Intramural activities attract students who want to participate in athletic competition with other students on campus. Seasonal schedules, tournaments, and special events are held between residence halls, fraternities, sororities, clubs, faculty, and commuting students. Intramural sports are provided for men and women separately, as well as together in coeducational activities. Approximately 20 sports are currently offered as intramural activities, and some sports have more than 1,500 students participating. Slippery Rock University has one of the most extensive intramural programs in the country for a school of its size.

Club sports provide the opportunity for competition with teams from other colleges and organizations but at a less formal level than the intercollegiate athletic program. Each club sport is under the supervision of a qualified faculty and staff member. Included in the present club sport offerings for men and women are cycling, lacrosse, judo, rugby, weightlifting and ice hockey. Volleyball is available for men and equestrian is available for women.

Intercollegiate athletics include a varied array of sports and make an important and meaningful contribution to the total educational objectives of the university. The strength of the SRU intercollegiate athletic program is its academic accountability, as well as its desire for excellence in all 23 of the university's varsity teams. The list of competitive, intercollegiate teams for women include cross country, tennis, volleyball, soccer and field hockey in the fall; basketball, swimming, and indoor track in the winter; water polo, softball, and track & field in the spring. The men's sports include

football, soccer, water polo and cross country in the fall; basketball, wrestling, swimming, and indoor track in the winter; and baseball, tennis, golf and track & field in the spring. Slippery Rock University is a member of the Pennsylvania State Athletic Conference (PSAC) and the National Collegiate Athletic Association (NCAA), Division II (Wrestling, Division I).

## **University Union**

The University Union is the center of the campus community. It functions as the "living room" of the campus where students, faculty and staff can meet and talk informally. The Union provides services, facilities, educational and recreational programs, and cultural and social opportunities that enhance the quality of life on campus. The following are located in the University Union: Center for Student Leadership (leadership programs, campus activities, Greek affairs, student organization services), Office of Intercultural Programs, Office of the Assistant Vice President for Student Development, Judicial Affairs, University Union Operations (scheduling), Cooperative Activities, Student Government Association (SGA), Cultural Center, WRSK Radio station, University Program Board (UPB), Taylor & Byrnes coffee shop, Rocky's Grille, SGA Bookstore and Copy Corner, Rocky's Den (indoor recreation area/lounge), commuter lounge, computer lab. For additional information call 724-738-2644.

## **Intercultural Programs**

The Office of Intercultural Programs is a comprehensive office that assists with the educational, cultural, social and personal needs of ethnic minority students. The primary focus of the office is to develop leaders and scholars. It encourages exposure to the cultural richness found within color, gender, national origin, creed, lifestyle and sexual orientation. The staff advocates educational growth and development of ethnic minority students. Retention and personal enhancement programs are instituted for ethnic minority students to promote academic success and professional development. For additional information call 724-738-2700.

## **Institute for Community Service Learning, and Nonprofit Leadership**

Slippery Rock University students, joined by faculty, staff and others lead the way to make a difference. SRU's national recognized Institute for Community, Service-learning, and Nonprofit Leadership operates a system that prepares young people, in partnership with their communities, to use personal strengths, academic preparation, and community resources to address pressing social needs. As a result of their interaction with the Institute's Care Break Program, students connect intellect, classroom experiences, and interpersonal and personal passion that may add value to their lives. For additional information call 724-738-2414.

## **Health Services**

Located along Campus Drive in Rhoads Hall, the McLachlan Student Health Center supports the university's mission by removing health related barriers to learning and promoting an optional level of wellness. A cost-effective, comprehensive, and holistic approach to health care is provided in a confidential setting. Primary care is provided by certified registered nurse practitioners in collaboration with a licensed physician. The health center is staffed by registered nurses, 7 days/week, 24 hours/day during the academic year (except scheduled break periods). Van transportation is provided when needed.

The facility includes an outpatient clinic, inpatient facilities, a health promotion department with educational resources, and a self care center. The student health fee covers routine care, which may include referral to the staff physician, medication, flu vaccine, in-patient care, educational material and the self-care center. The student is responsible for all additional medical expenses that may be required, such as lab tests, x-rays, referral to specialists or dentists, hospitalization and non-formulary medications. Specific questions can be addressed by calling the charge nurse at 724-738-2052.

### **Absence Slips and Notification**

The Student Health Center will provide written verification when a student is confined to his/her residence or the health center for 24 hours or longer. Written verification will be provided when a student is hospitalized if the health center is aware of the situation. The health center does not routinely issue statements verifying a brief student visit to the health center. No confidential information about the student's health status can be released without the student's permission.

### **Health Insurance**

All students are encouraged to be covered by health and accident insurance. While it is not mandatory to carry insurance, it is advisable. (*Note: International students are required to carry health insurance and must make acceptable arrangements with the Office of International Initiatives.*) Students may already have benefits through their family plan, an independent source, or elect to purchase student accident and sickness insurance made available through the University.

Students will receive a mailing regarding the purchase of accident and sickness insurance, or information can be obtained by visiting the Student Health Center or online at [www.sru.edu/pages/366.asp](http://www.sru.edu/pages/366.asp). Coverage periods are available on an annual basis and per semester.

Insurance information should be included on the Health History form and submitted to the Student Health Center as part of the student's record.

## **Counseling Center**

Counseling is a collaborative learning experience between the counselor and the student. It encourages the students to utilize the processes of self-exploration and problem-solving to identify their strengths and needs, place needs in priority order, and set goals for themselves. Through the process of counseling, students may increase their knowledge and understanding of themselves, their relationships with others, and their environment. Psychologists and professional counselors are available to talk with students on a confidential basis regarding personal matters in the student counseling center, located in 008 Old Main. Twenty-four hour emergency counseling services are also available by contacting either the McLachlan Student Health Center or University Police

## **Women's Center**

The Women's Center, located at 007E Strain Behavioral Science Building (BSB), is an on-campus resource center that exists to promote equality and respect for women. The Women's Center serves students, staff, faculty, and community members by providing information, referrals, and programming on issues related to the empowerment of women. In addition, the Women's Center offers women and men a safe, comfortable environment in which to study, talk, or to simply relax between classes. The Women's Center also serves as the meeting place for various student organizations and support groups. It is the home of the Bridge Project, a grant funded program to address issues of violence against women on campus.

## **Computing Facilities**

The university provides extensive computing facilities for use by all students, regardless of their academic majors. There is no charge for the use of these resources, and there is no limit on the amount of usage. All students are encouraged to utilize the computers to facilitate their studies. The computing facilities that are available include several microcomputer laboratories with over 500 IBM-compatible and Apple Macintosh computers. Small computer laboratories are also provided in several academic departments, and in each of the residence halls. All of these computers are attached to the campus computer network and the university's mainframe computer system. This attachment provides access to the library's on-line card catalog, The Search Bank (for full text of journals), and several reference indices, the campus e-mail system, and connections to the Internet global network. Network connections are available in all residence hall rooms. Students interested in connecting personally-owned computers to the campus network from a university residence hall room are to contact the Office of Housing at 724-738-4480, for current information.

# Writing Center

The university's Writing Center, located on the third floor of Spotts World Culture Building, is an integral part of the academic resources at Slippery Rock University. Under the direction of the Department of English, the Writing Center offers full tutorial services for all students of the university. Department of English graduate students, who staff the center, offer students the opportunity for tutorial instruction with any aspect of the writing process from generating ideas, to organizing information, to refining sentence structure, to editing techniques. Diagnostic services are also available for students who want to discover and remedy their writing weaknesses.

The Writing Center is also equipped with personal computers and printers. In addition to selected writing instruction taught in this facility, tutorial instruction on word processors is available. From freshman to graduate student, the university's Writing Center provides a full range of individualized services without charge. For further information please call 724-738-2654.

# Technology Support

The User Services Department provides support services to the university through the provision of personal computer support with training, service and repair. There is also multimedia support for cable television, video, graphics and photography. Please call 724-738-2054 for assistance.

# Library

Bailey Library is a member of the Keystone Library Network (KLN), which was developed by the State System of Higher Education to help meet the information and learning needs of its students and the citizens of the Commonwealth. KLN provides an easy to use database for the 14 State System universities allowing access to full-text journal and periodical articles. Students, faculty, or staff at any of the 14 System Universities, or any citizen of the Commonwealth, can initiate a search of the KLN catalog.

Bailey Library offers a full range of resources and services. There are formal and informal study areas for serious scholarship and recreational reading. Information Services Librarians are available to assist with any kind of reference inquiry and for group instruction. Through online databases, inter-library loan and document delivery services, Bailey Library serves as a gateway to many other information providers.

With total collections of more than two million items, Bailey Library ranks as one of the larger libraries in western Pennsylvania and in the entire Commonwealth. Print collections include approximately 500,000 books plus thousands of bound periodicals. As a government documents partial depository the library houses over 370,000 U.S. and state documents. Supplementing the print collections are thousands of microfilm and fiche as well as 90,000 audio-visual items in the Instructional Materials Center, including video cassettes, CDs, slides, kits, and computer software. The library subscribes to over 525 print periodicals and newspapers from around the world. The newest version of the library online system allows simultaneous searching of the library catalog, any or all of 20,000 full text journals, online indexes and citation databases, and the internet. All online resources are available from the library's 100 public access computers, campus computer labs, dorm rooms, and offices. Students may borrow one of 36 laptop computers for use on the library wireless network. For assistance please call 724-738-2058.

# Tuition, Fees, & Financial Policies

**Note:** *These policies are effective for Fall 2006. 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
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See also the Payment and Refund Policies.

## Tuition

### **Pennsylvania Residents.**

The course fee for resident graduate students is \$307 per credit hour for part-time (1-8 credits), or \$2,759 per semester for full-time (9-15 credits).

### **Non-Pennsylvania Residents.**

The course fee for out-of-state graduate students is \$491 per credit hour for part-time (1-8) and \$4,415 for full-time (9-15 credits).

## Fees

### **Student Community Building Fee.**

Mandated by state law, this fee is required to retire the general obligation bonds for the University Union building. The amount paid is determined by the number of credits taken and is pro-rated as follows: 1-6 credits, \$2.50 per semester; 7-9 credits, \$5 per semester; 10 or more credits, \$10 per semester. The Summer Session fee is 1-3 weeks, \$1; 5 weeks, \$2.

### **General Service Fee (Student Activities).**

This fee helps to cover the admission of each full-time student to athletic events, concerts, lectures, dramatic events and to support student organizations on campus. The fee will be 5.25 percent of in-state tuition. Summer session students pay a General Service Fee of \$1.25 per week for the summer sessions.

### **Academic Enhancement Fee.**

This fee is for the purpose of supporting academic activities that enhance and extend the traditional instructional activities of the classroom. The fee will be 15 percent of in-state tuition.

### **Health Services Fee.**

This fee of \$104 per semester supports the student health program including unlimited office visits for illness, injury and preventative care, walk-in urgent care service, inpatient service, and a comprehensive, campus-wide health education service. Part-time students are assessed a health fee of \$8.65 per credit hour. The same rate applies to summer.

### **Aebersold Student Recreation Center Fee.**

Slippery Rock University students voted to establish this fee beginning in the fall semester of 1994. This fee is used to fund the construction and operation of the new Aebersold Student Recreation Center. The fee is \$7.25/credit hour with a maximum fee of \$87.00 per semester. This fee also provides access to the Russell Wright Fitness center located in the student recreation center.

### **Physical Therapy Application Deposit:**

Applicants who are offered admission to the doctor of physical therapy will be requested to remit a non-refundable \$500 deposit. This deposit will confirm the student's position in the fall class.

# Miscellaneous Fees

**Advance Deposit for Basic Fee (Any new or transfer student)** \$90.00

Fee assessed to each new and transfer student at the time they make a firm commitment to attend Slippery Rock University.

**Advance Deposit for Residence Hall** \$150.00

Fee assessed to students desiring university-owned residence hall accommodations reserved in their name.

**Alcohol Education Program Charge** \$45.00 or \$60.00

(Depending on nature of incident)

**Application Fee - Physical Therapy Program** \$ 35.00

Fee to accompany the application for admission to the physical therapy program.

**Certification** \$ 15.00

Fee established by and submitted to the Pennsylvania Department of Education for processing teacher certification applications.

**Credit by Exam Fee (Per Credit)** \$ 50.00

Fee assessed to students to take a university-developed examination in order to receive credit for a course without participating in classroom instruction.

**Career Assessment** \$ 10.00

Charge to purchase a career assessment package containing three vocational interest inventories.

**Career Placement Service Charge** \$150.00

Annual charge to persons other than prospective or enrolled students and alumni who desire to use the services of the career services office.

**Graduation Fee** \$ 20.00

Fee assessed to cover the costs of the diploma, leatherette presentation case, reception and other services related to commencement exercises. Not transferable or updateable.

**Gynecological/Contraceptive Service Charge (Per Year)** \$ 75.00

Supplemental service of health center available on an optional basis to female students for pap smear, contraceptives and follow-up care.

## Identification Card Charges:

**First issuance (included in orientation fee)** \$ 15.00

**Replacement Fee - damaged card returned** \$ 10.00

**Replacement fee - charge assessed students who lose their original ID card** \$ 15.00

<b>Thereafter</b>	\$ 20.00
<b>Installment Payment Plan</b>	\$ 25.00
<b>Late Drop/Add/Withdrawal Fee</b>	\$ 15.00/transaction
Assessed to students who drop, add, or withdraw from classes after the university's stated deadlines.	
<b>Late Payment/Bad Check Charge</b>	\$ 15.00
Charge assessed to students who do not pay fees and charges by the designated due date or who issue a check for payment which is returned to the university for insufficient funds.	
<b>Late Registration Fee</b>	\$ 10.00
Fee assessed students registering for a course after the designated registration period has ended.	
<b>Library Overdue Book Fine (books due in 3 weeks)</b>	\$ 0.05/day
<b>Library Overdue Book Fine (books due in 1 week)</b>	\$ 0.10/day
<b>Non-Credit Basic Fee</b>	\$ Varies
Fee assessed for non-credit coursework, such as that involved in workshops.	
<b>Overnight Charge Per Campsite Per Night</b>	
<b>Non-Electric</b>	\$ 5.00
<b>Electric</b>	\$ 7.00
Charge assessed to persons visiting the campus who prefer to bring campers/trailers for overnight accommodations.	
<b>Parking Decal Charge</b>	\$ 25.00
Charge assessed students for automobile registration.	
<b>Parking Tickets Charge</b>	\$ 15.00
Charge assessed to anyone parking illegally on the university campus.	
<b>Pre-Professional Skills Test (PPST) Charge</b>	\$ 25.00
Students entering educational certification programs are required to take this test to demonstrate basic skills in reading, writing and mathematics.	
<b>Russell Wright Fitness Center</b> (See Aebersold Student Recreation Center)	
<b>Transcript Fee</b>	\$ 3.00
<b>Same day service</b>	\$ 10.00
Fee charged for the preparation and mailing of each transcript. Every graduating student receives a complimentary copy of the transcript, with each subsequent transcript charged at the established rate. Students requesting that documents be faxed will be assessed a fee of \$5.00 (\$12.00 for "same day" service).	



## Technology Fee

This fee was established by the Board of Governors of the State System of Higher Education. The fee is \$25.00 for part time PA resident students or \$50.00 for full time PA state resident students. The fee is \$35.00 for part time, Non resident students or \$70.00 for full time Non resident students.

# The University

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

- The University
- Vision
- Mission
- Accreditation
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# The University

Slippery Rock University of Pennsylvania, one of 14 state-owned institutions that comprise the State System of Higher Education of the Commonwealth of Pennsylvania, has a long tradition of providing quality education to students. Started in 1889 as a teacher education institution, the university developed into a multi-purpose institution with approximately 8,000 students and with over 60 degree programs in the College of Business, Information, and Social Sciences, College of Education, College of Health, Environment and Science, College of Humanities, Fine and Performing Arts, and Graduate Studies.

## Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

## Mission

The fundamental mission of Slippery Rock University is to provide high quality undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally related economic, health, environmental, social, cultural, and recreational needs of the region served by the university.

To accomplish these missions, Slippery Rock University primarily focuses its efforts in the academic areas of:

the arts and sciences,  
teacher education,  
environmental sciences and studies,  
health and human services,  
computer, information sciences,  
business and communication.

The perspectives of Slippery Rock University are contemporary and futuristic, national and international. The university provides experiences and opportunities for students to demonstrate leadership and to develop confidence and

self-reliance; it promotes their intellectual, social, and physical development; and it accomplishes these in an open, caring, nurturing, and friendly environment. Slippery Rock University is committed to serving and empowering all segments of the population that can benefit from its offerings.

The individual and collective excellence for which Slippery Rock University stands will continue to be measured by the quality of its graduates and their successes in serving society.

## Accreditation

Slippery Rock University is accredited by the following accrediting agencies:

### **Commission on Higher Education**

#### **Middle States Association of Colleges and Schools**

3624 Market Street  
Philadelphia, PA 19104-2680  
[www.msche.org](http://www.msche.org)

### **Accreditation Association for Ambulatory Health Care, Inc.**

3201 Old Glenview Road, Suite 300  
Wilmette, IL 60091  
[www.aaahc.org](http://www.aaahc.org)

### **Accreditation Board for Engineering and Technology, Inc.**

11 Market Place, Suite 1050  
Baltimore, MD 21202  
[www.abet.org](http://www.abet.org)

### **American Physical Therapy Association**

1111 N. Fairfax  
Alexandria, VA 22314-1488  
[www.apta.org](http://www.apta.org)

### **American Society of Exercise Physiologists**

Department of Exercise Physiology  
The College of St. Scholastica  
1200 Kenwood Avenue  
Duluth, MN 55811  
[www.asep.org](http://www.asep.org)

### **Association of Collegiate Business Schools**

7007 College Blvd., Suite 420  
Overland Park, KS 66211  
[www.acbsp.org](http://www.acbsp.org)

### **Commission of Accreditation of Allied Health Education Programs**

35 E. Wacker Dr., Suite 1970  
Chicago, IL 60601-2208  
[www.caahep.org](http://www.caahep.org)

### **Council for Accreditation of Counseling and Related Educational Programs**

5999 Stevenson Avenue  
Alexandria, VA 22304  
[www.cacrep.org](http://www.cacrep.org)

### **Council on Social Work Education**

1600 Duke St., Suite 300

Alexandria, VA 22314  
www.cswe.org

**Institute for Safety and Health Management**  
2004 Hatton Court #101  
Columbia, MO 65203  
www.ishm.org

**National Association of Schools of Dance**  
11250 Roger Bacon #21  
Reston, VA 20190  
www.nasd.art-accredit.org

**National Association of Music Therapy**  
505 11 th St., S.E.  
Washington, D.C. 20003  
www.musictherapy.org

**National Association of Schools of Music**  
11250 Roger Bacon #5  
Reston, VA 20190

**National Council for the Accreditation of Teacher Education**  
2010 Massachusetts Ave., N.W.  
Washington, D.C. 20036-1023  
www.ncate.org

**National League for Nursing, Inc.**  
350 Hudson St.  
New York, NY 10014  
www.nln.org/nlnjournal

**National Recreation and Park Association**  
22377 Belmont Ridge Road  
Ashburn, Virginia 20148  
www.nrpa.org

**National Association of Schools of Theater**  
11250 Roger Baron Drive, Suite 21  
Reston, VA 20190  
http://nast.arts-accredit.org

## Location

Students and visitors to the SRU campus discover that the university is located in a small town of about 3500 permanent residents. The university is also in the middle of a population center of about 120,000 people. Two major interstate highways, I-79 and I-80, intersect seven miles from the university and make the university easily accessible to Pittsburgh and Erie, PA, and to Youngstown, Ohio. Students can travel fifty minutes south on I-79 to Pittsburgh and enjoy its major cultural venues that include opera, symphony, theatre, and museums and its major league baseball, football, and hockey teams. The city of Erie, Presque Isle, and Lake Erie are an easy ninety minutes north on I-79, and thirty-five miles west on I-80 is Youngstown, Ohio.

Most students enjoy instructional experiences on-campus. In addition, students use learning facilities at nearby Moraine State Park, Jennings Environmental Education Center, McKeever Environmental Learning Center, Regional Learning Alliance at Cranberry Woods as well as the Wallops Island Marine Science Laboratory in Virginia. Many academic

departments sponsor internship programs that provide on-the-job educational and professional training. Opportunities to study abroad in international settings are available to students.

## Students

Approximately 70 percent of Slippery Rock University's 8,000 students are from western Pennsylvania, with Pittsburgh and other cities in Allegheny County providing the largest number of students. Another 22 percent of the student body comes from central and eastern Pennsylvania. The remaining 8 percent comes from more than 40 states in the United States and over 70 other countries.

## Faculty

The 405 faculty members at Slippery Rock University are teachers, scholars, and contributors to the university and community. The typical faculty member teaches four courses each semester, engages in scholarly research and creative endeavors, and participates in a variety of decision-making processes. Of the current faculty members, fifty-three percent are male and forty-seven percent are female. Eleven percent are members of ethnic groups. In addition, eighty-five percent are tenured or occupy tenure-track positions, and ninety-eight percent hold advanced degrees with seventy-five percent holding doctorates, MFA's, or law degrees. <>

## Campus

Slippery Rock University's gorgeous 600-acre campus is located in the rolling countryside of Western Pennsylvania. Thirty-one major buildings that blend traditional and modern architecture comprise the core of the campus for an optimum living and learning environment.

Among public and private universities in Pennsylvania, Bailey Library ranks as one of the best public or private university libraries in Pennsylvania. The library online system allows easy searching of the library's print collections, as well as many other resources including NetLibrary electronic books, over 12,000 online full-text journals, and the resources of many other Pennsylvania libraries. Swope Music Hall is designed as both a performing and a learning center. Vincent Science Hall has laboratories, classrooms, and a greenhouse. Morrow Field House is an instructional and recreational facility that houses a gymnasium, swimming pool, handball court, dance studio, tennis court, and track. McKay Education, Spotts World Cultures, and Eisenberg Classroom Building are examples of standard classrooms that have small and large classrooms, auditoriums, and other specialized classrooms. The Physical Therapy building is a state-of-the-art building where the Graduate School of Physical Therapy program is located. International studies and initiatives reside in the recently renovated Carruth Rizza Hall.

Students reside in eight on-campus residence halls that are located conveniently to most of the other campus buildings, and upper class students can reside at the ROCK apartment complex. Privately owned residence halls, apartments, and other types of living accommodations are available off-campus. Students take their meals at Weisenfluh and Boozel dining halls.

## Recreation Opportunities

The Robert N. Aebersold Recreation Center, an 83,000 square foot facility, offers a myriad of physical fitness areas. These range from aerobic workout areas to a 40-foot climbing wall. The "ARC," built following a student initiative with student funding, is open year-round and includes the Russell Wright Fitness Center. A 200-meter, indoor running track is part of the complex as is a 3,428 square foot indoor pool. A sun deck is adjacent to the pool. One gymnasium area offers four, wood-floor courts for basketball, volleyball, badminton, and other physical activities, and a second gymnasium area offers space for aerobics, floor hockey, deck hockey, and soccer. The University Union is another campus hub with a bookstore, cafe, grille, recreation areas, and meeting rooms. Several tennis courts, a 10,000-seat football stadium, a 1,500-seat baseball stadium, four major athletic fields, and nine auxiliary fields provide other recreation opportunities to augment the ARC and the Union.

# Grants and Sponsored Research

Research and scholarship are central features of any academic environment. At Slippery Rock University, faculty and students are active in a wide range of externally funded projects that support the research, teaching and public service missions of the university. The Office of Grants & Sponsored Research (OGSR) is responsible for assisting faculty in the acquisition of external funding for scholarship, research, and other projects; representing the university in pre-award and award transactions with funding sponsors; acting as a liaison between project directors, sponsors, administration, and external groups; and assisting with post-award administration of grants and contracts to assure compliance with federal, state, and university directives. The office also provides the administrative oversight to the Institutional Review Board (IRB) for ethical implementation of research projects involving human subjects.

A Symposium for Research and Scholarship is held annually to highlight the research and scholarly endeavors of faculty, staff and students. The two-day, campus-wide event encompasses poster sessions, oral presentations and performances that showcase the work of projects conducted throughout the academic year.

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# Contact Information

## Whom to Contact at Slippery Rock About ...

Academic Records and Transcripts - Office of Academic Records and Summer School <a href="http://www.sru.edu/pages/260.asp">www.sru.edu/pages/260.asp</a>	724-738-2010
Admissions (Graduate) - Office of Graduate Admissions <a href="http://www.sru.edu/graduate">www.sru.edu/graduate</a>	724-738-2051
Alumni - Office of Alumni Affairs <a href="http://www.sru.edu/pages/5155.asp">www.sru.edu/pages/5155.asp</a>	724-738-2018
Athletics - Office of Intercollegiate Athletics <a href="http://rockathletics.collegesports.com">rockathletics.collegesports.com</a>	724-738-2021
Career Services - Office of Career Services <a href="http://www.sru.edu/pages/10850.asp">www.sru.edu/pages/10850.asp</a>	724-738-2028
College of Business, Information, and Social Sciences <a href="http://www.sru.edu/pages/2192.asp">www.sru.edu/pages/2192.asp</a>	724-738-2008
College of Education <a href="http://academics.sru.edu/Education/COE/Welcome2COE.htm">http://academics.sru.edu/Education/COE/Welcome2COE.htm</a>	724-738-2007
College of Health, Environment and Science <a href="http://www.sru.edu/pages/2402.asp">www.sru.edu/pages/2402.asp</a>	724-738-4862
College of Humanities, Fine and Performing Arts <a href="http://www.sru.edu/pages/916.asp">www.sru.edu/pages/916.asp</a>	724-738-4863
Continuing Education - Office of Continuing Education <a href="http://www.sru.edu/pages/394.asp">www.sru.edu/pages/394.asp</a>	724-738-2633
Counseling - Counseling Center <a href="http://www.sru.edu/pages/267.asp">www.sru.edu/pages/267.asp</a>	724-738-2034
Diversity and Equal Opportunity <a href="http://www.sru.edu/pages/1721.asp">www.sru.edu/pages/1721.asp</a>	724-738-2016
Financial Aid - Office of Financial Aid <a href="http://www.sru.edu/pages/5013.asp">www.sru.edu/pages/5013.asp</a>	724-738-2044
Health Center - Health Services <a href="http://www.sru.edu/pages/266.asp">www.sru.edu/pages/266.asp</a>	724-738-2052
Information Technology <a href="http://www.sru.edu/pages/343.asp">www.sru.edu/pages/343.asp</a>	724-738-2800
Intercultural Programs <a href="http://www.sru.edu/pages/7588.asp">www.sru.edu/pages/7588.asp</a>	724-738-2700

International Student Information - Office of International Initiatives	724-738-2057
Residence Halls - Office of Housing <a href="http://www.sru.edu/pages/5877.asp">www.sru.edu/pages/5877.asp</a>	724-738-2082
Scholarships - Office of Financial Aid <a href="http://www.sru.edu/pages/4986.asp">www.sru.edu/pages/4986.asp</a>	724-738-2044
Student Activities/Organizations/Services/Student Life - Office of Student Life <a href="http://www.sru.edu/pages/262.asp">www.sru.edu/pages/262.asp</a>	724-738-2003
Student Employment - Office of Career Services <a href="http://www.sru.edu/pages/10850.asp">www.sru.edu/pages/10850.asp</a>	724-738-2028
Tuition and Fees/Billing/Payment - Office of Student Accounts <a href="http://www.sru.edu/pages/265.asp">www.sru.edu/pages/265.asp</a>	724-738-2088
Welcome Center - <a href="http://www.sru.edu/pages/7724.asp">www.sru.edu/pages/7724.asp</a>	724 738 2908

All communications should be directed to the proper university office at:  
Slippery Rock University of Pennsylvania, Slippery Rock, PA 16057

## Payment & Refund Policy

Entries appear in alphabetical order. Click on a link to be taken to the entry below.

- [Cancelled Course or Workshop](#)
- [Payment of Fees](#)
- [Installment Payment Plan](#)
- [Refunds](#)

### Cancelled Course or Workshop

A refund of all fees is paid for a cancelled course or workshop.

### Installment Payment Plan

The Slippery Rock University Installment Payment Plan provides students and/or their parents or guardians the opportunity to complete payment of financial obligations through a four-installment program. The fall and spring semester billing packages that are sent in July and December, respectively, may be divided into four installments each. The fall semester installment payments are due in August, September, October and November. The spring installment payments are due in January, February, March and April. To enroll in the Installment Payment Plan, simply pay the Plan B amount at the bottom of the billing statement. An additional fee of \$25 per semester is assessed to cover the administrative costs of operating the Installment Payment Plan. Although interest is not charged against the outstanding balance, a \$15 late payment fee is assessed if a payment arrives after the due date.

### Payment of Fees

Payment of Fees

By accepting admission to the university the student agrees to pay the fees and charges assessed by the university. Prior to the beginning of each semester a notice requesting the payment of fees is mailed to students who have pre-registered. Invoices should be paid in full or by using the installment payment plan by the due date on the statement. Failure to comply with the requirement will result in late payment and installment payment plan fees. No student shall enroll in classes, graduate from the university, or receive transcripts of coursework taken while at the university until all fees have been paid. Unpaid bills may be referred to the PA Attorney General's office for collection. Collection agencies may be utilized. The student is responsible for any collection costs incurred, in addition to the original amount owed.

## Refunds

The refund policy applies to all students (undergraduate, graduate, credit, and non-credit) and all terms (regular semesters, summer school, mini-courses, and workshops). It applies only to fees paid directly to the university. It does not apply to fees paid to others, such as off-campus housing and insurance.

### **Scheduled Course or Workshop is Changed by the University.**

If the student elects not to attend the university, a full refund of all fees paid for the course or workshop that has been changed will be made.

### **Students Refused Readmission for Academic Reasons.**

Students will receive a full refund of all fees paid for a course or workshop that has been changed by the university.

### **Withdrawal from the University on or Before the First Day of Class of a Semester, Summer Sessions or Workshop.**

#### **Academic Year Withdrawal Refund Policy**

- Written notice. The student must notify the Office of Academic Records and Summer School in writing, and this notice must be received not later than the first class day.
- Withdrawal from the university means that the student is withdrawing from all courses for a semester or summer session. When the student withdraws from some courses but remains in the university, refund is computed as in OVERPAYMENT section at the end of this policy.
- All fees paid for this semester, summer session or workshop will be refunded except the application fee.

Withdrawal from the University After the First Day of Class of a Semester, Summer Session or Workshop. The student must complete the official withdrawal procedure.

- The basic tuition fee, general service fee, academic enhancement fee, recreation complex fee, tech fee, and health service fee will be refunded based on the percentage scale of refund. Residence hall and dining hall charges will be refunded based on the number of weeks attended. In addition, students will forfeit the \$175 room deposit and will be charged a \$25 administrative dining hall fee.
- The application fee, community building fee, late payment fee, and installment payment plan fee will not be refunded.
- Regular Semester Voluntary Withdrawal:
  - The university will refund the following percentage of all fees in section A above, when the termination is during the weeks shown below for all students.

Weeks	Percentage
1 week	90%
2 weeks	80%
3 weeks	70%
4 weeks	60%
5 weeks	50%
No refund after week 5	

This refund policy is in compliance with the policy mandated by the Board of Governors of the State System of Higher Education.



- Students withdrawing from the university for any reason will forfeit \$88.00 of their residence hall deposit for the upcoming academic year if the withdrawal occurs before the last Friday in May, if the withdrawal occurs after the last Friday in May, the \$175.00 deposit will be forfeited.

**Return of Title IV funds (Federal Aid/Loans).** The federal government requires Slippery Rock University to return financial aid money to the Title IV programs for any student withdrawing through 60 percent of the semester. Student withdrawing with Title IV aid may owe the university a balance once the aid is returned. Title IV aid must be returned to the Title IV program before any refund can be returned to a student.

#### Summer Sessions Withdrawal/Refund Policy

1. Withdrawal on or before the First Day of class: A student may obtain a full refund if the registration is officially cancelled through the Office of Academic Records and Summer School on or before the first day of class for the summer session.
2. Withdrawal on or after the First Day of Class: Voluntary withdrawal: Students withdrawing after the first day of class will have refunds processed based on the following:

Withdrawal after the first day of class through 7 percent of the enrollment period will be refunded 90 percent of the institutional charges.

Withdrawal after 7 percent of the enrollment period for which the student has been charged through 13 percent of the enrollment period will be refunded 80 percent of institutional charges.

Withdrawal after 13 percent of the enrollment period for which the student has been charged through 20 percent of the enrollment period will be refunded 70 percent of institutional charges.

Withdrawal after 20 percent of the enrollment period for which the student has been charged through 27 percent of the enrollment period will be refunded 60 percent of institutional charges.

Withdrawal after 27 percent of the enrollment period for which the student has been charged through 33 percent of the enrollment period will be refunded 50 percent of institutional charges.

There will be no refund for students withdrawing after 33 percent of the enrollment period has passed.

Dates, which apply to these percentages may be obtained by calling the Office of Student Accounts and/or they will be printed on the back of each summer billing statement. Each summer session will be treated as a separate enrollment period for refund calculation purposes.

After the cut-off, no basic tuition and fees will be refunded. Refund of Residence Hall rent and meal Plan fee will be based on the dates and percentages listed above. The Student Community Building Fee is not refundable after the first day of class.

Charges for withdrawal from an Internship will be calculated on an individual basis. The internship start date, scheduled length of the internship and the date of withdrawal from the internship will determine the charge/refund.

**Return of Title IV funds (Federal Aid/Loans).** The federal government requires Slippery Rock University to return financial aid money to the Title IV programs for any student withdrawing through 60 percent of the semester. Student withdrawing with Title IV aid may owe the university a balance once the aid is returned. Title IV aid must be returned to the Title IV program before any refund can be returned to a student.

**Overpayment of Account with Student Remaining in University:** When the student's account is overpaid for one of the following reasons, the unearned fees will be refunded.

- Reduction of the number of credit hours when the student is paying on an hourly basis:
  - Regular Semesters - The percentage of tuition refunded for the credits dropped will be as stated under "Regular Semester Voluntary Withdrawals" in the section of this policy concerning withdrawals from the university after the opening date of regular semester.
  - Summer Sessions - The percentage of tuition refunded for credits dropped will be as stated under Summer Sessions Withdrawal Refund Policy.

- Approved withdrawal from the residence hall and/or dining hall (applicable only when withdrawal is preapproved by the appropriate vice president or designee). The student will be charged the percentage indicated under Regular Semester Voluntary Withdrawals.

**Suspension or Dismissal from University other than for Reasons of Academic Standing. No refund will be made to any such student; all money paid will be forfeited.**

#### Residency Status Policy

Students who enter Slippery Rock University with an out-of-state address will generally continue to be classified as non-Pennsylvania residence for tuition programs during their years at the university. An exception is made if the student's parents establish a legal residence in Pennsylvania. Establishing a Pennsylvania mailing address and obtaining a certificate of registration for voting purposes, however, does not change a student's out-of-state status for tuition purposes as long as their parents reside out-of-state. Neither does establishing a residence with a relative who is a Pennsylvania resident change a student's out-of-state status unless the relative legally adopts the student. In order to qualify for Pennsylvania resident status for purposes of determining tuition, a student must meet State System of Higher Education criteria, as summarized below:

- - Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania.
- - U.S. citizenship or formal declaration of intent to become a citizen or admission to the United States on an immigrant visa. A tourist or student visa, that is a non-immigrant visa, is not proof of intent of residence.
- - Pennsylvania residency by the parents or guardians of students who are minors. The age of majority in Pennsylvania for establishing an independent residence for tuition purposes is 22; however, a minor may prove financial emancipation and independence through clear and convincing evidence.

United States government employees or members of the United States armed forces who were residing in Pennsylvania immediately prior to entering government service and who have continuously maintained Pennsylvania as their legal residence shall be presumed to be a Pennsylvania resident. Others in military service stationed in Pennsylvania shall be deemed Pennsylvania residents.

Students receiving a scholarship or grant dependent on place of residence from a state other than Pennsylvania will not be considered a Pennsylvania resident.

Students who change their residence from Pennsylvania to another state are required to give prompt written notice to the university. The university may reclassify students in the event it believes they are no longer a Pennsylvania resident.

Students may challenge their residency classification by filing a form "Residency Classification Data Collection Form" available in the Office of Student Accounts in Room 103, Old Main.