

# **Slippery Rock University Graduate Catalog 2020-2021**

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# GRADUATE

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## To Apply:

Contact the Office of Graduate Admissions  
724-738-2051

or visit our website at [www.sru.edu/graduate](http://www.sru.edu/graduate) (<http://www.SRU.EDU/graduate/>)

Slippery Rock, Pennsylvania 16057-1326

## Rock Solid Education

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

## Respect for Individuals in the Community Statement

The statement states:

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

## Academic Policies

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

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## Absence Policy

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

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

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

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

## Academic Certificates

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

The Undergraduate Certificate Declaration form (<https://www.sru.edu/documents/academics/academic-services/academic-records/CertificateDeclaration.pdf>) can be located from the Academic Records and Registration Forms page. Please visit Graduate Admissions webpage (<https://www.sru.edu/admissions/graduate-admissions/requirements-by-program/>) for information about Graduate Certificates.

## Policy

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

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

## Academic Complaints

Students who want to file an appeal concerning their grades or any other academic matter should first contact their instructor to seek a resolution. If no agreement can be reached with the instructor, students should contact the appropriate departmental chairperson, then the appropriate dean. Further appeal is to be directed to the Provost and Vice President for Academic Affairs, Chief Academic Officer. Please refer to the university's Grade Appeal Policy (p. 13).

## Academic Integrity

This policy applies to all Slippery Rock University students. Some graduate programs have expectations above and beyond this policy. In those cases, the program guidelines supersede what follows below. Graduate students in Occupational Therapy, Physical Therapy, and Physician Assistant are encouraged to review their program handbook for more information.

## Purpose of SRU's Academic Integrity Policy

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

## Definition of Academic Integrity

Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly

pursuits. Mastery of subject matter should be demonstrated in an honorable and straightforward manner.

## The Significance of Course Grades and the SRU Degree

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

## Discipline

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

### 1. Pre-emptive Discipline

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

- a. Because we seek constant new learning in each course, all academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the student's own original work and not that from other coursework (unless the faculty member approves an exception) or from other students or other authorities not cited in full accord with an appropriate citation style (APA, MLA, CBE, etc.) consistent with the academic discipline or the instructor's directions.
- b. Students are expected to be honest in all academic work, refraining from all forms of academic dishonesty.
- c. Students are expected to function as such, including, but not limited to, attending class regularly and completing all assignments and examinations on their own unless the faculty member notes otherwise.
- d. Students are expected to learn, practice and apply standard techniques for accurately citing resource material. It is the student's, not the instructor's, responsibility to ensure that all material is cited.
- e. Students are expected to know the difference between direct quotations and paraphrases (a common rule of thumb is any three words or more in the same order as the original is quoting, not a paraphrase). No one choice between direct quotations and paraphrases is inherently "better," but if one does choose to paraphrase then the essence of the text should be conveyed FULLY in the student's own words and sentence structure, but citation of the IDEA is required whether a student quotes or paraphrases.
- f. Students are expected to understand basic principles of respect and compliance with intellectual property law. Particularly important are those aspects of the Copyright Law of the United States that apply to academic work as well as to the use of University computer resources.

### 2. Corrective Discipline

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



- a. Conferring with the instructor to identify inappropriate behaviors
- b. Developing a remediation plan and behavioral goals
- c. Developing a means of assessing the student's accomplishment of the established goals
- d. Identifying student sanctions to be put in place if the student does not meet these behavior goals.
- e. Filing out a conduct referral for the Office of Student Conduct

Graduate programs hold higher expectations for students and academic integrity violations may result in removal from the program. Depending on the graduate student's degree program, additional procedures may be applied and sanctions administered given the expectation of academic integrity at all times.

## Dishonest Behavior

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

1. Buying, selling, or trading papers, projects, or other assignments.
2. Using or attempting to use any unauthorized book, notes, or assistance (for example, copying another student's test or homework).
3. Plagiarizing and/or submitting the work of another as your own.
4. Completing class work for another person.
5. Fabricating information or citations.
6. Facilitating dishonest acts of others pertaining to academic work.
7. Possessing unauthorized examinations.
8. Submitting, without instructor permission, work previously used.
9. Tampering with the academic work of another person.
10. Recording an instructor's teaching content and/or distributing a professor's teaching content without permission.
11. Ghost-taking an exam in place of a student or having any person take an exam in your place.
12. Any attempt to falsify an assigned grade on an examination, report, or program or in a grade book, document, or other record.
13. Any attempted, or actual computer program theft, illegal use of software; illegal downloading or streaming of copyrighted media, or inappropriate use of the Internet; such as, but not limited to, illegal or unauthorized transmission; or improper access to any computer system or account.
14. Any attempted, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment or examination (all parties are considered responsible).
15. Forging a faculty member's or administrator's signature on any document.
16. Copying and pasting digital media including, but not limited to, email correspondence, text, images, or other media from online sources without proper citation, the copyright owner's permission to use the digital media; or, evidence of having performed a favorable fair use analysis.
17. Copying and pasting significant portions of digital media with or without citation.

## Implications of Dishonest Behavior

### 1. Implications to the Student

- a. The student is deprived of the totality of the learning process and lacks the knowledge and skills needed to succeed.
- b. Ideas are a kind of property (i.e., intellectual property) and to use the ideas of others without proper and full citation is a kind of theft, not unlike unauthorized use of any other property.
- c. The student subsequently misrepresents his/her qualifications to employers; graduate schools etc. and is not as qualified to perform the work as represented.
- d. The student invalidates the assessment tool used to evaluate the class and deprives the faculty from truly evaluating the effectiveness of the assessment instrument and/or the teaching-learning process.
- e. The student is temporarily rewarded by a good grade but induces others, directly or indirectly, to engage in dishonest behavior.
- f. The student will have conditioned himself/herself to take shortcuts when pressured. This behavior will then be repeated when he/she is in the professional world.
- g. The student receives an unfair advantage, relative to other students who conduct themselves in an ethical manner.
- h. The student could be liable for civil or criminal penalties as a result of violating federal intellectual property laws.

### 2. Implications to the University

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

### 3. Implications to Prospective Employers, including those who provide Internships

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

## Rights and Responsibilities

### 1. Course Instructor

- a. The instructor has the right to demand academic integrity and authentic authorship in the face-to-face or online classroom.
- b. The instructor has the responsibility to ensure that SRU's academic integrity standards are followed.

- c. The instructor is responsible for communicating to students SRU's Academic Integrity Policy and the minimum penalties for dishonesty in the course syllabus.
  - d. The instructor is expected to take steps to minimize the opportunity for students to engage in academic dishonesty.
  - e. The instructor clearly communicates course expectations.
  - f. The instructor who alleges academic dishonesty is responsible for filing out a conduct referral for the Office of Student Conduct.
  - g. The instructor will gather evidence and participate in the resolution of cases that he/she initiates by following set procedures.
  - h. The instructor serves as a role model and mentor by instilling, through example, high ethical conduct in his/her own academic endeavors and in the classroom and online learning environment.
  - i. The instructor emphasizes to students the importance of honesty and a respect for integrity within the profession.
  - j. The instructor, in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, will treat as strictly confidential any information relating to an alleged violation of the University's Academic Integrity Policy or the outcome of a conduct hearing.
- 2. University**
- a. SRU has a right to discipline students who deviate from academic standards. The University is responsible for upholding the minimum standards of academic integrity and achievement on which degrees are based and for certifying that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.
  - b. SRU has a right and is responsible for maintaining and encouraging high standards of academic integrity by establishing policies and procedures for academic integrity and authentic authorship.
  - c. The University is responsible for monitoring all violations of this policy in order to ensure the integrity and reputation of a degree from SRU.
  - d. The University is responsible for communicating this policy to students in any form deemed appropriate.
- 3. Student**
- a. A student accused of academic dishonesty has the right to due process, which means they will be informed of their alleged behavior and they will have an opportunity to have their case heard in a fair and impartial manner.
  - b. The student must read and understand SRU's policy on Academic Integrity since ignorance of this policy is not an acceptable defense by a student if a charge of academic dishonesty is made by the instructor against the student.
  - c. The student must comply with these standards of integrity as part of the academic community.
  - d. A student who fails to meet the procedural deadlines contained in the policy will forfeit his/her rights to a formal hearing for appealing a sanction.
  - e. The student should actively encourage other students to comply with these standards.
  - f. The student is encouraged to report any violations of this policy by other students to SRU faculty, administration or management. Students are encouraged to testify at subsequent formal hearings about such matters.
  - g. A student has the right to be notified in writing within five (5) business days of the report of the alleged violation.
  - h. A student has the right to meet with the faculty member to present his/her own version of the facts.
  - i. A student has the right to accept the faculty member's allegations as true and accept the faculty member's imposed sanction as well as SRU's sanctions.
  - j. A student always maintains the right to formally appeal the decision of the faculty member to an Academic Review Board composed of the Deans of each college (or designated Assistant to the Dean). The decision of this Review Board is final. The appeal must be submitted no later than 15 working days after the beginning of the semester following the issuance of faculty member's sanction. The summer and winter terms do not constitute a semester.

## How Can Academic Integrity be encouraged?

### 1. Faculty

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

### 2. The Student's Role in Academic Integrity

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

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

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

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

**Amended and approved by the Dean's Council, March 4, 2020**

**Amended and approved by the Dean's Council August 7, 2020**

## Academic Standing Policy

## Academic Progression Policy - Probation, Suspension, and Dismissal

Graduate students are admitted to specific graduate programs. Probation, suspension, and dismissal actions are taken when a student has not satisfied the university policy for graduate



program academic progression requirements for good standing. The action is applied to the graduate program in which the student is enrolled.

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

### University Graduate Program Academic Progression Requirements –

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

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

A student who is suspended from a graduate program and has met the term requirements of suspension (one or two terms) may petition the dean of the college for readmission to the graduate program in which they were enrolled by completing the Graduate Application for Readmission Form (<https://sruenrollment.wufoo.com/forms/mvjph260eck50e/>). The form is initially processed through the graduate admissions office (website) and forwarded to the appropriate dean for readmission consideration.

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

### Specific Graduate Program Academic Progression Requirements -

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

Doctor of Physical Therapy (DPT) Program – Student Handbook  
– Students receive a hardcopy of the DPT Handbook at orientation.

The DPT Handbook and the DPT Clinical Handbook are also listed in the student portal, Exxat.

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

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

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

## Admission to Degree Candidacy

To be admitted to degree candidacy, the applicant must maintain a minimum cumulative quality point average of 3.0 on a 4.0 scale for all graduate courses completed at Slippery Rock University, be unconditionally admitted to graduate studies, and meet all specific program admission requirements.

After being unconditionally admitted to graduate studies and meeting program requirements, a student must file an Application for Degree Candidacy if required by the department. The application must be filed after the completion of a minimum of 6 and a maximum of 12 or 18 graduate credits, depending upon departmental requirements. The Application for Degree Candidacy may be obtained from [sru.edu/admissions/graduate-admissions/](https://www.sru.edu/admissions/graduate-admissions/) under graduate forms, the Office of Graduate Admissions or a graduate coordinator. It includes a program sequence planned by the student with the assistance of an adviser.

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

## Application for Certification

Students who meet requirements for, and wish to obtain a Pennsylvania Department of Education (PDE) certificate in School Counseling, Reading Specialist, Secondary Education, Special Education, Special Education Supervision, Principal or a Pennsylvania Department of Education endorsement in Creative Movement, Instructional Coaching, Gifted, Autism, or Online Instruction will need to apply for the appropriate credential through the PDE's Teacher Information Management System (TIMS) and pay the application fee determined by PDE. Candidates should contact their academic adviser for additional details about the process.

## Application for Graduation

A student is responsible for applying to graduate on MySRU, and for fulfilling all requirements for the degree in accordance with the regulations of that program and the university.

Students who meet all graduation requirements in a given term but fail to apply for graduation before the semester ends will be graduated at the

end of the semester in which their application is recorded in the Office of Academic Records and Registration, not the term during which they completed their coursework.

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

Students must apply for graduation on MySRU for fall, spring, and summer. A paper application is required for winter. The completed application should reach the Office of Academic Records and Registration by October 1 for December graduation, December 1 for January graduation, March 1 for May graduation, and June 15 for summer graduation.

## Attendance Policy

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

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

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

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

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

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

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

## Chosen Name Policy

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

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

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

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

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

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

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

- Student Identification Cards
- Official Student Email Display Name
- Diplomas
- Commencement Programs
- Commencement Cards
- Advising Profile

- Class List (in Banner)
- D2L

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

- Legal Documents and Reports Produced by the University
- Student Account Statement (Bills)
- Financial Aid and Scholarship Documents
- Transcripts
- Enrollment Verifications
- Degree Verifications
- Student Employment Documents
- Paychecks, W2s, and other Payroll documents

\*Denotes in progress for chosen name

## Procedures

Individuals seeking approval for chosen name can contact the Office of Academic Records and Registration in person or find the Chosen First/Middle Name document from the Academic Records "Forms" link (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) on the web. Upon completion of appropriate paperwork and approval, changes will be made to necessary systems. It may take upwards of four business day for final changes to take place. The individual may revoke the request during the first seventy-two hours.

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

## Sanctions

Chosen first/middle name requests will be denied or revoked when the name is deemed inappropriate including, but not limited to, avoiding a legal obligation, fraud, obscene language, or misrepresentation. Appeals of the chosen name request will be made to the Chief Enrollment Management Officer. Reports of such activity will be handled pursuant to University policies and procedures and applicable law. Depending on the individual and circumstances involved this could include the offices of Human Resources, Office of Student Conduct, Office of Diversity and Equal Opportunity, Office of Student Success, Residence Life Office, University Legal Counsel, and/or appropriate law enforcement agencies.

## Responsibility for Implementation

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

## Scope of the Policy

This policy applies to all University students.

## Comprehensive Examinations

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.

## Course Information

### Course Levels

#### 500-Level Courses

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

#### 600-Level Courses

Courses numbered 600 and above are for graduate credit only.

Undergraduate students requesting special permission to take graduate classes may not count the credit towards the completion of an undergraduate degree.

### Dual-Numbered Courses

Graduate credit may not be earned in a dual-numbered course if undergraduate credit was earned in a course with the same title (some exceptions apply).

### Student Load

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

### Workshops

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

## Credit Hour Policy

All courses offered for credit at Slippery Rock University (SRU) toward the completion of a degree and/or certificates are in line with applicable state and federal regulations related to the assignment of credit hours. The following credit hour policy is based on the guidelines set forth by the PASSHE Board of Governors Policies, System Academic and Financial Procedures and Data Collection Definitions: Reference Number, SA-040. PASSHE Policy: Policy 1990-06-A: Academic Degrees ([http://www.passhe.edu/inside/policies/BOG\\_Policies/Policy%201985-01-A.pdf](http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201985-01-A.pdf)), 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs ([http://www.passhe.edu/inside/policies/BOG\\_Policies/Policy%201985-01-A.pdf](http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201985-01-A.pdf)), Policy 1999-01: The Academic Passport and Student Transfer Policy. ([http://www.passhe.edu/inside/policies/BOG\\_Policies/Policy%201985-01-A.pdf](http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201985-01-A.pdf))

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

### Credit Hour Assignment

Slippery Rock University's academic year is divided into Fall and Spring semesters of approximately 15 weeks each. Summer, winter and special

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

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

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

## Credit Hour Assignment by Course Type

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

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

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

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

- Visual art studio courses award one credit hour for a minimum of one hour and fifty-five minutes of scheduled supervised studio work. A 3 credit studio class would meet for a minimum of 4,620 minutes of class time with a 120 minute final exam/experience for a total of 4,740 minutes during a 15 week semester.
- Music lecture/seminar courses are awarded 3 credits consistent with the above stated minimum of 2,220 minutes per 15 week semester inclusive of the 120 minute final exam/experience.
- Music courses awarding 2 credits meet for a minimum of 1,520 minutes per 15 week semester inclusive of the 120 minute final exam/experience. Music courses awarding 1 credit (ex. Intro to Music Education) meet for a minimum of 1,520 minutes inclusive of the

120 minute final exam/experience. Performing ensembles meet for differing lengths of time, ensembles are awarded one credit meet for a minimum of 1,470 minutes inclusive of the final exam/experience.

- Applied Instruction in Music (lessons) are awarded one credit, and students receive ½ hour weekly instruction per week, for a total of seven individual instructional hours during a 15 week semester. This contact is in addition to the time spent in studio and master classes. Music performance majors are awarded three credits, and students receive one hour of weekly instruction per week, for a total of 15 individual instruction hours during a 15 week semester.

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

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

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

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

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

**Transfer Credits** - Transfer credits are evaluated by university administrators following the guidelines of the Middle States Commission on Higher Education, the Pennsylvania State System Board of Governors and program specific accreditation body requirements. Transfer policies (<http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TransferPolicies.aspx>) and transfer course equivalencies (<http://www.sru.edu/academics/enrollment/undergraduate/transfer/Pages/TRCourseEquivalencies.aspx>) are detailed on the university web site.

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

## Credit Hour Definition Guidelines

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

### United States Department of Education (USDE)

The definition as published in the regulations is as follows:



"Credit Hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

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

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

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

## MSCHE Credit Hour Policy

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

1. The curricula must provide the opportunity for the achievement of the stated objectives of the institution, as related to its statement of philosophy and mission, and must be structured in a group of coherent, integrated degree programs.
2. Degree requirements stated in this section may be stated in terms of semester credit hours or quarter credit hours, as determined by the institution and conforming to generally accepted academic practices. General education, as defined in this section, refers to the curricular inclusion of humanities, arts, communications, social sciences, mathematics, technology and science courses in support of the mission of the institution. A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty. A quarter credit hour represents a unit of curricular material that normally can be taught in a minimum of 10 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.
1. An associate degree exclusive of a specialized associate degree must require the satisfactory completion of a minimum of 60 semester credit hours, which includes a minimum of 20 semester credit hours of general education, or a minimum of 90 quarter credit hours, which must include a minimum of 30 quarter credit hours of general education.

2. A specialized associate degree must require the satisfactory completion of at least 60 semester credit hours or a minimum of 1,500 clock hours or a Ch. 31 General Provisions 22 § 31.21 31-13 (366297) No. 464 Jul. 13 a minimum of 90 quarter credit hours. At least 70%, but no more than 80%, of the program must consist of specialized instruction that bears directly upon the employment objectives of the program; and at least 20% of the program must consist of general education.
3. A baccalaureate degree must require the satisfactory completion of a minimum of 120 semester credit hours or a minimum of 180 quarter credits. Of the total baccalaureate degree program course requirements, at least 40 semester credit hours or 60 quarter credit hours must be in general education and represent a broad spectrum of disciplines in general education.
4. A first professional degree, except those for the preparation of professional educators, must require the satisfactory completion of a minimum of 60 semester credit hours or 90 quarter credit hours for admission to the degree program and the satisfactory completion of a total minimum of 150 semester credit hours or 225 quarter credit hours for the program. Professional educator preparation programs must comply with Chapter 354 (relating to preparation of professional educators).
5. A master's degree must require the satisfactory completion of a minimum of 30 semester credit hours or 45 quarter credit hours beyond the baccalaureate level.
6. The number of semester or quarter credit hours for a degree beyond a first professional or master's degree shall be determined by the faculty and reflect the recommendations of professional associations or National learned societies.
  - a. An institution may enter into agreements with other institutions, individuals or other providers of educational services to provide all or part of certain programs on behalf of the institution. A course offered for institutional credit shall be operated directly by or under the control of the institution granting the credit.
  - b. To assure academic integrity, an institution shall provide students in a distance education program access to academic and student services, including textbooks, study guides, library and other learning resources, personal interaction with faculty, tutors or other educational personnel by computer, telephone, mail or face-to-face meetings. The institution shall assure integrity of student work and provide opportunity for student assessment. These programs must comply with the regulations that apply to resident-based programs as prescribed in this chapter and Chapters 35, 36, 40 and 42 and conform to generally accepted academic practices for delivery of instruction through distance education.

## 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. Requirements for some programs are different than the above. Students should check with the department or the Office of Graduate Admissions for specific requirements.

- Admission to Degree Candidacy (p. 8)
- Comprehensive Examinations (p. 10)
- Research Requirements (p. 19)

- Semester Hours of Credit (p. 19)
- Application for Graduation (p. 8)
- Application for Certification (p. 8)

## Dissertation

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

## Drop, Add, Withdrawal

Open fall and spring full-semester courses may be added on MySRU during the first 8 days (including weekends/excluding holidays) of classes without professor approval. Students wishing to add courses during the second week of the semester must secure the professor's permission on a add form. Courses dropped during the first 8 days (including weekends/excluding holidays) of the semester will not be recorded on students' permanent records. During the fall and spring semesters, students may not drop their last class on My SRU and should contact the Office of Academic Records and Registration for assistance. Students may withdraw from fall and spring full-semester classes with a grade of "W" between the second and tenth weeks of the semester. Students will not be permitted to withdraw from full semester classes after the tenth week and will be held accountable and awarded a final grade for all coursework, exams and other work assigned during the final five weeks of the semester. For fall and spring courses meeting fewer than 15 weeks, and all summer and winter courses, the withdrawal deadline is two-thirds of the way through the course's beginning and ending dates.

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

Students may use MySRU or drop/add forms ([https://www.sru.edu/documents/academics/academic-services/academic-records/Drop\\_Add\\_Fillable\\_Form.pdf](https://www.sru.edu/documents/academics/academic-services/academic-records/Drop_Add_Fillable_Form.pdf)) to drop classes anytime after they have registered until the end of the eighth day of the fall or spring semesters. After the eighth day of the semester, students taking on-campus courses must use withdrawal forms ([https://www.sru.edu/documents/academics/academic-services/academic-records/Withdrawal\\_From\\_Course\\_Form.pdf](https://www.sru.edu/documents/academics/academic-services/academic-records/Withdrawal_From_Course_Form.pdf)), which require the signature of the professor of the course and the student's adviser.

Students who for exceptional reasons, are permitted to drop, add, or withdraw from classes after the university's stated deadlines must receive their respective dean's approval.

Students taking off campus or online courses must withdraw by emailing (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) their professor who, in turn, will notify the Office of Academic Records and Registration of the student's last day of attendance/participation in the course.

Failure to withdraw officially from a course may result in the assignment of a grade of "F".

## Final Examinations

At the end of each semester, all final examinations are administered during the time stipulated in the examination schedule (<https://www.sru.edu/academics/academic-services/academic-records/registration-information-and-class-final-exam-schedules/>), which is available online. The decision to give a final examination is the prerogative of the faculty member. If a final examination is to be given, the examination is to be administered according to the time indicated in the examination schedule. Classes will meet during the scheduled examination time if no examinations are given. The appropriate dean must approve any exception to this policy.

Students with three or more examinations on the same day or two examinations scheduled at the same time may discuss having one of the examinations rescheduled by consulting with the student's instructors. Make up examinations should be scheduled at a mutually convenient time for the faculty member and the student or during one of the final examination conflict timeframes as noted on the final examination schedule.

## Grade Appeal Policy

### Procedure for Filing Grade Appeal

#### Academic Due Process Procedures

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

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

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

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



in terms, for example, of time, access to materials, or access to the instructor as the other students.

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

### Informal Appeal Procedure

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

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

### Formal Appeal Procedure

#### Step One

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

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

#### Step Two

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

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

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

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

#### Step Three

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

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

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

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

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

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

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

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

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

#### Step Four

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

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

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

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

#### Step Five

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

- Three faculty selected by APSCUF. One from the academic department in which the course is taught. Not the instructor.

- Two managers selected by the provost. One to be the dean of the college in which the course was taught.
- One student selected by Student Government Association. A senior outside the department in which the course is taught.

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

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

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

## 2. Grade Appeal Board Procedures

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

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

The procedure for the appeal meeting is as follows:

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

## Step Six

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

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

# Grading System

Grade Symbol	Description	Quality Points
A	High quality graduate work	4
B	Satisfactory graduate work	3
C	Acceptable graduate work (cumulative grade average must be at least 3.000). Some departments will not consider a "C" as an acceptable grade.	2
D	Unacceptable graduate work <sup>1</sup>	1
I	Incomplete (becomes an "F" if not completed by faculty deadline. If no earlier deadline is set by the professor, all incompletes must be completed within 12 months, except for thesis and dissertation, or they will be changed to an "F".)	0
ID	Incomplete (used for dissertation). Does not automatically convert to an "F."	0
IT	Incomplete (used for thesis). Does not automatically convert to an "F."	0
F	Failure <sup>1</sup>	0
W	Withdrawal	0
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.)	0
X	No grade given (becomes an "F" if not removed by the end of the student's next semester of enrollment)	0

<sup>1</sup> Credits earned with less than a "C" grade cannot be accepted as satisfying any of the requirements for the master's degree.

These grade symbols are translated into grade points as follows: each semester hour of credit with a grade of A counts four grade points; B, three points; C, two points; D, one point. Degree candidates must maintain a minimum cumulative grade point average of 3.0\*. Credits earned with less than a "C" grade cannot be accepted as satisfying any of the requirements for the master's degree\*. Some departments will

not consider a "C" as an acceptable grade. Grades earned in all graduate courses taken at Slippery Rock University are used in the calculation of grade point average.

The formula for grade point calculation is as follows:

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

Any extensions of the time limit shall not entitle the student additional repeats. Course repeats in Physical Therapy are permitted only with approval of the Dean of the College of Health, Engineering and Science. When a student repeats a course, only the grade earned on the most recent attempt is used in the GPA calculation. A grade of "I" is not a permanent grade. An incomplete grade for a course must be removed whenever the professor requires it, but no longer than within one calendar year, and an incomplete grade for thesis (IT) and dissertation (ID) must be removed within the six-year statute of limitations. Unless the instructor has submitted a change of grade prior to the expiration of the specified time limit, the grade of "I" will automatically be converted to a grade of "F". Grades of "IT" for thesis and ID for dissertation will remain an "IT" or "ID" until the requirements are met and a grade change has been submitted.

## Graduate Non-Degree Applicants

Students who have earned a bachelor's or master's degree may apply as a graduate non-degree student. University policy permits graduate non-degree students to earn a total maximum of 12 semester hours. The credits earned under the graduate non-degree status may not automatically count toward a future graduate degree program. In addition, graduate non-degree students are not eligible to receive Federal Financial Aid.

Students wishing to pursue admission to a degree program must submit a formal degree-seeking application along with all other required credentials from your academic program of interest. Information about degree programs is available at <http://www.sru.edu/academics/graduate-programs> (<http://www.sru.edu/academics/graduate-programs/>).

## Military Absence Policy

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

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

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

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

A student who must miss numerous class meetings due to a military-related obligation is strongly encouraged to create a Military Absence Work-Plan (<https://www.sru.edu/veterans/returning-or-leaving-active-duty/>) with the faculty member for completing the missed coursework. However, either party can submit a work plan at any time. Creating this work-plan will ensure clear communication between student and faculty member; failure to complete this work-plan may negatively impact the student.

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

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

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

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

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

### Procedures

The student completes a Military Absence Work-Plan for each course he/she is enrolled during his/her absence. The student and faculty member discuss the plan and sign document. A copy of the work-plan document is kept on file with the faculty member and the Academic Records Office. A copy is also given to the student.

### Sanctions

Not applicable

### Responsibility for Implementation

Office of the Provost

### Scope of Policy Coverage

This policy applies to all students with military obligations.

### Authority for creation and revision

Reviewed by: Academic Policy & Procedures Committee – October 11, 2019

Approved by: ASAEC – November 13, 2019

Effective Date: Spring 2020

## Notice Designating Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that colleges and universities, with certain exceptions, obtain a student's written consent prior to disclosure of personally identifiable information. However, institutions may (not must) disclose appropriately designated "directory information" without written consent, unless the university has been advised by the student that he/she does not wish to have his/her directory information released.<sup>1</sup>

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

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

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

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

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

1. Name
2. Addresses (local, permanent, and email)
3. Telephone number (local, cell and permanent)
4. Date and place of birth
5. Program and concentration(s) and minor(s)
6. Student activities, including athletics
7. Weight, height (athletic teams)
8. Dates of attendance
9. Degrees and awards received
10. Date of graduation
11. All educational institutions previously attended
12. Academic awards/scholarships
13. Title of master thesis

14. Number of credits (full- or part-time) for which a student is registered
15. Pictures of students
16. Class level
17. Anticipated graduation date
18. Student ID number used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc.

- <sup>1</sup> As noted above, currently enrolled students have the opportunity to withhold disclosure of all 18 categories of information under the Family Educational Rights and Privacy Act (FERPA). The University will not partially withhold this information, so students are advised to think carefully before requesting non-disclosure. To withhold disclosure, written notification must be received in the Office of Academic Records and Registration, Slippery Rock University, Slippery Rock, Pa. 16057 prior to the end of the second week of each semester/summer session. Forms requesting the withholding of "directory information" are available online or in the office of: Academic Records and Registration  
Room 107 Old Main  
(724) 738-2010 or [academic.records@sru.edu](mailto:academic.records@sru.edu).

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

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

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

In accordance with the provisions of the Student Right to Know and Clery Acts, students are urged to access SRU's Consumer Information Website (<https://www.sru.edu/students/student-consumer-information/>) (Including campus crime statistics, graduation rates, and Students Rights to Privacy.)

## Posthumous Conferral of Degree

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

**Procedure:** The family, or an academic department on behalf of the family, if requested, may initiate the nomination for a posthumous degree or certificate. The college undergraduate dean will be informed of the petition by the family or the academic department. The dean will provide a recommendation along with a verification of the student's academic standing and degree progress to the Provost for approval. In the instance of a posthumous graduate degree, the appropriate college



dean and the Director of Academic Records and Registration will provide a recommendation to the Provost for approval by the President.

**Degree Conferral:** The family may select one of two options:

1. The President or Provost may confer the degree in a quiet family ceremony at the university, with appropriate deans and faculty who knew the individual. Travel and accommodation arrangements for the family will be at the discretion of the family.
2. The degree may be conferred at commencement. The student's name will be listed in the commencement program where it would have been if the student had been present. Family members will be asked to attend commencement ceremonies and will be seated in the front row of the commencement seating. When the student's name is called a family member will walk across the stage and receive the posthumous degree.

**Certificate Conferral:** The family will receive a special certificate upon approval by the President.

Cabinet Approval December 20, 2004

## Records Privacy Policy

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

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

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

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

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

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

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

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an

administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Council of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

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

## Registration Procedures

Any student who does not register for three consecutive regular semesters will become inactive. The student will require readmission to continue working on a graduate degree. During the inactive period, the 6 year statute of limitations will continue to be applied.

## Repeat Policy

Graduate students may repeat a single course only once. In addition, graduate students will be limited to a maximum of two repeats during their entire graduate enrollment. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the student's CGPA calculation.

## Research Requirements

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

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

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

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

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

## Residency

Master's students must earn at least two-thirds of the credits meeting program requirements at SRU. Collaborative programs will be identified such that residency can be met consistent with the collaborative agreement.

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

## Second Master's Degree

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

- Successfully complete a minimum of 15 semester hours of credit at Slippery Rock University beyond the first master's degree.
- Apply no more than 12 semester hours of credit from the first degree toward requirements for the second degree.

- Meet departmental requirements for the degree with respect to the required semester hours of credit and courses for a major in that department.
- Complete all requirements for the degree, with the exception of credits accepted from the program of the first degree, within the six-year statute of limitations.
- Satisfy all incompletes prior to graduation.
- Meet all other University requirements for graduation and be in good standing.

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

## 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. This also applies to the Doctor of Occupational Therapy and Ed.D. programs

## Senior Citizens

Senior citizens (persons 62 or older, who are receiving social security or equivalent retirement benefits) may **audit** courses at no cost at Slippery Rock University on a space available basis. Senior citizens must provide proof of age, retirement benefits, name, address, and social security number to the Office of Academic Records and Registration in order to complete registration, in addition to a completed Senior Citizen Application ([https://www.sru.edu/documents/academics/academic-services/academic-records/Senior\\_Citizen\\_Application.pdf](https://www.sru.edu/documents/academics/academic-services/academic-records/Senior_Citizen_Application.pdf)). Individuals 62 or older who are not working and are not receiving social security or retirement benefits may also qualify for this program. Senior citizens may register for classes no earlier than one week prior to the start of the semester/term. Senior citizens taking courses if specific conditions have been met **for credit** are responsible for paying all applicable fees with the exception of tuition. For more information contact the Office of Academic Records and Registration, 724-738-2010.

## Statute of Limitations

All requirements for the master's and doctorate degrees must be completed within a six-year period commencing with the first graduate course taken at SRU. Programs with a different statute of limitations are: TESOL - 4 years and MBA - 3 years. The student's academic dean may extend this period upon written request from the student for justifiable reasons. This request must be supported by the graduate coordinator before submission to the academic dean. There will be an absolute limit of ten years from the date the student's first graduate course is taken for all degree requirements to be met.



# Student Identity Verification in Distance Learning Policy

## Policy Statement

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

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

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

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

## Procedures

- The SRUID system is a University authentication and security measure to ensure that accounts are managed more securely across University campuses. All students at Slippery Rock University are provided a SRUID for secure access to University systems, including for distance learning upon depositing to campus. New students set up their account and are directed to use the password management to store a four digit pin and two security questions to be used in the event that students need to change their password or reclaim their SRUID. In the event this has not been done, students can contact the Help Desk and verify their identification through a variety of questions with full-time staff.
- Students are responsible for providing their complete and true identity information in any identification verification process. It is against University policy for a user to give someone his or her password or to allow others to use his or her account.
- Slippery Rock University's learning management system integrates with University authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of the University's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.
- In addition, the University's Student Information System provides instructors access to class rosters that includes student photos associated with their name and account. The learning management system also provides student photos associated with their account, and if set up by the student, is visible in areas of the course including the discussion. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in

determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

- At this time there are no additional student fees associated with student verification. Slippery Rock University is currently experimenting with a video tool used for identification/integrity purposes. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.
- Slippery Rock University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA and student record access can be found at: <http://www.sru.edu/academics/academic-services/academic-records/policies-regulations-and-catalogs> (<https://www.sru.edu/academics/academic-services/academic-records/policies-regulations-and-catalogs/>)

## Sanctions

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

## Responsibility for Implementation

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

## Scope of Policy Coverage

This policy applies to all students taking distance education courses.

## Authority for creation and revision

Reviewed by: ASA Academic Policy Committee, 1.30.16

Approved by: University Cabinet, 8.07.17

## Student Responsibility

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

## Thesis

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

collection involving human subjects may begin. Research protocol guidelines may be obtained from the chair of the IRB-PHS.

## Transcripts

Students may obtain official transcripts of their academic records from the Office of Academic Records and Registration (<https://www.sru.edu/academics/academic-services/academic-records/request-a-transcript/>) by written request or placing an online order. A complimentary copy of the transcript is sent to all students upon graduation. Transcripts are not released to students who have outstanding financial obligations, or other holds at the University. The University only issues official transcripts. Unofficial transcripts for currently enrolled students exist on MySRU under the Student Profile tab. Official transcripts include the student's entire undergraduate and graduate record. Students may request to have only their SRU undergraduate or graduate record sent.

A student's academic transcript will indicate any disciplinary action taken that leads to separation from the institution. That is, should a student be suspended or dismissed from the university under the provisions of the Code of Conduct (<https://www.sru.edu/offices/student-conduct/code-of-conduct/>), a notation will be placed on the student's transcript for the duration of the sanction. The notation will be removed upon expiration or by action of the Provost and Vice President for Academic Affairs; Chief Academic Officer or Chief Student Affairs Officer.

## Transfer Credit Policy

Graduate students requesting graduate transfer credit must complete the Graduate Student Transfer Credit Form (<https://www.sru.edu/Documents/admissions/graduate/Graduate-Student-Transfer-Credit-Form.pdf>) and submit to the Graduate Admissions Office with official graduate transcripts. Acceptance or denial of transfer credit is not determined exclusively on the basis of the accreditation of the sending institution or the delivery method of the course(s), but is based on how well the course matches and aligns with the current curriculum of the graduate program in which the student is enrolled and with faculty approval. At times, faculty may request a syllabus to be submitted for the course the student is transferring.

A maximum of one-third or 12 semester graduate credit (course) hours (whichever is met first) of the of the program's required total credit hours may be transferred to Slippery Rock University. For example, in a 30 credit hour graduate program, no more than 10 credits may transfer. These credits must carry at least a "B" grade, and be approved by the appropriate graduate program coordinator and the Director of Graduate Admissions. Those grades received for courses other than Slippery Rock University's will be recorded but will not be included in the student's cumulative grade point average.

Credits earned in extension courses and in off-campus centers of other institutions will be reviewed for acceptance. Transfer of credits from other institutions will be recommended by the graduate coordinator and be approved/disapproved by the Director of Graduate Admissions. No more than six semester hours shall be transferred from another institution if taken after a student has been admitted to a graduate program at Slippery Rock University.

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

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

## Veteran Students Course Scheduling

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference course scheduling. Non-compliance may be reported to the Pennsylvania Department of Education by submitting the Higher Education Complaint form found at: [www.education.pa.gov](http://www.education.pa.gov) (<https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Colleges%20and%20Universities/Higher%20Education%20Complaint%20Form.pdf>).

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

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

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

Students, who identify themselves as being "veterans", as defined above, will automatically receive their priority registration date and time on MySRU. For consideration of transfer credit for military education and occupational training, Veterans should submit a Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript to the Transfer Admissions Office. A copy of the DD214 or current Military ID should be submitted to the Veterans Certifying Official.

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

Ms. Keshia Booker - Assistant Director of Multicultural Development, [Keshia.Booker@sru.edu](mailto:Keshia.Booker@sru.edu), 724-738-4440

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

Ms. Amber Korcok - Veterans Services Coordinator, [Amber.Korcok@sru.edu](mailto:Amber.Korcok@sru.edu), 724-738-2862

## College of Business

### Dean's Office Staff

**Dr. Lawrence Shao**  
Dean, College of Business  
Phone: 724.738.2008  
Email: [lawrence.shao@sru.edu](mailto:lawrence.shao@sru.edu)

**Mr. Larry J. McCarthy**  
Assistant to the Dean  
Phone: 724.738.2552

Email: [larry.mccarthy@sruc.edu](mailto:larry.mccarthy@sruc.edu)

**Ms. Leigh A. McGuirk**

Administrative Assistant

Phone: 724.738.2772

Email: [leigh.mcguirk@sruc.edu](mailto:leigh.mcguirk@sruc.edu)

**Ms. Deborah L. White**

Secretary

Phone: 724.738.4789

Email: [deborah.white@sruc.edu](mailto:deborah.white@sruc.edu)

## Departments

- Accounting, Economics, and Finance (p. 22)
- Healthcare Administration and Information Systems (p. 28)
- Hospitality and Tourism Management (p. 33)
- Management and Marketing (p. 36)

## Accounting, Economics, and Finance

Chair	Secretary	Location	Department Phone
Dr. Melanie Anderson	Michele Orr	110 Eisenberg Classroom Building	724-738-4865

Department Web Site URL (<https://www.sruc.edu/academics/colleges-and-departments/cob/school-of-business/accounting-economics-and-finance/>)

### Graduate Coordinator

**Dr. Eric Swift**

Bachelor of Science in Business Administration – BSBA (<https://www.sruc.edu/academics/colleges-and-departments/cob/school-of-business/accounting-economics-and-finance/programs/>), with majors in Accounting, Economics and Finance

Master of Accountancy - MAcc (<https://www.sruc.edu/academics/colleges-and-departments/cob/school-of-business/accounting-economics-and-finance/programs/>)

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

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

## Our Vision

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

## Our Mission

The School of Business at Slippery Rock University prepares students to be career ready emerging leaders by developing competencies for success professionally and personally. Our academic programs are student centered with high levels of engagement in an environment

where faculty scholarship enhances student learning. The School of Business also serves as a catalyst for regional economic development through outreach and partnerships.

## Accreditation

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

## Faculty

### **Melanie Anderson**

Professor

Accounting, Economics & Finance

Ph.D., University of Nebraska-Lincoln

M.B.A., Pennsylvania State University

B.S., Clarion University

### **Thuy Bui**

Associate Professor

Accounting, Economics & Finance

M.B.A., Ohio University

B.B.A., Ohio University

### **Baizhou Chen**

Instructor

Accounting, Economics & Finance

M.B.A., St. John's University

B.S., University of Minnesota

### **Jeffrey Forrest**

Professor

Accounting, Economics & Finance

Ph.D., Auburn University

M.S., Northwestern University (China)

B.S., Northwestern University (China)

### **George Howley**

Instructor

Accounting, Economics & Finance

M.S., Carnegie Mellon University

B.A., Westminster College

### **Benjamas Jirasakuldech**

Professor

Accounting, Economics & Finance

Ph.D., University of Nebraska-Lincoln

M.S., Texas Tech University

B.A., Assumption University (Thailand)

### **Yi Li**

Assistant Professor

Accounting, Economics & Finance

B.A., Renmin University of China

B.S., Renmin University of China

### **Larry McCarthy**

Assistant Professor

Accounting, Economics & Finance

M.B.A., University of Pittsburgh

C.P.A., University of Pittsburgh

B.S., Slippery Rock University

**Sunita Mondal**

Associate Professor  
Accounting, Economics & Finance  
Ph.D., University of Pittsburgh  
M.A., Jadavpur University (India)  
B.A., Jadavpur University (India)

**Madhu Motha**

Instructor  
Accounting, Economics & Finance

**Young Park**

Instructor  
Accounting, Economics & Finance  
Ph.D., University of Pittsburgh  
M.B.A., University of Iowa  
B.A., Korea University

**Theresa Phipps**

Associate Professor  
Accounting, Economics & Finance  
M.B.A., Wheeling Jesuit University  
B.S., Wheeling Jesuit University

**Edward Scott**

Associate Professor  
Accounting, Economics & Finance  
M.B.A., Texas Christian University  
B.S., Point Park University

**Pavani Tallapally**

Associate Professor  
Accounting, Economics & Finance  
Ph.D., Louisiana Tech University  
M.B.A., Indiana University  
B.A., Osmania University

**Yanbin Tu**

Instructor  
Accounting, Economics & Finance  
Ph.D., University of Connecticut  
M.A., Simon Fraser University  
M.A., East China Normal University

**Jesus Valencia**

Associate Professor  
Accounting, Economics & Finance  
Ph.D., University of Pittsburgh  
M.A., University of Pittsburgh  
B.A., University of Pittsburgh

**Xintong Wang**

Assistant Professor  
Accounting, Economics & Finance  
Ph.D., SUNY at Binghamton  
M.A., SUNY at Binghamton  
B.A., Nankai University

## Programs

### Majors

- Accountancy, Master of Accountancy (MACC) (p. 27)

## Courses

### ACCT Courses

**ACCT 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ACCT 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 612 - Corporate Accounting**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**ACCT 620 - Forensic Accounting**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).  
Enrollment is limited to Graduate level students.

**ACCT 622 - Fraud Examination**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 623 - Non-Profit/Government Accounting**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 626 - Budgeting, Performance Management, and Cost Analysis**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 628 - Financial Statement Analysis**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 629 - Accounting Data Analytics**

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

Prerequisite: BUSA 219<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 630 - Risk Analysis and Internal Control**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 631 - Federal Corporate Tax**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 639 - Auditing Systems**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.



**ACCT 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ACCT 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON Courses****ECON 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ECON 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON 602 - Managerial Economics**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 619 - Quantitative Analysis**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).



**ECON 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ECON 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN Courses****FIN 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**FIN 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN 603 - Global Dynamics of Business**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL). Enrollment is limited to Graduate level students.

**FIN 620 - Financial Management**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 636 - Advanced Corporate Finance**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**FIN 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**FIN 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**FIN 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**FIN 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**FIN 790 - Experimental**

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**FIN 795 - Workshop**

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Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Accountancy, Master of Accountancy (MACC)

### Program Learning Outcomes

- **Communication:** Communication via both:
  - Oral presentations required in accounting including communication of budgets and performance results.
  - Written reports, memos, letters such as those required in audit and attestation.
- **Ethics and Risk Assessment:**
  - Control and risk assessment including regulation in auditing and accounting including ethical and legal responsibilities, business law, federal tax process, gain and loss taxation, individual tax, and taxation of entities. Controls are also addressed in Internal Audit Basics, Internal Audit Practice and Internal Audit Knowledge Elements.
  - Fraud Prevention and Deterrence; Financial Transactions and Fraud Schemes; Investigation; and law.
- **Professional Proficiency:** Students will demonstrate professional proficiency in:
  - Financial accounting and reporting.
  - Financial Reporting; Planning, Performance, Control, and Financial Decision Making incorporating data analytics.

### Related Links

Accountancy, MACC Program Page ([https://www.sru.edu/academics/graduate-programs/accountancy-\(master-of-accountancy\)/](https://www.sru.edu/academics/graduate-programs/accountancy-(master-of-accountancy)/))

Accounting, Economics, and Finance Department Page (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/accounting-economics-and-finance/>)

Accountancy Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-ACCOUNTANCY.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
ACCT 622	Fraud Examination	3
ACCT 626	Budgeting, Performance Management, and Cost Analysis	3
ACCT 628	Financial Statement Analysis	3
ACCT 629	Accounting Data Analytics	3
ACCT 630	Risk Analysis and Internal Control	3
ACCT 631	Federal Corporate Tax	3
ACCT 639	Auditing Systems	3
ECON 619	Quantitative Analysis	3
Select two of the following:		6
ACCT 620	Forensic Accounting	
ACCT 623	Non-Profit/Government Accounting	
BUSA 640	Business Law	
MIS 610	Business Analysis and Decision Support	
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

This program is effective as of Fall 2019.

Major Code: 9ACC

## Healthcare Administration and Information Systems

Chair	Secretary	Location	Department Phone
Dr. David Jordan	Michele Orr	110 Eisenberg Building	724-738-4865

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/healthcare-administration-and-information-systems/>)

### Graduate Coordinator

Dr. Abel Gyan

## Faculty

### **John Cotter**

Instructor

Healthcare Adm & Info Systems

Ph.D., Virginia Commonwealth University

M.A., SUNY of Buffalo

B.A., Canisius College

### **Natalie Dick**

Assistant Professor

Healthcare Adm & Info Systems

M.H.A., University of Pittsburgh

B.A., Penn State University

### **John Frollich**

Instructor

Healthcare Adm & Info Systems

### **John Golden**

Assistant Professor

Healthcare Adm & Info Systems

J.D., Duquesne University School of Law

B.A., California University of Pennsylvania

### **Abel Gyan**

Associate Professor

Healthcare Adm & Info Systems

D.H.Sc., Nova South Eastern University

M.S., Northern Kentucky University

M.B.A., University of Leicester

B.A., University of Science and Technology

### **Abdou Karim Jallow**

Associate Professor

Healthcare Adm & Info Systems

Ph.D., Loughborough University

M.S., Cranfield University

B.S., Cranfield University

### **David Jordan**

Professor

Healthcare Adm & Info Systems

Ph.D., Virginia Commonwealth University

M.B.A., University of Pittsburgh

B.S., University of Pittsburgh

### **Stephen Larson**

Associate Professor

Healthcare Adm & Info Systems

Ph.D., Virginia Commonwealth University

M.S., Mercer University

M.P.A., Brigham Young University

B.A., Brigham Young University

### **Roger Lutz**

Instructor

Healthcare Adm & Info Systems

### **Kevin MacDonald**

Instructor

Healthcare Adm & Info Systems

### **Donald Mong**

Associate Professor

Healthcare Adm & Info Systems

J.D., University of Pittsburgh

M.B.A., University of Pittsburgh

B.A., Haverford College

### **Jennifer Nightingale**

Associate Professor  
Healthcare Adm & Info Systems  
Ed.D., Duquesne University  
M.S.I.S.M., Duquesne University  
M.Ed., Duquesne University  
B.A., University of Pittsburgh

**Todd Price**  
Instructor  
Healthcare Adm & Info Systems

**Terry Zeigler**  
Instructor  
Healthcare Adm & Info Systems  
M.S., University of Maryland  
B.S., Penn State University

## Programs

### Majors

- Health Information Management, Master of Science (MS) (p. 32)

## Courses

### BUSA Courses

#### BUSA 590 - Experimental

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

Credits: 1-3  
Term(s) Typically Offered: Offered as Needed  
Enrollment limited to students with a semester level of Graduate.

#### BUSA 595 - Workshop

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

Credits: 1-6  
Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

#### BUSA 598 - Selected Topics

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

Credits: 1-3  
Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

#### BUSA 640 - Business Law

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

Credits: 3  
Term(s) Typically Offered: Offered Summer Terms  
Enrollment is limited to students with a program in Business Adm-Accounting/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).  
Enrollment is limited to Graduate level students.

#### BUSA 690 - Experimental

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

Credits: 1-3  
Term(s) Typically Offered: Offered as Needed  
Enrollment limited to students with a semester level of Graduate.

#### BUSA 695 - Workshop

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

Credits: 1-6  
Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

#### BUSA 698 - Selected Topics

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

Credits: 1-3  
Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

#### BUSA 700 - Independent Study

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

Credits: 1-3  
Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

#### BUSA 790 - Experimental

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

Credits: 1-3  
Term(s) Typically Offered: Offered as Needed  
Enrollment limited to students with a semester level of Graduate.

**BUSA 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM Courses****HIM 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM 600 - Health Information Systems Technology**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms, Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

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

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

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed, Offered Spring Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 630 - Healthcare Quality Management and Documentation Improvement**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

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

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

Prerequisites: ECON 619<sup>C</sup> and HIM 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms, Offered as Needed

Enrollment limited to students in the MS 9HIN or MS 9HIO programs.

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

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

Prerequisites: HIM 600<sup>C</sup> and HIM 603<sup>C</sup> and HIM 620<sup>C</sup> and HIM 625<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.



**HIM 650 - Applied Research Project**

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

Prerequisite: HIM 643<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 750 - Internship**

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

Credits: 3-12

Term(s) Typically Offered: Offered as Needed

**HIM 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HIM 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS Courses****MIS 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MIS 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS 603 - Healthcare Information Systems**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9HIM program.

**MIS 610 - Business Analysis and Decision Support**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Administration/Accounting/Finance, Business Administration/Marketing, Business Administration or Business Administration (OL). Enrollment is limited to Graduate level students.



**MIS 643 - Project Management**

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

Prerequisite: HIM 600<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9HIN program.

**MIS 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MIS 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MIS 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

# Health Information Management, Master of Science (MS)

## Program Learning Outcomes

- **Outcome 1: Information Protection**
  - Develop privacy strategies
  - Develop security strategies.
  - Determine compliance considerations throughout the health information life cycle
- **Outcome 2: Leadership**
  - Leverage fundamental leadership skills
  - Propose a training program for a health care work force
- **Outcome 3: Research/ Critical Thinking/Healthcare Data Analysis**
  - Apply best practices, theories or research methodologies in the field(s) of health information management
  - Apply knowledge from the HIM field to address problems and issues in the field
  - Create visual representations of data.
  - Propose evidence-based research.
  - Propose a research initiative for organizational effectiveness.
- **Outcome 4: Healthcare Vocabularies and Clinical Terminologies**
  - Students will be able to perform the following task:
  - Evaluate diagnostic and procedural codes and groupings in accordance with official guidelines
- **Outcome 5: Revenue Cycle Management**
  - Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines
  - Manage components of revenue cycle
  - Evaluate compliance with regulatory requirements and reimbursement methodologies

## Related Links

Health Information Management, MS Program Page ([https://www.sru.edu/academics/graduate-programs/health-information-management-\(master-of-science\)/](https://www.sru.edu/academics/graduate-programs/health-information-management-(master-of-science)/))

Healthcare Administration and Information Systems Department Page (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/healthcare-administration-and-information-systems/>)

Health Information Management Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-HIM.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
HIM 600	Health Information Systems Technology	3
MIS 603	Healthcare Information Systems	3
HIM 605	Health Information Vocabularies and Clinical Terminologies	3
ECON 619	Quantitative Analysis	3
HIM 620	Financial Management for Health Professionals	3

HIM 625	Legal, Ethical and Security Issues in Health Information Management	3
or CPSC 620	Healthcare Ethics, Law, Privacy and Information Assurance	
HIM 630	Healthcare Quality Management and Documentation Improvement	3
HIM 635	Knowledge Management in Health Information	3
or CPSC 605	Data Mining and Data Analysis	
HIM 645	Leadership for Health Information Management	3
HIM 650	Applied Research Project	3
<b>Total Hours</b>		<b>30</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9HIM

### Recommended Course Sequence

The following is a recommended course sequence for students starting in the Fall semester.

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
HIM 600	Health Information Systems Technology	3
ECON 619	Quantitative Analysis	3
HIM 635	Knowledge Management in Health Information	3
HIM 605	Health Information Vocabularies and Clinical Terminologies	3
<b>Hours</b>		<b>12</b>
<b>Winter</b>		
HIM 620	Financial Management for Health Professionals	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
MIS 603	Healthcare Information Systems	3
HIM 630	Healthcare Quality Management and Documentation Improvement	3
HIM 625	Legal, Ethical and Security Issues in Health Information Management	3
HIM 645	Leadership for Health Information Management	3
<b>Hours</b>		<b>12</b>

### Summer

HIM 650	Applied Research Project	3
<b>Hours</b>		<b>3</b>
<b>Total Hours**</b>		<b>30</b>

**\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.**

Major Code: 9HIM

Revised Date: 02.25.2021

## Hospitality and Tourism Management

Chair	Secretary	Location	Department Phone
Dr. James Dombrosky	Brenda Best	105 Eisenberg Classroom Building	724-738-4865

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/cob/departments/hospitality-event-management-and-tourism/>)

### Graduate Coordinator

Dr. James Dombrosky

## Faculty

### James Dombrosky

Assistant Professor

Hospitality & Tourism Manage

Ph.D., Iowa State University

M.B.A., University of Pittsburgh

B.S., Slippery Rock University

### Maryjo Ross

Associate Professor

Hospitality & Tourism Manage

Ph.D., University of Central Florida

M.A., Indiana University of Pennsylvania

B.S., Geneva College

### Chao-Jen Tsai

Assistant Professor

Hospitality & Tourism Manage

Ph.D., Texas Tech University

M.S., Florida International University

B.S., Chinese Culture University

## Programs

### Majors

- Hospitality and Tourism Management, Master of Science (MS) (p. 35)

## Courses

### HEMT 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### HEMT 598 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### HEMT 600 - Global Dynamics of Tourism

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 602 - Leadership and Management for Hospitality and Tourism

Emphasis on the understanding, development, and practical application of management and leadership principles essential for success in today's increasingly complex hospitality and tourism industry. Concepts covered will enable students to increase their effectiveness in leading themselves, leading others, leading the business, and leading change.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 604 - Performance Management for Hospitality

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 618 - Financial Fundamentals for Hospitality and Tourism

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 620 - Marketing for Hospitality and Tourism

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 625 - Revenue Optimization for Hospitality and Tourism

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 630 - Service Management for Hospitality and Tourism

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

### HEMT 635 - Hospitality Business Law and Risk

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 642 - Meetings, Conferences, and Event Management**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 650 - Masters Project for Hospitality and Tourism**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HEMT 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HEMT 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HEMT 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HEMT 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Hospitality and Tourism Management, Master of Science (MS)

### Program Learning Outcomes

- Students will be able to apply leadership principles to strategically manage in the diverse, labor intensive and continuously changing environment in which HT enterprises operate.
- Students will be able to explain how sustainable business practices impact internal and external HT stakeholders, and measure how their implementation impacts business results.
- Students will be able to explain how profit and revenue growth are linked with internal service quality and employee satisfaction, in a high-quality customer service system that implements the supportive processes needed for various HT enterprises.
- Students will demonstrate the ability to analyze data, and use financial statements, ratios, and metrics to extract meaningful findings, measure performance, and formulate business decisions in the HT industry.
- Students will be able to develop a strategic marketing plan for an HT enterprise that includes internal marketing practices and addresses the unique characteristics of marketing HT services.
- Students will be able to explain ethical and legal principles as they relate to guest and employee safety, risk management, and human resource management in hospitality and tourism organizations.

### Related Links

Hospitality and Tourism Management, MS Program Page ([https://www.sru.edu/academics/graduate-programs/hospitality-and-tourism-management-\(master-of-science\)/](https://www.sru.edu/academics/graduate-programs/hospitality-and-tourism-management-(master-of-science)/))

Hospitality, Event Management, and Tourism Department Page (<https://www.sru.edu/academics/colleges-and-departments/cob/departments/hospitality-event-management-and-tourism/>)

Hospitality and Tourism Management Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-HTM.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
HEMT 600	Global Dynamics of Tourism	3
HEMT 602	Leadership and Management for Hospitality and Tourism	3
HEMT 604	Performance Management for Hospitality	3
HEMT 618	Financial Fundamentals for Hospitality and Tourism	3
HEMT 620	Marketing for Hospitality and Tourism	3

HEMT 625	Revenue Optimization for Hospitality and Tourism	3
HEMT 630	Service Management for Hospitality and Tourism	3
HEMT 635	Hospitality Business Law and Risk	3
HEMT 642	Meetings, Conferences, and Event Management	3
HEMT 650	Masters Project for Hospitality and Tourism	3
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9HTM

## Management and Marketing

Chair	Secretary	Location	Department Phone
Dr. Roger Solano	Brenda Best	105 Eisenberg Classroom Building	724-738-4865

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/management-and-marketing/>)

### Graduate Coordinator

Dr. Eric Swift

## Faculty

### **Frances Amatucci**

Associate Professor  
Management & Marketing  
Ph.D., University of Pittsburgh  
M.B.A., University of Pittsburgh  
B.S., University of Massachusetts

### **Anindya Chatterjee**

Professor  
Management & Marketing  
Ph.D., Temple University  
M.M.S., Birla Institute of Technology and Science (India)

### **Rhonda Clark**

Associate Professor  
Management & Marketing  
Ph.D., Capella University  
M.S., California University of Pennsylvania  
B.S., California University of Pennsylvania

### **Diane Galbraith**

Professor  
Management & Marketing  
Ed.D., Indiana University of Pennsylvania  
M.S., LaRoche College  
B.S., Indiana University of Pennsylvania

### **Shahriar Gias**

Associate Professor  
Management & Marketing  
Ph.D., University of Texas at Arlington  
M.B.A., Delaware State University  
M.A., University of Tasmania  
B.B.A., North South University

### **Baek Joo**

Associate Professor  
Management & Marketing  
Ph.D., University of Minnesota  
M.A., University of Minnesota  
B.A., Sogang University

### **Boreum Ju**

Instructor  
Management & Marketing  
Ph.D., University of Illinois  
M.Ed., Korea University  
B.A., Korea University

### **Senthilkumar Muthusamy**

Associate Professor  
Management & Marketing  
Ph.D., Oklahoma State University  
M.B.A., Bharathidasan Institute of Management  
B.S.E., Bharathiar University

### **Jeananne Nicholls**

Professor  
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D.B.A., Kennesaw State University  
M.B.A., Duquesne University  
B.S., Carlow University

### **Sunjin Pak**

Associate Professor  
Management & Marketing  
M.S., Korea University  
B.S., Korea University

### **Kurt Schimmel**

Professor  
Management & Marketing  
D.B.A., Cleveland State University  
M.B.A., Duquesne University  
B.A., Duquesne University

### **Roger Solano**

Professor  
Management & Marketing  
Ph.D., New Jersey Institute of Technology  
M.S., New Jersey Institute of Technology  
B.S., Universidad Del Zulia

### **Theresa Wajda Soltis**

Professor



Management & Marketing  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

### **Liang Xu**

Associate Professor  
Management & Marketing  
Ph.D., University of Missouri  
M.B.A., University of Missouri  
E.E., Nanjing Institute of Technology

## **Programs**

### **Majors**

- Business Administration, Master of Business Administration (MBA) - Concentration in Accounting and Finance (p. 39)
- Business Administration, Master of Business Administration (MBA) - Concentration in Management and Marketing (p. 40)
- Business Administration, Master of Business Administration (MBA) - General Concentration (p. 41)

## **Courses**

### **MGMT Courses**

#### **MGMT 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

#### **MGMT 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### **MGMT 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### **MGMT 620 - Supply Chain Management**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

#### **MGMT 650 - Master's Project**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### **MGMT 651 - Organizational Dynamics**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

#### **MGMT 654 - Management Seminar**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### **MGMT 658 - Strategic Management**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**MGMT 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**MGMT 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**MGMT 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**MGMT 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**MGMT 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MGMT 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MGMT 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT Courses****MRKT 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MRKT 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MRKT 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MRKT 603 - Global Dynamics of Business**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 632 - Marketing Seminar**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 636 - Sales Management**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 658 - Strategic Marketing Management**

This course covers the application of marketing concepts, models, technologies, and techniques to marketing problems, emphasizing strategic thinking and analysis in a global environment. Also covered are market research and information usage, and data-driven, ethical strategic marketing decision making. The course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. A focus is on discovering and developing a set of unique competencies for a firm that leads to sustainable competitive advantage in the marketplace. Students are provided opportunities to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Industry analyses will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis, and comparative strategy assessment.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 690 - Experimental**

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MRKT 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MRKT 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Business Administration, Master of Business Administration (MBA) - Concentration in Accounting and Finance

### Program Learning Outcomes

- **Communication:**
  - Communicate complex concepts clearly and professionally.
- **Critical Thinking/Business Analysis:**
  - Apply critical thinking skills to analyze and interpret financial statements to judge business performance.
  - Apply critical thinking skills using quantitative techniques for strategic decision making.
- **Ethical Decision Making:**
  - Understand and demonstrate ethical group and individual behaviors in organizations and local and global society.
- **Leadership:**
  - Participate productively in groups and teams, apply leadership skills, and demonstrate contributions to team goals and resolve conflicts.
  - Demonstrate a capacity both to lead others to achieve organizational goals and to support effective leadership.
- **Sustainability and the Environment:**
  - Engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

### Related Links

Business Administration - Accounting and Finance, MBA Program Page (<https://www.sru.edu/academics/graduate-programs/mba-master-of-business-administration/>)

Management and Marketing Department Page (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/management-and-marketing/>)

Business Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-MBA.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>MBA Core Requirements</b>		
ACCT 612	Corporate Accounting	3
ECON 602	Managerial Economics	3
ECON 619	Quantitative Analysis	3
FIN 603	Global Dynamics of Business	3
or MRKT 603	Global Dynamics of Business	
FIN 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 651	Organizational Dynamics	3
MGMT 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
<b>Accounting/Finance Concentration Electives</b>		
Select two of the following:		6
ACCT 620	Forensic Accounting	
BUSA 640	Business Law	
FIN 636	Advanced Corporate Finance	
<b>Total Hours</b>		<b>36</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBA

Concentration Code: ACFN

## Business Administration, Master of Business Administration (MBA) - Concentration in Management and Marketing

### Program Learning Outcomes

- **Communication:**
  - Communicate complex concepts clearly and professionally.
- **Critical Thinking/Business Analysis:**

- Apply critical thinking skills to analyze and interpret financial statements to judge business performance.
- Apply critical thinking skills using quantitative techniques for strategic decision making.
- **Ethical Decision Making:**
  - Understand and demonstrate ethical group and individual behaviors in organizations and local and global society.
- **Leadership:**
  - Participate productively in groups and teams, apply leadership skills, and demonstrate contributions to team goals and resolve conflicts.
  - Demonstrate a capacity both to lead others to achieve organizational goals and to support effective leadership.
- **Sustainability and the Environment:**
  - Engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

## Related Links

Business Administration - Management and Marketing, MBA Program Page (<https://www.sru.edu/academics/graduate-programs/mba-master-of-business-administration/>)

Management and Marketing Department Page (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/management-and-marketing/>)

Business Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-MBA.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>MBA Core Requirements</b>		
ACCT 612	Corporate Accounting	3
ECON 602	Managerial Economics	3
ECON 619	Quantitative Analysis	3
FIN 603	Global Dynamics of Business	3
or MRKT 603	Global Dynamics of Business	
FIN 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 651	Organizational Dynamics	3
MGMT 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
<b>Marketing/Management Concentration Electives</b>		
Select two of the following:		6
MRKT 632	Marketing Seminar	
MRKT 636	Sales Management	
MGMT 650	Master's Project	
<b>Total Hours</b>		<b>36</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBA

Concentration Code: MAMK

## Business Administration, Master of Business Administration (MBA) - General Concentration

### Program Learning Outcomes

- **Communication:**
  - Communicate complex concepts clearly and professionally.
- **Critical Thinking/Business Analysis:**
  - Apply critical thinking skills to analyze and interpret financial statements to judge business performance.
  - Apply critical thinking skills using quantitative techniques for strategic decision making.
- **Ethical Decision Making:**
  - Understand and demonstrate ethical group and individual behaviors in organizations and local and global society.
- **Leadership:**
  - Participate productively in groups and teams, apply leadership skills, and demonstrate contributions to team goals and resolve conflicts.
  - Demonstrate a capacity both to lead others to achieve organizational goals and to support effective leadership.
- **Sustainability and the Environment:**
  - Engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

## Related Links

Business Administration - General Concentration, MBA Program Page (<https://www.sru.edu/academics/graduate-programs/mba-master-of-business-administration/>)

Management and Marketing Department Page (<https://www.sru.edu/academics/colleges-and-departments/cob/school-of-business/management-and-marketing/>)

Business Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-MBA.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>MBA Core Requirements</b>		
ACCT 612	Corporate Accounting	3
ECON 602	Managerial Economics	3
ECON 619	Quantitative Analysis	3
FIN 603	Global Dynamics of Business	3
FIN 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 651	Organizational Dynamics	3
MGMT 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
<b>Total Hours</b>		<b>30</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBA

Concentration Code: GENL

## College of Education

### Dean's Office Staff

#### Dr. Keith Dils

Dean, College of Education

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#### Ms. Betsy Strawbridge

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#### Ms. Cathy Fuhs

Management Technician

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Email: [catherine.fuhs@sru.edu](mailto:catherine.fuhs@sru.edu)

## Departments

- Counseling and Development (p. 42)
- Elementary Education/Early Childhood Education (p. 56)
- Physical and Health Education (p. 70)



- Secondary Education/Foundations of Education (p. 77)
- Special Education (p. 96)

## Counseling and Development

Chair	Secretary	Location	Department Phone
Dr. Molly Mistretta	Lori Marttala	114 Carruth-Rizza Hall	724-738-2035

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

### Graduate Coordinator

Dr. Jane Hale

## Faculty

### **Christopher Cubero**

Associate Professor  
Counseling & Development  
Ph.D., East Carolina University  
M.S., East Carolina University  
B.S., Penn State University

### **Natalie Drozda**

Assistant Professor  
Counseling & Development  
Ph.D., Duquesne University  
M.A., Slippery Rock University  
B.A., University of Illinois

### **Jane Hale**

Associate Professor  
Counseling & Development  
M.S., Youngstown State University  
B.A., Westminster College

### **Michael Ignelzi**

Professor  
Counseling & Development  
Ed.D., Harvard University  
M.A., Ohio State University  
B.A., University of California at Riverside

### **Stacy Jacob**

Associate Professor  
Counseling & Development  
Ph.D., Indiana University  
M.A., University of New Orleans  
B.A., Austin College

### **John Mathe**

Assistant Professor  
Counseling & Development  
Ph.D., Duquesne University  
M.A., Slippery Rock University  
B.S., Robert Morris University

### **Kenneth Messina**

Associate Professor  
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Ph.D., Duquesne University  
M.A., Slippery Rock University of PA

B.A., Waynesburg College

### **Molly Mistretta**

Assistant Professor  
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Ph.D., University of Pittsburgh  
M.S., Indiana University  
B.A., Westminster College

### **Melissa Nard-Mitchell**

Associate Professor  
Counseling & Development  
D.Psy., Nova Southeastern University  
M.S., Nova Southeastern University  
B.A., Washington and Jefferson College

### **Aniela Scanlon**

Instructor  
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M.Ed., University of Pittsburgh  
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### **Jodi Sindlinger**

Assistant Professor  
Counseling & Development  
Ph.D., Duquesne University  
M.A., Slippery Rock University of PA  
B.A., Pennsylvania State University

### **Margaret Spierto**

Instructor  
Counseling & Development  
M.A., Slippery Rock University  
B.S., Geneva College

### **Maranda Stack**

Instructor  
Counseling & Development  
M.S., Chatham University  
B.A., Westminster College

### **Donald Strano**

Professor  
Counseling & Development  
Ed.D., Texas Tech University  
M.Ed., Texas Tech University  
B.A., Pennsylvania State University

## Programs

### Majors

- Clinical Mental Health Counseling, Master of Arts (MA) (p. 52)
- School Counseling, Master of Education (MEd) (p. 53)
- Student Affairs in Higher Education with College Counseling, Master of Arts (MA) (p. 54)
- Student Affairs in Higher Education, Master of Arts (MA) (p. 55)

### Endorsements

- Clinical Mental Health Endorsement (p. 52)
- School Counseling Endorsement (p. 52)
- Student Affairs in Higher Education Endorsement (p. 54)

## Courses

### **CDEV 525 - Addiction and Recovery**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Senior 1 or Senior 2.

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

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

Prerequisites: PE 302<sup>C</sup> or PE 502<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **CDEV 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### **CDEV 595 - Workshops**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

### **CDEV 602 - Introduction to Student Affairs and College Counseling**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

A study of trends in the world of work, including the relationship between career development and other important life roles and factors. Theories of career development and related counseling theories, sources and uses of career information, methods of career assessment and counseling and approaches to career education are covered. Emphasis is placed upon developing skills for assisting individuals and groups - elementary school through adulthood - in career development and planning.

Corequisite(s): CDEV 627

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

### **CDEV 607 - Contextual Dimensions of Diagnosis**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 610 - Lifespan Development**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 611 - Family Counseling**

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

Prerequisites: CDEV 670<sup>C</sup> or CDEV 685<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 612 - Group Counseling**

This course is a study of the theories, techniques, dynamics and process of group counseling. The course includes both didactic and experiential components. Special attention is given to the development of awareness of the group experience via participation as a member in a small growth group.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 613 - Introduction to School Counseling**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 614 - Helping Relationships**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 615 - Introduction to Counseling**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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.

Prerequisite: CDEV 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 617 - Advanced Adult Counseling**

This course will cover a representative sampling of counseling models and techniques commonly used with adults. The theoretical, where appropriate evidence and scientific bases will be covered in conjunction with an approach that emphasizes the varied nature of the presenting problems that today's mental health client present. An emphasis is placed on preparing students to begin fieldwork through closely supervised practice.

Prerequisite: CDEV 619<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 618 - Foundations of Youth**

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

Prerequisite: CDEV 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 619 - Foundations of Adulthood**

This course provides a theoretical foundation for working with adults. It provides for an in-depth investigation of models of human development and change across a variety of domains such as cognitive, personality, social, emotional and moral. The course is particularly aimed at the process of change and how this impacts the process of counseling. The course is grounded in a constructive developmental and social constructionist epistemology.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 620 - Management in Higher Education**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 621 - Social and Cultural Diversity**

This course is designed to provide master's level students in Clinical Mental Health Counseling and Student Affairs and College counseling programs with an understanding of the cultural context of relationships, issues and trends in a multicultural society. Students will develop intercultural sensitivity and competence through self-awareness, awareness of cultural differences, and an understanding of the impact of prejudice, discrimination and oppression on helping professionals and the diverse populations they serve. Cultural differences in ethnicity, race, sexual orientation, gender and ability level are included. Students will also examine developmental frameworks which assist with individual, family and group work, program evaluation, advocacy and consultation.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 624 - Foundations of Aging**

This course is designed to provide the student with an overview of the process of aging, theoretical perspectives and challenges and opportunities experienced both internally and externally by older adults in a multicultural society. The influences of family, social, community and governmental systems are included in understanding the complexities of the aging process. A wellness orientation is emphasized to enhance the well-being of older persons within the therapeutic counseling relationship.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 625 - Assessment in Student Affairs**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CDEV 627 - Practicum in Group Leadership**

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

Prerequisite: CDEV 612<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Corequisite(s): CDEV 603

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Clinical Mental Hlth Counseling, Student Affairs In Higher Educ or Student Affair with Col Counsel.

Enrollment is limited to Graduate level students.

**CDEV 628 - Ethics in Counseling**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in a Master of Music Therapy degree.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in a Master of Music Therapy degree.

**CDEV 634 - Counseling the Aging**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**CDEV 635 - Lifespan Development for Music Therapy**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Counseling for MMT.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Music Therapy degree.

Enrollment limited to students in the College of Liberal Arts college.

**CDEV 636 - Advanced Addictions Counseling**

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

Prerequisites: (CDEV 526<sup>C</sup> or CDEV 626<sup>C</sup>) and CDEV 670<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 637 - Group Counseling for Music Therapists**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Counseling for MMT.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Music Therapy degree.

Enrollment limited to students in the College of Liberal Arts college.

**CDEV 638 - Foundations of College Counseling**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CDEV 639 - Students in American Higher Education**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CDEV 640 - Neurophysiological Basis of Behavior**

Study of how the structure and function of the brain relates to psychological processes such as learning, memory, language, motivation and emotion. Emphasis is given to neuroanatomy, neurophysiology, and brain-behavior relationships.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 644 - Advanced Counseling Theory and Practice**

This course is designed to provide opportunities for students to explore and integrate developmental models and advanced counseling theories. Students will have the opportunity to explore theoretical perspectives in an in-depth manner. The focus will be on using theories in a complex way to explain human behavior and difficulties.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CDEV 646 - Student Affairs Capstone**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MA 9439 or MA 9440 programs.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**CDEV 665 - Psychopathology and Aging**

This course is intended to familiarize the student with the mental health status of older persons, the principal psychological problems experienced by them, and how their problem might be cured, alleviated, or prevented.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 670 - Counseling Theory**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 680 - Assessment in Counseling**

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

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 682 - Assessment for School Counselors**

This course is a study of the basic principles of assessment in education and counseling. Students will learn various forms of formal and informal assessment methods for diagnosing individual and comprehensive student trends in academic, behavioral, socio-emotional and career development and performance, and designing and assessment outcomes of interventions.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 685 - Advanced Youth Counseling**

Counseling theories and techniques are studied as applied to individual and group counseling of youth. Applications extend to consultation with teachers, school systems, parents and family systems. Current research on youth counseling theories includes play therapy, choice theory/reality therapy, brief solution-focused theory, cognitive behavioral theory and models of parent training. Case conceptualization and treatment planning is framed within ecological and family systems, developmental theory, post-modern theory and medical model (current DSM).

Prerequisites: CDEV 670<sup>C</sup> and CDEV 614<sup>C</sup> and CDEV 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 688 - Counseling in the Schools**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 699 - Introduction to Research**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 700 - Independent Study**

Intended for students who wish to study a topic in-depth that is not already a major part of a graduate course. Approval to undertake an independent study is required prior to registration. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 701 - Clinical Mental Health Counseling Practicum**

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

Credits: 1-3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 702 - Advanced Supervised Practicum and Seminar in Counseling**

The advanced practicum provides an opportunity for the student to perform under supervision of a variety of activities that a regularly employed staff member in the setting would be expected to perform. 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 the on site supervisor as well as in a seminar setting with a faculty member.

Prerequisite: CDEV 701<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 703 - Practicum in Counselor Supervision**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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: CDEV 613<sup>C</sup> and (CDEV 506<sup>C</sup> or CDEV 621<sup>C</sup>) and CDEV 610<sup>C</sup> and CDEV 614<sup>C</sup> and CDEV 670<sup>C</sup> and CDEV 602<sup>C</sup> and CDEV 603<sup>C</sup> and CDEV 612<sup>C</sup> and CDEV 611<sup>C</sup> and CDEV 618<sup>C</sup> and CDEV 685<sup>C</sup> and CDEV 678<sup>C</sup> and CDEV 680<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 705 - Student Affairs Practicum**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for group supervision with their faculty supervisor. In addition to focusing on the development of a case study derived from the student's fieldwork experience, students will rotate through specialized topics that will be presented by the supervising faculty. Approval by the course instructor is required and is based on consideration of the student's completed coursework, previous experience, and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance is required.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 706 - Student Affairs Practicum 2**

Advanced supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site supervisor, and receive group supervision with their university supervisor. Student Affairs Practicum 2 will meet for the last five weeks of the semester. This course also focuses on the development of a case study derived from the student's fieldwork experience. Approval by Program coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of professional activities is required. Proof of liability insurance is required.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 707 - College Counseling Practicum**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site and university supervisor, and receive group supervision with their university supervisor. Approval by Program Coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of sessions is required. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

Enrollment limited to students with department of Counseling & Development.

**CDEV 708 - College Counseling Practicum 2**

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

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

Enrollment limited to students with department of Counseling & Development.

**CDEV 750 - School Based Counseling Internship**

Individually designed learning intended to provide the student with an opportunity for observation and participation in a wide range of counseling activities in an approved school setting. Requirements: All appropriate clearances and proof of professional liability insurance for counselor-in-training, weekly group supervision with program faculty and weekly on-site supervision provided by approved clinical supervisor.

Credits: 2-6

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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

Individually designed learning intended to provide the student with an opportunity for observation and participation in a wide range of counseling activities in an approved institutional or agency setting. Requirements: All appropriate clearances and proof of professional liability insurance for counselor-in-training, weekly group supervision with program faculty and weekly on site supervision provided by approved clinical supervisor.

Credits: 3-6

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 753 - Student Affairs Pre 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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 755 - Student Affairs Internship**

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

Prerequisite: CDEV 705<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 756 - College Counseling Internship**

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

Prerequisite: CDEV 708<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

Enrollment limited to students with department of Counseling & Development.

**CDEV 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CDEV 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 800 - Thesis**

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

Credits: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 810 - American Higher Education: Institutions and Issues**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 830 - Higher Education Law and Policy**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 840 - Financing and Fundraising in Higher Education**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 860 - Higher Education Leadership and Strategic Planning**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**CDEV 870 - Academic Culture and Learning in Higher Education**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Clinical Mental Health Counseling, Master of Arts (MA)

### Professional Licensure Certification

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

### Related Links

Clinical Mental Health Counseling, MA Program Page (<https://www.sru.edu/academics/graduate-programs/clinical-mental-health-counseling-master-of-arts/>)

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

#### Clinical Mental Health Counseling Fact Sheet

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Basic Knowledge</b>		
CDEV 610	Lifespan Development	3
CDEV 614	Helping Relationships	3
CDEV 615	Introduction to Counseling	3
CDEV 621	Social and Cultural Diversity	3
CDEV 670	Counseling Theory	3
CDEV 680	Assessment in Counseling	3
CDEV 699	Introduction to Research	3
<b>Advanced Professional Knowledge</b>		
CDEV 603	Career Development and Counseling	3
CDEV 607	Contextual Dimensions of Diagnosis	3
CDEV 612	Group Counseling	3
CDEV 628	Ethics in Counseling	3
CDEV 644	Advanced Counseling Theory and Practice	3
CDEV 611	Family Counseling	3
Select one of the following:		3
CDEV 617	Advanced Adult Counseling	
CDEV 685	Advanced Youth Counseling	
CDEV 636	Advanced Addictions Counseling	

Field Experience		
CDEV 701	Clinical Mental Health Counseling Practicum	3
CDEV 703	Practicum in Counselor Supervision	3
CDEV 751	Internship in Clinical Mental Health Counseling	6
Elective Coursework		
Elective (as recommended by adviser for specialty)		3
Elective (as recommended by adviser for specialty)		3
<b>Total Hours</b>		<b>60</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9423

## Clinical Mental Health Endorsement

Students who have questions or are interested in a Post Master's Endorsement Program should contact the Department of Counseling and Development's Graduate Coordinator: Dr. Jane Hale

### Related Links

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## School Counseling Endorsement

Students who have questions or are interested in a Post Master's Endorsement Program should contact the Department of Counseling and Development's Graduate Coordinator: Dr. Jane Hale

### Related Links

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

# School Counseling, Master of Education (MEd)

## Related Links

School Counseling, MEd Program Page ([https://www.sru.edu/academics/graduate-programs/school-counseling-\(master-of-education\)/](https://www.sru.edu/academics/graduate-programs/school-counseling-(master-of-education)/))

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

### School Counseling Fact Sheet

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

*Students may take Core I and Core II coursework simultaneously.*

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

Code	Title	Hours
<b>Core I - Foundations</b>		
CDEV 603	Career Development and Counseling	3
CDEV 610	Lifespan Development	3
CDEV 613	Introduction to School Counseling	3
CDEV 614	Helping Relationships	3
CDEV 621	Social and Cultural Diversity	3
CDEV 699	Introduction to Research	3
Subtotal		18
<b>Core II - Advanced Knowledge</b>		
CDEV 612	Group Counseling	3
CDEV 670	Counseling Theory	3
CDEV 682	Assessment for School Counselors	3
CDEV 688	Counseling in the Schools	3
Subtotal		12
<b>Core III - Fieldwork</b>		
CDEV 704	School Counseling Practicum	3
CDEV 750	School Based Counseling Internship	6
Subtotal		9
<b>Core IV - Electives</b>		
Select one of the following:		9
Three elective courses <sup>1</sup>		
Chapter 49-2 requirements <sup>2</sup>		
Subtotal		9
<b>Total Hours</b>		<b>48</b>

<sup>1</sup> If a student has already met the Chapter 49-2 requirements, then they are able to choose 3 electives per adviser approval.

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

### Education Specific Courses to Meet Chapter 49-2 Standards

Code	Title	Hours
SPED 618	Developing Integrated Language and Literacy Programs for Students with Disabilities	3
SEFE 607	The Theories and Teaching of English Language Learners	3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	3
<b>Total Hours</b>		<b>9</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9486

UCC 11.10.20

Revised 11.24.2020

## Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
CDEV 613	Introduction to School Counseling	3
CDEV 614	Helping Relationships	3
CDEV 670	Counseling Theory	3
CDEV 699	Introduction to Research	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
CDEV 610	Lifespan Development	3
CDEV 621	Social and Cultural Diversity	3
CDEV 682	Assessment for School Counselors	3
CDEV 688	Counseling in the Schools	3
<b>Hours</b>		<b>12</b>
<b>Second Year</b>		
<b>Fall</b>		
CDEV 603	Career Development and Counseling	3
CDEV 612	Group Counseling	3
CDEV 704	School Counseling Practicum	3
Elective or Chapter 49-2 Course		3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
CDEV 750	School Based Counseling Internship	6
Elective or Chapter 49-2 Course		6
<b>Hours</b>		<b>12</b>
<b>Total Hours**</b>		<b>48</b>

**\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.**

Major Code: 9486

Revised Date: 02.25.2021

## Student Affairs in Higher Education Endorsement

Students who have questions or are interested in a Post Master's Endorsement Program should contact the Department of Counseling and Development's Graduate Coordinator: Dr. Jane Hale

### Related Links

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Student Affairs in Higher Education with College Counseling, Master of Arts (MA)

### Professional Licensure Certification

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

### Related Links

Student Affairs in Higher Education - College Counseling, MA Program Page (<https://www.sru.edu/academics/graduate-programs/student-affairs-in-higher-education-with-college-counseling-master-of-arts/>)

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

#### Student Affairs in Higher Education with College Counseling Fact Sheet

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Core I - Basic Knowledge</b>		
CDEV 602	Introduction to Student Affairs and College Counseling	3
CDEV 614	Helping Relationships	3
CDEV 621	Social and Cultural Diversity	3
CDEV 699	Introduction to Research	3
<b>Core II - Professional Knowledge</b>		

CDEV 608	Ethical and Legal Issues in Student Affairs	3
CDEV 623	Higher Education Environments, Cultures, and Students	3
CDEV 625 or CDEV 680	Assessment in Student Affairs Assessment in Counseling	3
CDEV 631 or CDEV 610	College Student Learning and Development 1 Lifespan Development	3
CDEV 632	College Student Learning and Development 2	3
CDEV 639	Students in American Higher Education	3
CDEV 643 or CDEV 638	Organizational Behavior & Leadership in Higher Education Foundations of College Counseling	3
Elective Course		3
<b>Core III - Advanced Knowledge</b>		
CDEV 646 or CDEV 756	Student Affairs Capstone College Counseling Internship	3
CDEV 705 or CDEV 707	Student Affairs Practicum College Counseling Practicum	3
<b>Core IV - Advanced Counseling Knowledge</b>		
CDEV 603	Career Development and Counseling	3
CDEV 607	Contextual Dimensions of Diagnosis	3
CDEV 612	Group Counseling	3
CDEV 638	Foundations of College Counseling	3
CDEV 670	Counseling Theory	3
CDEV 756	College Counseling Internship	3
Elective		3
<b>Total Hours</b>		<b>63</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

### Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
CDEV 602	Introduction to Student Affairs and College Counseling	3
CDEV 614	Helping Relationships	3
CDEV 623	Higher Education Environments, Cultures, and Students	3
CDEV 670	Counseling Theory	3
<b>Hours</b>		<b>12</b>

**Spring**

CDEV 610	Lifespan Development	3
CDEV 621	Social and Cultural Diversity	3
CDEV 680	Assessment in Counseling	3
CDEV 608	Ethical and Legal Issues in Student Affairs	3
<b>Hours</b>		<b>12</b>

**Second Year****Fall**

CDEV 603	Career Development and Counseling	3
CDEV 612	Group Counseling	3
CDEV 632	College Student Learning and Development 2	3
CDEV 638	Foundations of College Counseling	3
<b>Hours</b>		<b>12</b>

**Spring**

CDEV 607	Contextual Dimensions of Diagnosis	3
CDEV 639	Students in American Higher Education	3
CDEV 707	College Counseling Practicum	3
Elective		3
<b>Hours</b>		<b>12</b>

**Third Year****Fall**

CDEV 699	Introduction to Research	3
CDEV 756	College Counseling Internship	3
<b>Hours</b>		<b>6</b>

**Spring**

CDEV 756	College Counseling Internship	3
Elective		3
<b>Hours</b>		<b>6</b>
<b>Total Hours**</b>		<b>60</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code:

Revised Date: 02.25.2021

## Student Affairs in Higher Education, Master of Arts (MA)

### Related Links

Student Affairs in Higher Education, MA Program Page (<https://www.sru.edu/academics/graduate-programs/student-affairs-in-higher-education-master-of-arts/>)

Counseling and Development Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/counseling-and-development/>)

### Student Affairs in Higher Education Fact Sheet

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Core I - Basic Knowledge</b>		
CDEV 602	Introduction to Student Affairs and College Counseling	3
CDEV 614	Helping Relationships	3
CDEV 621	Social and Cultural Diversity	3
CDEV 699	Introduction to Research	3
<b>Core II - Professional Knowledge</b>		
CDEV 608	Ethical and Legal Issues in Student Affairs	3
CDEV 623	Higher Education Environments, Cultures, and Students	3
CDEV 625	Assessment in Student Affairs	3
or CDEV 680	Assessment in Counseling	
CDEV 631	College Student Learning and Development 1	3
or CDEV 610	Lifespan Development	
CDEV 632	College Student Learning and Development 2	3
CDEV 643	Organizational Behavior & Leadership in Higher Education	3
or CDEV 638	Foundations of College Counseling	
CDEV 639	Students in American Higher Education	3
Elective Credit		3
<b>Core III - Field Experience</b>		
CDEV 705	Student Affairs Practicum	3
or CDEV 707	College Counseling Practicum	
CDEV 646	Student Affairs Capstone	3
or CDEV 756	College Counseling Internship	
<b>Total Hours</b>		<b>42</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9439

### Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
CDEV 602	Introduction to Student Affairs and College Counseling	3
CDEV 614	Helping Relationships	3
CDEV 623	Higher Education Environments, Cultures, and Students	3

CDEV 699	Introduction to Research	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
CDEV 621	Social and Cultural Diversity	3
CDEV 625	Assessment in Student Affairs	3
CDEV 631	College Student Learning and Development 1	3
CDEV 639	Students in American Higher Education	3
<b>Hours</b>		<b>12</b>
<b>Second Year</b>		
<b>Fall</b>		
CDEV 632	College Student Learning and Development 2	3
CDEV 643	Organizational Behavior & Leadership in Higher Education	3
CDEV 705	Student Affairs Practicum	3
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
CDEV 608	Ethical and Legal Issues in Student Affairs	3
CDEV 646	Student Affairs Capstone	3
Elective		3
<b>Hours</b>		<b>9</b>
<b>Total Hours**</b>		<b>42</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9439  
Revised Date: 02.25.2021

## Elementary Education/Early Childhood Education

Chair	Secretary	Location	Department Phone
Dr. Michelle Amodei	Brenda Fedokovitz	104 McKay Education Building	724-738-2042

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)

**Graduate Coordinator**  
Dr. Suzanne Rose

The Department of Elementary/Early Childhood Education's mission statement is aligned with and reflective of the College mission, but is designed to specify the particular goals of the program. The goal of the Elementary Education/Early Childhood Department is to equip our graduates to meet the professional challenges of classrooms and school communities for the 21st century.

The Elementary & Early Childhood Education Department offers several options for certified teachers wishing to continue their education,

including four literacy programs and an online program focusing on mathematics & science teaching.

## Literacy Programs

Four literacy-focused graduate programs are offered. The courses for these programs are 100% online; however, they do require some projects and practicum hours to be completed in a K-12 school setting. Designed specifically to meet the needs of working, professional teachers, the programs emphasize both theory and hands-on practical experiences. Program options include:

- *Master of Education (M.Ed.) Reading Program with K-12 Reading Specialist Certification and Instructional Coaching Endorsement*

The M.Ed. Reading Program with K-12 Reading Specialist Certification and Instructional Coaching Endorsement requires the completion of 11 graduate courses focusing on literacy teaching strategies, assessment, curriculum, curriculum research, and coaching. In addition, program candidates complete a capstone project. Upon completion of the required state assessment test(s), program completers may apply for the K-12 Reading Specialist Certification through the Pennsylvania Department of Education. Upon receipt of the K-12 Reading Specialist Certification and with a minimum of three years of teaching experience, candidates may apply to have the Instructional Coaching/Literacy Emphasis endorsement added to their teaching certification by PDE. This program is designed to prepare teachers to assume the roles of classroom teacher of reading, diagnostic-remedial reading specialist, literacy coach, instructional coach, Title I teacher, reading/study skills specialist, middle school reading teacher, or reading consultant/reading resource teacher.

- *Master of Education (M.Ed.) Reading Program with K-12 Reading Specialist Certification*

The M.Ed. Reading Program with K-12 Reading Specialist Certification requires the completion of 10 graduate courses focusing on literacy teaching strategies, assessment, curriculum, and curriculum research. In addition, program candidates complete a capstone project. Upon completion of the required state assessment test(s), program completers may apply for the K-12 Reading Specialist Certification through the Pennsylvania Department of Education. This program is designed to prepare teachers to assume the roles of classroom teacher of reading, diagnostic-remedial reading specialist, Title I reading teacher, reading/study skills specialist, middle school reading teacher, or reading consultant/reading resource teacher.

- *Instructional Coaching Endorsement/Literacy Emphasis*

The Instructional Coaching/Literacy Emphasis Certificate program requires the completion of four courses focusing on instructional coaching, teacher leadership, assessment analysis and instruction, professional development, and adult education. Applicants for this program must already be certified reading specialists. Upon completion of the program and three years of teaching experience, candidates are eligible to apply to the Pennsylvania Department of Education to have the instructional coaching endorsement added to their current certification. This program is designed to prepare reading specialists to fill the role of instructional coach, literacy coach or to provide literacy-focused professional development for teachers.



• *Reading Specialist K-12 Certification Program*

The Reading Specialist K-12 Certification Program requires the completion of 7 graduate courses focusing on literacy teaching strategies, assessment, curriculum, research, and instructional coaching. Upon completion of the required state assessment test(s), program completers may apply for the K-12 reading specialist certification through the Pennsylvania Department of Education. This program is designed to prepare teachers to assume the roles of classroom teacher of reading, diagnostic-remedial reading specialist, Title I reading teacher, reading/study skills specialist, middle school reading teacher, or reading consultant/reading resource teacher.

## Admission Requirements: Literacy Programs

In addition to the general requirements for admission to graduate studies at SRU, applicants for the literacy graduate programs must submit the following:

- Transcript(s) for all undergraduate and graduate work completed prior to the application, with a minimum 3.0 undergraduate GPA are required.
- A legible copy of the applicant's teaching certificate must be submitted.
- Two recommendation forms (available on the University website or from the Graduate Admissions Office) must be submitted. Candidates may submit one faculty recommendation and one professional recommendation form, or two professional recommendation forms.
- A resume indicating teaching experiences (including substitute teaching) is required.
- Depending upon the courses completed as an undergraduate student, candidates may be required to take courses in addition to the required program courses, only if they are needed to meet the PDE requirements for diversity (ELL and special education). Candidates will be informed if they need these courses at the time that admission to the program is offered.
- Candidates who are currently teaching in Pennsylvania schools are not required to provide copies of state-required clearances; however, candidates who are not employed by Pennsylvania schools at the time of enrollment in any of the courses with in-school practicum experiences may be required to obtain these clearances prior to enrollment in these courses. Candidates who cannot obtain these clearances, if required, will be unable to successfully complete the programs.

Applicants may be offered "conditional admission," if the graduate coordinator believes the applicants can be successful in the chosen program, but, for some reason, the candidate does not meet all the application criteria at the time the application is submitted. Conditionally admitted applicants must have a 3.0 GPA upon the completion of the first 12 credits of coursework, and must remove any conditions prior to that time, or they will be unable to continue in the program.

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

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

The M.Ed. K-8 Mathematics and Science Education Program is designed for certified teachers who are interested in developing understanding of

mathematics and science curricula and materials appropriate for their classrooms. Candidates will review current research and design and implement a research project that focuses on mathematics or science in an appropriate setting.

Courses are offered in blocks during Summer and Winter Terms. Candidates may enter the program during either term. The program is composed of 30 credits. There are no electives.

All courses in this program are online. Each candidate must have a computer with speakers and microphone to participate in the courses.

In addition to the general requirements for admission to graduate studies at SRU, applicants for the M.Ed. K-8 Math/Sci Program must submit the following:

- Transcript(s) for all undergraduate and graduate work completed prior to the application, with a minimum 3.0 undergraduate GPA are required.
- A legible copy of the applicant's current teaching certificate must be submitted.
- A resume indicating teaching experiences (including substitute teaching) is required.

Applicants may be offered "conditional admission," if the graduate coordinator believes the applicants can be successful in the chosen program, but, for some reason, the candidate does not meet all the application criteria at the time the application is submitted. Conditionally admitted applicants must have a 3.0 GPA upon the completion of the first 12 credits of coursework, and must remove any conditions prior to that time, or they will be unable to continue in the program.

All candidates admitted to the program must apply for degree candidacy by the time they have earned a maximum of 12 credits.

## Faculty

### Monique Alexander

Assistant Professor  
Elementary Ed/Early Childhood  
Ph.D., Pennsylvania State University  
M.Ed., Teacher's College of Columbia University  
B.A., Bucknell University

### Michelle Amodi

Associate Professor  
Elementary Ed/Early Childhood  
Ed.D., Indiana University of Pennsylvania  
M.S., Duquesne University  
B.S., Indiana University of Pennsylvania

### Richard Cavett

Instructor  
Elementary Ed/Early Childhood

### Nicole Fuchs

Instructor  
Elementary Ed/Early Childhood  
M.A., University of Pittsburgh  
B.S., University of Pittsburgh

### Rose Heilman-Houser

Associate Professor  
Elementary Ed/Early Childhood  
Ed.D., Indiana University of Pennsylvania

M.A., Indiana University of Pennsylvania  
B.A., Indiana University of Pennsylvania

**Robert Horner**

Instructor  
Elementary Ed/Early Childhood

**Sara Isacco**

Instructor  
Elementary Ed/Early Childhood

**Laura Kelley**

Assistant Professor  
Elementary Ed/Early Childhood  
M.A., Marian University  
B.A., DePauw University

**Elizabeth LaGamba**

Assistant Professor  
Elementary Ed/Early Childhood  
Ed.D., University of Pittsburgh  
M.Ed., Slippery Rock University  
B.A., John Carroll University

**Frances McAleer**

Instructor  
Elementary Ed/Early Childhood  
M.Ed., Temple University  
B.S.Ed., West Chester University

**Levato Myford**

Instructor  
Elementary Ed/Early Childhood

**Diane Papa**

Instructor  
Elementary Ed/Early Childhood  
B.S., Slippery Rock University

**Stephen Parks**

Instructor  
Elementary Ed/Early Childhood  
M.Ed., University of Pittsburgh  
B.S., University of Pittsburgh

**James Preston**

Associate Professor  
Elementary Ed/Early Childhood  
Ed.D., Indiana University of Pennsylvania  
M.Ed., Indiana University of Pennsylvania  
B.Ed., Indiana University of Pennsylvania

**Suzanne Rose**

Professor  
Elementary Ed/Early Childhood  
Ph.D., Pennsylvania State University  
M.Ed., Bucknell University  
B.A., Bloomsburg University

**Marlene Schechter**

Instructor  
Elementary Ed/Early Childhood

**Emily Smith**

Instructor

Elementary Ed/Early Childhood  
Ed.D., Youngstown State University  
M.Ed., Slippery Rock University  
B.S.E.Ed., Slippery Rock University

**Robert Snyder**

Professor  
Elementary Ed/Early Childhood  
Ph.D., University of Pittsburgh  
M.Ed., Slippery Rock University  
B.S., Slippery Rock University

**Laura Strong**

Instructor  
Elementary Ed/Early Childhood  
D.Ed., Indiana University  
M.A., Indiana University  
B.A., Cameron University

**Sara Tours**

Assistant Professor  
Elementary Ed/Early Childhood  
Ph.D., Florida State University  
M.S., Florida State University  
B.S., Florida State University

**Mary Walsh**

Associate Professor  
Elementary Ed/Early Childhood  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

**Deborah Wells**

Professor  
Elementary Ed/Early Childhood  
Ph.D., Arizona State University  
M.Ed., Auburn University  
B.S., Auburn University  
B.A., Auburn University

**Judy Werner**

Associate Professor  
Elementary Ed/Early Childhood  
Ph.D., University of South Carolina  
M.Ed., Queens College  
B.A., Michigan State University

**Linda Zane**

Professor  
Elementary Ed/Early Childhood  
Ed.D., Duquesne University  
M.A., University of Pittsburgh  
B.S., University of Pittsburgh

## Programs

### Majors

- Elementary Education: K-8 Math and Science, Master of Education (MEd) (p. 65)
- Reading with K-12 Reading Specialist and Instructional Coaching: Literacy Endorsement, Master of Education (MEd) (p. 67)

- Reading with K-12 Reading Specialist, Master of Education (MEd) (p. 69)

## Certificates

- Reading Specialist Certification (p. 67)

## Endorsements

- Gifted Education Endorsement (p. 66)
- Instructional Coaching: Literacy Endorsement (p. 66)

## Courses

### ELEC 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### ELEC 595 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### ELEC 601 - Introduction to Educational Research

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

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

### ELEC 607 - Classroom Teacher Leadership

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

### ELEC 608 - Historical, Psychological & Linguistic Foundations of Literacy

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

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### ELEC 614 - Foundations of Instructional Coaching

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

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**ELEC 615 - Teacher Leadership & School Change for Instructional Coaches**

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

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

Regulations, Licensing, Program Accreditation & Law in Early Care & Education will provide an in-depth overview of the necessary aspects of administering high-quality early childhood programs. The level of program quality is integrally linked to its systems, structure and administration; each will therefore be examined in light of licensing regulations, program accreditation and laws that promote excellence in early childhood program administration.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 622 - Literacy Assessment Analysis & Instructional Decision Making**

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

Prerequisites: ELEC 608<sup>C</sup> and ELEC 610<sup>C</sup> and ELEC 612<sup>C</sup> and ELEC 614<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Prerequisites: ELEC 610<sup>C</sup> and ELEC 612<sup>C</sup> and ELEC 622<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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: SEFE 602<sup>C</sup> or SEFE 696<sup>C</sup> or ELEC 697<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**ELEC 628 - Social Studies and Citizenship for Young Learners**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Prerequisite: ELEC 622<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**ELEC 630 - Curriculum Integration through the Arts**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 639 - Assessment in the PreK-4 Classroom**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 643 - Advanced Literacy Coaching Practicum**

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

Prerequisites: ELEC 622<sup>C</sup> and ELEC 614<sup>C</sup> and ELEC 615<sup>C</sup> and ELEC 629<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offerings Vary

**ELEC 646 - Introduction to Gifted Education**

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

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 647 - Identification and Assessment of Gifted Learners**

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

Prerequisite: ELEC 646<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 648 - Gifted Education Models of Teaching**

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

Prerequisite: ELEC 646<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 649 - Gifted Education Curriculum Design and Practicum**

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

Prerequisites: ELEC 646<sup>C</sup> and ELEC 647<sup>C</sup> and ELEC 648<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 653 - Emerging Web Technologies and Learning**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms  
Enrollment is limited to Graduate level students.

**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: ELEC 636<sup>C</sup> or ELEC 638<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms  
Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms  
Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms  
Enrollment is limited to Graduate level students.

**ELEC 670 - Literacy Instruction & Assessment: Ages 6-9**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

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

This course is being developed as part of a new track in the existing M.Ed. Program. Currently, no graduate course dedicated to literacy instruction and assessment of early childhood students ages 6-9, is offered through the ELEC Department, college of Education or university. The content of this course includes the knowledge and skills required for initial certification as specified by PDE (Pennsylvania Department of Education). The course will meet the candidate requirements for science and technology pedagogy that is outlined by the Pennsylvania Department of Education for initial teacher certification PK-4.

Credits: 3

Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

**ELEC 673 - Early Childhood Practicum**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed  
Enrollment is limited to Graduate level students.

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

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

Prerequisite: ELEC 678<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Prerequisite: ELEC 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 691 - History of Mathematics Education**

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

Credits: 2

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 692 - History of Science**

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

Credits: 2

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 697 - Statistical Interpretation & Analysis in Reading Research and Assessments**

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

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

**ELEC 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Prerequisite: ELEC 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**ELEC 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Prerequisite: ELEC 699<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ELEC 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 800 - Thesis**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

## Elementary Education: K-8 Math and Science, Master of Education (MEd)

The M.Ed. K-8 Mathematics and Science Education Program is designed for certified teachers who are interested in developing understanding of mathematics and science curricula and materials appropriate for their classrooms. Candidates will review current research and design and implement a research project that focuses on mathematics or science in an appropriate setting. Courses are offered in blocks during Summer and Winter Terms. Candidates may enter the program during either term. The program is composed of 30 credits. There are no electives.

All courses in this program are online. Each candidate must have a computer with speakers and microphone to participate in the courses. In addition to the general requirements for admission to graduate studies at SRU, applicants for the M.Ed. K-8 Math/Sci Program must submit the following:

- Transcript(s) for all undergraduate and graduate work completed prior to the application, with a minimum 3.0 undergraduate GPA are required.
- A legible copy of the applicant's current teaching certificate must be submitted.
- A resume indicating teaching experiences (including substitute teaching) is required.

Applicants may be offered "conditional admission," if the graduate coordinator believes the applicants can be successful in the chosen program, but, for some reason, the candidate does not meet all the application criteria at the time the application is submitted. Conditionally admitted applicants must have a 3.0 GPA upon the completion of the first 12 credits of coursework, and must remove any conditions prior to that time, or they will be unable to continue in the program.

*All candidates admitted to the program must apply for degree candidacy by the time they have earned a maximum of 12 credits.*

## Related Links

Elementary Education - K-8 Math and Science, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/elementary-education-k-8-math-and-science-master-of-education/>)

Elementary Education/Early Childhood Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)

K-8 Math/Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs%20-%20ELED%20K8.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Professional Core</b>		
ELEC 660	Advanced Technologies for the Teaching of Mathematics and Science	3
ELEC 691	History of Mathematics Education	2
ELEC 692	History of Science	2
ELEC 699	Teacher Action Research in the Mathematics/Science Classroom	3
Subtotal		10
<b>Elementary Education - K-8 Math/Science</b>		
ELEC 601	Introduction to Educational Research	3
ELEC 636	A Survey of the Mathematics Curriculum K-8	3
ELEC 638	Curriculum Materials for K-8 Science	3
ELEC 664	Problem Solving in K-8 Education	3
ELEC 667	Science & Engineering Concepts for K-8 Teachers	3
ELEC 668	Mathematics Content for K-8 Teachers	3
ELEC 705	Seminar in Mathematics and Science Education Research	2
Subtotal		20
<b>Total Hours</b>		<b>30</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9153

## Gifted Education Endorsement

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

applying for the endorsement through PDE using the Teacher Information Management System available at PDE's website.

## Related Links

Gifted Education, Endorsement Program Page ([https://www.sru.edu/academics/graduate-programs/gifted-education-\(pde-endorsement\)/](https://www.sru.edu/academics/graduate-programs/gifted-education-(pde-endorsement)/))

Elementary Education/Early Childhood Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
ELEC 646	Introduction to Gifted Education	3
ELEC 647	Identification and Assessment of Gifted Learners	3
ELEC 648	Gifted Education Models of Teaching	3
ELEC 649	Gifted Education Curriculum Design and Practicum	3
<b>Total Hours</b>		<b>12</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## Instructional Coaching: Literacy Endorsement

This endorsement is a 12-credit program designed to support already certified reading specialists as they continue to develop skills needed to be highly effective literacy coaches in PK-12 schools. In order to be recommended for the Instructional Coaching-Literacy Emphasis Endorsement, the candidate must complete all four of the following courses and have a minimum of three years of teaching experience at the time of application for the endorsement from PDE. Candidates without the required teaching experience may complete the coursework and apply for the endorsement when they have the required three years of teaching experience. All courses for the Instructional Coaching/Literacy Endorsement are available in a convenient, online format.

## Related Links

Elementary Education/Early Childhood Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)



Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
ELEC 614	Foundations of Instructional Coaching	3
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
ELEC 643	Advanced Literacy Coaching Practicum	3
<b>Total Hours</b>		<b>12</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## Reading Specialist Certification

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

### Related Links

Elementary Education - K-12 Reading, Certification Program Page (<https://www.sru.edu/academics/graduate-programs/elementary-education-k-12-reading-certification/>)

Elementary Education/Early Childhood Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
ELEC 612	The Reading Program in the Middle/Secondary School	3
ELEC 614	Foundations of Instructional Coaching	3

ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
<b>Total Hours</b>		<b>21</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

## Reading with K-12 Reading Specialist and Instructional Coaching: Literacy Endorsement, Master of Education (MEd)

As a culminating experience in this program, students must successfully complete the Action Research Project and Presentation. Students are not eligible for graduation until this project is completed, regardless of course grades or number of completed credits.

Check with Graduate Coordinator or College of Education for Certification requirements.

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

### Related Links

K-12 Reading Specialist and Instruction Coaching - Literacy Endorsement, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/elementary-education-k-12-reading-specialist-and-instructional-coaching-literacy-endorsement-master-of-education/>)

Elementary Education/Early Childhood Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)

Reading Specialist Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-ELED-Reading.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Professional Core</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
ELEC 612	The Reading Program in the Middle/Secondary School	3
ELEC 614	Foundations of Instructional Coaching	3
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
<b>Educational Foundations Courses</b>		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
<b>Research and Statistics Courses</b>		
ELEC 627	Current Issues in Reading Research (Required)	3
Select one of the following:		3
ELEC 697	Statistical Interpretation & Analysis in Reading Research and Assessments	
SEFE 602	Univariate Statistical Methods	
SEFE 696	Elements of Qualitative Educational Research	
<b>Coaching Practicum</b>		
ELEC 643	Advanced Literacy Coaching Practicum	3
<b>Total Hours</b>		<b>33</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9194

## Recommended Course Sequence

### Fall-Start Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3

ELEC 610	The Reading Program in the Elementary School	3
<b>Hours</b>		<b>6</b>
<b>Winter</b>		
ELEC 612	The Reading Program in the Middle/Secondary School	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
ELEC 614	Foundations of Instructional Coaching	3
<b>Hours</b>		<b>3</b>
<b>Summer</b>		
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
ELEC 643	Advanced Literacy Coaching Practicum	3
ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
ELEC 697	Statistical Interpretation & Analysis in Reading Research and Assessments	3
<b>Hours</b>		<b>12</b>
<b>Second Year</b>		
<b>Fall</b>		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
ELEC 627	Current Issues in Reading Research	3
<b>Hours</b>		<b>6</b>
<b>Winter</b>		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
<b>Hours</b>		<b>3</b>
<b>Total Hours**</b>		<b>33</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9194

Revised Date: 02.25.2021

### Summer-Start Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Summer</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
ELEC 612	The Reading Program in the Middle/Secondary School	3
ELEC 614	Foundations of Instructional Coaching	3
<b>Hours</b>		<b>12</b>

**Fall**

ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
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<b>Hours</b>	<b>3</b>
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**Winter**

ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
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<b>Hours</b>	<b>3</b>
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**Spring**

ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
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<b>Hours</b>	<b>3</b>
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**Second Year****Summer**

ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
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ELEC 627	Current Issues in Reading Research	3
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ELEC 697	Statistical Interpretation & Analysis in Reading Research and Assessments	3
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ELEC 643	Advanced Literacy Coaching Practicum	3
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<b>Hours</b>	<b>12</b>
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<b>Total Hours**</b>	<b>33</b>
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*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9194

Revised Date: 02.25.2021

## Reading with K-12 Reading Specialist, Master of Education (MEd)

As a culminating experience in this program, students must successfully complete one of the program completion options. Students are not eligible for graduation until this project is completed, regardless of course grades or number of completed credits.

Check with Graduate Coordinator or College of Education for Certification requirements.

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

## Related Links

K-12 Reading Specialist, MEd Program Page ([https://www.sru.edu/academics/graduate-programs/elementary-education-k-12-reading-specialist-\(master-of-education-and-pde-certification\)/](https://www.sru.edu/academics/graduate-programs/elementary-education-k-12-reading-specialist-(master-of-education-and-pde-certification)/))

Elementary Education/Early Childhood Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/elementary-education/-early-childhood/>)

Reading Specialist Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-ELED-Reading.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Professional Core</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
ELEC 612	The Reading Program in the Middle/Secondary School	3
ELEC 614	Foundations of Instructional Coaching	3
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
<b>Educational Foundations</b>		
Select one of the following:		3
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	
SEFE 604	Philosophical Foundations of Education	
SEFE 606	Social Foundations of Education	
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
<b>Research and Statistics Courses</b>		
ELEC 627	Current Issues in Reading Research (Required)	3
Select one of the following:		3
ELEC 697	Statistical Interpretation & Analysis in Reading Research and Assessments	
SEFE 602	Univariate Statistical Methods	
SEFE 696	Elements of Qualitative Educational Research	
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9190

## Recommended Course Sequence

### Fall-Start Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
<b>Hours</b>		<b>6</b>
<b>Winter</b>		
ELEC 612	The Reading Program in the Middle/Secondary School	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
ELEC 614	Foundations of Instructional Coaching	3
<b>Hours</b>		<b>3</b>
<b>Summer</b>		
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
ELEC 697	Statistical Interpretation & Analysis in Reading Research and Assessments	3
<b>Hours</b>		<b>12</b>
<b>Second Year</b>		
<b>Fall</b>		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
ELEC 627	Current Issues in Reading Research	3
<b>Hours</b>		<b>6</b>
<b>Total Hours**</b>		<b>30</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9190  
Revised Date: 02.25.2021

### Summer-Start Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Summer</b>		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
ELEC 612	The Reading Program in the Middle/Secondary School	3

ELEC 614	Foundations of Instructional Coaching	3
<b>Hours</b>		<b>12</b>
<b>Fall</b>		
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
<b>Hours</b>		<b>3</b>
<b>Winter</b>		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
<b>Hours</b>		<b>3</b>
<b>Second Year</b>		
<b>Summer</b>		
ELEC 625	Practicum: Assessment and Instruction for the Reading Specialist	3
ELEC 627	Current Issues in Reading Research	3
ELEC 697	Statistical Interpretation & Analysis in Reading Research and Assessments	3
<b>Hours</b>		<b>9</b>
<b>Total Hours**</b>		<b>30</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9190  
Revised Date: 02.25.2021

## Physical and Health Education

Chair	Secretary	Location	Department Phone
Dr. Gary Clark	Sherri Novad	109 Morrow Field House	724-738-2072

Department Web Site URL (<http://www.sru.edu/academics/colleges-and-departments/coe/departments/physical-and-health-education/>)

### Graduate Coordinator

Dr. Dallas Jackson

## Faculty

**Hannah Brewer**  
Associate Professor  
Physical and Health Education  
Ed.D., Indiana University of Pennsylvania  
M.Ed., Indiana University of Pennsylvania  
B.S., Lock Haven University

**Gary Clark**  
Assistant Professor  
Physical and Health Education  
Ph.D., University of Pittsburgh  
M.S., Western Kentucky University

B.S., Lock Haven University

#### **Wendy Fagan**

Instructor  
Physical and Health Education  
M.S., Texas Woman's University  
B.S., Indiana University

#### **Ethan Hull**

Associate Professor  
Physical and Health Education  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
M.Ed., East Stroudsburg University  
B.S. University of Pittsburgh

#### **Dallas Jackson**

Associate Professor  
Physical and Health Education  
Ph.D., Texas Woman's University  
M.S., Texas Woman's University  
B.S., University of North Texas

#### **Istvan Kovacs**

Associate Professor  
Physical and Health Education  
Ph.D., Eotvos Lorand University (Budapest)  
M.S., Hungarian University of Physical Education  
B.S., Hungarian University of Physical Education

#### **Joanne Leight**

Professor  
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Ed.D., Duquesne University  
M.S., Slippery Rock University  
B.S., Slippery Rock University

#### **Wenhao Liu**

Professor  
Physical and Health Education  
Ph.D., University of Georgia  
M.A., University of Northern Iowa  
B.Ed., Wuhan Institute of Physical Education (China)

#### **Randall Nichols**

Professor  
Physical and Health Education  
Ed.D., West Virginia University  
M.Ed., Slippery Rock University  
B.S., Slippery Rock University

#### **Robert Ogoreuc**

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Physical and Health Education  
M.Ed., Slippery Rock University  
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#### **Jeffrey Smith**

Assistant Professor  
Physical and Health Education  
M.S., Slippery Rock University  
B.S., Slippery Rock University

#### **Amanda Young**

Assistant Professor  
Physical and Health Education  
Ph.D., Texas Christian University  
M.S., Texas Christian University  
B.S., Texas Christian University

#### **Traci Zillifro**

Professor  
Physical and Health Education  
Ph.D., Pennsylvania State University  
M.A., Edinboro State University  
B.S., Kent State University

## **Programs**

### **Majors**

- Adapted Physical Activity, Master of Science (MS) (p. 75)

## **Courses**

### **PE 502 - Foundations of Online Teaching and Learning**

The course is designed to provide learners opportunities to understand the foundations of distance education. Students will be able to demonstrate competencies and skills to apply instructional strategies to develop curriculum that meets the needs of distant learners. In addition, students will be able to use various assessment methods to evaluate student learning through distance education.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

### **PE 503 - Using Educational Technology to Enhance Learning**

This course is designed to provide students with the knowledge and skills necessary to effectively use educational technology to enhance learning in both a traditional face-to-face classroom and also through distance or cyber education.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

### **PE 504 - Teaching Physical Education through Distance Education**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

### **PE 505 - Teaching Health Education through Distance Education**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.



**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: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PE 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PE 595 - Physical Education Workshops**

The workshops will present information on timely issues in the field of physical education. The role and responsibility of the profession in the solution of current problems will be emphasized. The workshops are designed to be of short-term and variable in topic content. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PE 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 622 - Assessment for Online Instruction**

This course is designed to introduce basic concepts and strategies to assess student learning through online education. Students will be able to design and apply appropriate assessment measures to evaluate learner's performance. Students will also be able to identify issues related to online assessment administration and explore solutions to promote academic honesty.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 653 - Emerging Web Technologies and Learning**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

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

Prerequisite: PE 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**PE 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**PE 700 - Independent Study**

With the prior approval of the student's advisor and the written approval of the sponsoring professor, a student may pursue an individual project especially suited to meet the student's interests and needs. A topic may receive from one to three semester hours credit. A student may enroll in separate Independent Studies (different topics of study) up to a total of six semester hours' credit. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**PE 750 - Internship**

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

Credits: 3-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PE 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 800 - Thesis**

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

Credits: 6

Term(s) Typically Offered: Offered as Needed

## Adapted Physical Activity, Master of Science (MS)

The Master of Science Degree in Adapted Physical Activity provides the student with a 30-hour comprehensive program with a contemporary curriculum taught by nationally recognized faculty. The program requires the successful completion of a 6-credit internship. The internship

experience expands the student's knowledge and enhances their practical application of adapted physical activity service delivery, supervision, and leadership. The internship is the student's culminating experience and often proves to be mutually beneficial to both the student and the host agency. The students gain valuable knowledge about the field of adapted physical activity while the host evaluates potential future employees.

All applicants for graduate study at Slippery Rock University must have a minimum grade point average of 2.75 and submit a 750 word essay describing why the applicant is applying to the program and how this degree will help the applicant reach his/her career goals. Applicants should have their transcripts forwarded to the Graduate Admissions Office.

## Program Learning Outcomes

- **Communication and Technology:** Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies.
- **Professional Proficiency:** Apply knowledge, skills, and abilities to meet professional competencies in physical activity for individuals with disabilities.
- **Critical Thinking and Problem Solving:** Locate, analyze, synthesize, and evaluate information and ideas from multiple perspectives.
- **Advocacy:** Apply advocacy skills to assist in the support of health promotion, healthy lifestyles, physical activity, and wellness for individuals with disabilities.
- **Leadership:** Use advocacy and leadership skills to assist in promotion of independence, healthy lifestyles, and well-being for individuals with disabilities.

## Related Links

Adapted Physical Activity, MS Program Page (<https://www.sru.edu/academics/graduate-programs/adapted-physical-activity-master-of-science/>)

Physical and Health Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/physical-and-health-education/>)

Adapted Physical Activity Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-APA.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
PE 662	Disability Sport in the 21st Century: A Global Perspective	3
PE 673	Advanced Study of Disability in Physical Activity	3
PE 678	Lifespan Physical Activity and Disability	3
PE 685	Fundraising/Grant Writing in Adapted Physical Activity	3
PE 694	Health Promotions for Persons with Disabilities	3
PE 698	Selected Topics	3

PE 740	Application of Research for Practicing APA Specialists	3
PE 745	Leadership Training in Adapted Physical Activity	3
PE 750	Internship	6
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9766

## Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
PE 662	Disability Sport in the 21st Century: A Global Perspective	3
PE 673	Advanced Study of Disability in Physical Activity	3
PE 694	Health Promotions for Persons with Disabilities	3
PE 740	Application of Research for Practicing APA Specialists	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
PE 678	Lifespan Physical Activity and Disability	3
PE 685	Fundraising/Grant Writing in Adapted Physical Activity	3
PE 698	Selected Topics	3
PE 745	Leadership Training in Adapted Physical Activity	3
<b>Hours</b>		<b>12</b>
<b>Summer</b>		
PE 750	Internship	6
<b>Hours</b>		<b>6</b>
<b>Total Hours**</b>		<b>30</b>

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Major Code: 9766

Revised Date: 02.25.2021



## Secondary Education/Foundations of Education

Chair	Secretary	Location	Department Phone
Dr. Edwin Christmann	Germaine Newstrom	001 McKay Education Building	724-738-2041

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

### Graduate Coordinator

Dr. Edwin Christmann

The Department of Secondary Education/Foundations of Education is committed to the development of professional educators through the careful integration of theory and practice. Moreover, it is SEFE's position that there is an inseparable fusion between teachers' professional identities and their personal identities. Teaching is a reflective process that takes place within a diverse social, economic, political, and cultural complex that mandates continual development of the teacher. Since teaching does not take place in a vacuum, it is part of our mission to provide opportunities for the total cognitive and affective development of our students so that they may become productive members of a teacher/ scholar community who will conduct research and disseminate knowledge that will enhance the education of students at all levels.

The Department of Secondary Education/Foundations of Education offers two master of education degree programs in mathematics/science education, social studies-history, and English education: (1) Basic and (2) Advanced.

## Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. obtain unconditional admission status,
2. be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. pass appropriate comprehensive examination,
4. complete research requirements,
5. complete requisite credit hours.

Note: For the basic track, all required sections of the Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Student Teaching. Upon completion of these five steps, the student will be required to apply for graduation before the end of the semester in which he or she wishes to graduate.

The Basic Teaching Program in Secondary Mathematics/Science is a degree designed for individuals who possess a bachelor's degree and appropriate coursework in mathematics or one of the sciences (biology, chemistry, geology, or physics). Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the Summer Pre-

Session. However, students may begin the program during the fall or spring. Students will be admitted to the program if they have:

1. an appropriate undergraduate course background;
2. an overall undergraduate grade point average (GPA) of 2.80 or greater; and
3. GRE or MAT scores are optional. Students with course deficiencies may be admitted to the program but will be required to remedy any deficiencies before participation in graduate-level student teaching.

The Advanced Teaching Track in Secondary Mathematics/Science is a Master of Education degree for individuals who already possess teacher certification on mathematics or one of the sciences (general science, biology, chemistry, geology, or physics). In addition to core courses, these certified teachers will concentrate on individual professional development by electing 12 semester hours of coursework from the areas of special education, foundations of education, administration, or instructional technology. The GPA requirement for this program is 3.00 or greater. In addition, applicants can submit acceptable GRE or MAT scores. For more information about either program contact Dr. Edwin Christmann by calling (724) 738-2319.

## Admissions Criteria for SEFE Graduate Programs

### Basic Track

To be considered for unconditional admission to the basic track, all applicants must have a minimum of a bachelor's degree with an undergraduate GPA of 2.80 (on a 4.00 scale) from an accredited institution of higher education. Finally, students who provide evidence of meeting outcomes in educational measurement and special education (Slippery Rock University's (SEFE 338 and SEFE 342) will not have to take courses in addition to the graduate program. Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting all these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

### Advanced Track

To be considered for unconditional admission to the advanced track, all applicants must have a minimum of a bachelor's degree with an undergraduate GPA of 3.00 (on a 4.00 scale) from an accredited institution of higher education. In addition, teachers must submit a copy of their teaching certificate.

## Faculty

### **Padma Anand**

Professor  
Secondary Ed/Foundations Ed  
Ed.D., Memphis State University  
M.A., Mysore University (India)  
B.A., Bangalore University (India)

### **Richard Busi**

Instructor  
Secondary Ed/Foundations Ed

### **Edwin Christmann**

Professor  
Secondary Ed/Foundations Ed

Ph.D., Old Dominion University  
 M.Ed., Pennsylvania State University  
 B.S.Ed., California University of Pennsylvania

#### **John Hicks**

Assistant Professor  
 Secondary Ed/Foundations Ed  
 Ph.D., Indiana University of Pennsylvania  
 M.A., University of Notre Dame  
 B.A., Slippery Rock University

#### **Jason Hilton**

Associate Professor  
 Secondary Ed/Foundations Ed  
 Ph.D., University of Pittsburgh  
 M.Ed., University of Pittsburgh  
 B.S., Edinboro University

#### **Mark Hogue**

Assistant Professor  
 Secondary Ed/Foundations Ed  
 Ph.D., Kent State University  
 M.E., California University of Pennsylvania  
 M.E., Slippery Rock University  
 B.S., Slippery Rock University

#### **Michael Panza**

Instructor  
 Secondary Ed/Foundations Ed  
 Ed.D., Nova University  
 M.S., Duquesne University  
 M.M., Duquesne University  
 B.S., Duquesne University

#### **Linda Wagner-Pine**

Instructor  
 Secondary Ed/Foundations Ed  
 M.Ed., Slippery Rock University  
 B.Ed., Slippery Rock University

#### **Junko Yamamoto**

Associate Professor  
 Secondary Ed/Foundations Ed  
 Ed.D., Duquesne University  
 M.P.A., University of Pittsburgh  
 B.A., University of Japan

## **Programs**

### **Majors**

- Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Administrative Studies and Policies (p. 87)
- Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Higher Education Leadership (p. 88)
- Teaching English Advanced Track, Master of Education (MEd) (p. 89)
- Teaching English Leading to Certification Basic Track, Master of Education (MEd) (p. 90)
- Teaching History Advanced Track, Master of Education (MEd) (p. 91)

- Teaching History Leading to Certification Basic Track, Master of Education (MEd) (p. 92)
- Teaching Math/Science with STEM - Concentration Advanced Track, Master of Education (MEd) (p. 93)
- Teaching Math/Science with STEM - Concentration Leading to Certification Basic Track, Master of Education (MEd) (p. 94)

## **Certificates**

- Applied Research, Statistics and Measurement, Certificate (p. 87)
- PK-12 Principal Certification, Certificate (p. 89)

## **Courses**

### **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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **SEFE 522 - Teaching of Middle Level and Secondary Social Studies and the Engl Language Arts for the Humanities**

This course gives secondary teachers in the social studies and English language arts the theories and methodologies of teaching in the area of the Humanities. recommendations of professional and governmental bodies are studied with an emphasis on research-based strategies for increasing student motivation and achievement. The course will deal specifically with the nature of the social studies and the nature of the English language arts with ideas, strategies and techniques for teaching them at the appropriate licensure level (4-8 or 7-12) based upon a common foundation of reading and writing.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Sec Education-English(7-12), Mid Level-Eng&Lang Arts (4-8), Mid Level-Social Studies (4-8) or Sec Education-Social Studies.

**SEFE 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SEFE 595 - Graduate Workshops**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SEFE 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SEFE 601 - Educational Administration: Concepts and Practices**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 605 - School Community Relations and Politics of School Governance**

Exploration of major principles and skills of school leaders in the related areas of school community relations and school governance/politics in our democracy.

Credits: 2

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 607 - The Theories and Teaching of English Language Learners**

This course presents theories and offers instructional strategies based on research and practical experience that will help mainstream teachers include ELLs in activities with English-dominant students.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**SEFE 608 - Research Methods for Teacher**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Masters level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 612 - Instructional Supervision for the Administrator**

An in-depth exploration of instructional supervision through a review of teaching and learning theory, human development, human relations, staff development, administration, and evaluation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 614 - School Finance**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 615 - Administrative Ethics and School Law**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 617 - Practicum in School Administration**

This course is required for the Principalship Certificate. The course is designed to provide candidates with practical experiences under supervision from an in-field mentor administrator and a university mentor. The candidate will be engaged in a one hundred-fifty hour (150 hr.) practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 621 - The Principalship**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 630 - Advanced Pedagogy for Teacher**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Masters level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 647 - Technology-Based Inquiry in Middle & Secondary Schools**

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 644<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 650 - Strategic Leadership**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**SEFE 652 - Organizational Leadership**

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

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**SEFE 653 - Emerging Web Technologies and Learning**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 660 - Program Evaluation**

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

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 671 - Measurement, Testing, and Assessment**

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

Credits: 3

Term(s) Typically Offered: Offered Spring & Summer Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.



**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: SEFE 602<sup>C</sup> and SEFE 676<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 679 - Psychology of Learning and Instruction for Diverse Learners**

This course examines the processes of learning, instruction, and development, aimed at impacting the design, development, implementation, and evaluation of these processes in the context of diverse learners.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**SEFE 680 - Crucial Issues in Education**

Tends 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

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

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

Tends 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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Prerequisite: SEFE 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**SEFE 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**SEFE 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 677<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 9

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 711 - Foundations, School Reform, and Alignment of School Curriculum**

An introduction to curriculum development through a historical analysis of various school reform movements and the roles of the local, state, and federal government in creating and regulating standards.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 713 - School Facilities and Plant Operation**

This course is designed to provide the candidate with an examination of the physical building issues facing school administrators. Topics covered include: transportation, managing renovation and construction, food service operation and custodial operations.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 720 - The Law and Special Education**

This course is designed to provide the candidate with an examination of the legal issues regarding special education programs that face school administrators. Topics covered include: all aspects of Special Education Law as it pertains to school administrators.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 721 - Special Education Program Administration and Evaluation**

This course provides an overview of special education administration and evaluation processes and procedures to candidates pursuing the principal certification.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 722 - Personnel Selection and Supervision**

This course focuses on the personnel functions and responsibilities of school leaders. Students will develop skills in forecasting personnel needs; recruiting, selecting, orienting, assigning, developing, compensating and evaluating personnel. Attention is given to major federal and state legislation, executive orders and court decisions that provide direction in the development of human resource programs that address the rights of diverse groups within the work force.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 723 - Staff Development from Induction to Continuous Staff**

This course is designed to provide the candidate with an examination of the staff development issues facing school administrators. Topics covered include: working with new staff members, mentoring new staff members, developing the initial and ongoing staff development plan.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 724 - Mediating Conflict in Organizations**

This course assists students in understanding ways of managing conflict in schools and community. Attention is given to the consequences of intergroup and intragroup conflict and ways to establish productive, collaborative intergroup and intragroup relations. Case studies of conflict are used to foster skills in conflict mediation and alternative dispute resolution.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 725 - Oral and Written Communication for the School Administrator**

This course is designed to provide the candidate with an examination of the issues related to working with the public facing school administrators. Topics covered include: communications within the school, faculty, staff and students, and communications with the public through various media.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 726 - Developing Positive Relationships with the Stakeholders**

This course is designed to provide the candidate with an examination of the issues related to working with the public facing school administrators. Topics covered include: conflict resolution, working with diverse populations within the school and community, working with the structure of the district and community, developing strategies to resolve conflicts between students, students and faculty, and with members of the community.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 727 - Practicum in School Administration II**

This course provides supervised application of leadership competencies to the resolution of problems in a school setting. It is the second of a two course, two credit field experience sequence in the Principalship Certification Program. The candidate will be engaged in a seventy-five (75) hour practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor. This course is designed to be ongoing throughout the second semester. It is separate from the field experiences required of each theme, but hours from the Practicum can be utilized to gain a deeper practical understanding of any of the themes or their corresponding modules.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SEFE 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 801 - Educational Administration: Concepts and Practices**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**SEFE 802 - Univariate Statistical Methods**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SEFE 803 - Multivariate Statistical Methods**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

**SEFE 808 - Research Methods for Teacher Leadership**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the EDD 9DSE program.

**SEFE 809 - History of Western Education**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 812 - Instructional Supervision for the Administrator**

An in-depth exploration of instructional supervision through a review of teaching and learning theory, human development, human relations, staff development, administration, and evaluation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 814 - School Finance**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 815 - Administrative Ethics and School Law**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 817 - Practicum in School Administration**

This course is required for the Principalship Certificate. The course is designed to provide candidates with practical experiences under supervision from an in-field mentor administrator and a university mentor. The candidate will be engaged in a one hundred-fifty hour (150 hr.) practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 821 - The Principalship**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 844 - Instructional Design: Principles and Practice**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

**SEFE 847 - Technology-Based Inquiry in Middle & Secondary Schools**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 850 - Strategic Leadership**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 852 - Organizational Leadership**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 860 - Program Evaluation**

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

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 871 - Measurement, Testing, and Assessment**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 887 - Dissertation Prospectus**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 890 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SEFE 892 - Dissertation**

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

Prerequisite: SEFE 887<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 895 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 896 - Elements of Qualitative Education**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the EDD 9DSE program.

**SEFE 897 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 898 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 899 - Elements of Quantitative Educational Research**

Analysis of diverse methods of research; evaluation of research reports; selection and definition of a personal research problem; review of related literature; development of a research plan; application of sampling techniques; selection and application of data gathering instruments; analysis and interpretation of research data; preparation of an individual research report in collaboration with instructor and other academic advisor.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



## Applied Research, Statistics and Measurement, Certificate

Because the field of education and the public sector require the ability to research, analyze and interpret data to help make decisions, this program will help in the preparation of skills that are necessary to use the application of statistics to analyze, interpret, assess and evaluate data.

As a student in this Certificate Program, you can improve your understanding of data-driven decision methods and can become familiar with contemporary tools for data-analysis.

The program blends online and traditional instruction to help give you the tools and knowledge as a researcher that can make you capable of being a leader in the application of research, statistics and measurement for your organization.

### Related Links

Applied Research, Statistics, and Measurement, Certificate Program Page (<https://www.sru.edu/academics/graduate-programs/applied-research-statistics-and-measurement-letter-of-completion/>)

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Core Courses</b>		
SEFE 602	Univariate Statistical Methods	3
or SEFE 802	Univariate Statistical Methods	
SEFE 603	Multivariate Statistical Methods	3
or SEFE 803	Multivariate Statistical Methods	
<b>Elective Courses</b>		
Select two of the following:		6
SEFE 608	Research Methods for Teacher	
or SEFE 808	Research Methods for Teacher Leadership	
SEFE 699	Elements of Quantitative Educational Research	
SEFE 671	Measurement, Testing, and Assessment	
<b>Total Hours</b>		<b>12</b>

\* SEFE 602 is a prerequisite for all the courses listed above

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Concentration Code: 9RSM

## Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Administrative Studies and Policies

### Related Links

Educational Leadership and Administration - Administrative Studies and Policies, EdD Program Page ([https://www.sru.edu/academics/graduate-programs/educational-leadership-and-administration-\(doctor-of-education\)/](https://www.sru.edu/academics/graduate-programs/educational-leadership-and-administration-(doctor-of-education)/))

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Educational Leadership and Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-EdLeadership.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Core Courses</b>		
SEFE 801	Educational Administration: Concepts and Practices	3
SEFE 809	History of Western Education	3
SEFE 847	Technology-Based Inquiry in Middle & Secondary Schools	3
SEFE 850	Strategic Leadership	3
SEFE 852	Organizational Leadership	3
SEFE 871	Measurement, Testing, and Assessment	3
Subtotal		18
<b>Research and Statistics</b>		
SEFE 802	Univariate Statistical Methods	3
SEFE 803	Multivariate Statistical Methods	3
SEFE 808	Research Methods for Teacher Leadership	3
SEFE 899	Elements of Quantitative Educational Research	3
or SEFE 896	Elements of Qualitative Education	
Subtotal		12
<b>Administrative Studies and Policies Concentration</b>		
Select five of the following:		15
SEFE 812	Instructional Supervision for the Administrator	
SEFE 814	School Finance	
SEFE 815	Administrative Ethics and School Law	
SEFE 817	Practicum in School Administration	
SEFE 821	The Principalship	
SEFE 860	Program Evaluation	

Department Approved Course		
Subtotal		15
<b>Dissertation Prospectus/Dissertation</b>		
SEFE 887	Dissertation Prospectus	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
Subtotal		15
<b>Total Hours</b>		<b>60</b>

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9ELO

Concentration Code: ASPO

# Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Higher Education Leadership

## Related Links

Educational Leadership and Administration - Higher Education Leadership, EdD Program Page ([https://www.sru.edu/academics/graduate-programs/educational-leadership-and-administration-\(doctor-of-education\)/](https://www.sru.edu/academics/graduate-programs/educational-leadership-and-administration-(doctor-of-education)/))

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-/foundations-of-education/>)

Educational Leadership and Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-EdLeadership.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Core Courses</b>		
SEFE 801	Educational Administration: Concepts and Practices	3
SEFE 809	History of Western Education	3
SEFE 847	Technology-Based Inquiry in Middle & Secondary Schools	3

SEFE 850	Strategic Leadership	3
SEFE 852	Organizational Leadership	3
SEFE 871	Measurement, Testing, and Assessment	3
Subtotal		18
<b>Research and Statistics</b>		
SEFE 802	Univariate Statistical Methods	3
SEFE 803	Multivariate Statistical Methods	3
SEFE 808	Research Methods for Teacher Leadership	3
SEFE 899	Elements of Quantitative Educational Research	3
or SEFE 896	Elements of Qualitative Education	
Subtotal		12
<b>Higher Education Leadership Concentration</b>		
CDEV 810	American Higher Education: Institutions and Issues	3
CDEV 820	Access, Equity, and Affordability in Higher Education	3
CDEV 830	Higher Education Law and Policy	3
CDEV 840	Financing and Fundraising in Higher Education	3
CDEV 860	Higher Education Leadership and Strategic Planning	3
or CDEV 870	Academic Culture and Learning in Higher Education	
Subtotal		15
<b>Dissertation Prospectus/Dissertation</b>		
SEFE 887	Dissertation Prospectus	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
Subtotal		15
<b>Total Hours</b>		<b>60</b>

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9ELO

Concentration Code: HELO

## PK-12 Principal Certification, Certificate

### Related Links

PK-12 Principal Certification Program Page ([https://www.sru.edu/academics/graduate-programs/principal-\(certification\)/](https://www.sru.edu/academics/graduate-programs/principal-(certification)/))

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-/foundations-of-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
SEFE 650 or SEFE 850	Strategic Leadership	3
SEFE 652 or SEFE 852	Organizational Leadership	3
SEFE 614 or SEFE 814	School Finance	3
SEFE 617 or SEFE 817	Practicum in School Administration	6
SEFE 615 or SEFE 815	Administrative Ethics and School Law	3
SEFE 621 or SEFE 821	The Principalship	3
<b>Total Hours</b>		<b>21</b>

PK-12 Principal Certification (9PRN)

UCC 03.03.2020

Revised 03.08.2021

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

## Teaching English Advanced Track, Master of Education (MEd)

### The Advanced Teaching Track

The Advanced Teaching Track in Secondary Education Teaching - English is a Master of Education degree for individuals who already possess teacher certification in English. In addition to core requirements, these certified students will concentrate on individual professional development by electing 12 semester hours of coursework from the

areas of English, foundations of education, instructional technology, or counseling.

### Advanced Track

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

### Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes in special needs instruction (Slippery Rock University's SPED 121 High Incidence Disabilities and SEFE 338 Standard Based Instruction & Assessment in the Inclusion Classroom meet this requirement). Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

### Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. Obtain unconditional admission status.
2. Be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

### Related Links

Teaching English - Advanced Track, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-english-master-of-education/>)

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-/foundations-of-education/>)

Secondary Education English Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-EN.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Pedagogy</b>		
SEFE 630	Advanced Pedagogy for Teacher	3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
<b>Subtotal</b>		<b>6</b>
<b>Educational Measurement</b>		
SEFE 671	Measurement, Testing, and Assessment	3
<b>Subtotal</b>		<b>3</b>
<b>Educational Foundations</b>		
SEFE 680	Crucial Issues in Education	3

or SEFE 604	Philosophical Foundations of Education	
Subtotal		3
<b>Research And Statistics</b>		
SEFE 602	Univariate Statistical Methods	3
Select six credits of the following:		6
SEFE 608	Research Methods for Teacher	
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	
Subtotal		9
<b>Electives</b>		
Select 15 credit hours of the following:		15
SEFE 607	The Theories and Teaching of English Language Learners	
SEFE 650	Strategic Leadership	
SEFE 652	Organizational Leadership	
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	
SPED 601	Advanced Studies in Learning Disabilities	
SPED 625	Instructional Strategies for Learning and Behavioral Problems	
Subtotal		15
<b>Total Hours</b>		<b>36</b>

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9256

# Teaching English Leading to Certification Basic Track, Master of Education (MEd)

## The Basic Teaching Track

The Basic Teaching Track in Secondary Education Teaching - English is a degree designed for individuals who possess a bachelor's degree and appropriate coursework in English. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the summer pre-session. However, students may begin the program during the fall or spring semesters.

## Admission Requirements

### Basic Track

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

### Prerequisite Undergraduate Courses

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

Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

### Basic Track Undergraduate Competencies

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

### Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. Obtain unconditional admission status.
2. Be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

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

## Related Links

Teaching English Leading to Certification - Basic Track, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-english-master-of-education/>)

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Secondary Education English Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-EN.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Pedagogy</b>		
SEFE 607	The Theories and Teaching of English Language Learners	3
SEFE 522	Teaching of Middle Level and Secondary Social Studies and the Engl Language Arts for the Humanities	3
SEFE 677	Directed Field Experience in Secondary Schools	3
Subtotal		9
<b>Technology</b>		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
Subtotal		3
<b>Education Measurement</b>		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
<b>Educational Foundations</b>		
Select one of the following:		3
SEFE 604	Philosophical Foundations of Education	
SEFE 606	Social Foundations of Education	
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
Subtotal		3
<b>Research And Statistics</b>		
SEFE 602	Univariate Statistical Methods	3
Select one of the following:		3
SEFE 608	Research Methods for Teacher	
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	
Subtotal		6
<b>Special Education</b>		
Select one of the following:		3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	
SPED Course at 600, 700, or 800 level		
Subtotal		3
<b>Supervised Student Teaching</b>		
SEFE 701	Seminar and Supervised Teaching in the Secondary School	9
Subtotal		9
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> If a student would like to substitute/transfer another course, the course must meet the Chapter 49 Accommodations and Adaptations Standards as covered in SPED 601.

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-

earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9257

## Teaching History Advanced Track, Master of Education (MEd)

### The Advanced Teaching Track

The Advanced Teaching Track in Secondary Education Teaching Social Studies - History is a Master of Education degree for individuals who already possess teacher certification in Social Studies. In addition to core requirements, these certified students will concentrate on individual professional development by electing 12 semester hours of coursework from the areas of history, foundations of education, instructional technology, or counseling.

### Admission Requirements

#### Advanced Track

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

### Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes in educational measurement and developmental psychology (Slippery Rock University's SEFE 338, Standards-Based Instruction and Assessment in the Inclusionary Classroom, and SPED 121, High Incidence Disabilities, satisfy this requirement). Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

### Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. Obtain unconditional admission status.
2. Be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

### Related Links

Teaching History - Advanced Track, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-history-master-of-education/>)



Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Secondary Education History Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-SSH.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Pedagogy</b>		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
SEFE 630	Advanced Pedagogy for Teacher	3
Subtotal		6
<b>Educational Measurement</b>		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
<b>Educational Foundations</b>		
SEFE 680	Crucial Issues in Education	3
or SEFE 604	Philosophical Foundations of Education	
Subtotal		3
<b>Research and Statistics</b>		
SEFE 602	Univariate Statistical Methods	3
Select six credits of the following:		6
SEFE 608	Research Methods for Teacher	
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	
Subtotal		9
<b>Electives</b>		
Select 15 credits of the following:		15
SEFE 607	The Theories and Teaching of English Language Learners	
SEFE 650	Strategic Leadership	
SEFE 652	Organizational Leadership	
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	
SPED 601	Advanced Studies in Learning Disabilities	
SPED 625	Instructional Strategies for Learning and Behavioral Problems	
Subtotal		15
<b>Total Hours</b>		<b>36</b>

## Important Curriculum Guide Notes

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*on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9258

## Teaching History Leading to Certification Basic Track, Master of Education (MEd)

### The Basic Teaching Track

The Basic Teaching Track in Secondary Education Teaching -History is a degree designed for individuals who possess a bachelor's degree and appropriate coursework for social studies. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the summer pre-session. However, students may begin the program during the fall or spring semesters.

### Admission Requirements

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

### Prerequisite Undergraduate Courses

Students should provide evidence of meeting outcomes in educational measurement and developmental psychology (Slippery Rock University's SEFE 338, Standards-Based Instruction & Assessment in the Inclusionary Classroom, and SPED 121, High Incidence Disabilities, satisfy this requirement). Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting these criteria may be considered for conditional admission. Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

### Basic Track Undergraduate Competencies

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

### Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. Obtain unconditional admission status.
2. Be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

**Note:** All required sections of Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. Upon completion of these five steps, the student will be required

to apply for graduation before the end of the semester in which he or she wishes to graduate.

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

## Related Links

Teaching History Leading to Certification - Basic Track, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-history-master-of-education/>)

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Secondary Education History Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-SSH.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Pedagogy</b>		
SEFE 522	Teaching of Middle Level and Secondary Social Studies and the Engl Language Arts for the Humanities	3
SEFE 607	The Theories and Teaching of English Language Learners	3
SEFE 677	Directed Field Experience in Secondary Schools	3
Subtotal		9
<b>Technology</b>		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
Subtotal		3
<b>Educational Measurement</b>		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
<b>Educational Foundations</b>		
Select one of the following:		3
SEFE 604	Philosophical Foundations of Education	
SEFE 606	Social Foundations of Education	
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
Subtotal		3
<b>Research And Statistics</b>		
SEFE 602	Univariate Statistical Methods	3
Select one of the following:		3
SEFE 608	Research Methods for Teacher	
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	

Subtotal	6
<b>Special Education</b>	
Select one of the following:	
SEFE 679	Psychology of Learning and Instruction for Diverse Learners
SPED Course at 600, 700, or 800 level	
Subtotal	3
<b>Supervised Student Teaching</b>	
SEFE 701	Seminar and Supervised Teaching in the Secondary School
Subtotal	9
<b>Total Hours</b>	<b>36</b>

<sup>1</sup> If a student would like to substitute/transfer another course, the course must meet the Chapter 49 Accommodations and Adaptations Standards as covered in SPED 601.

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9259

## Teaching Math/Science with STEM - Concentration Advanced Track, Master of Education (MEd)

The Advanced Teaching Track in Secondary Education Teaching Math/Science is a Master of Education degree for individuals who already possess teacher certification in secondary mathematics or one of the secondary science subject areas. In addition to core requirements, these certified students will concentrate on individual professional development by electing 12 semester hours of course-work from the areas of instructional design, mathematics/science education, technology, special education, or research and statistics.

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

## Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. Obtain unconditional admission status.
2. Be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.

4. Complete research requirements.
5. Complete requisite credit hours.

**Note:** Upon completion of these five steps, the student will be required to apply for graduation before the end of the semester in which he or she wishes to graduate. See the Graduate Catalog for further information.

## Related Links

Teaching Math/Science with STEM - Advanced Track, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-math/science-with-stem-concentration-master-of-education/>)

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Secondary Education Math/Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-MS.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Pedagogy</b>		
SEFE 630	Advanced Pedagogy for Teacher	3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
SEFE 678	Practicum in Secondary Mathematics/ Science	3
<b>Educational Measurement</b>		
SEFE 671	Measurement, Testing, and Assessment	3
<b>Educational Foundations</b>		
SEFE 680	Crucial Issues in Education	3
<b>Research And Statistics</b>		
SEFE 602	Univariate Statistical Methods	3
Select six credits of the following:		6
SEFE 608	Research Methods for Teacher	
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	
<b>Electives</b>		
Select 12 credits of the following:		12
SEFE 607	The Theories and Teaching of English Language Learners	
SEFE 650	Strategic Leadership	
SEFE 652	Organizational Leadership	
SPED 601	Advanced Studies in Learning Disabilities	
SPED 625	Instructional Strategies for Learning and Behavioral Problems	
<b>Total Hours</b>		<b>36</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-

earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9254

## Teaching Math/Science with STEM - Concentration Leading to Certification Basic Track, Master of Education (MEd)

*"I learned what to teach when I was an undergraduate. I'm learning how to teach as a graduate student in SRU's Secondary Education Math/Science Program. Slippery Rock's reputation for education is so strong I don't expect any problem finding a job."*

### – Joel Normand Secondary Education

The Basic Teaching Track in Secondary Education Teaching – Math/Science is a degree designed for individuals who possess a baccalaureate degree and appropriate coursework in mathematics or one of the secondary science subject areas of biology, chemistry, geology or physics. Successful completion of the program will lead to a master's degree and can lead to state certification. It is anticipated that students would complete the 36-semester hour program in one calendar year of full-time study, beginning with the summer pre-session. However, students may begin the program during the fall or spring semesters.

## Admission Requirements

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

Although the vast majority of accepted students exceed the minimum GPA requirements, students not meeting these criteria may be considered for conditional admission.

Conditionally admitted students, however, must meet all of the prescribed program requirements before conferral of degree candidacy.

## Basic Track Undergraduate Competencies

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

## Degree Completion Process

There are five steps to completing a master's degree at Slippery Rock University. Students must:

1. Obtain unconditional admission status.
2. Be approved for degree candidacy (students must successfully complete between 6 and 12 credit hours in a declared program of study).
3. Pass appropriate comprehensive examinations.
4. Complete research requirements.
5. Complete requisite credit hours.

Note: Praxis II must be completed and passed prior to enrollment in Seminar and Supervised Teaching in the Secondary School. Upon completion of these five steps, the student will be required to apply for graduation before the end of the semester in which he or she wishes to graduate. See the Graduate Catalog for further information.

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

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

## Related Links

Teaching Math/Science with STEM Leading to Certification- Basic Track, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-math/science-with-stem-concentration-master-of-education/>)

Secondary Education/Foundations of Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/secondary-education/-foundations-of-education/>)

Secondary Education Math/Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-MS.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Pedagogy</b>		
SEFE 607	The Theories and Teaching of English Language Learners	3
SEFE 676	Teaching Integrated Science and Mathematics	3
SEFE 677	Directed Field Experience in Secondary Schools	3
Subtotal		9
<b>Technology</b>		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3

Subtotal		3
<b>Educational Measurement</b>		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
<b>Education Foundations</b>		
Select a minimum of one of the following:		3
SEFE 604	Philosophical Foundations of Education	
SEFE 606	Social Foundations of Education	
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
Subtotal		3
<b>Research And Statistics</b>		
SEFE 602	Univariate Statistical Methods	3
Select one of the following:		3
SEFE 608	Research Methods for Teacher	
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	
Subtotal		6
<b>Special Education</b>		
Select one of the following:		3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	
SPED Course at 600, 700, or 800 level		
Subtotal		3
<b>Supervised Student Teaching</b>		
SEFE 701	Seminar and Supervised Teaching in the Secondary School	9
Subtotal		9
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> If a student would like to substitute/transfer another course, the course must meet the Chapter 49 Accommodations and Adaptations Standards as covered in SPED 601.

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9255

## Special Education

Chair	Secretary	Location	Department Phone
Dr. Matthew Erickson	Diana Cook	114 McKay Education Building	724-738-2085

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

### Graduate Coordinators

Dr. Eric Bieniek  
Dr. Matthew Erickson  
Dr. Robert Isherwood

### Doctoral Program Coordinators

Dr. Ashley Rineer-Hershey

## Faculty

### **Richael Barger-Anderson**

Professor  
Special Education  
D.Ed., Indiana University of PA  
M.S., Clarion University  
B.S., Clarion University

### **Vaughn Bicehouse**

Assistant Professor  
Special Education  
Ed.D., Duquesne University  
M.A., Slippery Rock University  
B.S., Slippery Rock University  
B.A., Grove City College

### **Eric Bieniek**

Associate Professor  
Special Education  
Ph.D., Robert Morris University  
M.Ed., Indiana University of PA  
B.A., Edinboro University

### **Timothy Dadich**

Instructor  
Special Education  
M.Ed., Cleveland State University  
B.S.Ed., Kent State University

### **Matthew Erickson**

Associate Professor  
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Ed.D., Youngstown State University  
M.Ed., California University of Pennsylvania  
B.S., Slippery Rock University

### **Jessica Hall-Wirth**

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M.Ed., Slippery Rock University of PA  
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### **Robert Isherwood**

Associate Professor  
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### **Justin Karam**

Instructor  
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### **Jeremy Lynch**

Associate Professor  
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Ed.D., West Virginia University  
M.A., West Virginia University  
B.A., West Virginia Wesleyan College

### **Joseph Merhaut**

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### **Dorotha Monfore**

Assistant Professor  
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Ph.D., University of North Texas  
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B.S., University of North Texas

### **Ashlea Rineer-Hershey**

Associate Professor  
Special Education  
Ph.D., Robert Morris University  
M.A., Eastern Mennonite University  
B.S., Millersville University of Pennsylvania

### **Anne Rose**

Assistant Professor  
Special Education  
Ph.D., University of Pittsburgh  
M.A., Chatham University  
B.S., Geneva College

## Programs

### Majors

- Special Education, Doctor in Education (EdD) (p. 108)
- Special Education, Master of Education (MEd) - Concentration in Applied Behavior Analysis (p. 109)
- Special Education, Master of Education (MEd) - Concentration in Autism Spectrum Disorders (p. 110)
- Special Education, Master of Education (MEd) - Concentration in Birth-Grade 8 (p. 111)



- Special Education, Master of Education (MEd) - Concentration in Grade 7-12 (p. 112)
- Special Education, Master of Education (MEd) - Concentration in School Supervision (p. 112)
- Technology for Online Instruction, Master of Education (MEd) (p. 113)

## Certificates

- Teaching Online, Certificate (p. 113)

## Endorsements

- Online Instructional, Endorsement (p. 106)
- Special Education Applied Behavior Analysis, Post-Master's Certification (p. 107)
- Special Education Autism, Endorsement (p. 107)
- Special Education School Supervision, Post-Master's Certification (p. 108)

## Courses

### SPED 530 - Nursing Issues in Special Education

This course examines the roles of the school nurse as they pertain to the student with disabilities. Various exceptionalities are explored and activities provided to the school nurse candidate to learn about the student with disabilities and how to meet his/her needs in and out of the classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### SPED 545 - Technology in Special Education

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement instructional and assistive technology effectively. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students. Students who register for the 500 level course will be assigned projects and assessments that involve a higher level of critical thinking and implementation.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### SPED 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### SPED 595 - Workshop

Varies.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### SPED 598 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### SPED 601 - Advanced Studies in 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

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

### 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.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

### 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.

Credits: 3

Enrollment is limited to Graduate level students.

### 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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

### 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

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

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

This course is designed to provide graduate students an in-depth examination of an integrated (culturally relevant) language system. In particular graduate students will understand the essential components of reading including phonological awareness, fluency, vocabulary, comprehension, language, and word study. Students will determine how these areas of reading pose challenges for students with identified disabilities. Graduate students will also develop competency in assessing students suspected of having reading and language deficits as well as plan appropriate individualized instruction for students using scientifically research based instructional practices. Because reading is only one part of an integrated language system, students will also develop a conceptual understanding of the components of writing and plan effective instruction for students with disabilities in the area of writing and expressive communication.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**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

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

Enrollment is limited to Graduate level students.

**SPED 637 - Graduate Portfolio I**

This course is designed to provide the information necessary to begin the graduate portfolio.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SPED 637<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SPED 638<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**SPED 640 - Advanced Study of Autism Spectrum Disorders**

This course is designed to provide students with an overview of characteristics and learning traits, classification systems, assessment strategies/issues, approaches, and interventions related to individuals with autism spectrum disorder (ASD). Special emphasis will be given to selecting evidence-based practices and enhancing collaboration among individuals with ASD, their families, and supporting professionals.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 641 - Applied Behavior Analysis/Single Subject Experimental Design**

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

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 642 - Curriculum and Instruction for Autism Spectrum Disorders**

Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 643 - Communication and Social Competency**

This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 644 - Advanced Study of Emotional and Behavioral Disorders**

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

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 645 - Early Intervention for Young Learners with Special Needs**

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

Credits: 3

Term(s) Typically Offered: Offered Winter, Spring&Summer

Enrollment is limited to Graduate level students.

**SPED 646 - Assessment and Evaluation**

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

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

**SPED 647 - Transition for Persons with Disabilities**

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

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**SPED 648 - Clinical Practicum in Special Education**

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

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 653 - Emerging Web Technologies and Learning**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 660 - Basic Behavior Principles**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 661 - Techniques in Applied Behavior Analysis**

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

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

The purpose of this course is to provide students with an ethical framework in which to provide both applied behavior analytic services and positive behavior support services. Behavior Analysts work in a variety of settings, but the ethical standards remain constant. However, due to the various settings Behavior Analysts must recognize how to generalize those ethical guidelines within that context. Students in this course will examine the Behavior Analyst Certification Board (BACB) Guidelines for Responsible Conduct in the context of: (a) responsible conduct; (b) responsibility towards clients, (c) assessing behavior, (d) providing treatment, (e) acting as a teacher and/or supervisor, (f) conduct in their workplace, (g) their ethical responsibility to the field of behavior analysis, (h) their responsibility to colleagues, (i) their ethical responsibility to society, and (j) research. In addition, students will analyze those guidelines relative to how they address the principles of improving problem behavior by making it irrelevant, ineffective, and inefficient. Students will also become familiar with potential disciplinary possibilities through the BACB (Professional Disciplinary and Ethical Standards). Finally, students will also examine evidence-based practices and how they apply to their application of behavior analytic treatment. Throughout the course students will be guided through a process of examining ethical dilemmas and deciding how those dilemmas might be addressed in relation to the ethical guidelines in their professional field, including risk assessment. Students will access information through the texts, position papers, research review, online information, review and development of case studies, and discussions with behavior analysts.

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 664 - Issues in the Behavioral Treatment of Autism**

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

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup>  
<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 665 - Research in ABA**

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

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.



**SPED 666 - Practicum in applied Behavior Analysis I**

The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com). The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup> and SPED 665<sup>B</sup> and SPED 602<sup>C</sup> and SPED 611<sup>C</sup> and SPED 640<sup>C</sup> and SPED 643<sup>C</sup> and (SPED 645<sup>C</sup> or SPED 647<sup>C</sup>)

<sup>B</sup> Requires minimum grade of B.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 667 - Practicum in Applied Behavior Analysis II**

The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com). The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup> and SPED 665<sup>B</sup> and SPED 666<sup>B</sup> and SPED 602<sup>C</sup> and SPED 611<sup>C</sup> and SPED 640<sup>C</sup> and SPED 643<sup>C</sup> and (SPED 645<sup>C</sup> or SPED 647<sup>C</sup>)

<sup>B</sup> Requires minimum grade of B.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 668 - Thesis in ABA**

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

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup> and SPED 665<sup>B</sup> and SPED 602<sup>C</sup> and SPED 611<sup>C</sup> and SPED 640<sup>C</sup> and SPED 643<sup>C</sup> and SPED 645<sup>C</sup> and SPED 647<sup>C</sup>

<sup>B</sup> Requires minimum grade of B.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 669 - Applications in Applied Behavior Analysis**

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

Prerequisites: SPED 660<sup>C</sup> and (SPED 661<sup>C</sup> or SPED 861<sup>C</sup>)

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

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

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

Prerequisite: SPED 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**SPED 754 - Practicum**

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Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**SPED 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SPED 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 800 - Research Project**

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 801 - Advanced Studies in 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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 802 - Special Education Foundations**

This course introduces the student to the physical, social, emotional and educational characteristics, incidence, prevalence and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the PK-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 805 - Legal Issues and Special Populations**

This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in Pennsylvania state legislation with particular emphasis on school practices in special education.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 806 - Assessment Methods in Special Education**

This course is designed to provide doctoral students with the skills and knowledge necessary to interpret educational assessments with an emphasis on planning educational programs. The course will provide students with practical knowledge of the assessment process to determine eligibility, placement and programming in special education. This course will provide an overview of common compliance issues relating to special education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

**SPED 807 - Positive Classroom Interventions**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 808 - Applied Behavior Analysis Single-Subject Experimental Design II**

This course provides an in-depth review of applied behavior analytic techniques. It covers areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 841<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students in the College of Education college.

Enrollment limited to students with department of Special Education.

**SPED 809 - Transition Planning for Students with Disabilities**

This purpose of this course is to provide graduate students with an overview of interagency and community services and systems for adolescents and young adults with disabilities including an examination of relevant legislation and recommended practices related to person-centered transition planning including postsecondary education, employment, community participation and independent living. Emphasis is placed on theory and practice related to collaboration, systems change efforts in transition services, and state-of-the-art practices regarding supporting individuals in their lives.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 820 - Contemporary Issues in Special Education**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 841 - Applied Behavior Analysis/Single-Subject Experimental Design I**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Education degree.

**SPED 842 - Program Development for Students with ASD**

Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 843 - Communication and Social Competency for Students with ASD**

This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 844 - Neuropsychiatric Disorders of Childhood**

This course will present students an opportunity to examine neuropsychiatric disorders of childhood found in the DSM-V. Specifically students will examine psychopathology associated with disruptive behavior disorders such as ADHD, Oppositional Defiant Disorder, Pediatric Bipolar Disorder, Conduct Disorder, etc. as well as internalizing behavior disorder such as subtypes of Anxiety Disorder, Eating Disorders, Depression, Elimination Disorders, etc. Students will research a group of disorders known as PANDAS (Pediatric Autoimmune Neuropsychiatric Disorders Associated with Strep Virus) and look at current brain research to determine possible causation of these disorders. An emphasis on psychopharmacology as one form of treatment will be explored as well as the role of the professional educator as part of a multi-modal treatment approach for children with mental health disorders.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 845 - Instructional Technologies for Exceptional Learners**

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help future special education administrators become familiar with instructional and assistive technology. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 850 - School Supervision: Community and Political Leadership**

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

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 852 - 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.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 861 - Techniques in Applied Behavior Analysis**

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 865 - Research in ABA**

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

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 869 - Applications in Applied Behavior Analysis**

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

Prerequisites: SPED 660<sup>C</sup> and (SPED 661<sup>C</sup> or SPED 861<sup>C</sup>)

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 881 - Dissertation Seminar**

Dissertation Seminar is intended to assist doctoral students in the preparation of a dissertation proposal and to facilitate the transition from course work to dissertation. The purpose of this course is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy and drafting of framing chapters. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. The chief task is to draft complete framing chapters, giving a full description of the motivation for the project and the research strategy.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 888 - Extended Dissertation**

The doctoral extended dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisites: SPED 881<sup>C</sup> and SPED 899<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 890 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 895 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 897 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 898 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 899 - Dissertation**

The doctoral dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisite: SPED 881<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-12

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment limited to students in the EDD 9DSE program.

## Online Instructional, Endorsement

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

## Related Links

Online Instruction, Endorsement Program Page ([https://www.sru.edu/academics/graduate-programs/online-instruction-\(endorsement-pde\)/](https://www.sru.edu/academics/graduate-programs/online-instruction-(endorsement-pde)/))

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)



## Curriculum Guide

Code	Title	Hours
PE 502	Foundations of Online Teaching and Learning (offered during winter term)	3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
SPED 545	Technology in Special Education	3
<b>Total Hours</b>		<b>9</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

## Special Education Applied Behavior Analysis, Post-Master's Certification

### Related Links

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Area I - Applied Behavior Analysis</b>		
<i>Fall/Spring Only</i>		
SPED 660	Basic Behavior Principles	3
SPED 841	Applied Behavior Analysis/Single-Subject Experimental Design I	3
SPED 808	Applied Behavior Analysis Single-Subject Experimental Design II	3
SPED 663	Ethical Issues in the Science and Practice of Behavior Analysis	3
SPED 664	Issues in the Behavioral Treatment of Autism	3
<b>Area II - Research in Applied Behavior Analysis</b>		
<i>Fall/Spring Only</i>		
SPED 665	Research in ABA	3
or SPED 865	Research in ABA	
<b>Area III - Practicum (Optional 3-6 additional credits)</b>		
<i>Fall/Spring/Summer/Winter</i>		
Optional 3-6 additional credits:		
SPED 666	Practicum in applied Behavior Analysis I	

SPED 667	Practicum in Applied Behavior Analysis II
<b>Total Hours</b>	<b>18</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9ABA

## Special Education Autism, Endorsement

This program is offered to professional educators in the state of Pennsylvania who are interested in adding the Autism Endorsement offered by the Pennsylvania Department of Education to their professional certification. Program approval by the Pennsylvania Department of Education leading to an endorsement on a teaching certificate. Slippery Rock University does not provide the endorsement. Upon completion of the program, educators are eligible to receive the endorsement on their current teaching certifications by applying for the endorsement through PDE using the Teacher Information Management System available at PDE's website.

### Related Links

Special Education - Autism, Endorsement Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-autism-endorsement/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
SPED 640	Advanced Study of Autism Spectrum Disorders	3
SPED 641	Applied Behavior Analysis/Single Subject Experimental Design	3
SPED 642	Curriculum and Instruction for Autism Spectrum Disorders	3
SPED 643	Communication and Social Competency	3
<b>Total Hours</b>		<b>12</b>

### Important Curriculum Guide Notes

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earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## Special Education School Supervision, Post-Master's Certification

This program focuses on major roles of leadership in basic education. Students will examine best practices literature regarding the professional knowledge, skills, and dispositions required of leaders in education. They will inquire into major contemporary theories and practices of leadership for: organizing educational communities; designing and monitoring the quality of instruction; designing management processes and procedures; and forming collaborative relationships within the community.

The program is presented as a collaborative effort of two departments in the College of Education, the Department of Special Education and The Department of Secondary Education/Foundations of Education. Faculty are committed to implementing a professional model for the preparation of educational leaders that complies with current curriculum guidelines proposed by the National Council for the Accreditation of Teacher Education (NCATE), and the Association for Supervision and Curriculum Development (ASCD).

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

Program admission criteria include unconditional admission to graduate studies and Pennsylvania Special Education Level II Certification.

The Post-Master's School Supervision Program is designed for students who already have a master's degree in Special Education and want to become certified Special Education Supervisors.

## Related Links

Special Education - School Supervision, Post-Masters Certification Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-supervision-post-masters-certification/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Special Education Courses</b>		
SEFE 650	Strategic Leadership	3
SEFE 652	Organizational Leadership	3
SPED 750	School Supervision: Political and Community Leadership	3

SPED 752	School Supervision: Instructional Leadership	3
<b>Practicum</b>		
SPED 754	Practicum	3
<b>Total Hours</b>		<b>15</b>

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

## Special Education, Doctor in Education (EdD)

The doctoral program is a 60 credit degree program. For some students, transfer credits will be accepted toward these 60 credits. A maximum of 12 transfer credits, with no more than 6 credits in any one core, will be accepted. Approval from the doctoral coordinator is required for all transfer credits. Transcript reviews will be completed the semester prior to the start of the cohort. All decisions are final. Candidates must maintain a minimum 3.0 GPA. An earned grade of D in any course will not count toward degree completion.

Candidates in the doctoral program must complete a residency requirement. Residency requirements are to be met during the summers of Year 1 and 2 and the Spring semester of Year 2. Weekend face-to-face models will take place in population centers (e.g. Cranberry Township Regional Learning Alliance and Dixon Center in Harrisburg).

## Program Learning Outcomes

The curriculum associated with Slippery Rock University's Doctoral Program in Special Education is intended to accomplish the following learning outcomes:

1. Develop students as effective educational leaders with both content knowledge and research skills to support the development of research-based practices in educational systems throughout the Nation and the world.
2. Develop highly-qualified faculty and administrators to teach and lead in institutions of higher education.
3. Develop students as facilitators of research and demonstration initiatives with school divisions, post-secondary institutions, and other community, state, national, and international agencies and associations that link graduate education initiatives to educational improvement and economic development.

## Related Links

Special Education, EdD Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-doctor-of-education/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Special Education EdD Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-Doctor.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Research Requirement</b>		
Select 12 credits of the following:		12
SEFE 802	Univariate Statistical Methods	
SEFE 896	Elements of Qualitative Education	
SEFE 899	Elements of Quantitative Educational Research	
SPED 841	Applied Behavior Analysis/Single-Subject Experimental Design I	
SPED 865	Research in ABA	
Subtotal		12
<b>Content And Leadership Requirement</b>		
Select 18 credits of the following:		18
SPED 805	Legal Issues and Special Populations	
SPED 820	Contemporary Issues in Special Education	
SPED 842	Program Development for Students with ASD	
SPED 845	Instructional Technologies for Exceptional Learners	
SPED 850	School Supervision: Community and Political Leadership	
SPED 852	School Supervision: Instructional Leadership	
ELEC 813	Advocacy and Family, School and Community Engagement	
SEFE 844	Instructional Design: Principles and Practice	
Subtotal		18
<b>Special Education Requirement</b>		
Select at least 15 credits of the following:		15
SPED 802	Special Education Foundations	
SPED 805	Legal Issues and Special Populations	
SPED 807	Positive Classroom Interventions	
SPED 808	Applied Behavior Analysis Single-Subject Experimental Design II	
SPED 809	Transition Planning for Students with Disabilities	
SPED 820	Contemporary Issues in Special Education	
SPED 842	Program Development for Students with ASD	
SPED 843	Communication and Social Competency for Students with ASD	
SPED 844	Neuropsychiatric Disorders of Childhood	
SPED 845	Instructional Technologies for Exceptional Learners	

SPED 850	School Supervision: Community and Political Leadership	
SPED 852	School Supervision: Instructional Leadership	
ELEC 813	Advocacy and Family, School and Community Engagement	
SEFE 844	Instructional Design: Principles and Practice	
Subtotal		15
<b>Dissertation Core</b>		
SPED 881	Dissertation Seminar	3
SPED 899	Dissertation	12
Subtotal		15
<b>Total Hours</b>		<b>60</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DSE

## Special Education, Master of Education (MEd) - Concentration in Applied Behavior Analysis

### Program Learning Outcomes

Upon completion of this course sequence / concentration, students will be able to:

1. Completed required the coursework requirements to be able to complete the examination to recognized internationally as Board Certified Behavior Analyst (BCBA).
2. Demonstrate expertise across all relevant dimensions of the provision of Applied Behavior Analytic services; including: behavioral measurement, assessment procedures, utilize evidenced based best practices and interventions in an objective, data driven manner.
3. Practice within one's limits of professional competence in applied behavior analysis.
4. Conduct oneself in accordance with the BACB's Guidelines for Responsible Conduct and the Disciplinary Standards.

### Related Links

Special Education - Applied Behavioral Analysis, MEd Program Page ([https://www.sru.edu/academics/graduate-programs/special-education-applied-behavioral-analysis-\(master-of-education\)/](https://www.sru.edu/academics/graduate-programs/special-education-applied-behavioral-analysis-(master-of-education)/))

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Special Education - Applied Behavioral Analysis Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-ABA.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Area I - Core Courses In Special Education</b>		
<i>Fall/Spring/Summer/Winter</i>		
SPED 611	Special Education Law	3
SPED 617	Current Research in Special Education	3
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
<b>Area II - Concentration In Applied Behavior Analysis</b>		
<i>Fall/Spring Only</i>		
SPED 660	Basic Behavior Principles	3
SPED 661 or SPED 861	Techniques in Applied Behavior Analysis	3
SPED 669 or SPED 869	Applications in Applied Behavior Analysis	3
SPED 663	Ethical Issues in the Science and Practice of Behavior Analysis	3
SPED 664	Issues in the Behavioral Treatment of Autism	3
SPED 665 or SPED 865	Research in ABA	3
<b>Area III - Additional Concentration Courses</b>		
<i>Fall/Spring/Summer/Winter</i>		
SPED 602	Advanced Studies in Exceptionalities	3
SPED 643	Communication and Social Competency	3
<b>Area IV - Practicum</b>		
<i>Fall/Spring/Summer/Winter</i>		
Select one of the following:		3
SPED 666	Practicum in applied Behavior Analysis I	
SPED 667	Practicum in Applied Behavior Analysis II	
SPED 668	Thesis in ABA	
SPED 648	Clinical Practicum in Special Education <sup>1</sup>	
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> for students pursuing PA certification in Special Education B-8 or 7-12

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration Code: ABAN

## Special Education, Master of Education (MEd) - Concentration in Autism Spectrum Disorders

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with Autism in school environments. The proposed program is the result of a regional and national need to prepare public school teachers and private school teachers with more background information on the Autism Spectrum Disorders including Rett Syndrome, Childhood Disintegrative Disorder, Asperger's Syndrome, Autism, and PDD-NOS. Like the current supervision program offered out of the Special Education Department, we believe we can attract at least 20 candidates on an annual basis to commit to this M.Ed. Program. The program will be offered to students that already have an Instructional I or II Certification in Special Education from Pennsylvania or another state. In-service teachers with certification in other areas can also take the courses in this program for Act 48 continuing education credit but are not eligible for the M.Ed. This M.Ed. Program is a specialized degree that will allow professionals to obtain very specific teaching positions working in Autism Support Classrooms that require teaching techniques such as ABA and TEACCH. A comprehensive understanding of special education is necessary for this type of position. The program will be entirely online with 20 field hours required in each class. All courses in the program meet or exceed standards and competencies established by the Pennsylvania Department of Education.

## Related Links

Special Education - Autism Spectrum Disorders, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-autism-master-of-education/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Special Education - Autism Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-Autism.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Area I - Core Courses In Special Education</b>		
SPED 611	Special Education Law	3
SPED 617	Current Research in Special Education	3
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
Subtotal		9
<b>Area II - Concentration/Additional Classes</b>		
SPED 607	Positive Classroom Interventions	3

SPED 618	Developing Integrated Language and Literacy Programs for Students with Disabilities	3
SPED 620	Contemporary Issues in Special Education	3
SPED 640	Advanced Study of Autism Spectrum Disorders	3
SPED 641	Applied Behavior Analysis/Single Subject Experimental Design	3
SPED 642	Curriculum and Instruction for Autism Spectrum Disorders	3
SPED 643	Communication and Social Competency	3
SPED 646	Assessment and Evaluation	3
Subtotal		24
<b>Area III - Practicum</b>		
SPED 648	Clinical Practicum in Special Education <sup>1</sup>	3
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648.

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration Code: AUTS

## Special Education, Master of Education (MEd) - Concentration in Birth-Grade 8

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with disabilities age birth to grade 8 in school environments. The program will be offered to students that already have an Instructional I or II Certification in Special Education, Early Childhood Education, or Elementary Education from Pennsylvania or other states. The program has been developed to specifically meet the PDE teacher competencies found within the Chapter 49 guidelines. This M.Ed. Program is a specialized degree that will allow professionals to obtain dual certification in special education and one of the other areas mentioned above. Students will be required to identify a certified Special Education Teacher to act as their mentor throughout the program. The program mentor will help to supervise and facilitate the various field experiences (20 hours) required in each of the courses in the program. All courses in the program meet or exceed standards and competencies established by the Pennsylvania Department of Education for special education certification.

## Related Links

Special Education - Birth to Grade 8, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-birth-to-grade-8-master-of-education/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Special Education - Birth to Grade 8 Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-B8712.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Area I - Core Courses In Special Education</b>		
SPED 611	Special Education Law	3
SPED 617	Current Research in Special Education	3
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
Subtotal		9
<b>Area II - Concentration/Additional Classes</b>		
SPED 601	Advanced Studies in Learning Disabilities	3
SPED 607	Positive Classroom Interventions	3
SPED 618	Developing Integrated Language and Literacy Programs for Students with Disabilities	3
SPED 628	Developmental Disabilities	3
SPED 640	Advanced Study of Autism Spectrum Disorders	3
SPED 644	Advanced Study of Emotional and Behavioral Disorders	3
SPED 645	Early Intervention for Young Learners with Special Needs	3
SPED 646	Assessment and Evaluation	3
Subtotal		24
<b>Area III - Practicum</b>		
SPED 648	Clinical Practicum in Special Education <sup>1</sup>	3
Subtotal		3
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648. Only if they have an existing certification in SPED.

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*



PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration Code: BGR8

## Special Education, Master of Education (MEd) - Concentration in Grade 7-12

This program will be a 36 credit M.Ed. On-line Program that emphasizes teaching children with disabilities in grades 7-12 in school environments. The program will be offered to students that already have an Instructional I or II Certification in Special Education or a secondary content area such as English, math, science(s), or social studies from Pennsylvania or other states. The program has been developed to specifically meet all of the new PDE teacher competencies found within the Chapter 49 guidelines. This M.Ed. Program is a specialized degree that will allow professionals to obtain dual certification in special education and one of the other areas mentioned above. Students will be required to identify a certified Special Education Teacher to act as their mentor throughout the program. The program mentor will help to supervise and facilitate the various field experiences (20 hours) required in each of the courses in the program. All courses in the program meet or exceed standards and competencies established by the Pennsylvania Department of Education for special education certification

### Related Links

Special Education - Grades 7-12, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-grades-7-to-12-master-of-education/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Special Education - Grades 7-12 Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-B8712.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Area I - Core Courses In Special Education</b>		
SPED 611	Special Education Law	3
SPED 617	Current Research in Special Education	3
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
Subtotal		9
<b>Area II - Concentration/Additional Classes</b>		
SPED 601	Advanced Studies in Learning Disabilities	3
SPED 607	Positive Classroom Interventions	3
SPED 618	Developing Integrated Language and Literacy Programs for Students with Disabilities	3
SPED 628	Developmental Disabilities	3
SPED 640	Advanced Study of Autism Spectrum Disorders	3

SPED 644	Advanced Study of Emotional and Behavioral Disorders	3
SPED 646	Assessment and Evaluation	3
SPED 647	Transition for Persons with Disabilities	3
Subtotal		24
<b>Area III - Practicum</b>		
SPED 648	Clinical Practicum in Special Education <sup>1</sup>	3
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> Students must apply for the Practicum class and must have fewer than 3 courses left in the program to enroll in SPED 648. Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648. Only if they have an existing SPED certification.

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration Code: G712

## Special Education, Master of Education (MEd) - Concentration in School Supervision

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

### Related Links

Special Education - School Supervision, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-school-supervision-master-of-education/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Special Education - School Supervision Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-SS.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Area I - Core Courses</b>		
SPED 611	Special Education Law	3
SPED 617	Current Research in Special Education	3
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
Subtotal		9
<b>Area II - Concentration/Additional Classes</b>		
SEFE 602	Univariate Statistical Methods	3
SEFE 650	Strategic Leadership	3
SEFE 652	Organizational Leadership	3
SPED 602	Advanced Studies in Exceptionalities	3
SPED 613	Curriculum Development for Exceptionalities	3
SPED 620	Contemporary Issues in Special Education	3
SPED 750	School Supervision: Political and Community Leadership	3
SPED 752	School Supervision: Instructional Leadership	3
Subtotal		24
<b>Area III - Practicum</b>		
SPED 754	Practicum	3
Subtotal		3
<b>Total Hours</b>		<b>36</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration Code: SCSU

## Teaching Online, Certificate

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

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

## Related Links

Teaching Online, Certificate Program Page (<https://www.sru.edu/academics/graduate-programs/teaching-online-letter-of-completion/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
PE 502	Foundations of Online Teaching and Learning	3
Select two of the following:		6
CDEV 531	Teaching Through Distance Education in Higher Education	
PE 503	Using Educational Technology to Enhance Learning	
PE 504	Teaching Physical Education through Distance Education	
PE 505	Teaching Health Education through Distance Education	
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
SEFE 808	Research Methods for Teacher Leadership	
SPED 545	Technology in Special Education	
SPED 845	Instructional Technologies for Exceptional Learners	
<b>Total Hours</b>		<b>9</b>

### Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Certificate Code: 9000

## Technology for Online Instruction, Master of Education (MEd)

The Master of Education in Technology for Online Instruction will include 30 credits of coursework aimed at building student knowledge and skills in using web-based tools to effectively create an online K-12 teaching environment. Students will be able to apply the tools and skills based on research based strategies and pedagogy. The final course will include a capstone project, where students will develop an online module including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program.

This program will be offered completely online.

## Related Links

Technology for Online Instruction, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/technology-for-online-instruction-master-of-education/>)

Special Education Department Page (<https://www.sru.edu/academics/colleges-and-departments/coe/departments/special-education/>)

Technology for Online Instruction Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-techonlineinstr.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Elementary Education - K-8 Math/Science</b>		
PE 502	Foundations of Online Teaching and Learning	3
PE 503	Using Educational Technology to Enhance Learning	3
SPED 545	Technology in Special Education	3
PE 653	Emerging Web Technologies and Learning	3
or SEFE 653	Emerging Web Technologies and Learning	
or SPED 653	Emerging Web Technologies and Learning	
SEFE 608	Research Methods for Teacher	3
PE 659	Issues and Ethics in Online Teaching	3
or SEFE 659	Issues and Ethics in Online Teaching	
or SPED 659	Issues and Ethics in Online Teaching	
PE 622	Assessment for Online Instruction	3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	3
Subtotal		24
<b>Electives</b>		
Select two of the following:		6
MUSI 602	Teaching General Music Through Distance Education	
MUSI 603	Teaching Music Performance Through Distance Education	
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
PE 687	Integration of Web-based Technologies to Create Online Courses	
or SEFE 687	Integration of Web-based Technologies to Create Online Courses	
or SPED 687	Integration of Web-based Technologies to Create Online Courses	
Subtotal		6
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

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ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9261

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## Departments

- Biology (p. 114)
- Computer Science (p. 124)
- Exercise and Rehabilitative Sciences (p. 127)
- Mathematics and Statistics (p. 141)
- Nursing (p. 146)
- Parks, Conservation and Recreational Therapy (p. 154)
- Physical Therapy (p. 162)
- Public Health and Social Work (p. 173)

## Biology

Chair	Secretary	Location	Department Phone
Dr. Nicole Dafoe	Melissa Barber	300 Vincent Science Center	724-738-2023

Department Web Site URL (<http://www.sru.edu/academics/colleges-and-departments/ches/departments/biology/>)

#### Physician Assistant Program Director

Ms. Megan Borger

## Faculty

### Biology Faculty

**Simon Beeching**

Professor

Biology  
Ph.D., Indiana University  
B.A., University of Maine

**Martin Buckley**

Associate Professor  
Biology  
Ph.D., Michigan State University  
M.S., Saint Louis University  
B.A., Saint Louis University

**Nicole Dafoe**

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Ph.D., University of Victoria  
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B.S., Juniata College

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B.S., Slippery Rock University of PA

## **Programs**

### **Majors**

- Physician Assistant Studies, Master of Science in Physician Assistant Studies (MSPAS) (p. 122)

## **Courses**

### **PA Courses**

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

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

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

This course provides an historical perspective of the Physician Assistant profession, as well as an investigation of current trends and issues. The course stresses the professional responsibilities in relation to the Physician Assistant's role as a health care provider. Content relating to medical ethics and the NCCPA code of ethics, Physician Assistant professional organizations, professionalism, the medical team, program accreditation, graduate certification and re-certification, employment considerations and professional liability are included. This course will also include Health Insurance Portability and Accountability Act (HIPAA) competency acquisition.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

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

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

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.



**PA 604 - Emergency Medicine**

In this course, students learn treatments of trauma and medical disorders that commonly present to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with life-threatening trauma or illness and selecting appropriate diagnostic and therapeutic measures. Prerequisites: Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 607 - Clinical Skills Lab II**

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

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 612 - Clinical Anatomy and Physiology with Lab I**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

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

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

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 621 - Geriatrics**

This course will focus on the geriatric population from age 65 to death, surveying disorders common to the geriatric population. Fundamental elements of clinical medicine as the elements relate to health maintenance and wellness of this patient population will be covered as appropriately indicated. Physician Assistant students will have a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Wellness and preventative medicine will be discussed. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns wellness and enhancing positive responses to illnesses in this patient population. Special topics include death and dying, giving bad news, hospice care, palliative care and facilitating end-of-life care.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 622 - Clinical Anatomy & Physiology with Lab II**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 630 - Pediatrics**

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

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 632 - Clinical Anatomy & Physiology with Lab III**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

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

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

Corequisite(s): PA 641

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

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

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

Corequisite(s): PA 643

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 644 - Clinical History and Physical Diagnosis with Lab III**

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

Corequisite(s): PA 645

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 646 - Evidence Based Public Health**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 651 - Clinical Medicine with Lab I**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls, and differential diagnoses as appropriately indicated are covered. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Blood-borne pathogen competency acquisition is also covered and students will also learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers, solidify medical concepts through collaborative learning experiences, and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on disorders in relation to otolaryngology, ophthalmology, integumentary and musculoskeletal body systems.

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 654 - Special Populations I**

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

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 661 - Clinical Medicine with Lab II**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls, and differential diagnoses as appropriately indicated are covered. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Students will learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers solidify medical concepts through collaborative learning experiences and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on neurological, psychosocial/psychiatric, endocrine, gastrointestinal, genitourinary and reproductive body systems.

Credits: 5

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 664 - Special Populations II**

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

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 671 - Clinical Medicine with Lab III**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls, and differential diagnoses as appropriately indicated are covered. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Students will learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers solidify medical concepts through collaborative learning experiences and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on hematology, cardiovascular and pulmonary body systems in addition to infectious disease and genetic anomalies.

Credits: 5

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 674 - Special Populations III**

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

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 677 - Clinical Exposure Practicum**

This course continues to incorporate experiential learning to prepare the student for clerkships and eventually clinical practice. It also continues to facilitate the transition of knowledge and skills from the academic phase to the clinical phase, giving students the opportunity to hone skills. Students will once again be placed in clinic and hospital settings for half a day multiple times throughout the semester, have other health-related community experiences and activities and discuss these experiences in class.

Credits: 0.5

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PA 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 701 - From Theory to Practice I**

This course is designed to transition students from their academic experiences to clinical experiences to clinical practice. Topics will include issues students will encounter during clerkships, including medical ethics, patient safety principles, clinical setting communications, Occupational Safety and Health Administration (OSHA), Health Insurance Portability and Accountability Act (HIPAA), professionalism, quality improvement, prevention of medical errors, risk management and an in-depth discussion of program and professional requirements for progressing through the clinical year. Delivery of healthcare influences will be explored in how it relates to the practicing Physician Assistant. Healthcare legislations and policies will be examined for their impact on national and local delivery of healthcare. Students will also review electronic medical records, billing and coding that will be correlated with their clinical clerkship experience.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 702 - From Theory to Practice II**

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

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 703 - From Theory to Practice III**

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

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 771 - Clinical Clerkships Experience I**

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

Credits: 12.6

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 772 - Clinical Clerkships Experience II**

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

Credits: 14.4

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 773 - Clinical Clerkship Experience III**

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 774 - Clinical Clerkships Experience IV**

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

Credits: 14.4

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 776 - Clerkship General Rotation**

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

Credits: 4.5

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Physician Assistant Studies.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.



**PA 777 - Clerkship Special Population Rotation**

A 3-week clinical rotation caring for patients in special populations, which can encompass a variety of clinical specialties with a focus on patients within special populations. MSPAS majors only. Satisfactory completion of all Didactic year Curriculum of MSPAS program.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Physician Assistant Studies.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**PA 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PA 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Physician Assistant Studies, Master of Science in Physician Assistant Studies (MSPAS)

The Physician Assistant (PA) Program at Slippery Rock University offers a challenging curriculum leading to a Master of Science in Physician Assistant Studies. The program will be the second PA Program in the Pennsylvania System of Higher Education, having achieved Accreditation-Provisional status.

### Accreditation Status

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

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

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

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

Slippery Rock University is approved to offer programs that may lead to licensure/certification in Pennsylvania. SRU does not guarantee that programs which fulfill Pennsylvania licensing requirements will satisfy the criteria of professional licensure boards in other states, as each jurisdiction has unique requirements for licensure/certification eligibility which are subject to change at any time and without notice.

We invite you to review the licensing board contact resource (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>) to seek guidance on the requirements of licensure/certification in your home state or where you would like to practice professionally.

The Physician Assistant Studies 24-month program is a combination of academic and clinical instruction, team instruction, and collaborative outreach taught in unique learning environments. Academically and professionally qualified faculty, clinicians, and experts will provide a strong foundation in evidence-based practice, direct patient/client management, and prevention and wellness services that focus on the life cycle needs of the U.S. population.

The program provides an emphasis on special populations interwoven throughout academic and clinical years, which makes SRU's Physician Assistant Program unique. Successful graduates will be prepared to sit for the national exam. SRU graduates will learn to adapt to the ever-changing medical profession, while becoming gainfully employed as mid-level medical care providers and filling the medical needs of the region.

The program is delivered over six continuous terms (summer, fall, spring) and includes three semesters of academic work and then three semesters of clerkships (10 internships). Students will also participate in half-day clinical experiences during the academic year and educational experiences during the clinical year.

The overarching objective of the PA Program is to prepare future physician assistants; who demonstrate competencies or ability to acquire competencies in effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice; to practice patient-centered care in a team environment, while advancing the profession and helping to meet the medical needs of the region, state, nation, and world.

### NOTE to Slippery Rock University 3+2 Pre-PA Students Entering the Physician Assistant Program

Should 3+2 Physician Assistant students be unsuccessful in completing the MSPAS program and want to complete their original undergraduate degree, it is solely up to the discretion of their undergraduate department chairperson to determine which, if any, physician assistant courses will count toward the completion of their undergraduate degree. In addition, students must complete any unfulfilled requirements of his/her undergraduate major. *Participation in the undergraduate commencement ceremony takes place after the first fall semester of the Physician Assistant Program is successfully completed.*

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

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

## Program Learning Outcomes

- Apply basic science knowledge to the medical sciences.
- Demonstrate competency in clinical procedures performed by Physician Assistants.
- Demonstrate ability to perform a complete history and physical examination.
- Demonstrate ability to diagnose disease and create an appropriate treatment plan.
- Demonstrate the use of Evidence-Based Medicine to effectively diagnose and treat patients.
- Demonstrate cross-cultural and socioeconomic sensitivity in clinical practice settings involving special patient populations.
- Demonstrate effective communication skills in a healthcare setting.
- Demonstrate the ability to collaborate within an interprofessional health care team.
- Demonstrate ethical decision making in the practice of medicine.
- Participate in professional societies the promote PA practice and advancement.

## Related Links

Physician Assistant Studies, MS Program Page (<https://www.sru.edu/academics/graduate-programs/physician-assistant-studies-master-of-science/>)

Physician Assistant Studies Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/physician-assistant-studies/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Summer Didactic-Year Requirements</b>		
PA 601	The Physician Assistant Profession	1
PA 612	Clinical Anatomy and Physiology with Lab I	3
PA 616	Clinical Pharmacology and Pharmacotherapeutics I	2
PA 640	Clinical History and Physical Diagnosis with Lab I	4
PA 646	Evidence Based Public Health	3
PA 651	Clinical Medicine with Lab I	4
PA 654	Special Populations I	1
Subtotal		18
<b>Fall Didactic-Year Requirements</b>		
PA 603	Clinical Skills Lab I	1
PA 621	Geriatrics	1
PA 622	Clinical Anatomy & Physiology with Lab II	3
PA 626	Clinical Pharmacology and Pharmacotherapeutics II	3
PA 630	Pediatrics	1

PA 642	Clinical History and Physical Diagnosis with Lab II	4
PA 661	Clinical Medicine with Lab II	5
PA 664	Special Populations II	1
Subtotal		19
<b>Spring Didactic-Year Requirements</b>		
PA 604	Emergency Medicine	1
PA 607	Clinical Skills Lab II	1
PA 632	Clinical Anatomy & Physiology with Lab III	3
PA 636	Clinical Pharmacology and Pharmacotherapeutics III	3
PA 644	Clinical History and Physical Diagnosis with Lab III	4
PA 671	Clinical Medicine with Lab III	5
PA 674	Special Populations III	1
PA 677	Clinical Exposure Practicum	0.5
Subtotal		18.5
<b>Summer Clinical-Year Requirements</b>		
PA 701	From Theory to Practice I	2
PA 771	Clinical Clerkships Experience I (Two 4.5-week rotations, and one 3-week rotation.)	12.6
Subtotal		14.6
<b>Fall Clinical-Year Requirements</b>		
PA 702	From Theory to Practice II	2
PA 772	Clinical Clerkships Experience II (Three 4.5-week rotations.)	14.4
Subtotal		16.4
<b>Winter Clinical-Year Requirements</b>		
PA 773	Clinical Clerkship Experience III	3
Subtotal		3
<b>Spring Clinical-Year Requirements</b>		
PA 703	From Theory to Practice III	2
PA 774	Clinical Clerkships Experience IV (Three 4.5-week rotations.)	14.4
Subtotal		16.4
<b>Total Hours</b>		<b>105.9</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9PAS

## Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Summer</b>		
PA 601	The Physician Assistant Profession	1
PA 612	Clinical Anatomy and Physiology with Lab I	3
PA 616	Clinical Pharmacology and Pharmacotherapeutics I	2
PA 640	Clinical History and Physical Diagnosis with Lab I	4
PA 646	Evidence Based Public Health	3
PA 651	Clinical Medicine with Lab I	4
PA 654	Special Populations I	1
<b>Hours</b>		<b>18</b>
<b>Fall</b>		
PA 603	Clinical Skills Lab I	1
PA 621	Geriatrics	1
PA 622	Clinical Anatomy & Physiology with Lab II	3
PA 626	Clinical Pharmacology and Pharmacotherapeutics II	3
PA 630	Pediatrics	1
PA 642	Clinical History and Physical Diagnosis with Lab II	4
PA 661	Clinical Medicine with Lab II	5
PA 664	Special Populations II	1
<b>Hours</b>		<b>19</b>
<b>Spring</b>		
PA 604	Emergency Medicine	1
PA 607	Clinical Skills Lab II	1
PA 632	Clinical Anatomy & Physiology with Lab III	3
PA 636	Clinical Pharmacology and Pharmacotherapeutics III	3
PA 644	Clinical History and Physical Diagnosis with Lab III	4
PA 671	Clinical Medicine with Lab III	5
PA 674	Special Populations III	1
PA 677	Clinical Exposure Practicum	0.5
<b>Hours</b>		<b>18.5</b>
<b>Second Year</b>		
<b>Summer</b>		
PA 701	From Theory to Practice I	2
PA 771	Clinical Clerkships Experience I	12.6
<b>Hours</b>		<b>14.6</b>
<b>Fall</b>		
PA 702	From Theory to Practice II	2
PA 772	Clinical Clerkships Experience II	14.4
<b>Hours</b>		<b>16.4</b>
<b>Winter</b>		
PA 773	Clinical Clerkship Experience III	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
PA 703	From Theory to Practice III	2

PA 774	Clinical Clerkships Experience IV	14.4
<b>Hours</b>		<b>16.4</b>
<b>Total Hours**</b>		<b>105.9</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9PAS

## Computer Science

Chair	Assistant Chair	Secretary	Location	Department Phone
Dr. Sam Thangiah	Dr. Raed Seetan	Vicki Sparano	275 Advanced Technology and Science Hall	724-738-2040

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/computer-science/>)

### Graduate Coordinator

Dr. Abdullah Wahbeh

## Faculty

### **Naresh Adhikari**

Assistant Professor  
Computer Science  
Ph.D., Mississippi State University  
M.S., Mississippi State University  
B.E., Pokhara University

### **Alice Gretch**

Instructor  
Computer Science  
M.B.A., Robert Morris College  
B.S., University of Pittsburgh

### **Daniel Miller**

Instructor  
Computer Science  
M.S., Boston University  
B.S., Slippery Rock University

### **Raed Seetan**

Associate Professor  
Computer Science  
Ph.D., North Dakota State University  
M.S., Jordan University of Science and Technology  
B.S., Jordan University of Science and Technology

### **Nitin Sukhija**

Associate Professor  
Computer Science  
D.C.Sc., Mississippi State University  
M.C.S., National University  
M.B.A., San Diego State University  
B.E., Maharshi Dayanand University

### **Sam Thangiah**

Professor  
Computer Science  
Ph.D., North Dakota State University  
M.S., North Dakota State University  
B.S., Slippery Rock University

#### **Abdullah Wahbeh**

Assistant Professor  
Computer Science  
D.S., Dakota State University  
M.S., Dakota State University  
M.S., Yarmouk University  
B.S., Yarmouk University

#### **Deborah Whitfield**

Professor  
Computer Science  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., Youngstown State University

#### **Hongbo Zhou**

Associate Professor  
Computer Science  
Ph.D., Michigan State University  
M.S., Xi'an Jiaotong University (China)  
B.S., Xi'an Jiaotong University (China)

## **Programs**

### **Majors**

- Health Informatics, Master of Science (MS) (p. 127)

## **Courses**

### **CPSC 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### **CPSC 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **CPSC 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

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

This course provides a survey of data analysis and data mining techniques for finding patterns in data. It will emphasize, using data models, data gathering and storage, selection and preparing of data, model building and testing, and interpreting and validating results. If the student takes CPSC 405 for the undergraduate program, he/she can take CPSC 605 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

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

This course provides a survey of techniques for visualizing patterns in data. The course will emphasize modern and traditional methods for data visualization, including interactive visualization for data sets too large to display statically. If the student takes CPSC 406 for the undergraduate program, he/she can take CPSC 606 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

A survey of machine learning topics including heuristic programming, search techniques, knowledge representation, expert systems, fuzzy logic, neural networks, evolutionary algorithms and swarm intelligence. If the student takes CPSC 480 for the undergraduate program, he/she can take CPSC 680 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CPSC 685 - Big Data Analytics**

This is a project driven course designed to provide techniques for acquiring, managing and analyzing massive unstructured data. Consideration will be given to both batch mode processing and real time analytics. Specific topics include the MapReduce parallel computing paradigm, distributed file systems, the Hadoop Ecosystem and its components such as Pig, Hive, HBase, Oozie, Yarn and Mahout, NoSQL databases, cloud computing, techniques for clustering and visualizing big data, Web analysis, machine learning in a big data setting and data setting and data security issues. Applications in business, engineering, health care and social networks will also be covered. If the student takes CPSC 485 for the undergraduate program, he/she can take CPSC 685 for additional credits.

Prerequisite: CPSC 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CPSC 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CPSC 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 720 - Health Informatics Capstone**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**CPSC 750 - Informatics Internship**

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

Credits: 3-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Health Informatics.

Enrollment is limited to Graduate level students.

**CPSC 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CPSC 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**CPSC 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Health Informatics, Master of Science (MS)

### Program Learning Outcomes

- Critically analyze and evaluate the effectiveness of a software system.
- Make informed choices among alternative configurations for the design, development, and implementation of software systems.
- Write clear and concise user directions, executive summaries, for technical and non-technical personnel.
- Perform data analysis and data mining to solve problems in health industry.
- Recognize the ethical, legal, and social impacts of deploying an electronic system in an interconnected global society.
- Solve health industry problems related to the implementation and deployment of computing systems to address the needs of an organization.
- Use oral and electronic communication to effectively communicate directions, employee critique, and summary information.
- Plan for and ensure the security, integrity, and privacy of data and the confidentiality of its use.

### Related Links

Health Informatics, MS Program Page ([https://www.sru.edu/academics/graduate-programs/health-informatics-\(master-of-science\)/](https://www.sru.edu/academics/graduate-programs/health-informatics-(master-of-science)/))

Computer Science Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/computer-science/>)

Health Informatics Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-HealthInfo.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Health Informatics Courses</b>		
CPSC 602	Introduction to Health Informatics	3
CPSC 605	Data Mining and Data Analysis	3
CPSC 606	Data Visualization	3
CPSC 620	Healthcare Ethics, Law, Privacy and Information Assurance	3
CPSC 623	Database Systems, Modeling and Security	3
CPSC 685	Big Data Analytics	3
CPSC 688	Software Engineering and Project Management	3
HLTH 628	Biostatistics for Public Health	3

or STAT 603	Statistical Methods	
HLTH 605	Health Services Administration	3
HLTH 631	Foundations of Public Health	3
<b>Health Informatics Capstone or Informatics Internship</b>		
CPSC 720	Health Informatics Capstone	3
or CPSC 750	Informatics Internship	
<b>Total Hours</b>		<b>33</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9HIN

## Exercise and Rehabilitative Sciences

Chair	Assistant Chair	Secretary	Location	Department Phone
Dr. Patricia Pierce	Dr. Beth Larouere	Connie Schmidt	304 Patterson Hall	724-738-4864

The Exercise and Rehabilitative Sciences Department is comprised of the undergraduate Exercise Science (<https://catalog.sru.edu/undergraduate/health-engineering-sciences/exercise-rehabilitative-sciences/>) program, the graduate Master of Science in Athletic Training (p. 138) program, and the graduate Doctor of Occupational Therapy (p. 139) program.

#### Athletic Training Program Director

Dr. Jackie Williams

Athletic Training Program Website URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/athletic-training/>)

Athletic Training Fact Sheet URL (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-AT.pdf>)

#### Occupational Therapy Program Director

Dr. Andrea Fairman

Occupational Therapy Program Website URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/occupational-therapy/>)

Occupational Therapy Fact Sheet URL (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-DOT.pdf>)

## Faculty

### Exercise Science & Athletic Training Faculty

#### **Jonathan Anning**

Associate Professor

Exercise & Rehabilitative Sci

Ph.D., University of Toledo

M.A., Central Michigan University

B.A., Central Michigan University

**Jeremy Dicus**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., Ohio University  
M.S., Ohio University  
B.S., High Point University

**Benjamin Gordon**

Assistant Professor  
Exercise & Rehabilitative Sci  
Ph.D., The University of North Carolina at Charlotte  
M.S., East Stroudsburg University  
B.S., Western Michigan University

**Michael Holmstrup**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., Syracuse University  
M.S., East Stroudsburg University  
B.S., East Stroudsburg University

**Seth Jenny**

Assistant Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of New Mexico  
M.S., University of Edinburgh  
B.S., Slippery Rock University

**Brock Jensen**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Northern Colorado  
M.S., Northern Michigan University  
B.S., Northern Michigan University

**Kimberly Keeley**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., Rocky Mountain University  
M.S., Ohio University  
B.S., Slippery Rock University of Pennsylvania

**Beth Larouere**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Pittsburgh  
M.S., Slippery Rock University  
B.S., Slippery Rock University

**Jeffrey Lynn**

Professor  
Exercise & Rehabilitative Sci  
Ph.D., Kent State University  
M.A., Kent State University  
B.A., Kent State University

**Patricia Pierce**

Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh

B.S., Slippery Rock University

**Amy Rickman**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., University of Pittsburgh

**Marketa Schublova**

Associate Professor  
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M.S., Ohio University  
B.S., Slippery Rock University

**Allan Shook**

Assistant Professor  
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Ph.D., Kent State University  
M.A., Kent State University  
B.S., Kent State University

**Bonnie Siple**

Associate Professor  
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Ed. D., Duquesne University  
M.S., Indiana University  
B.S., Slippery Rock University

**Joyan Urda**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., Rocky Mountain University  
M.S., Slippery Rock University  
B.S., Slippery Rock University

**Steven Verba**

Associate Professor  
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Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., Slippery Rock University

**Jacqueline Williams**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Idaho  
M.S., Central Washington University  
B.S., Minnesota State University

**Occupational Therapy Faculty**

**Alexandra Besecker**

Instructor  
Occupational Therapy

**Andrea Fairman**

Associate Professor  
Occupational Therapy  
Ph.D., University of Pittsburgh  
M.O.T., Duquesne University  
B.S., Duquesne University

**Amanda Gault**

Assistant Professor  
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O.T.D., Chatham University  
M.S., St. Francis University  
B.S., St. Francis University

**Briana Jurceвич**

Assistant Professor  
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O.T.D., Chatham University  
M.S., Duquesne University  
B.S., Duquesne University

**Rachel Lott**

Instructor  
Occupational Therapy

**Melissa Luchynsky**

Assistant Professor  
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O.T.D., Rocky Mountain University  
B.S., University of Pittsburgh

**Erin Naggy**

Assistant Professor  
Occupational Therapy  
O.T.D., Chatham University  
B.S., Gannon University

**Ryan Osal**

Instructor  
Occupational Therapy

**Kenneth Reichl**

Assistant Professor  
Occupational Therapy  
CScD., University of Pittsburgh  
M.O.T., Chatham University  
B.S., University of Pittsburgh

**Renee Rothhaas**

Instructor  
Occupational Therapy

**Bernadette Schmeltz**

Assistant Professor  
Occupational Therapy  
Ph.D., Chatham University  
B.S., University of Pittsburgh

## Programs

### Majors

- Athletic Training, Master of Science (MS) (p. 138)
- Occupational Therapy, Doctor of Occupational Therapy (DOT) (p. 139)

## Courses

### ATTR Courses

#### ATTR 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

#### ATTR 595 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### ATTR 601 - Athletic Training Foundations and Techniques I

This course is designed to serve as an introduction to athletic training by providing an overview of the Athletic Training domains of practice. Students will both gain foundational theoretical knowledge and apply concepts in practical, hands-on applications of the content.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9AT3 or MS 9MAT programs.

#### ATTR 602 - Athletic Training Foundations and Techniques II

This course is designed to advance the foundational concepts learned in ATTR 601 and provide a more in-depth exploration of the Athletic Training domains of practice related to Examination, Assessment and Diagnosis and Therapeutic Intervention. Students will understand theoretical knowledge and how to apply concepts in a practical, hands on application.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

#### ATTR 603 - Evidence-Based Practice in Athletic Training

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

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 604 - Clinical Anatomy and Kinesiology in Athletic Training - I**

This course is designed to integrate cognitive and psychomotor knowledge and skills specific to applied human anatomy and movement in the lower extremity. Students will explore the relationship between structure and function as it related to physical activity, injuries and medical conditions of the lower extremities. An emphasis will be placed on biomedical, neuromuscular, and anatomical perspective as they relate to athletic training interventions.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 605 - Lower Extremity Evaluation and Rehabilitation**

This course is designed to fully integrate the knowledge and skills needed to deliver comprehensive patient care from initial evaluation through return to activity. This will include the areas of recognition, evaluation, diagnosis, modality application, and the creation and facilitation of rehabilitation protocols for injuries and conditions of the lower extremity. Laboratory included.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 606 - Upper Extremity Evaluation and Rehabilitation**

This course is designated to fully integrate the knowledge and skills needed to deliver comprehensive patient care from initial evaluation through return to activity. This will include the areas of recognition, evaluation, diagnosis, modality application, and the creation and facilitation of rehabilitation protocols for injuries and conditions of the upper extremity. Laboratory included.

Prerequisite: ATTR 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

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

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

Prerequisite: ATTR 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 608 - Clinical Anatomy and Kinesiology in Athletic Training - II**

This course is designed to integrate cognitive and psychomotor knowledge and skills specific to applied human anatomy and movement in the upper body. Students will explore the relationship between structure and function as it relates to physical activity, injuries and medical conditions of the upper body. An emphasis will be placed on biomechanical, neuromuscular, and anatomical perspectives as they relate to athletic training interventions.

Prerequisite: ATTR 604<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 609 - Head and Spine Evaluation and Rehabilitation**

This course is designed to fully integrate the knowledge and skills needed to deliver comprehensive patient care from initial evaluation through return to activity. This will include the areas of recognition, evaluation, diagnosis, modality application, and the creation and facilitation of rehabilitation protocols for injuries and conditions of the head and spine. Laboratory included.

Prerequisite: ATTR 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

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

This course is designed to provide opportunities for students to apply acquired athletic training knowledge and skills in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current professional standards at an "Advanced Beginner" level of understanding in the learning over time model.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ATTR 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ATTR 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ATTR 710 - Athletic Training Clinical Experience II**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge and skills in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current professional standards at a "Competent" level of understanding in the learning over time model.

Prerequisite: ATTR 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Students with a semester level of Graduate may **not** enroll.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 715 - Advanced Interventions and Techniques in Athletic Training**

This course is designed to facilitate the learning of contemporary and sophisticated knowledge and skills specific to advanced therapeutic interventions and complex healthcare management. Content will be consistent with the expected and emerging scope of practice for the athletic trainer. Laboratory included.

Prerequisite: ATTR 750<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**ATTR 725 - Athletic Training Administration**

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

Prerequisite: ATTR 710<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 750 - Advanced Athletic Training Clinical Residency**

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

Prerequisite: ATTR 710<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 755 - Advanced Synthesis in Athletic Training**

This capstone course will allow students to synthesize, analyze and apply theoretical content to achieve comprehensive, higher order clinical reasoning in the practice of athletic training. This course will prepare students for the national certification examination, incorporating comprehensive didactic and clinical examination assessment methods. Students will focus on successfully transitioning to employment in a variety of athletic training settings.

Prerequisite: ATTR 750<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 760 - Athletic Training Clinical Experiences III**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge and skills in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current professional standards at a "Proficient" level of understanding in the learning over time model.

Prerequisite: ATTR 750<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

**ATTR 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ATTR 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



## OCTH Courses

### OCTH 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### OCTH 595 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### OCTH 598 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### OCTH 605 - Fundamentals of OT Practice

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

### OCTH 610 - Body Structures for Occupation

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

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

### OCTH 615 - Neurological Applications

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

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

### OCTH 620 - Development and Occupation

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

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

### OCTH 625 - Factors that Impact Occupation

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

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

### OCTH 630 - Theories & Tenets in OT

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

### OCTH 640 - OT Process I: Physical Disabilities

This course is designed to examine the occupational therapy process and application of the Occupational Therapy Practice Framework. Students will focus on referral, screening, and assessment/evaluation, to determine appropriate interventions and outcomes focusing on physical disabilities. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

### OCTH 645 - Level I Fieldwork A

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

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

This course is an introduction to occupational therapy practice in mental health. An overview of psychosocial conditions that can compromise performance of occupation is provided, followed by specific occupational therapy assessments, referrals, intervention processes, and documentation; including group therapy and processes, as part of an interdisciplinary approach. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 660 - Current Issues in OT**

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

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 665 - Therapeutic Media In OT**

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

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 680 - Scholarship in OT I**

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

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 695 - Workshop in OT I**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 710 - Management Applications in OT**

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

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 715 - Applied Movement & Occupation**

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

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 720 - Capstone Preparation Seminar I**

This course is the first in a sequence of courses designed to prepare the Occupational Therapy Doctoral Student for the Doctoral Capstone Experience. The student will be assigned a capstone site and will be required to collaborate with their faculty and site mentor, develop and implement a needs assessment, and begin creating and developing goals and site objectives for the capstone project and experience. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 721 - Capstone Preparation Seminar II**

This course is the second in a sequence of courses designed to prepare the Occupational Therapy Doctoral Student for the Doctoral Capstone Experience. The student will continue to work in collaboration with their assigned capstone site, faculty, and site mentor to develop and finalize goals, objectives, and action plan for the capstone project and experience. Students will complete and submit required paperwork for the doctoral capstone. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**OCTH 724 - Community Health & Wellness**

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

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 730 - Scholarship in OT II**

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

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 710<sup>C</sup> and OCTH 724<sup>C</sup> and OCTH 744<sup>C</sup> and OCTH 765<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 710<sup>C</sup> and OCTH 724<sup>C</sup> and OCTH 744<sup>C</sup> and OCTH 765<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 744 - Spirituality in Health Care**

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

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 745 - Level I Fieldwork B**

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

Prerequisites: OCTH 710<sup>C</sup> and OCTH 724<sup>C</sup> and OCTH 744<sup>C</sup> and OCTH 765<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 755 - Level I Fieldwork C**

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

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 760 - Educational Strategies in Clinical & Academic Settings**

This course will introduce the theories and concepts of adult teaching and learning. Students will apply basic theories of instruction to learn best practices when preparing to provide instruction to patients and families in the clinical setting, care-takers in the community setting, and professional colleagues in the course of clinical practice. Students will also explore the practice of teaching and learning as applied in the context of higher and professional education. Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.  
 Enrollment is limited to Graduate level students.

**OCTH 770 - Advanced Theory and Practice**

This course will prepare students for practice at the level of generalist while focusing on advanced theories and practice skills needed for in a variety of settings. Advanced topics across the lifespan will be highlighted including pediatric and adult feeding impairments, orthoses assessment and fabrication, trauma informed approaches, and interprofessional collaboration. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**OCTH 775 - Technology in Rehabilitation**

This course is designed to introduce a multitude of environmental adaptations and rehabilitation technology options. Technologies include but are not limited to telehealth, electronic medical records, assistive technologies and environmental controls. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.  
 Enrollment is limited to Graduate level students.

**OCTH 780 - Scholarship in OT III**

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

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.  
 Enrollment is limited to Graduate level students.

**OCTH 781 - Scholarship in OT Seminar III**

This course is designed to initiate components of students' doctoral capstone project by developing and identifying their research question and completing a systemic literature review. Students analyze existing literature to become informed consumers of existing research while applying evidence-based methods to guide their capstone project. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DOT program.

Enrollment is limited to Graduate level students.

**OCTH 785 - Securing External Funding**

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

Prerequisites: OCTH 720<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 791 - Scholarship in OT Seminar IV**

This course is designed to continue to support the students' doctoral capstone project by developing and creating their specific project prior to implementation. Students will apply information from the literature and evidence-based methods to guide the design of their capstone project including the identification of methods and outcomes measures. Prerequisites: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Students in a Doctor of Occupational Therapy degree may **not** enroll.



**OCTH 792 - Professional Practice Seminar**

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

Prerequisites: OCTH 750<sup>C</sup> and OCTH 753<sup>C</sup> and OCTH 755<sup>C</sup> and OCTH 775<sup>C</sup> and OCTH 780<sup>C</sup> and OCTH 785<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 795 - Workshop in OT II**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 810 - Level II Fieldwork A**

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

Prerequisite: OCTH 792<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 9

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 815 - Level II Fieldwork B**

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

Prerequisite: OCTH 810<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 9

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 820 - Doctoral Capstone Practicum**

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

Prerequisite: OCTH 815<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 8

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

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

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

Prerequisite: OCTH 820<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 890 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**OCTH 895 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 897 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 898 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 899 - Dissertation in OT**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

## Athletic Training, Master of Science (MS)

The Athletic Training (AT) Graduate Program at Slippery Rock University is a combination of rigorous academic instruction and authentic clinical experience. The AT Graduate Program prepares proficient healthcare practitioners who will collaborate with other medical professionals to optimize the activity and wellness of patients and clients in sport, work, and life. Students are fully engaged in the science of athletic training focused on patient-centered injury and illness prevention, diagnosis, treatment, and care. Specifically, the SRU AT Graduate Program emphasizes a distinct concentration on advanced therapeutic rehabilitation interventions.

The AT Graduate Program is guided by the athletic training professional standards as well as the core program values of professionalism, respect, compassion, inter-professional education, evidence-based practice and student-centered learning. Students develop communication, collaboration, organization, teamwork, problem-solving and decision-making skills necessary for proficient practice with a diverse population.

The AT graduate program will require 57 credits of classroom courses and clinical experiences offered sequentially over four consecutive semesters and one summer to promote progressive, higher-order learning over time. Students will matriculate full-time in a cohort.

Undergraduate students enrolled in an approved 3+2 Pre-Athletic Training major with prerequisite courses will apply for admission during the third undergraduate year and be able to complete the SRU AT Graduate Program in a fifth year (3+2). Students with earned degrees

and prerequisites will apply for admission and complete the AT Graduate Program in two years (4+2).

Students successfully completing the AT Graduate Program are eligible to take the Board of Certification (BOC) Inc. examination. Graduates who pass the BOC examination are qualified to deliver quality healthcare in various employment settings such as high schools, colleges, professional sports, industrial, military and performing arts. Graduates are also prepared to contribute to the global medical community by reducing healthcare costs, improving healthcare accessibility, preventing and managing diseases, and promoting wellness. Additionally, athletic trainers must hold licensure credentials in the state they practice. As regulations vary by state, please check the proper state regulatory credentials (<http://bocatc.org/athletic-trainers/#state-regulation>).

## Program Learning Outcomes

- Upon successful completion of the Athletic Training Graduate Program, students will be able to:
  - Analyze best practices and evidence for advanced clinical decision making in patient-centered care.
  - Assess, design, and deliver proficient care as primary healthcare providers, with an emphasis in advanced rehabilitation interventions.
  - Perform independently and collaboratively within the greater healthcare network.
  - Exhibit positive, ethical, professional, and interpersonal behaviors as athletic trainers.
  - Transition successfully to employment in a variety of athletic training settings.

## Related Links

Athletic Training, MS Program Page ([https://www.sru.edu/academics/graduate-programs/athletic-training-\(master-of-science\)/](https://www.sru.edu/academics/graduate-programs/athletic-training-(master-of-science)/))

Athletic Training Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/athletic-training/>)

Athletic Training Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-AT.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
ATTR 601	Athletic Training Foundations and Techniques I	3
ATTR 602	Athletic Training Foundations and Techniques II	3
ATTR 603	Evidence-Based Practice in Athletic Training	3
ATTR 604	Clinical Anatomy and Kinesiology in Athletic Training - I	3
ATTR 605	Lower Extremity Evaluation and Rehabilitation	6
ATTR 606	Upper Extremity Evaluation and Rehabilitation	6
ATTR 607	General Medicine Concepts in Athletic Training	3

ATTR 608	Clinical Anatomy and Kinesiology in Athletic Training - II	3
ATTR 609	Head and Spine Evaluation and Rehabilitation	3
ATTR 610	Athletic Training Clinical Experiences I	3
ATTR 710	Athletic Training Clinical Experience II	3
ATTR 715	Advanced Interventions and Techniques in Athletic Training	3
ATTR 725	Athletic Training Administration	3
ATTR 750	Advanced Athletic Training Clinical Residency	6
ATTR 755	Advanced Synthesis in Athletic Training	3
ATTR 760	Athletic Training Clinical Experiences III	3
<b>Total Hours</b>		<b>57</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MAT

## Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Summer</b>		
ATTR 601	Athletic Training Foundations and Techniques I	3
<b>Hours</b>		<b>3</b>
<b>Fall</b>		
ATTR 602	Athletic Training Foundations and Techniques II	3
ATTR 603	Evidence-Based Practice in Athletic Training	3
ATTR 604	Clinical Anatomy and Kinesiology in Athletic Training - I	3
ATTR 605	Lower Extremity Evaluation and Rehabilitation	6
ATTR 610	Athletic Training Clinical Experiences I	3
<b>Hours</b>		<b>18</b>
<b>Spring</b>		
ATTR 606	Upper Extremity Evaluation and Rehabilitation	6
ATTR 607	General Medicine Concepts in Athletic Training	3
ATTR 608	Clinical Anatomy and Kinesiology in Athletic Training - II	3
ATTR 609	Head and Spine Evaluation and Rehabilitation	3

ATTR 710	Athletic Training Clinical Experience II	3
<b>Hours</b>		<b>18</b>
<b>Second Year</b>		
<b>Fall</b>		
ATTR 725	Athletic Training Administration	3
ATTR 750	Advanced Athletic Training Clinical Residency	6
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
ATTR 715	Advanced Interventions and Techniques in Athletic Training	3
ATTR 760	Athletic Training Clinical Experiences III	3
ATTR 755	Advanced Synthesis in Athletic Training	3
<b>Hours</b>		<b>9</b>
<b>Total Hours**</b>		<b>57</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9MAT

Revised Date: 02.25.2021

## Occupational Therapy, Doctor of Occupational Therapy (DOT)

The Occupational Therapy (OT) Program at Slippery Rock University offers an entry-level Doctor of Occupational Therapy (OTD) program in an on-campus, face-to-face learning format with scheduled off campus fieldwork placements. The curriculum focuses on contemporary practice using evidence-based strategies to provide students with generalist and advanced training learning experiences. Classroom and laboratory learning opportunities are influenced by accreditation standards established by the Accreditation Council for Occupational Therapy Education (ACOTE).

## Occupational Therapy Program Mission & Vision Statements

### Mission

The program's mission is to facilitate and support the education of future occupational therapy professionals who will demonstrate compassion, evidence-based knowledge, and advanced practice skills with both individuals and distinct populations.

### Vision

Slippery Rock University's Entry-Level Doctorate in Occupational Therapy Program will be recognized for preparing practitioners who will use transferrable knowledge and skills in a variety of practice areas. As such, they will be committed to lifelong learning and ethical, competent and evidence-based practice in an era of continued change and challenge, while providing personal and professional leadership to improve the world in which they live.

Both the mission and vision statements align with key aspects of the vision statements developed by Slippery Rock University and the College of Health, Environment and Science. It also considers the profession of Occupational Therapy, including the AOTA Centennial Vision Statement

(for 2003-2017) and the AOTA Vision Statement 2025, the ACOTE Accreditation Standards and specific competency areas that are unique to the training of the occupational therapist.

## Accreditation Status

**The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)**, located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is <http://www.acoteonline.org>. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

All students must complete Level II fieldwork (OCTH 810 & OCTH 815) and doctoral experiential requirements (OCTH 820) within 24 months following completion of the didactic portion of the program.

The timeline for accreditation for the program by ACOTE involves three steps: (1) Applicant Status (completed), (2) Candidacy Status (completed), and (3) Initial On-site Evaluation (completed). Initial accreditation will result in program graduates being able to sit for the national certification exam after their commencement in 2021.

The first OT class will be graduating in August 2021 due to COVID-19. However, students will typically graduate at the end of the spring semester. Graduation from an ACOTE accredited educational program makes one eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) to become an Occupational Therapist Registered (OTR) and to apply for state licensure in the state(s) one wishes to practice.

## Program Description

The first academic year of the program is comprised of clinical and applied sciences along with foundational occupational therapy offerings that provide an important introduction to the history, philosophical base and theoretical concepts of the profession along with therapeutic use of self, research and ethical guidelines, and challenges faced by therapists. The conclusion of the first year provides students with their first part-time fieldwork experience in psychosocial settings.

In the second academic year, students are involved in classroom learning experiences that include assessment and intervention with children, youth and adults and related technology that can be utilized with these populations. Concurrent Level I (part-time) fieldwork experiences are also scheduled with courses that provide instruction in working with children/youth and adults to allow growth in professional knowledge, skills and abilities. Students are engaged in didactic offerings that provide insight into management, leadership, policy, advocacy, clinical educations of clients/families, research and grant writing. The second year concludes with comprehensive examinations and further preparation for full-time fieldwork.

The third year in the program is based primarily off-site in two Level II (full-time) fieldwork settings and at a doctoral practicum site where

capstone projects will be completed. This doctoral experiential practicum is scheduled to allow students to develop advanced skills in clinical practice, research, administration, leadership, program or policy development, advocacy, education or theory development. This requirement is stipulated by ACOTE and is the major academic requirement that differentiates an entry-level doctoral degree and master's degree.

The purpose of this program is to provide cost-effective training for entry-level occupational therapists with an emphasis on providing advanced learning opportunities to prepare graduates for the challenges that currently confront the professional practitioner. In particular, the program will focus on assisting special-needs populations to live safely and independently in their preferred environment. This focus will be integrated throughout didactic and clinical experiences and will establish the program as unique. Faculty and student-faculty scholarship combined with the development of emerging practice, will provide important opportunities for service to the Slippery Rock community, Butler County and to the Metropolitan Pittsburgh area. Graduates will be prepared for the national certification exam and will be trained as dynamic, ethically principled and client-centered practitioners who will demonstrate leadership within their organization and the profession of occupational therapy.

The program will allow students to earn an entry-level doctoral degree that will provide them with generalist and advanced professional practice training. Successful completion of the program will meet the standards of the Accreditation Council for Occupational Therapy Education (ACOTE). All candidates completing the OT program are eligible to be nationally registered after achieving a passing score on a national examination.

Satisfactory completion of the national certification exam is one-step towards state licensure, which is a different process in each state.

The program will consist of courses that provide a strong foundation in:

- Basic tenets and theoretical perspectives of occupational therapy
- Screening, evaluation and referral
- Intervention plan formulation and implementation
- Context of service delivery
- Leadership and management
- Scholarship
- Evidence-based practice
- Professional ethics, values and responsibilities

## Related Links

Occupational Therapy, DOT Program Page ([https://www.sru.edu/academics/graduate-programs/occupational-therapy-\(doctor-of-occupational-therapy\)/](https://www.sru.edu/academics/graduate-programs/occupational-therapy-(doctor-of-occupational-therapy)/))

Occupational Therapy Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/occupational-therapy/>)

Occupational Therapy Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-DOT.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Summer Academic-Year 1 Requirements</b>		
OCTH 605	Fundamentals of OT Practice	3
OCTH 610	Body Structures for Occupation	4
OCTH 630	Theories & Tenets in OT	3
Subtotal		10
<b>Fall Academic-Year 1 Requirements</b>		
OCTH 615	Neurological Applications	4
OCTH 620	Development and Occupation	3
OCTH 640	OT Process I: Physical Disabilities	4
OCTH 680	Scholarship in OT I	3
OCTH 681	Scholarship in OT Seminar I	1
Subtotal		15
<b>Spring Academic-Year 1 Requirements</b>		
OCTH 625	Factors that Impact Occupation	3
OCTH 645	Level I Fieldwork A	1
OCTH 650	OT Process II: Psychosocial Applications	4
OCTH 665	Therapeutic Media In OT	3
OCTH 730	Scholarship in OT II	3
OCTH 731	Scholarship in OT Seminar II	1
Subtotal		15
<b>Summer Academic-Year 2 Requirements</b>		
OCTH 710	Management Applications in OT	3
OCTH 724	Community Health & Wellness	3
OCTH 744	Spirituality in Health Care	1
OCTH 765	Leadership, Advocacy & Policy	3
Subtotal		10
<b>Fall Academic-Year 2 Requirements</b>		
OCTH 720	Capstone Preparation Seminar I	1
OCTH 740	OT Process III- Children & Youth	4
OCTH 745	Level I Fieldwork B	1
OCTH 775	Technology in Rehabilitation	3
OCTH 780	Scholarship in OT III	1
OCTH 781	Scholarship in OT Seminar III	3
Subtotal		13
<b>Spring Academic-Year 2 Requirements</b>		
OCTH 721	Capstone Preparation Seminar II	1
OCTH 750	OT Process IV- Adult Applications	4
OCTH 755	Level I Fieldwork C	1
OCTH 760	Educational Strategies in Clinical & Academic Settings	3
OCTH 770	Advanced Theory and Practice	3
OCTH 791	Scholarship in OT Seminar IV	3
Subtotal		15
<b>May Pre-Session Academic-Year 2 Requirements</b>		
OCTH 792	Professional Practice Seminar	3
Subtotal		3
<b>Summer Academic-Year 3 Requirements</b>		
OCTH 810	Level II Fieldwork A	9
Subtotal		9
<b>Fall Academic-Year 3 Requirements</b>		

OCTH 815	Level II Fieldwork B	9
Subtotal		9
<b>Spring Academic-Year 3 Requirements</b>		
OCTH 820	Doctoral Capstone Practicum	8
OCTH 825	Post-Doctoral Practicum Seminar	1
Subtotal		9
<b>Required Coursework</b>		
Department Approved Courses		7
<b>Total Hours</b>		<b>115</b>

<sup>1</sup> Program revisions in process; check with adviser for course requirements

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DOT

UCC: 10.13.20

Revised 10.20.20

## Mathematics and Statistics

Chair	Secretary	Location	Department Phone
Dr. Richard Marchand	Mary Caylor	200 Vincent Science Center	724-738-2061

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/mathematics-and-statistics/>)

### Graduate Coordinator

Dr. Dilruksha Singhabahu

## Faculty

### **Jana Asher**

Assistant Professor

Mathematics & Statistics

Ph.D., Carnegie Mellon University

M.S., Carnegie Mellon University

B.A., Wellesley College

### **Joshua Ballew**

Assistant Professor

Mathematics & Statistics

Ph.D., University of Maryland College Park

B.A., St. Mary's College of Maryland

### **Boris Brimkov**

Assistant Professor

Mathematics & Statistics

Ph.D., Rice University



M.A., Rice University  
B.S., State University of New York at Buffalo

**Danielle Dumbeck**

Instructor  
Mathematics & Statistics  
M.E., Slippery Rock University  
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**Amanda Goodrick**

Instructor  
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**Nicholas Hurl**

Assistant Professor  
Mathematics & Statistics  
Ph.D., University of Pittsburgh  
B.S., Kent State University

**Woosuk Kim**

Associate Professor  
Mathematics & Statistics  
Ph.D., University of Cincinnati  
M.S., University of Cincinnati  
M.S., Texas A & M University  
B.S., Pusan National University Institution Korea

**Richard Marchand**

Professor  
Mathematics & Statistics  
Ph.D., University of Virginia  
B.S., Clarion University

**Kirk McDermott**

Assistant Professor  
Mathematics & Statistics  
Ph.D., Oregon State University  
M.S., Oregon State University  
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**J Lyn Miller**

Assistant Professor  
Mathematics & Statistics  
Ph.D., University of Maryland  
B.S., Slippery Rock University

**Jeffrey Musyt**

Assistant Professor  
Mathematics & Statistics  
Ph.D., University of Oregon  
M.S., University of Oregon  
B.S., University of Scranton

**Dilrukshika Singhabahu**

Associate Professor

Mathematics & Statistics  
Ph.D., University of Pittsburgh  
B.S., Slippery Rock University

## Programs

### Majors

- Data Analytics, Master of Science (MS) (p. 145)

### Certificates

- Data Analytics, Certificate (p. 145)

## Courses

### MATH Courses

#### MATH 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

#### MATH 595 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### MATH 598 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### MATH 611 - Optimization Models

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**MATH 668 - Model Analysis**

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**MATH 678 - Data Analytics Capstone I**

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

Prerequisite: STAT 672 (may be taken concurrently)<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**MATH 688 - Data Analytics Capstone II**

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**MATH 690 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MATH 695 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 700 - Data Analytics Independent Study**

The independent study course provides an opportunity to conduct research or advanced studies in data analytics that is not covered in the current MSDA curriculum. Students work individually with a faculty member or in small groups. Specific content is determined by the instructor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 750 - Data Analytics Internship**

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

Credits: 3-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MATH 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## STAT Courses

### STAT 590 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### STAT 595 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### STAT 598 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### STAT 603 - Statistical Methods

Statistical methods such as descriptive statistics, probability, Central Limit Theorem, probability distributions, statistical inference, hypothesis testing, Analysis of Variance (ANOVA), nonparametric methods and Linear regression will be covered. These topics may be taught using health/public health/epidemiology examples as well as applications to business, engineering and finance.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

### STAT 630 - Regression Methods

Regression methods including simple linear regression, multiple linear regression, logistic regression, survival analysis, repeated measures, principal component analysis and inferential statistics applied to regression models.

Corequisite(s): STAT 603

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

### STAT 656 - Statistical Computing

Computational data analysis is an essential part of modern statistics. Topics concerning computing and advanced statistics will be covered. Statistical analysis packages (such as SAS R, and SPSS) will be discussed and compared. Background information and computational issues in various areas of statistics will be included.

Prerequisite: STAT 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

### STAT 660 - Advanced Statistical Methods

Statistics is used in computer algorithms (machine learning) to enhance computer decision-making and prediction capabilities. This course will cover a wide variety of topics in statistical learning methods. Major statistical methods used in machine learning such as linear regression, survival analysis and others will be discussed. Additional topics include unsupervised learning and supervised techniques such as principal component analysis, nearest neighbor, random forest, support vector machines and neural networks. Simulation methods, such as the EM algorithm, Metropolis-Hasting algorithm and the Markov Chain Monte Carlo method will also be discussed.

Prerequisites: STAT 630<sup>C</sup> and STAT 656<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

### STAT 668 - Decision Theory

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### STAT 672 - Forecasting and Time Series

An introduction to creating, solving, analyzing and interpreting real-world time-series and forecasting models. Topics include linear, autoregressive, moving average and other forecasting and time-series techniques, transfer functions, multivariate model building, stationary and nonstationary techniques. Applications may include all areas where forecasting is required including transportation, finance, scheduling, networks and supply chains. Appropriate software tools for analyzing forecasting models including software such as SAS and spreadsheet software will be taught.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

### STAT 690 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### STAT 695 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 698 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 700 - Independent Study**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 790 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**STAT 795 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 798 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Data Analytics, Certificate

### Related Links

Data Analytics, Certificate Program Page (<https://www.sru.edu/academics/certificates/data-analytics-certificate/>)

Mathematics and Statistics Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/mathematics-and-statistics/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
STAT 603	Statistical Methods	3
STAT 630	Regression Methods	3
STAT 660	Advanced Statistical Methods	3

STAT 656	Statistical Computing	3
<b>Total Hours</b>		<b>12</b>

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DAN

UCC Date: 12.03.2019

## Data Analytics, Master of Science (MS)

The Masters of Science in Data Analytics (MSDA) is responsive to current societal trends. Recent advances in technology, such as smart phones, e-commerce, social networking and electronic health records, have generated vast sources of data. Moreover, the rate at which data are being generated is growing at a phenomenal pace. A recent Bureau of Labor Statistics article reported that 90% of the data that exists today was created within the past two years. This data explosion has created a high demand for professionals who are capable of making effective and efficient use of "big data". The expression "big data" refers to datasets whose size is too large to be stored, managed, or analyzed using conventional database management and statistical analysis software tools. Big data is changing the way a vast array of sectors perform their functions. Managers that effectively use big data gain a significant competitive edge by improving decision making and performance.

They can also react more quickly to changing market demands. In hospital settings, advanced data analytics will be used to monitor and analyze end-to-end care delivery with real-time monitoring of quality and performance. A focus on big data is a distinguishing feature of the MSDA.

Data scientists are in great national demand right now, but they are called many different things. The BLS classifies data scientists as "statisticians, computer programmers, or in other occupations". Regionally, the state data projects that market research analysts, computer systems analysts and management analysts will add 7,100 jobs in the 150-mile region around Slippery Rock University between 2010 and 2020. These occupations are also designated as high-priority by the PA Department of Labor & Industry.

An important characteristic that sets Slippery Rock University's MSDA apart from other data science or business intelligence programs is its alignment with national standards and certification programs. In particular, the courses are designed to

- provide a joint certificate in statistical applications and data analytics from SRU and the SAS Institute, Inc. ([https://www.sas.com/en\\_us/home.html](https://www.sas.com/en_us/home.html)), one of only fifty-six institutions in the country to do so, and
- effectively prepare students to pass the Certified Analytics Professional (CAP) Exam.

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

SAS Institute, Inc. ([https://www.sas.com/en\\_us/home.html](https://www.sas.com/en_us/home.html)) is one of the most widely used software platforms in the world for performing data analytics and statistical analysis. A recent poll of online job postings showed 1800 jobs requesting SAS Institute, Inc. ([https://www.sas.com/en\\_us/home.html](https://www.sas.com/en_us/home.html)) expertise within a 150 mile radius of SRU. The CAP exam is a broad-based analytics exam administered by the Institute for Operations Research and the Management Science (INFORMS). INFORMS is the largest professional organization in the world that supports operation research, management science, and data analytics. By aligning the MSDA with these professional organizations, SRU students will be positioned to take advantage of state-of-the art technologies and best practices in data analytics.

The Masters of Science in Data Analytics will require 33 credits of graduate work that integrates the fields of statistics, operations research, and data science. Although relevant topics from these fields serve as a common thread throughout the program, each course has a primary area of emphasis. These areas of emphasis include 12 credits of statistics, 12 credits of data science, and 6 credits of operations research. A 3 credit capstone/internship course is used to affirm the appropriate integration of skills. Courses will be delivered using a 100% online format.

The MSDA program has the goal of cultivating the analytical skills of graduates who will be well-prepared to work in the growing field of big data analytics. For those already working in the fields of business, public health and health care, information systems, and management, their competency will be enhanced with consequent benefits for the communities they serve. The program is designed to meet the needs of working professionals. Students embarking on a career in data analytics will be prepared for the ever-increasing demands of the profession, and will be able to help fill the gap between the supply of, and demand for, big data analytics. It follows that the MSDA will primarily be practitioner-oriented rather than research-oriented.

## Program Learning Outcomes

Upon graduation, MSDA students should be able to :

- Apply quantitative modeling techniques, such as probability, statistics, optimization, and simulation, to the solution of business and health care problems.
- Use innovative methods and technologies to successfully extract, scrub, integrate, format, visualize, and analyze big data.
- Know how to query and analyze complex databases to provide real world, real-time solutions.
- Use predictive analytics and forecasting to improve decision making in business and health care.
- Effectively communicate analysis results to assist in strategic decision making.
- Analyze and optimize the delivery, quality, and costs of health care from a data-driven perspective.
- Analyze market data to provide a competitive edge for business and more agile management practices.

## Related Links

Data Analytics, MS Program Page (<https://www.sru.edu/academics/graduate-programs/data-analytics-master-of-science/>)

Mathematics and Statistics Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/mathematics-and-statistics/>)

Data Analytics Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-data.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
STAT 603	Statistical Methods	3
CPSC 605	Data Mining and Data Analysis	3
STAT 630	Regression Methods	3
MATH 611	Optimization Models	3
STAT 656	Statistical Computing	3
MATH 678	Data Analytics Capstone I	3
CPSC 685	Big Data Analytics	3
MATH 668	Model Analysis	3
STAT 672	Forecasting and Time Series	3
STAT 660	Advanced Statistical Methods	3
MATH 688	Data Analytics Capstone II	3
<b>Total Hours</b>		<b>33</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MDA

## Nursing

Chair	Secretary	Location	Department Phone
Dr. Michele Crytzer	Tanyana Turner	Harrisville Building, Room 201	724-738-2065

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/nursing/>)

### Graduate Coordinator

Dr. Michele Crytzer

Currently, the Department of Nursing offers two totally online programs: RN to BSN Completion Program and Certification in School Nursing.



The RN to BSN Completion Program at Slippery Rock University offers a totally online program that leads to a bachelor of science in nursing. It is designed to meet the needs of Registered Nurses who are graduates of hospital diploma nursing programs or Associate Degree programs in nursing. The purpose of the program is to prepare baccalaureate educated practitioners of nursing to provide health care to persons, families, and groups in a variety of settings, using the nursing process. The program provides a strong educational foundation upon which to build graduate study. Please see the undergraduate catalog for information.

## School Nurse Certification

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

### Requirements for the program include:

- An earned BSN
- A current RN license
- GPA of 3.0 or higher for admission and maintaining a 3.0 GPA throughout the program
- PA Department of Education mandates
- Current CPR certification
- The following clearances:
  - Act 31 – Recognizing and Reporting Child Abuse
  - Act 34 - PA State Police Criminal Record Check
  - Act 151 - PA Child Abuse History
  - Act 114 - FBI Background Check
- Proof of malpractice insurance

## Faculty

### Michele Crytzer

Associate Professor

Nursing

Ed.D., Indiana University of PA

M.S., Indiana University of PA

B.S., Slippery Rock University

### Sandra Leh

Associate Professor

Nursing

Ph.D., Widener University

M.S., West Chester University

B.S., Penn State University

### Sharon Melincavage

Associate Professor

Nursing

Ed.D., Penn State University

M.S., Bloomsburg University

B.S., Kutztown University

### Christina Silva

Associate Professor

Nursing

Ph.D., Indiana University of Pennsylvania

M.S., University of Phoenix

B.S., Penn State University

## Programs

### Endorsements

- School Nurse Certification (p. 153)

## Courses

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

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

Credits: 3

Term(s) Typically Offered: Offered Winter, Spring&Summer

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or School Nurse Certification.

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

Emphasis is placed upon 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 is addressed.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment is limited to students with a major in Nursing or School Nurse Certification.

### NURS 511 - Advanced Healthcare Informatics

This course is 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, and use of ethical and legal principles with information systems. In this course the focus is on applying computer, information, and health care concepts to real world problems in health care.

Prerequisite: NURS 311<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment is limited to students with a major in Nursing or Program PA School Nurse Certif.

**NURS 514 - Bioterrorism and Disaster Management: The Nurse's Role**

This course will offer the opportunity for nursing students to acquire competencies required for disaster preparedness and response. Content will emphasize the major role of the nurse as an essential resource in disaster management to help ensure the best possible outcomes for individuals, families, and communities.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or School Nurse Certification.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

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

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

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or Program PA School Nurse Certif.

**NURS 517 - Social Media and Healthcare**

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

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or School Nurse Certification.

**NURS 590 - Experimental**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**NURS 595 - Workshop**

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**NURS 598 - Selected Topics**

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students with a semester level of Graduate.

**NURS 604 - Physical Assessment for the School Nurse**

This course builds upon the basic assessment skills of the nurse. It is designed to augment, refine and enhance the nurses' ability to assess the health status of individuals commonly encountered in the school setting from age 3 to adult. It assists students to recognize abnormal findings, evaluate responses to illness, and to identify health risks. This course will enable the school nurse to collect a comprehensive health history and perform a comprehensive physical examination on the target age group commonly encountered in the school setting. Course content will emphasize a holistic approach towards assessment incorporating the client's response to wellness and illness will be used by the student to uncover client health clues in addition to those identified by questioning and examining. The school nurses' skill in assessing a client's individual resources, strengths, limitations and coping behaviors will be intensified. Attention to incorporation of current evidence and population health data available through public and private datasets to identify, assess and intervene with population specific risk areas.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 605 - Evolution of Nursing Theory**

This course focuses on selected aspects of theory development in nursing science. Emphasis is given to the study of epistemological issues related to the evolution of theory in nursing. Varying levels and components of theories are explored. Major strategies for theory development including concept analysis, synthesis, and theory derivation are analyzed. Epitome concepts are examined from various cultural perspectives. Students gain experience using data searches to critically examine major existing theoretical models and middle-range nursing theories.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 606 - Health Policy for a Diverse Society**

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

Prerequisite: NURS 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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 search scholarly databases to critically evaluate published research and to make decisions concerning its applicability to practice. Students will examine and identify knowledge gaps and methodological implications, especially related to multicultural and vulnerable populations. Additionally, students will develop a proposal for an individual or group research project that may become the foundational work for the scholarly project.

Prerequisite: NURS 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 611 - Information Systems Management in Nursing and Healthcare**

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

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 614<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 615<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

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

This course, in conjunction with NURS 623 Nursing Practice with School Populations Practicum, are the culminating nursing courses for eligibility for certification as a school nurse in the Commonwealth of Pennsylvania. The role of the professional nurse in providing for the health and learning needs of students with and without special needs, families and the school community is explored. Within all components of the course, the responsibility of the school nurse to exercise leadership, in collaboration with teachers, administrators, and parents for planning, implementing, and evaluating the school health program is emphasized as well as the major socioeconomic and ethical factors which influence it.

Prerequisite: NURS 603<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students with a semester level of Graduate.

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

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

Prerequisite: NURS 603<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

**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: NURS 614<sup>C</sup> and NURS 615<sup>C</sup> and NURS 620<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Credits: 2

Enrollment is limited to Graduate level students.

**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: NURS 614<sup>C</sup> and NURS 615<sup>C</sup> and NURS 620<sup>C</sup> and NURS 616<sup>C</sup> and NURS 621<sup>C</sup> and NURS 641<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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: NURS 640 (may be taken concurrently)<sup>C</sup> and NURS 614<sup>C</sup> and NURS 615<sup>C</sup> and NURS 620<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Credits: 2

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

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

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

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 655 - Nursing Leadership in Health Care**

This course focuses on the application of contemporary leadership theories to managerial and organizational challenges encountered in the practice of nursing administration. Emphasis is placed on the development of communication and relationship building competencies across diverse groups as a basis for innovative leadership pertinent to creative problem-solving, decision-making and conflict management. The implications of research evidence along with diverse ethical and legal frameworks are evaluated.

Prerequisites: NURS 605<sup>C</sup> and NURS 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.



**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

Enrollment is limited to Graduate level students.

**NURS 657 - Organizational Behavior and Resource Management in Healthcare Systems**

This course focuses on organizational behavior and resource management theories as they relate to health care systems. Concepts related to individual, group, organizational behavior and resource planning will be studied in relation to complex health care organizations. Relevant research will be examined on concepts including workforce diversity, health information technology (HIT), leadership, power, authority, communication, planned change and decision-making.

Prerequisite: NURS 655 (may be taken concurrently)<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 658 - Financial Management for Healthcare**

This course introduces basic financial principles to prepare students for using and analyzing financial statements of organizations. This analysis will be useful to match system resources with diverse patient and nurse needs. Emphasis will be placed on using financial information along with current evidence for decision-making in healthcare systems.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 660 - Nursing Administration Practicum**

This course provides the student with the opportunity to apply administrative concepts, principles, and strategies to the role of nurse administrator. It focuses on the nurse administrator as a leader, planner, organizer, and professional. Responsibilities as a nurse leader are addressed as they relate to all aspects of professionalism. Students investigate planning as an important component of management as well as organizational activities of the nurse administrator. The course focuses on the administrator's role in professional development of self and health care staff. It emphasizes the integration of theoretical approaches, research evidence and information system data to nursing administration in the diverse health care settings. Clinical practicum provides the student with the opportunity to apply theoretical knowledge to the role of nurse administrator. This course must be taken concurrently with NURS 661.

Credits: 3

Enrollment is limited to Graduate level students.

**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 challenges regarding the integration of theory, evidence, information system data and the values of a multicultural population. The seminar will include the discussion of administrative based research questions, teaching-learning presentations, and teaching strategies. This course must be taken concurrently with NURS 660.

Credits: 1

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**NURS 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 710 - Clinical Nurse Leader Immersion I Practicum**

This is the first of two clinical courses designed to provide an immersion experience in the role of clinical nurse leader (CNL). Under preceptor supervision with a master's prepared CNL or advanced practice nurse, the student will integrate concepts gleaned from prerequisite graduate courses and scientific knowledge to enhance professional nursing practice. Nursing theory, leadership principles, and research principles will be applied within the practice setting to address the evolving role of the CNL, leadership and management strategies, issues of delegation/supervision, patient safety concepts, professional accountability and ethical responsibility, and assessment and planning of patient care.

Prerequisites: NURS 601<sup>B</sup> and NURS 602<sup>B</sup> and NURS 605<sup>B</sup> and NURS 606<sup>B</sup> and NURS 615<sup>B</sup> and NURS 616<sup>B</sup> and NURS 655<sup>B</sup> and NURS 657<sup>B</sup> and NURS 658<sup>B</sup> and NURS 610<sup>B</sup> and NURS 611<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

**NURS 711 - Clinical Nurse Leader Immersion II Practicum**

This is the second of two clinical courses designed to provide an immersion experience in the role of clinical nurse leader (CNL). Under preceptor supervision with a master's prepared CNL or advanced practice nurse, the student will integrate concepts gleaned from prerequisite graduate courses and scientific knowledge to enhance professional nursing practice. Nursing theory and research findings will be applied within the practice setting to address management of the care environment. Emphasis is placed on interdisciplinary care and team coordination, including group processes and conflict management, as well as planning, evaluating and managing care for clients with complex clinical problems; using benchmarking and other methods to measure clinical outcomes; analyzing research data as it relates to clinical outcomes, and developing quality improvement techniques.

Prerequisites: NURS 601<sup>B</sup> and NURS 602<sup>B</sup> and NURS 605<sup>B</sup> and NURS 606<sup>B</sup> and NURS 610<sup>B</sup> and NURS 611<sup>B</sup> and NURS 615<sup>B</sup> and NURS 616<sup>B</sup> and NURS 655<sup>B</sup> and NURS 657<sup>B</sup> and NURS 658<sup>B</sup> and NURS 710<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 6

Enrollment limited to students with a semester level of Graduate.

**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.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**NURS 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 800 - Scholarly Project**

Scholarly project based on an innovative and/or creative study pertinent to nursing or a related area. Students register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the scholarly project in one calendar year must register for 1 additional credit each consecutive term until completion up to a maximum of 6 credits. A research advisor and committee supervise the scholarly project. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## School Nurse Certification

The School Nurse Certificate program is totally online and consists of 21 graduate credits, which includes a 100 hour practicum with a Certified School Nurse. The program prepares RNs with a BSN for Level I Certification in Pennsylvania as School Nurses. Some states may accept the PA certificate as a basis to grant their own state certificate.

Requirements for program include:

- An earned BSN
- A current PA RN license
- GPA of 3.0 or higher for admission and maintaining a 3.0 GPA throughout the program
- PA Department of Education mandates
- Current CPR certification prior to NURS 622 / NURS 623 practicum experience
- The following clearances:
  - Act 34 - PA State Police Criminal Record Check
  - Act 151 - PA Child Abuse History
  - Act 114 - FBI Background Check
- Proof of professional malpractice insurance
- Signed preceptor school district contract
- Act 31 Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training

## Related Links

School Nurse Certification Program Page (<https://www.sru.edu/academics/graduate-programs/school-nurse-certification/>)

Nursing Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/nursing/>)

School Nurse Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-nurse.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
NURS 603	Essentials in Professional School Nursing	3
NURS 622	Nursing Practice for School Populations	3
NURS 623	Nursing Practice for School Populations PR	3
SPED 530	Nursing Issues in Special Education	3
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
SPED 628	Developmental Disabilities	3
SEFE 607	The Theories and Teaching of English Language Learners	3
<b>Total Hours</b>		<b>21</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

# Parks, Conservation and Recreational Therapy

Chair	Secretary	Location	Department Phone
Dr. Deborah Hutchins	Melanie Bell	102 Patterson Hall	724-738-2068

### Graduate Coordinator

Dr. John Lisco

## Faculty

### **Whitney Angelini**

Instructor  
Parks,Conserv&RecreationTherpy  
D.P.T., Slippery Rock University  
B.S., Slippery Rock University

### **Jennifer Carben**

Assistant Professor  
Parks,Conserv&RecreationTherpy  
M.S., Slippery Rock University  
B.A., Slippery Rock University

### **Colleen Cooke**

Professor  
Parks,Conserv&RecreationTherpy  
Ed.D., Nova Southeastern University  
M.Ed., University of Pittsburgh  
B.S., Slippery Rock University

### **Shawn Davis**

Assistant Professor  
Parks,Conserv&RecreationTherpy  
Ph.D., Colorado State University  
M.S., Colorado State University  
B.S., University of Delaware

### **Heather Gleghorn**

Instructor  
Parks,Conserv&RecreationTherpy  
M.S., East Carolina University  
B.S., Slippery Rock University

### **Deborah Hutchins**

Associate Professor  
Parks,Conserv&RecreationTherpy  
Ed. D., Nova Southeastern University  
M.S., University of North Carolina  
B.S., Pennsylvania State University

### **Martha Kemeny**

Associate Professor  
Parks,Conserv&RecreationTherpy  
Ph.D., Indiana University of Pennsylvania  
M.S., University of North Carolina at Chapel Hill  
B.A., Wake Forest University

### **Christopher Leininger**

Instructor  
Parks,Conserv&RecreationTherpy

B.A., Iowa State University

### **John Lisco**

Associate Professor  
Parks, Conserv & Recreation Therapy  
Ed.D., University of Memphis  
M.S., University of Memphis  
B.S., Mesa State College

### **Rebecca Thomas**

Associate Professor  
Parks, Conserv & Recreation Therapy  
M.S., Colorado State University  
B.S., Pennsylvania State University

## **Programs**

### **Majors**

- Environmental Education, Master of Education (MEd) (p. 160)
- Park and Resource Management Online, Master of Science (MS) (p. 162)

## **Courses**

### **PCRM Courses**

#### **PCRM 541 - Design Graphics and Problem Solving**

The application of design and graphic fundamentals to sustainable systems.

Credits: 3

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### **PCRM 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

#### **PCRM 595 - Recreation Workshops**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### **PCRM 598 - Selected Topics in Parks and Recreation/Environmental Education**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### **PCRM 612 - Open Space Planning**

The fundamentals of open space planning, including feasibility studies, site analysis, resource analysis, and planning consideration.

Credits: 3

Enrollment is limited to Graduate level students.

#### **PCRM 613 - Analysis of Professional Literature**

A "how to" course in understanding and using statistical analysis for reading and research and techniques for analyzing research publications and writing literature reviews. Offered only as an on-line course.

Credits: 3

Enrollment is limited to Graduate level students.

#### **PCRM 615 - Issues in Parks and Recreation/Resource Management**

An integrative course for detailed study of current and future challenges facing the parks and recreation professional.

Credits: 3

Enrollment is limited to Graduate level students.

#### **PCRM 616 - Aquatic Systems**

Using aquatic environments as a thematic focus, this course provides foundational information and teaching techniques related to aquatic systems. The course will cover resource related information, as well as formal and non-formal teaching techniques about amphibians, reptiles, aquatic macro invertebrates and fish. This course includes training in Aquatic Wild.

Credits: 3

Enrollment is limited to Graduate level students.

#### **PCRM 617 - Terrestrial Systems**

This course focuses on resource management, sustainability and educational teaching techniques as they apply to terrestrial systems. Emphasis will be placed on forests, endangered systems, and the development of associated natural history skills. The course includes training in Project Learning Tree.

Credits: 3

Enrollment is limited to Graduate level students.

#### **PCRM 618 - Wildlife Education**

This course provides an overview of wildlife and associated teaching techniques. Emphasis will be placed on current issues in conservation, management and identification. Topics will include ornithology and mammalogy. Students will utilize field studies and hands-on, problem solving activities. This course will include training in Project Wild and other associated teaching aids.

Credits: 3

Enrollment is limited to Graduate level students.

#### **PCRM 621 - Green Schools**

This course provides an overview of specific practices and technologies used in green school facilities and grounds. Course participants will investigate the role that school facilities play in shaping the student's awareness of the natural environment and ways of living sustainably. Through conducting case studies of existing schools, course participants will learn how to evaluate school facilities. Course participants will develop proposals recommending changes to the structure or operation of school facilities, which would create more environmentally-focused educational settings.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 631 - Design for Sustainable Landscapes**

Focuses on sustainable and regenerative design/spec projects at residential and homestead scales. Selected assignments require students to research and develop creative solutions that span the boundary between house and garden, and reflect the interrelationships among human and natural systems. The course is founded on permaculture principles, including zoning and stacking functions, but it is expanded to provide practical tools for planning, detailing and implementing small site design projects. Projects may be chosen in urban and rural settings.

Prerequisites: PREE 541<sup>C</sup> or PCRM 541<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 632 - Group Facilitation and Leadership**

This course will cover the concepts related to working with groups as a facilitator. Hands-on approaches to program design, sequencing activities, and processing experiences will be examined. Students will facilitate their classmates as well as possible REACH Program participants through a group development experience making use of SRU's low and high challenge courses and the Leadership Reaction Course. Students will participate in course/equipment set-up and risk management practices

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 642 - Sustainable Agriculture Techniques**

This course presents the concepts of agroecology and applies them to on-farm practices. Integrates principles of crop, animal, weed, and insect biology with whole farm management practices, such as use of crop rotation, agroforestry, cover-cropping and conservation techniques.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 643 - Sustainable Agricultural Practices in Plant and Animal Husbandry**

This course provides an overview of biology as it applies to sustainable crop management, with a strong emphasis on genetic resource conservation. The course provides numerous opportunities for hands-on practice of sustainable agriculture.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 644 - Fertility Considerations in Regenerative Agriculture**

This is a follow-up to Soils as a Resource (645), focusing on sustainable management of the soil fertility base through cropping system development and use of organic amendments.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 645 - Soils as a Resource**

This course is designed to provide students with an analysis of the soil resource as a pivotal component of agricultural and natural ecosystems. This synthesis of historic and scientific information will enable students to critically evaluate the sustainability of soil management systems.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 654 - Natural and Cultural Resources Law**

Provides students with advanced knowledge of public land laws regarding natural and cultural resources. Topics of student include history and associated laws concerning water, mineral, timber, range, wildlife, recreation, and cultural resources.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 655 - Social Science Research Methods in Conservation**

A practical course in using research to study recreation, park, and resource management problems.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 656 - Environmental Issues**

A course designed to develop skills in the identification, investigation, evaluation, and solution of environmental problems and issues. Students will learn how to use these skills, in formal and non-formal educational situations, in the development of an environmentally literate citizenry.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 657 - Environmental Grant Writing**

Grant writing is a specialized skill that can supplement and enhance projects and programming. This course is designed to provide basic information and skills in grant writing, with emphasis on the environmental and educational grant potential. Students will learn how to search for appropriate grant sources, the intricacies of grant writing from both the scientific and sociological venues, as well as grant-related nuances.

Prerequisites: PCRM 655 (may be taken concurrently)<sup>C</sup> or PCRM 799<sup>\*C</sup> or PREE 799<sup>C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 658 - Environmental Education**

A study of the history, philosophy, and theory of environmental education; problems and trends in environmental education; and relationships of environmental education to the total school program.

Prerequisites: PCRM 656 (may be taken concurrently)<sup>C</sup> or PCRM 681<sup>\*C</sup> or PREE 681<sup>C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.



**PCRM 661 - Design and Resource Development for Energy Conservation**

This course provides an introduction to the concepts and practices of environmentally conscious design. With an emphasis on understanding the natural and cultural context, the course will address the environmental issues related to the development of a small-scale design project.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 662 - Healthy Building Systems and Materials**

This course provides an introduction to the theories and practices related to the design of healthy buildings. The course examines the impacts of the built environment on both human health and environmental health, and the role of the designer in addressing these issues.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 663 - Alternative Energy and Engineering for Sustainable Systems**

The course will explore environmental technology and energy efficiency as they relate to buildings. Topics will include passive and active techniques for thermal comfort, day-lighting and alternative energy resources.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 673 - Ecosystem Ecology**

This course examines the principles and practices of ecosystem management. An examination of the ecological concepts and processes that underlie ecosystem integrity is followed by an analysis of the role of humans in shaping and managing ecosystems, including institutional and socioeconomic considerations.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 675 - Recreation Resources Management**

The principles and practices of recreational land and water management.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 676 - Site and Building Feasibility Studies**

This course is designed to develop a comprehensive feasibility study for selected land-based sustainable enterprises. The course will include an on-site inventory and analysis, market evaluation, preliminary planning and cost-return analysis. Three project tracks recreation resource management, community development and sustainable agriculture.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 677 - Cultural Resource Management**

The course presents information on current cultural resource preservation efforts and protection strategies for wildland recreation areas. The course covers: current trends and strategies for identifying cultural resource looting and vandalism; protection strategies for managing cultural and historic resources; and methods for developing a proactive cultural and historic resources protection and management program.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 678 - Restoration Ecology**

Restoration ecology is an emerging discipline that addresses ecological healing, and this course examines the principles and practices underlying this growing field. Exploration of conceptual issues is followed by a review of key ecological concepts pertinent to successful restoration of biodiversity and other ecological features. Practical issues for implementation of a restoration project are also thoroughly addressed. A prior understanding of ecological principles is required.

Credits: 3

**PCRM 683 - Parks and Recreation/Environmental Education Administration**

A study of education administration and curricular development for programs; duties and responsibilities of the coordinator or director; and operation and administration of the areas and facilities.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 686 - Management Strategy in Parks and Recreation**

A study of administrative and managerial strategy focused on the needs of a parks and recreation professional. Offered only as an on-line course.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 688 - Interpretive Media**

A study of various media useful in an interpretive situation, interpretive planning and analysis, and interpretive programming for park and recreation professionals.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 689 - Applied Ecology**

This course is an integration of ecology, resource management, and environmental education to promote an understanding of the application of ecological principles as they relate to sustainability. Emphasis is placed on ecological principles that relate to social value orientations and directly apply to resource management practices.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

**PCRM 695 - Recreation Workshops**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**PCRM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

**PCRM 700 - Independent Study**

A special study opportunity for students to investigate, in depth, approved topics in recreation, environmental education, or sustainable systems. Topics and credit are established by student and supervising instructor. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Enrollment is limited to Graduate level students.

**PCRM 750 - Parks and Recreation/Environmental Education Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in an array of parks, recreation, and/or environmental education activities in an approved setting.

Credits: 3-6

Enrollment is limited to Graduate level students.

**PCRM 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**PCRM 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**PCRM 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment is limited to Graduate level students.

**PCRM 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

Enrollment is limited to Graduate level students.

**RCTH Courses****RCTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**RCTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 610 - Applied Research and Theory**

This course equips students to be able to read and apply clinical research to recreational therapy practice. The course summarizes various methodologies and theoretical constructs that students need to effectively read, Interpret, analyze, and synthesize research. In becoming better consumers of clinical research, students will learn how to categorize research based on quality indicators.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 612 - Settings of Service for Emerging Populations**

This course engages students in study and discussion of service settings for emerging populations that are prospective recipients of Recreational Therapy (RT) services. It provides opportunities to apply past learning related to Standards of Practice to various service settings, to determine differences and similarities that may impact the way service is provided. Students will learn about scope of practice, coverage and reimbursement, risk management and the manner of implementing all phases of the Assessment, Planning, Implementation, Evaluation, and Documentation (APIED) process in several emerging service settings. Students will also explore private practice and waiver program options.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 615 - Advanced Professionalism and Advocacy**

This course engages students in study and discussion of current trends in Recreational Therapy (RT) service provision. It provides opportunities for advocacy on behalf of RT professionals and stakeholders. Students will learn methods of advocacy and apply these new skills in interactions with inter-professional teams, government officials, public and/or private healthcare agencies, and other government-run entities. Students will discover the impacts of societal, political and governmental intervention on the practice of Recreational Therapy and in the lives of prospective constituencies. Through a variety of learning activities, students will learn to apply knowledge to effectively address challenges and trends in Recreational Therapy.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 620 - Assessment and Program Evaluation**

In this course, students will gain advanced practice skills in methods for designing and evaluating assessment tools for quality recreational therapy in diverse settings. Students will gain advanced skills in interdisciplinary client assessment and current methods of program evaluation. The course will focus on integrating appropriate assessment tools into the outcomes evaluation process of settings that serve individuals throughout the lifespan in physical medicine/rehabilitation, behavioral health, community-based, and long-term care.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 623 - Advanced Facilitation Techniques**

This course will take students to the next level in terms of their ability to facilitate interventions with some expertise. Students will gain a deeper understanding of various theories of counseling, the psychological concepts of self-efficacy, locus of control, optimal experience (flow), and attribution. The course will offer opportunities for practicing and applying skills related to the counseling theories and concepts, as well as various facilitation techniques.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 625 - Advanced Recreational Therapy Clinician for Older Adults**

In this course, students will gain advanced practice skills in recreational therapy for older adults with diverse needs to include assessment, program design, and evaluation for all levels of long term care and community practice. A focus on both chronic disease and geriatric syndromes will allow students to apply current theory and research in geriatrics and gerontology for evidence-based practice in the older adult continuum of care.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**RCTH 630 - Clinical Supervision and Leadership**

This course introduces students to leadership theories and clinical supervisory models that are applicable to various Recreational Therapy settings. Students will apply theories and practices to real life scenarios and learn how to implement these practices in their individual settings by practicing clinical supervision. Course content will include cross-cultural clinical supervision, ethics in clinical supervision, models of clinical supervision, clinical supervision practices in related healthcare fields, and clinical supervision research and leadership theories that are applicable to the field of Recreational Therapy.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 640 - Advanced Recreational Therapy Clinician for Veterans and Active Military**

In this course, students will gain advanced practice skills in recreational therapy for veterans and active military to include assessment, program design, and evaluation in Veterans Affairs. This class will integrate knowledge and skills based on evidence-based practice with specific interventions such as adaptive sports, animal-assisted interventions, creative art therapies, and PTSD treatment specific to all ages of veterans.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 645 - Recreational Therapy for Need-Driven Behaviors in Dementia**

In this course, students will gain advanced skills in recreational therapy for need-driven behaviors in dementia. A focus on current approaches for distress reactions and behavioral manifestations of need will allow students to apply current theory and research on recreational therapy specifically for care of people with dementia. The course will cover need-driven model, validation theory, trauma-informed care, and person-centered care.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 650 - Recreational Therapy Capstone**

The intent of the RT Capstone course is for graduate students to engage in a project that represents new work/ideas and demonstrates the students' knowledge, skills and abilities related to RT practice. The capstone project will require that students demonstrate outcomes of learning from each of the master-level core classes. The project will also require a practical application and incorporation of an evidence-based process. This course will be completed in the final semester of the graduate program.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**RCTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**RCTH 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Environmental Education, Master of Education (MEd)

**Program Contact**

John Lisco 724-738-2596

Slippery Rock University's Master of Education in Environmental Education benefits students who are interested in or are currently working in formal and non-formal educational institutions. Emphasis is placed upon developing competencies in integrating environmental education, communication and outreach into curriculum and program development.

This program provides a unique opportunity for classroom teachers wishing to incorporate state and federal guidelines for environmental education into their lessons and assist their schools in advancing "greener" curriculum. Natural resource professionals wishing to enhance the scope of their work through education and outreach will also benefit from this program while developing a comprehensive understanding of social interaction with ecological systems.

## Coursework

The courses in the environmental education graduate program are structured to provide both depth and breadth in a variety of relevant basic and advanced study opportunities. Emphasis is placed on environmental education history and philosophy, methodology, and content necessary for preparing an environmentally literate citizenry.

Slippery Rock University's master's program in environmental education has been accepted for accreditation by the North American Association of Environmental Education.

SRU is now among a small number of colleges and universities in North America with NAAEE accreditation (<https://naaee.org/our-work/programs/higher-education-accreditation/>), which provides third-party, standards-based recognition of quality higher education programs that engage in the preparation and professional development of environmental educators. For accreditation to be awarded, a panel of NAAEE-trained environmental education professionals reviewed and approved a self-study audit submitted by applying institutions.

Some states, including Pennsylvania, offer certification through the North American Association for Environmental Education (NAAEE). While certification is not required; it can advance your career. In Pennsylvania, the requirements include, but are not limited to: a passing score on the Environmental Literacy Test, work portfolio, and attendance at a EE Certification Workshop. Requirements vary by state, so please visit the NAAEE state affiliate where you work.

## Program Learning Outcomes

1. Environmental Literacy - students will be competent in the skills and understandings outlined in *Excellence for Environmental Education - Guidelines for Learning (K-12)*.
  - a. Students will demonstrate competency in questioning, analysis, and interpretation of skills
  - b. Students will demonstrate knowledge of environmental processes and systems
  - c. Students will demonstrate skills for understanding and addressing environmental issues
  - d. Students will demonstrate an understanding of personal and civic responsibility
2. Foundations of environmental education - Students will have a basic understanding of the goals, theory, practice, and history of the field of EE.
  - a. Fundamental characteristics of EE
  - b. How EE is implemented
  - c. The evolution of the field
3. Professional responsibilities of the Environmental Educator - Students will understand and accept the responsibilities associated with practicing EE.
  - a. Exemplary EE practice
  - b. Exemplary EE practice
  - c. Emphasis on education, not advocacy
  - d. Ongoing learning and professional development
4. Planning and implementing environmental education - Students will combine the fundamentals of high quality education with the unique features of EE to design and implement effective instruction.
  - a. Knowledge of learners
  - b. Knowledge of instructional methodologies
  - c. Planning for instruction
  - d. Knowledge of EE materials and resources
  - e. Technologies that assist learning
  - f. Settings for instruction
  - g. Curriculum planning
5. Fostering learning and promoting inclusivity - Students will enable all learners to engage in open inquiry and investigation, especially when

considering environmental issues that are controversial and require students to seriously reflect on their own and others' perspectives

- a. A climate for learning about and exploring the environment
  - b. An inclusive and collaborative learning environment
  - c. Flexible and responsive instruction
6. Assessment and evaluation of environmental education - Students will possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs.
    - a. Learner outcomes
    - b. Assessment that is part of instruction
    - c. Improving instruction
    - d. Evaluating programs

## Related Links

Environmental Education, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/environmental-education-master-of-education/>)

Parks and Conservation Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/parks-and-conservation/>)

Environmental Education Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-PR-EE.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
PCRM 616	Aquatic Systems	3
PCRM 617	Terrestrial Systems	3
PCRM 618	Wildlife Education	3
PCRM 655	Social Science Research Methods in Conservation	3
PCRM 656	Environmental Issues	3
PCRM 657	Environmental Grant Writing	3
PCRM 658	Environmental Education	3
PCRM 750	Parks and Recreation/Environmental Education Internship	6
Select a Free Elective		3
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9626



# Park and Resource Management Online, Master of Science (MS)

## Program Contact

John Lisco 724-738-2596

The online Master of Science in Park and Resource Management consists of 24 credits of coursework plus a 6-credit internship, for a total of 30 credits. Graduate study in Park and Resource Management combined with current work experience in the field offer excellent preparation for professionals interested in leading others who have dedicated their careers to protecting and preserving America's parks and other natural and historical areas.

The program is perfect for currently employed professionals in park and resource management who are interested in enrolling as degree-seeking students at the graduate level. Courses are taught via the Internet exclusively. For this reason, program candidates must have access to a high speed internet connection.

The program can be completed in two calendar years. Students may begin the MS program in either fall or spring semester. Two courses are offered each semester fall and spring. Internships are usually completed in the summer.

Some states, including Pennsylvania, offer certification through the North American Association for Environmental Education (NAAEE). While certification is not required; it can advance your career. In Pennsylvania, the requirements include, but are not limited to: a passing score on the Environmental Literacy Test, work portfolio, and attendance at a EE Certification Workshop. Requirements vary by state, so please visit the NAAEE state affiliate where you work.

## Program Learning Outcomes

1. Environmental Literacy
  - a. Students will demonstrate an increased awareness of and connection to the environment.
  - b. Students will demonstrate knowledge of contemporary environmental issues.
  - c. Students will work individually and in groups to evaluate solutions to contemporary social-ecological issues.
2. Advancement in Natural Resource Management and Leadership
  - a. Students will demonstrate the ability to perform duties at a professional level including but not limited to administrative skills, organizing public and professional events, and management of daily operations.
  - b. Students will demonstrate proficiency in grant writing.
  - c. Students will demonstrate proficiency in policy development and long-term planning by reviewing a management plan.
3. Research, Assessment and Evaluation
  - a. Students will observe and critique a program.
  - b. Students will create a research proposal for a relevant social science issue in park resource management and/or environmental education.
  - c. Students will demonstrate an understanding of the role of social science research in park resource management and environmental education.
4. Stewardship of Natural and Cultural Resources
  - a. Students will be able to identify and cite natural resource related laws as pertains to natural and cultural resources.

- b. Students will employ methodologies used to assess ecological and human dimensions of natural and cultural resource management.
- c. Overall employer satisfaction of the student's understanding of natural and cultural resources

## Related Links

Park and Resource Management, MS Program Page (<https://www.sru.edu/academics/graduate-programs/parks-and-resource-management-master-of-science/>)

Parks and Conservation Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/parks-and-conservation/>)

Park and Resource Management Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-PR-PRM.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
PCRM 654	Natural and Cultural Resources Law	3
PCRM 655	Social Science Research Methods in Conservation	3
PCRM 656	Environmental Issues	3
PCRM 657	Environmental Grant Writing	3
PCRM 658	Environmental Education	3
PCRM 675	Recreation Resources Management	3
PCRM 686	Management Strategy in Parks and Recreation	3
PCRM 750	Parks and Recreation/Environmental Education Internship	6
Select Free Elective		3
<b>Total Hours</b>		<b>30</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 966D

## Physical Therapy

Chair	Secretary	Location	Department Phone
Dr. MaryAnn Holbein-Jenny	Liz Moyer	204 Physical Therapy Building	724-738-2080

Graduate Coordinator

Dr. Kelly Lindenberg

The GSPT at SRU will prepare physical therapists who demonstrate competent, ethical, evidenced-based practice and professional behaviors in a dynamic health care environment. The graduates will be lifelong learners who serve the health care needs of consumers and a global society while contributing to the advancement of the profession.

## Faculty

### Barbara Billek-Sawhney

Professor  
School of Physical Therapy  
Ed.D., Duquesne University  
B.S., University of Pittsburgh  
M.S., University of Pittsburgh

### James Eng

Associate Professor  
School of Physical Therapy  
D.P.T., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., State University of New York at Stony Brook  
B.A., University of Pittsburgh

### Joseph Fiedor

Instructor  
School of Physical Therapy  
M.S., Clarion University  
M.B.A., Clarion University  
B.S., Clarion University

### Carole Galletta

Assistant Professor  
School of Physical Therapy  
M.P.H., University of Minnesota  
B.S., University of Pittsburgh

### Maryann Holbein-Jenny

Professor  
School of Physical Therapy  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., University of Pittsburgh

### Christopher Hughes

Professor  
School of Physical Therapy  
Ph.D., University of Virginia  
M.S., Springfield College  
B.S., Springfield College

### Susan Kushner

Associate Professor  
School of Physical Therapy  
M.S., Columbia University  
B.S., University of Pittsburgh

### Kelly Lindenberg

Associate Professor  
School of Physical Therapy  
Ph.D., Duquesne University  
M.S., College Misericordia  
B.S., College Misericordia

### Nancy Shipe

Associate Professor  
School of Physical Therapy  
D.P.T., MGH Institution of Health Professionals  
M.S., University of Pittsburgh  
B.S., University of Pittsburgh

### Timothy Smith

Professor  
School of Physical Therapy  
Ph.D., University of Pittsburgh  
M.A., University of Pittsburgh  
B.F.A., Carnegie-Mellon University

## Programs

### Majors

- Physical Therapy, Doctor of Physical Therapy (DPT) (p. 170)

## Courses

### 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

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

### PHTH 590 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

### 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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

### 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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate or Undergraduate level students.

**PHTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate or Undergraduate level students.

**PHTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate or Undergraduate level students.

**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

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 631<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 645 - Clinical Experience I**

The purpose of this course is to provide students with first hand knowledge of the multi-faceted role of the profession of physical therapy through an introductory two-week full-time clinical experience. Students will have the opportunity to practice basic examination and intervention skills under the direct supervision of a licensed physical therapist.

Prerequisites: PHTH 545<sup>C</sup> and PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 540<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 654 - Pathology I**

This course examines dysfunction of the body at the cellular, tissue, organ and system levels. This course will include an introduction to microanatomy and histopathology. special emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 655 - Pathology II**

This course examines dysfunction of the body at the cellular, tissue, organ and system levels. This course will include an introduction to microanatomy and histopathology. Special emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings.

Prerequisite: PHTH 654<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 656 - Gross and Applied Anatomy I**

This is the first of two anatomy and movement science courses, and focuses on the anatomy of the upper and lower limbs. The course includes full cadaver dissection as well as a discussion of anatomical structures from developmental and functional perspectives. Biomechanics of the body will be discussed, in parallel with regional focus of dissection.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 658 - Gross and Applied Anatomy II**

This is the second of two anatomy and movement science courses and focuses on the anatomy of the head, neck, deep back, spinal column and body cavities. The course includes full cadaver dissection as well as a discussion of anatomical structures from developmental and functional perspectives. In this course, biomechanics of the axis and gait will be discussed.

Prerequisite: PHTH 656<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 659 - PT Assessment and Procedures I/Lab**

This course is an introductory clinical skills course that introduces the student to the American Physical Therapy Association's Guide to Physical Therapist Practice approach to physical therapy practice and documentation, body mechanics, positioning and draping, infection control, basic range of motion exercise, manual muscle testing, goniometry, reflex assessment, sensory testing, assessment of soft tissue and barriers to motion especially as applied to the appendicular skeleton.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 660 - PT Assessment and Procedures II**

This course is a clinical skills course that further develops the knowledge and skills in manual muscle testing, goniometry, reflexes, sensory testing, assessment of soft tissue and barriers to motion applied to the axial skeleton. It also focuses on introductory clinical skills such as vital signs, clinical emergencies, basic wheelchair prescription, transfers, bed mobility and gait training.

Prerequisite: PHTH 659<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Students in the DPT 9D6C or DPT 9D6D programs may **not** enroll.

**PHTH 661 - Environmental Considerations for Physical Therapists**

This 2 credit course addresses the role and responsibilities of the physical therapist in environmental assessment and implementation of strategies to improve client/patient function at home, school, work and community.

Prerequisites: PHTH 545<sup>C</sup> and PHTH 659<sup>C</sup> and PHTH 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Prerequisites: PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup> and PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 702 - Musculoskeletal: Upper Extremity**

This is the first of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the upper extremity.

Prerequisites: PHTH 659 (may be taken concurrently)<sup>C</sup> and PHTH 660<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 703 - Musculoskeletal: Spine**

This is the second of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the temporomandibular joint, spine, and sacroiliac joint.

Prerequisites: PHTH 702<sup>C</sup> or PHTH 704<sup>P</sup>

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 704 - Musculoskeletal: Lower Extremity**

This is the third of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the lower extremity.

Prerequisites: PHTH 659<sup>C</sup> and PHTH 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 710 - Clinical Experience II**

The purpose of this course is to provide students with the opportunity for professional development through a five-week full-time clinical experience. Students will have the opportunity to practice basic patient/client management skills under the direct supervision of a licensed physical therapist.

Prerequisites: PHTH 645<sup>P</sup> and PHTH 702<sup>\*C</sup> and PHTH 717<sup>\*C</sup> (may be taken concurrently).

<sup>P</sup> Requires minimum grade of P.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 717 - Neuromuscular I**

This is the first of two sequential courses on neuromuscular physical therapy in which the students is required to integrate material from prior physical therapy coursework. This course focuses on the examination of patients with neuromuscular dysfunction and the differential process. Emphasis will be placed on rehabilitation of the patient with hemiparesis due to stroke. Practical application of appropriate interventions will be introduced with an emphasis on motor learning, balance, transfers, bed mobility and gait.

Prerequisites: PHTH 636<sup>C</sup> and PHTH 660<sup>C</sup> and PHTH 658<sup>C</sup> and PHTH 702<sup>\*C</sup> and PHTH 719<sup>\*C</sup> and PHTH 729<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.

**PHTH 718 - Neuromuscular II**

This is the second of two sequential courses on neuromuscular physical therapy in which the student is required to integrate material from prior PT coursework. This course focuses on the examination of patients with neuromuscular dysfunction and interventions for specific diagnoses, which include brain injury, concussion, multiple sclerosis, vestibular dysfunction, cerebellar disorders, amyotrophic lateral sclerosis and spinal cord injury.

Prerequisites: PHTH 702<sup>C</sup> and PHTH 710<sup>P</sup> and PHTH 717<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 732<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.  
Enrollment is limited to Graduate level students.



**PHTH 719 - Therapeutic Adaptations with Lab**

This three credit lecture and laboratory based course focuses on orthoses, prostheses, assistive technology, adaptive equipment, and environmental assessment and modifications.

Prerequisites: PHTH 636<sup>C</sup> and PHTH 658<sup>C</sup> and PHTH 660<sup>C</sup> and PHTH 717<sup>\*C</sup> and PHTH 729<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 729 - Foundations of Therapeutic Exercise/Lab**

Therapeutic Exercise will include information relative for creating, analyzing, modifying, and progression of activity training regiments utilized throughout rehabilitation. Students will learn how to manage individualized and group therapeutic exercise programs; determine the precautions, indications, and contraindications of various techniques; identify common conditions where therapeutic strategies are employed.

Emphasis is placed on clinical application of muscle strengthening, stretching, conditioning, and aquatic therapy. Principles of exercise prescription will be discussed.

Prerequisites: PHTH 659<sup>C</sup> and PHTH 660<sup>C</sup> and PHTH 658<sup>C</sup> and PHTH 655<sup>C</sup> and PHTH 636<sup>C</sup> and PHTH 645<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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: PHTH 548<sup>C</sup> and PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 732 - Cardiopulmonary**

Cardiopulmonary Physical Therapy is a lecture and laboratory course focusing on the fundamental components of cardiopulmonary physical therapy for entry-level physical therapists. Concepts of exercise physiology and practical application in cardiopulmonary physical therapy are addressed. Emphasis is placed on clinical application of cardiac and pulmonary rehabilitation and management of patients during critical illnesses and integration of pathophysiology, anatomy, and pharmacotherapy.

Prerequisites: PHTH 651<sup>C</sup> and PHTH 635<sup>C</sup> and PHTH 549<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 733 - Integumentary PT**

This course will focus on integumentary physical therapy and the patient/client management model. The course will encompass burns and wounds with emphasis on differential diagnosis, burn/wound examination, evaluation, diagnosis, prognosis, and intervention.

Prerequisites: PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup> and PHTH 548<sup>C</sup> and PHTH 549<sup>C</sup> and PHTH 702<sup>C</sup> and PHTH 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 734 - Geriatric PT**

This course is designed to prepare physical therapists to work effectively with the older adult in a variety of settings. The emphasis is placed on examination, treatment, and interactions with individuals after middle-age. Laboratory sessions compliment lectures.

Prerequisites: PHTH 704<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 733<sup>\*C</sup> and PHTH 653<sup>C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 735 - Pediatric PT**

This course is designed to prepare physical therapists to apply the patient/client management model to the pediatric population. Emphasis is place on typical and atypical growth and development of the major body systems and developmental disorders.

Prerequisites: PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 704<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 736 - Special Topics in PT**

Special Topics is a one credit course focusing on women's health, labor and delivery, breast cancer, lymphedema, incontinence, bariatrics, and oncology. Through case studies this course explores niche practice arenas.

Prerequisites: PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup> and PHTH 743<sup>C</sup> and PHTH 734<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 737 - Physical Therapy Business Practices**

This two-credit course focuses on business practices in physical therapy. Emphasis is placed on direction, delegation and supervision, jurisdictional law, documentation, risk management, human resources, financial management, marketing and public relations, regulatory and legal requirements, and professional advocacy. The student will work on preparing for entering the job market. In small groups, establish a business plan on a programmatic level within a practice.

Prerequisites: PHTH 710<sup>P</sup> and PHTH 742<sup>C</sup>

<sup>P</sup> Requires minimum grade of P.

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 545<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 743 - Education, Prevention, and Wellness**

This course focuses on the role of the physical therapist in the areas of education, prevention, and practice. Emphasis is placed on authentic assessment and application of knowledge through the development of patient educational materials, professional educational presentation, behavioral change, theory and practice related to patient education.

Prerequisite: PHTH 710<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 751 - Electroneuromyography**

This course provides an overview of the anatomical and neurophysiological foundations, basic principles, and common techniques associated with electrophysiologic evaluation of the peripheral nervous system utilizing electromyography (EMG) and nerve conduction studies (NCS). Emphasis is placed on developing the student's skills in correlating patient history and clinical examination findings used in formulation of differential working diagnoses with EMG/ NCS findings in the evaluation of the differential diagnoses.

Credits: 2

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 752 - Pediatric Elective**

This course expands on the material presented in Pediatric PT (PHTH 735). Emphasis is placed on the following topics: assessment, cognitive development, the high risk infant, adaptive equipment for the physically challenged, physical therapy in the school setting, special topics, issues and concerns of parents with children with disabilities, maturation of the child with disabilities into adulthood.

Prerequisites: PHTH 646<sup>C</sup> and PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 704<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 754 - Sports PT**

This course focuses on the evaluation and management of athletic injuries. Emphasis is placed on the physical therapy diagnosis for acute and overuse injuries to the musculoskeletal system, and the recognition and on-site care of life-threatening conditions and injuries to the head and spinal column.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 755 - Geriatric Elective**

Geriatrics focuses on the study of all aspects of aging: biological, psychological, and social. The study of diseases in the elderly and rehabilitation of older adult are emphasized.

Prerequisites: PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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 complement the entry-level DPT curriculum.

Prerequisite: PHTH 646<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 757 - Concepts of Evidence-Based Practice**

This course will introduce the evidence-based practice process and emphasize formulating focused clinical questions and searching the literature for various levels of evidence for all aspects of physical therapy practice. Emphasis will also be placed on basic concepts of measurement and critical analysis of literature.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 758 - Evidence-based Practice: Appraising the Literature with Lab**

This course is designed to develop skill in identifying appropriate research designs and analysis for each element of the patient/client management model (diagnosis and screening, prognosis, intervention, outcome) and in critically appraising various levels of evidence for all elements. Students will contribute to the evidence for practice for by writing a critical appraisal of an element of patient care

Prerequisite: PHTH 757<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 759 - Evidence-based Practice Application**

This is the final course in the evidence-based practice series. Emphasis is placed on synthesizing skills from the various phases of evidence-based practice and self-assessing utilization of the evidence-based practice process. Students will complete a project that includes formulating and answering an original clinical question, using multiple sources of evidence, and then deliver a formal presentation of their work.

Prerequisite: PHTH 758<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PHTH 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PHTH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PHTH 802 - Clinical Internship I**

The purpose of this course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient/client management under the direct supervision of a licensed physical therapist in one or more clinical settings.

Prerequisites: PHTH 548<sup>C</sup> and PHTH 549<sup>C</sup> and PHTH 645<sup>P</sup> and PHTH 652<sup>C</sup> and PHTH 653<sup>C</sup> and PHTH 710<sup>P</sup> and PHTH 743<sup>C</sup> and PHTH 744<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 9

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 804 - Clinical Internship II**

The purpose of this final clinical education course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient/client management under the direct supervision of a licensed physical therapist in one or more clinical settings.

Prerequisites: PHTH 548<sup>C</sup> and PHTH 549<sup>C</sup> and PHTH 652<sup>C</sup> and PHTH 653<sup>C</sup> and PHTH 743<sup>C</sup> and PHTH 744<sup>C</sup> and PHTH 645<sup>P</sup> and PHTH 710<sup>P</sup> and PHTH 802<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 9

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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).

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 816<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 890 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PHTH 895 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PHTH 897 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PHTH 898 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Physical Therapy, Doctor of Physical Therapy (DPT)

The Graduate School of Physical Therapy at Slippery Rock University offers a challenging curriculum leading to the Doctor of Physical Therapy (DPT) degree. The program was the third DPT program developed in the United States and is fully accredited by the Commission on Accreditation in Physical Therapy Education. Students enrolled in the program will complete courses that enable them to deliver physical therapy to a diverse population of consumers. The program emphasizes the restoration of function, promotion of wellness and education and the reduction of disability. Graduates are proficient in the foundational, clinical and behavioral sciences upon graduation.

The program is eight terms in length and includes four clinical practicum experiences: two of these are clinical internships taken after six semesters of academic coursework. Science courses such as anatomy, neuroscience and pathology taken in conjunction with clinical courses. The evidence-based component of the curriculum enables program graduates to be consumers of the scientific and clinical literature and apply it to physical therapy practice.

The primary objective of the DPT program is to prepare future physical therapists who demonstrate highly competent, evidence-based practice and professional behaviors in a dynamic health care environment. Graduates will be able to serve the health care needs of consumers and a global society while contributing to the advancement of the profession.

## Slippery Rock 3+3 Students Entering the Doctor of Physical Therapy Program

Should 3+3 Physical Therapy students be unsuccessful in completing the 1st year of the DPT program and want to complete their original undergraduate degree, it is solely up to the discretion of their undergraduate program coordinator to determine which, if any, physical therapy courses will count toward the completion of their undergraduate degree. In addition, students must complete any unfulfilled requirements of his/her undergraduate major. *Participation in the undergraduate commencement ceremony takes place after the first full year of Physical Therapy school is successfully completed.*

The Doctor of Physical Therapy (DPT) at SRU is a professional doctorate degree program designed to prepare graduates for clinical practice in physical therapy. Graduates will be eligible to sit for the National Physical Therapist Examination, (NPTE), successful completion of which is required for physical therapy practice throughout the United States. Licensure requirements vary by state. We strongly urge you to contact the licensing board (<https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/ApplyingforStateLicence/>) in the state where you plan to practice.

## Program Learning Outcomes

1. Effective oral and written professional communication, in formal and informal contexts, for purposes of education, consultation, patient management and developing professional relationships.
2. Integration of knowledge of biological, behavioral, and clinical sciences for clinical decision making.
3. Competent performance of each element of the APTA patient/client management model, including clinical decision making for differential diagnosis, intervention and appropriate referral.
4. Promotion of optimum health and function to a culturally diverse patient/client population.
5. Capability to critically evaluate the professional literature to become evidence-based practitioners and demonstrate basic competence in research processes.
6. Effective leadership and business practices in physical therapy.
7. Professional behavior consistent with ethical and legal standards of the profession.
8. Continuous professional and personal growth to advance professional competence, career goals and the profession.

## Related Links

Physical Therapy, DPT Program Page (<https://www.sru.edu/academics/graduate-programs/physical-therapy-doctor-of-physical-therapy/>)

Physical Therapy Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/physical-therapy/>)

Physical Therapy Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-DPT.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Semester 1 Courses</b>		
PHTH 631	Neuroscience I	4
PHTH 654	Pathology I	4
PHTH 656	Gross and Applied Anatomy I	6
PHTH 659	PT Assessment and Procedures I/Lab	3
Subtotal		17
<b>Semester 2 Courses</b>		
PHTH 545	Health Care Systems I	2
PHTH 636	Neuroscience II	4
PHTH 655	Pathology II	4
PHTH 658	Gross and Applied Anatomy II	6
PHTH 660	PT Assessment and Procedures II	2
Subtotal		18
<b>Semester 3 Courses</b>		
PHTH 645	Clinical Experience I	1
PHTH 650	PT Modalities	2
PHTH 652	Nutrition	1
PHTH 653	Pharmacotherapy	1
PHTH 661	Environmental Considerations for Physical Therapists	2
PHTH 731	Diagnostic Imaging for PTs	1
PHTH 744	Psychosocial integration	2
PHTH 757	Concepts of Evidence-Based Practice	2
PHTH 816	Professional Exploration I	1
Subtotal		13
<b>Semester 4 Courses</b>		
PHTH 704	Musculoskeletal: Lower Extremity	3
PHTH 710	Clinical Experience II	3
PHTH 717	Neuromuscular I	4
PHTH 719	Therapeutic Adaptations with Lab	3
PHTH 729	Foundations of Therapeutic Exercise/Lab	2
PHTH 758	Evidence-based Practice: Appraising the Literature with Lab	3
PHTH 819	Professional Exploration II	1
Subtotal		19
<b>Semester 5 Courses</b>		
PHTH 703	Musculoskeletal: Spine	3
PHTH 718	Neuromuscular II	4
PHTH 732	Cardiopulmonary	3
PHTH 742	Health Care Systems II	3
PHTH 743	Education, Prevention, and Wellness	2
PHTH 759	Evidence-based Practice Application	2
Subtotal		17
<b>Semester 6 Courses</b>		
PHTH 702	Musculoskeletal: Upper Extremity	3
PHTH 733	Integumentary PT	1
PHTH 734	Geriatric PT	3
PHTH 735	Pediatric PT	3
PHTH 736	Special Topics in PT	1
Select one of the following:		2



PHTH 698	Selected Topics	
PHTH 752	Pediatric Elective	
PHTH 754	Sports PT	
PHTH 755	Geriatric Elective	
Subtotal		13
<b>Semester 7 Courses</b>		
PHTH 737	Physical Therapy Business Practices	2
PHTH 802	Clinical Internship I	9
Subtotal		11
<b>Semester 8 Courses</b>		
PHTH 804	Clinical Internship II	9
PHTH 820	Professional Inquiry	2
Subtotal		11
<b>Total Hours</b>		<b>119</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9D6C

## Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
PHTH 631	Neuroscience I	4
PHTH 654	Pathology I	4
PHTH 656	Gross and Applied Anatomy I	6
PHTH 659	PT Assessment and Procedures I/Lab	3
	<b>Hours</b>	<b>17</b>
<b>Spring</b>		
PHTH 545	Health Care Systems I	2
PHTH 636	Neuroscience II	4
PHTH 655	Pathology II	4
PHTH 658	Gross and Applied Anatomy II	6
PHTH 660	PT Assessment and Procedures II	2
	<b>Hours</b>	<b>18</b>
<b>Summer</b>		
PHTH 645	Clinical Experience I	1
PHTH 650	PT Modalities	2
PHTH 652	Nutrition	1
PHTH 653	Pharmacotherapy	1
PHTH 661	Environmental Considerations for Physical Therapists	2
PHTH 731	Diagnostic Imaging for PTs	1
PHTH 744	Psychosocial integration	2

PHTH 757	Concepts of Evidence-Based Practice	2
PHTH 816	Professional Exploration I	1
	<b>Hours</b>	<b>13</b>

### Second Year

#### Fall

PHTH 704	Musculoskeletal: Lower Extremity	3
PHTH 710	Clinical Experience II	3
PHTH 717	Neuromuscular I	4
PHTH 719	Therapeutic Adaptations with Lab	3
PHTH 729	Foundations of Therapeutic Exercise/Lab	2
PHTH 758	Evidence-based Practice: Appraising the Literature with Lab	3
PHTH 819	Professional Exploration II	1
	<b>Hours</b>	<b>19</b>

#### Spring

PHTH 703	Musculoskeletal: Spine	3
PHTH 718	Neuromuscular II	4
PHTH 732	Cardiopulmonary	3
PHTH 742	Health Care Systems II	3
PHTH 743	Education, Prevention, and Wellness	2
PHTH 759	Evidence-based Practice Application	2
	<b>Hours</b>	<b>17</b>

#### Summer

PHTH 702	Musculoskeletal: Upper Extremity	3
PHTH 733	Integumentary PT	1
PHTH 734	Geriatric PT	3
PHTH 735	Pediatric PT	3
PHTH 736	Special Topics in PT	1
Select one of the following:		2

PHTH 698	Selected Topics	
PHTH 752	Pediatric Elective	
PHTH 754	Sports PT	
PHTH 755	Geriatric Elective	
	<b>Hours</b>	<b>13</b>

### Third Year

#### Fall

PHTH 737	Physical Therapy Business Practices	2
PHTH 802	Clinical Internship I	9
	<b>Hours</b>	<b>11</b>

#### Spring

PHTH 804	Clinical Internship II	9
PHTH 820	Professional Inquiry	2
	<b>Hours</b>	<b>11</b>
	<b>Total Hours**</b>	<b>119</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9D6C

# Public Health and Social Work

Chair	Secretary	Location	Department Phone
Dr. Adelle Williams	TBA	111 Dinger Building	724-738-2705

## Public Health Graduate Coordinator

Dr. Joseph Robare

## Social Work Graduate Coordinator

Dr. Yvonne Eaton-Stull

Public Health Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/public-health/>)

Social Work Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/social-work/>)

## Faculty

### **Margaret Beall**

Assistant Professor  
Public Health & Social Work  
Ph.D., University of Maryland  
M.S.W., California University of PA  
M.P.M., Carnegie Mellon University  
B.S., Saint Peter's University

### **Thomas Bechard**

Assistant Professor  
Public Health & Social Work  
D.S.W., Adelphia University  
M.S.W., Barry University  
B.A., University of Maine  
B.A., Hubertus College

### **Yvonne Eaton-Stull**

Associate Professor  
Public Health & Social Work  
D.S.W., Capella University  
M.S.W., Boston College  
B.A., Clarion University

### **Kimberly Forrest**

Professor  
Public Health & Social Work  
Ph.D., University of Pittsburgh  
M.P.H., University of Pittsburgh  
M.S., Slippery Rock University  
B.P.N., Medical School of Shanghai

### **Marcy Leeds**

Professor  
Public Health & Social Work  
Ph.D., Rutgers University  
M.S., Case Western Reserve University  
R.D., American Dietetic Association  
B.S., Montclair State University

### **Bonnie Marsh**

Assistant Professor  
Public Health & Social Work  
D.S.W., Kutztown University

M.S.W., University of Pittsburgh  
B.S.W., Penn State University

### **Tami Micsky**

Assistant Professor  
Public Health & Social Work  
D.S.W., Millersville University  
M.S.S.A., Case Western Reserve University  
B.S., Edinboro University

### **Brittany Nwachuku**

Assistant Professor  
Public Health & Social Work  
M.S.W., University of Louisville  
B.S., University of Louisville

### **Joseph Robare**

Associate Professor  
Public Health & Social Work  
D.P.H., University of Pittsburgh  
M.S., Indiana University of Pennsylvania  
B.S., University of Massachusetts

### **Alexander Ufelle**

Assistant Professor  
Public Health & Social Work  
Ph.D., University of Pittsburgh  
M.P.H., Western Kentucky University  
M.B.B.S., Nnamdi Azikiew University

### **Christophas Walker**

Assistant Professor  
Public Health & Social Work  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

### **Adelle Williams**

Professor  
Public Health & Social Work  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

## Programs

### Majors

- Public Health, Master of Public Health (MPH) (p. 182)
- Social Work - Advanced Standing, Master of Social Work (MSW) (p. 184)
- Social Work, Master of Social Work (MSW) (p. 185)

### Certificates

- Animal Assisted Social Work, Certificate (p. 181)
- Social Work Cognitive Behavioral Therapy, Certificate (p. 184)

## Courses

### GERO Courses

#### GERO 590 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum. Please contact the department for more information.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

#### GERO 595 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### GERO 598 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

#### GERO 625 - Women and Aging

This course examines the effects of women growing older in a changing society. social, psychological, economic, cultural and political implications will be discussed, including health concerns, changing roles and discrimination. Factors identified will be explored and connected to the role of the gerontological counselor in addressing concerns of aging women.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

#### GERO 644 - Death and Dying

This course is an introduction to the study of death, dying and bereavement which utilizes a multidisciplinary approach. This course is aimed at sensitizing students to the subject of dying, death and bereavement, aiding students in adjusting to the death of a significant other, helping students examine their feeling and reactions to death and grieving and introducing students to diverse perspectives.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

#### GERO 665 - Seminar in Gerontology

An interdisciplinary investigation of selected facets of gerontology. Course content is drawn from the biological, behavioral, and social sciences, and will include a consideration of current issues in such areas as mental health, housing, economics, transportation, preventive health programs, long-term care, leisure and work activities.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

#### GERO 667 - Research Seminar in Gerontology

A study of the sources of information, areas of gerontological investigation, commonly used research approaches, and the procedures utilized in conducting gerontological research and the writing of grant proposals.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### GERO 690 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

#### GERO 695 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### GERO 698 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### GERO 700 - Independent Study

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. Please contact the department for more information.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

#### GERO 750 - Internship

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in a wide range of gerontological activities in an approved institution or agency setting.

Credits: 3

Term(s) Typically Offered: Offered as Needed

**GERO 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**GERO 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GERO 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH Courses****HLTH 503 - Nutrition for Cardiovascular Health**

Nutrition for Cardiovascular Health: Focuses on the specific nutritional requirements for a healthy cardiovascular system. Will address healthy individuals as well as those with a history of heart disease.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HLTH 505 - Seminar in Nutrition**

Focuses on current issues in nutritional care, covering public health and budgetary concerns, as well as ethical and moral issues. Emphasizes specific applications of nutrition within the community as well as in clinical settings.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HLTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

**HLTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 602 - Contemporary Health Problems**

A critical analysis of the health problems facing modern persons and the effect these problems have on them, both as individuals and as members of the community. Local, state, and national initiatives to intervene in these problem areas are analyzed and evaluated.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 603 - Teaching & Assessment for Health Literacy**

Provides knowledge of current trends and procedures in health curriculum development. Focuses on materials, resources, and presentation skills.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 604 - Social and Behavioral Aspects of Health and Wellness**

This course covers the behavioral, social and cultural aspects of health and disease. Students learn how behavioral and social theories are relevant to health promotion, wellness and disease prevention efforts in public health.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 605 - Health Services Administration**

This course provides a framework for developing and analyzing a range of health policy issues.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**HLTH 606 - Principles of Epidemiology**

This course will prepare students to analyze and evaluate epidemiological study designs that are used to study disease and injury in human populations and the application of epidemiologic concepts to control health problems.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 607 - Designing and Conducting Health Surveys**

This course provides instruction on how to design health survey questionnaires and how to conduct survey studies.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 608 - Planning and Implementation of Public Health Strategies**

This course provides students with core skills in public health and wellness program planning, development and implementation.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**HLTH 609 - Practicum in Public Health**

The practicum provides students with a supervised, 120 hour experience in public health settings. The practicum enables students to participate in practices relevant to their area of specialization, integrating coursework and applying public health concepts and methods.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**HLTH 610 - Occupational and Environmental Health Science**

This course explores the assessment of environmental exposures among populations, the recognition of risk among disparate populations and the practical application of local, state and federal public health law in controlling environmental exposures for the protection of the population's health.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 611 - Infectious and Chronic Disease**

This course provides an overview of the major chronic and infectious diseases with emphasis on disease syndromes and prevention. This course will aid the students' understanding of how diseases manifest and best practices and strategies for prevention.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 616 - Health and Wellness Coaching**

This course will provide students opportunities to plan realistic worksite health promotion programs and engage individuals in motivational interviewing and wellness coaching.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 617 - Health Marketing and Communication**

Health marketing and communication is essential for garnering interest and participation in public health and wellness initiatives. Effective marketing and communication is also imperative for sustaining and expanding wellness programming. This course addresses services marketing and marketing management in public health and wellness.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 618 - Program Evaluation**

This course provides students with opportunities to examine quantitative and qualitative ways to evaluate program effectiveness as well as avenues for improving program quality.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 619 - Chronic and Infectious Disease Epidemiology**

This course provides an overview of the epidemiologic aspects and prevention for major chronic and infectious diseases.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 620 - Secondary Analysis of Epidemiological Data**

This course provides students with the ability to identify, manage, analyze and communicate public health secondary data.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 621 - Evaluation & Survey of Health Problems**

Studies survey methodology and related statistical techniques. Applies methods of survey and evaluation through student participation in the design, execution, analysis and evaluation of health programs. The course will also include skill development for selected techniques of both quantitative and qualitative evaluation formats.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 622 - Seminar in Epidemiology**

This course provides students with the necessary skill set to complete the foundational preparation for evidence based public health practice.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 623 - Foundations of Environmental and Occupational Toxicology**

This course provides learners with knowledge of environmental contaminants, their action on the body and the foundations for regulatory exposure limits and how those limits are achieved.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 624 - Nutrition and Exercise**

Focuses on the specific nutritional requirements for physical conditioning of persons involved in active lifestyles; emphasizes the teaching of proper nutrition for active persons; offers hands-on experience.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 625 - Occupational and Environmental Health Management and Leadership**

Based in the concept of task teams and management of task teams, this course provides managerial level background in program development rules and policies development, education and training, inspections and audits and dealing with accidents and environmental releases and errors.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.



**HLTH 626 - Assessment and Communication of Occupational and Environmental Health Risk**

This course provides students opportunities to examine the environmental health needs of specific communities and workplaces. Students learn how risks are assigned to environmental insults and how those risks must be clearly identified and communicated to constituents and used for mitigative action.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 627 - Public Health Culminating Experience**

The Public Health Culminating Experience course provides students with the opportunity to design and develop an integrative professional electronic portfolio. Developing an electronic portfolio is a learning process, a way to deepen one's understanding of critical public health concepts, to put one's coursework and field experience into perspective, to demonstrate the knowledge and skills one has obtained, and to assess one's own mastery of the core competencies in one's chosen concentration and field.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 628 - Biostatistics for Public Health**

This course will cover statistical methods such as descriptive statistics, probability, Central Limit theorem, probability distributions, statistical inference, hypothesis testing and Linear regression. These topics will be taught using health/public health/epidemiology, examples as well as applications to business, engineering and finance. Projects will be tailored to individual students' specialty area such as health promotion, epidemiology, biostatistics, administration, marketing, etc.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 629 - Epidemiology in Crisis Management**

This course provides students with an examination of man-made and technological disasters, the various public health related crises which emanate from these disasters and the interaction of public health professionals and other responding agencies in the mitigation of these crises. Disasters are also dissected in terms of response through NIMS, a federal framework for disaster response. The course also explores the determination of risk, in terms of disasters and the communication of risk to various populations.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 630 - Environmental and Occupational Exposure Monitoring Analysis Control**

This course provides students with a practical look at exposure monitoring and area sampling, and the purposes and uses for these types of sampling. The course also examines the chemistry behind these types of examinations and the application of results from monitoring. This course approaches the subject from a managerial and practitioner perspective, going beyond traditional undergraduate learning in environmental sampling or industrial hygiene, though these subjects may be used as a foundation.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 631 - Foundations of Public Health**

This course presents the overarching framework, principles and core responsibilities of public health practice and introduces students to various elements of the public health system.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 650 - Practicum in Applied Health Science**

The course provides the student with the opportunity to complete a supervised field experience in a school or community health agency. The student will be able to practice and further develop the competencies that have been developed in the classroom. Faculty members and students enrolled in the course will meet periodically for a seminar.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 665 - Nutrition for the Older Adult**

Focuses on physiological and sociological nutritional needs of an aging population. Includes a field experience.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

**HLTH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. Please contact the department for more information.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

**HLTH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SOWK Courses****SOWK 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SOWK 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SOWK 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SOWK 600 - Human Behavior & the Social Environment**

Human Behavior and the Social Environment. This course will provide students with an introduction to the theories and knowledge of human bio-psycho-social development including theories and knowledge about the range of social systems impacting individuals, families, groups, organizations, agencies, and communities.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science or Master of Social Work degrees.

**SOWK 601 - Foundations of Social Work**

This course will provide students with foundational knowledge of social work. Students will gain critical information about the values and ethics associated with this profession as well as an understanding of the expected competencies.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 605 - Social Welfare System**

This online asynchronous course introduces the history, philosophy, development and current perspectives of social welfare and the social work profession. Study of the emergence of the profession of social work and the way it has and is currently responding to social problems. The course introduces public policy development and social welfare policies. This course traces the history of social welfare and within it, the evolving role of social work and social welfare. An analytic approach is used to highlight the forces that facilitate or inhibit changes in social policies.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 610 - Macro Social Work**

Macro Social Work Practice introduces students to the knowledge, skills, and competencies for practice in communities, organizations and large social systems. This is a required course for student entering the MSW program without advanced standing.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 615 - Clinical Social Work & the DSM**

Clinical Social Work and the DSM. This course will provide students with an introduction to the specialized practice of clinical social work. Emphasis on assessment, diagnosis, treatment and prevention of mental illness will prepare students to enter clinical practice.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 620 - Human Rights, Social Justice & Policy**

The course applies a rights-based approach to policy practice and will provide the theoretical and experiential human behavior and social environment knowledge base related to difference, dominance (oppression and privilege), social justice, and liberation. Students will learn a practice framework that integrates a human rights perspective promoting the dignity, respect, and wellbeing of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. This course aims to help students apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 630 - Clinical Practice With Children & Families**

Clinical Practice with Children and Families. Evidence-based Social Work clinical practice including the problems and DSM disorders of Children, Couples, and Families, using assessment instruments, implemented interventions, and evaluated programs of treatment; i.e., Anxiety and Depression in Children and Adolescents, Conduct Disorder and ADHD in Children and Adolescents, Distressed Couples, Child Abuse and Neglect, Eating Disorders, and Substance Abuse and Co-occurring Problems in Adolescents and Young Adults.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 635 - Clinical Practice With Adults**

Clinical Practice with Adults. Evidence-based Social Work practice including the DSM assessment, intervention, and evaluation of the adult disorders of schizophrenia spectrum disorders, depressive and bipolar disorders, substance use disorders, panic disorder, agoraphobia, obsessive-compulsive disorder, post-traumatic stress disorder, antisocial and borderline personality disorders.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 650 - Field Education I**

This foundational internship will place students in human service agencies. It is designed to help students learn and implement social work skills with clients in need.

Credits: 3

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students with department of Public Health & Social Work.

**SOWK 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**SOWK 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**SOWK 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment is limited to Graduate level students.

**SOWK 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Enrollment is limited to Graduate level students.

**SOWK 705 - Research Methods in Social Work**

This course is designed for students to become competent in understanding research for professional social work practice. Students are introduced to the systematic approach to research including: research terminology, the scientific method, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, quantitative and qualitative approaches, program evaluation and data collection.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 710 - Qualitative Research**

The course is designed to provide substantive methodological content for various phases of the qualitative research process accompanied by experiential learning opportunities. The purpose of this course is to prepare students to select and implement qualitative research designs that are appropriate and adequate for answering contemporary social work practice and social welfare policy research questions.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 730 - Practice Skills Following Crises**

This course will provide students with the ability to effectively intervene and resolve crisis situations in social work practice. Students will apply crisis intervention models to various simulated crises.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 731 - Practice Skills in Forensic Social Work**

This course will provide graduate students with social work knowledge and skills required for working with clients involved in various aspects of the legal system. Students will be introduced to practice skills in areas including child welfare, juvenile justice, corrections, addiction, and diversion including treatment with both victims of crime and perpetrators.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 732 - Post Traumatic Stress Disorder**

Post-Traumatic Stress Disorder. This course will provide students with an indepth look at post-traumatic stress disorder, the etiology, symptomology, assessment, diagnosis, and treatment interventions. Students will also explore the impact and challenges for families.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 733 - Disaster Management**

This course will provide students with an understanding of the roles of disaster managers. Students will apply this knowledge to all phases of disaster management.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 734 - Trauma-Informed Care**

This course will provide students with an understanding of trauma-informed care and how to apply these concepts in their social work practice and effectively assist those impacted by trauma.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 735 - Military Culture**

In this course students will learn about the uniqueness of military culture which is a dominant influence in the lives of military personnel and their families. This culture is highly structured and regulated by rules and traditions. Different military contexts (i.e., active duty, guard/reserve, veteran) and all branches of service are explored. Ethical issues are considered. Students completing this course will have an in-depth understanding of individuals and military families.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 736 - Social Work With Families Impacted By Trauma**

This course explores the impact of violence/crime, natural disasters, combat, and other trauma causing events on families. The changing relationship dynamics between adult partners and children and parents from initial events through recovery is given special emphasis. The course content includes an overview of the multiple consequences of trauma from a bio-psycho-social perspective, including resiliency and traumatic growth. Students will be introduced to evidence based interventions.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 737 - Behavioral Health Services in Child Welfare and Juvenile Justice**

Students will learn to identify adverse childhood experiences and assess the impact of these experiences on children and adolescents' emotional and behavioral functioning. Students will acquire the ability to identify risks for recurring adverse experiences in the child welfare and the juvenile justice systems. Evidenced-based practices and pathways to recovery will be learned. Students will learn how to identify opportunities for collaboration between systems, understand the barriers to collaboration, develop skills to overcome barriers and maintain collaborative relationships. The course will discuss current evidenced based and promising behavioral health practice approaches currently being use in child welfare and juvenile justice settings.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 738 - Intervention for Sexual Assault and Interpersonal Violence**

This course will focus on social forces, prevalence, dynamics, types, effects, assessment and interventions specific to trauma in interpersonal violence. Students will learn about individual and group intervention strategies specific to trauma and violence, including evidence-based models, crisis intervention, and cognitive-behavioral models.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 739 - Forensic Social Work in Corrections**

Students will gain and demonstrate knowledge and skills to effectively assist those involved in the criminal justice system. This course applies social work processes to clients in correctional settings. Students will learn how to assess and treat various issues common to those who are incarcerated, such as needs of female offenders, substance abuse, mental health, personality disorders and sex offenses.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 740 - Animal-Assisted Social Work**

Animal-Assisted Social Work Practice. This course will provide students with a foundation of animal-assisted social work practice. Integration of therapy animals into all aspects of practice will be discussed, to include assessment, intervention, evaluation as well as individual, group, family, and community levels of practice.

Credits: 3

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students with department of Public Health & Social Work.

**SOWK 742 - Animal-Assisted Social Work with Kids**

This course will provide students with practice skills to implement AASW with children and adolescents. Individual and group intervention applicable to various clinical issues and settings will be explored as well as special considerations when working with this population.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 743 - Animal-Assisted Social Work With Seniors**

This course will provide students with practice skills to implement AASW with the aging population. Individual and group intervention applicable to various clinical issues and settings will be explored as well as special considerations when working with this population.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 744 - Animal-Assisted Crisis Response**

This course will provide students with an understanding of animal-assisted crisis response and how to provide this special intervention to those impacted by crises and disasters.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 750 - Field Education II**

This advanced internship experience will provide students with direct client intervention experience in a human service agency.

Prerequisite: SOWK 650<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to students with a program in Social Work.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**SOWK 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**SOWK 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment is limited to Graduate level students.

## Animal Assisted Social Work, Certificate

### Related Links

Animal Assisted Social Work, Certificate Program Page (<https://www.sru.edu/academics/certificates/animal-assisted-social-work-certificate/>)

Social Work Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/social-work/>)

Social Work Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/certificates/FS%20-%20ANIMAL%20ASSISTED%20SW%20CTF.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
SOWK 740	Animal-Assisted Social Work	3
SOWK 744	Animal-Assisted Crisis Response	3
SOWK 742 or SOWK 743	Animal-Assisted Social Work with Kids Animal-Assisted Social Work With Seniors	3
<b>Total Hours</b>		<b>9</b>



## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Animal-Assisted Social Work - CERT (9ASW)

Program is effective for Spring 2021

Revised 01.14.2021

UCC 09.29.2020

## Public Health, Master of Public Health (MPH)

The Master of Public Health (MPH) program offers two specific concentrations: **Health Promotion and Wellness** and **Environmental and Occupational Health**. The MPH program is practitioner-based, and the curriculum is designed to meet the increasing demand in the Public Health workforce. We prepare students for 21st century careers in Public Health and address Public Health challenges of this generation such as obesity, infectious diseases, illicit drug abuse, environmental pollution associated-diseases, climate change, and occupational health and safety. The program provides students the opportunity to become more familiar with the roles of government agencies and other non-governmental organizations in shaping Public Health policies both in the United States and globally.

The Master of Public Health program offers courses 100% online and requires 42 credits to complete it. Prospective students can transfer up to 12 credits into the MPH program; this is based on previously completed coursework and at the discretion of the Admissions committee. All MPH students are required to complete 30 core credits and 12 concentration-specific credits. The Master of Public Health program is in the process of applying for accreditation through the Council on Education for Public Health (CEPH). All candidates completing this program are eligible to sit for the Master Certified Health Education Specialist (MCHES) examination and the National Board of Public Health Examiners' Certified Public Health (CPH) examination.

In the United States, between 2020 and 2030, the MPH-related occupations are projected to add about **118,449** jobs to the economy (EMSI). Within a 150-mile region around Slippery Rock University, between 2020 and 2030, MPH-related occupations are projected to grow by a total of **10%** (EMSI). According to the Bureau of Labor Statistics, Healthcare occupations and those related to healthcare are projected to account for **18 of the 30** fastest growing occupations.

## Related Links

Public Health, MPH Program Page ([https://www.sru.edu/academics/graduate-programs/public-health-\(master-of-public-health\)/](https://www.sru.edu/academics/graduate-programs/public-health-(master-of-public-health)/))

Public Health Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/public-health/>)

Public Health Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-MPH.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Core Courses</b>		
HLTH 604	Social and Behavioral Aspects of Health and Wellness	3
HLTH 605	Health Services Administration	3
HLTH 606	Principles of Epidemiology	3
HLTH 607	Designing and Conducting Health Surveys	3
HLTH 608	Planning and Implementation of Public Health Strategies	3
HLTH 609	Practicum in Public Health	3
HLTH 610	Occupational and Environmental Health Science	3
HLTH 627	Public Health Culminating Experience	3
HLTH 628	Biostatistics for Public Health	3
HLTH 631	Foundations of Public Health	3
Subtotal		30
<b>Concentration</b>		
Select one of the following:		12
Health Promotion and Wellness (p. 182)		
Environmental and Occupational Health (p. 182)		
Subtotal		12
<b>Total Hours</b>		<b>42</b>

### Health Promotion and Wellness Concentration

Code	Title	Hours
HLTH 611	Infectious and Chronic Disease	3
HLTH 616	Health and Wellness Coaching	3
HLTH 617	Health Marketing and Communication	3
HLTH 618	Program Evaluation	3
<b>Total Hours</b>		<b>12</b>

### Environmental and Occupational Health Concentration

Code	Title	Hours
HLTH 623	Foundations of Environmental and Occupational Toxicology	3
HLTH 630	Environmental and Occupational Exposure Monitoring Analysis Control	3
HLTH 625	Occupational and Environmental Health Management and Leadership	3
HLTH 626	Assessment and Communication of Occupational and Environmental Health Risk	3
<b>Total Hours</b>		<b>12</b>

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-

earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MPH

Concentration Code: WELL, ENOH

## Recommended Course Sequence

### Environmental and Occupational Health Concentration

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
HLTH 604	Social and Behavioral Aspects of Health and Wellness	3
HLTH 628	Biostatistics for Public Health	3
HLTH 631	Foundations of Public Health	3
<b>Hours</b>		<b>9</b>
<b>Winter</b>		
HLTH 605	Health Services Administration	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
HLTH 606	Principles of Epidemiology	3
HLTH 607	Designing and Conducting Health Surveys	3
HLTH 610	Occupational and Environmental Health Science	3
<b>Hours</b>		<b>9</b>
<b>Summer</b>		
HLTH 608	Planning and Implementation of Public Health Strategies	3
HLTH 609	Practicum in Public Health	3
<b>Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
HLTH 623	Foundations of Environmental and Occupational Toxicology	3
HLTH 630	Environmental and Occupational Exposure Monitoring Analysis Control	3
<b>Hours</b>		<b>6</b>
<b>Spring</b>		
HLTH 625	Occupational and Environmental Health Management and Leadership	3
HLTH 626	Assessment and Communication of Occupational and Environmental Health Risk	3
HLTH 627	Public Health Culminating Experience	3
<b>Hours</b>		<b>9</b>
<b>Total Hours**</b>		<b>42</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for*

*courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9MPH/ENOH

Revised Date: 02.25.2021

### Health Promotion and Wellness Concentration

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
HLTH 604	Social and Behavioral Aspects of Health and Wellness	3
HLTH 628	Biostatistics for Public Health	3
HLTH 631	Foundations of Public Health	3
<b>Hours</b>		<b>9</b>
<b>Winter</b>		
HLTH 605	Health Services Administration	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
HLTH 606	Principles of Epidemiology	3
HLTH 607	Designing and Conducting Health Surveys	3
HLTH 610	Occupational and Environmental Health Science	3
<b>Hours</b>		<b>9</b>
<b>Summer</b>		
HLTH 608	Planning and Implementation of Public Health Strategies	3
HLTH 609	Practicum in Public Health	3
<b>Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
HLTH 611	Infectious and Chronic Disease	3
HLTH 616	Health and Wellness Coaching	3
HLTH 617	Health Marketing and Communication	3
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
HLTH 618	Program Evaluation	3
HLTH 627	Public Health Culminating Experience	3
<b>Hours</b>		<b>6</b>
<b>Total Hours**</b>		<b>42</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9MPH/ENOH

Revised Date: 02.25.2021

## Social Work - Advanced Standing, Master of Social Work (MSW)

Program pending UCC approval Spring 2021

### Program Learning Outcomes

- To prepare professionals to be competent and ethical in social work practice settings through demonstrated mastery of the MSW Program's core clinical competencies.
- To prepare professionals to effectively identify, apply and evaluate evidence-based interventions.
- To prepare committed social work practitioners to assume leadership roles.
- To prepare social workers to recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities.

### Related Links

Social Work, MSW Program Page ([https://www.sru.edu/academics/graduate-programs/social-work-\(master-of-social-work\)/](https://www.sru.edu/academics/graduate-programs/social-work-(master-of-social-work)/))

Social Work Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/social-work/>)

Social Work Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS%20-%20SOCIAL%20WORK.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

Program pending UCC approval Spring 2021

### Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
SOWK 615	Clinical Social Work & the DSM	3
SOWK 620	Human Rights, Social Justice & Policy	3
SOWK 630	Clinical Practice With Children & Families	3
SOWK 635	Clinical Practice With Adults	3
SOWK 710	Qualitative Research	3
SOWK 730	Practice Skills Following Crises	3
or SOWK 731	Practice Skills in Forensic Social Work	
SOWK 750	Field Education II	3
SOWK 750	Field Education II	3
Subtotal		24
<b>Clinical Electives</b>		
Select 5 courses from the following:		15
SOWK 732	Post Traumatic Stress Disorder	
SOWK 733	Disaster Management	
SOWK 734	Trauma-Informed Care	
SOWK 735	Military Culture	
SOWK 736	Social Work With Families Impacted By Trauma	

SOWK 737	Behavioral Health Services in Child Welfare and Juvenile Justice	
SOWK 738	Intervention for Sexual Assault and Interpersonal Violence	
SOWK 739	Forensic Social Work in Corrections	
SOWK 740	Animal-Assisted Social Work	
SOWK 742	Animal-Assisted Social Work with Kids	
SOWK 743	Animal-Assisted Social Work With Seniors	
SOWK 744	Animal-Assisted Crisis Response	
Subtotal		15
<b>Total Hours</b>		<b>39</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## Social Work Cognitive Behavioral Therapy, Certificate

### Related Links

Social Work Cognitive Behavioral Therapy, Certificate Program Page (<https://www.sru.edu/academics/certificates/cognitive-behavioral-therapy-certificate/>)

Social Work Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/social-work/>)

Social Work Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/CBT-FS.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
SOWK 630	Clinical Practice With Children & Families	3
SOWK 635	Clinical Practice With Adults	3
SOWK 731	Practice Skills in Forensic Social Work	3
<b>Total Hours</b>		<b>9</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information*

on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.

PASSHE - Pennsylvania State System of Higher Education Institutions

Social Work Cognitive Behavioral Therapy - CERT (9SWC)

This program is effective as of Spring 2021

Revised 01.14.21

UCC 09.29.21

## Social Work, Master of Social Work (MSW)

Program pending UCC approval Spring 2021

### Program Learning Outcomes

- To prepare professionals to be competent and ethical in social work practice settings through demonstrated mastery of the MSW Program's core clinical competencies.
- To prepare professionals to effectively identify, apply and evaluate evidence-based interventions.
- To prepare committed social work practitioners to assume leadership roles.
- To prepare social workers to recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities.

### Related Links

Social Work, MSW Program Page ([https://www.sru.edu/academics/graduate-programs/social-work-\(master-of-social-work\)/](https://www.sru.edu/academics/graduate-programs/social-work-(master-of-social-work)/))

Social Work Department Page (<https://www.sru.edu/academics/colleges-and-departments/ches/departments/social-work/>)

Social Work Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS%20-%20SOCIAL%20WORK.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

Program pending UCC Approval Spring 2021

### Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
SOWK 600	Human Behavior & the Social Environment	3
SOWK 601	Foundations of Social Work	3
SOWK 605	Social Welfare System	3
SOWK 610	Macro Social Work	3
SOWK 615	Clinical Social Work & the DSM	3
SOWK 620	Human Rights, Social Justice & Policy	3
SOWK 705	Research Methods in Social Work	3
SOWK 650	Field Education I	3
SOWK 650	Field Education I	3
SOWK 630	Clinical Practice With Children & Families	3

SOWK 635	Clinical Practice With Adults	3
SOWK 710	Qualitative Research	3
SOWK 730 or SOWK 731	Practice Skills Following Crises Practice Skills in Forensic Social Work	3
SOWK 750	Field Education II	3
SOWK 750	Field Education II	3
Subtotal		45
<b>Clinical Electives</b>		
Select 5 courses from the following:		15
SOWK 732	Post Traumatic Stress Disorder	
SOWK 733	Disaster Management	
SOWK 734	Trauma-Informed Care	
SOWK 735	Military Culture	
SOWK 736	Social Work With Families Impacted By Trauma	
SOWK 737	Behavioral Health Services in Child Welfare and Juvenile Justice	
SOWK 738	Intervention for Sexual Assault and Interpersonal Violence	
SOWK 739	Forensic Social Work in Corrections	
SOWK 740	Animal-Assisted Social Work	
SOWK 742	Animal-Assisted Social Work with Kids	
SOWK 743	Animal-Assisted Social Work With Seniors	
SOWK 744	Animal-Assisted Crisis Response	
Subtotal		15
<b>Total Hours</b>		<b>60</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## College of Liberal Arts

### Dean's Office Staff

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Dean, College of Liberal Arts

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College Secretary

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## Departments

- Criminology and Criminal Justice (p. 186)
- English (p. 191)
- History (p. 196)
- Modern Languages and Cultures (p. 200)
- Music (p. 205)

## Criminology and Criminal Justice

Chair	Secretary	Location	Department Phone
Dr. Sarah Kuehn	Kathleen Dombeck	211 Spotts World Culture Building	724-738-2084

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/cla/departments/criminology-and-criminal-justice/>)

**Graduate Coordinator**

Dr. Sarah Kuehn

## Faculty

**David Champion**

Professor

Criminology &amp; Criminal Justice

Ph.D., Indiana University of Pennsylvania

M.A., Ball State University

B.A., State University of New York at Buffalo

**Kerry Edwards**

Assistant Professor

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B.A., University of New Mexico

**Sarah Kuehn**

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Criminology &amp; Criminal Justice

Ph.D., Simon Fraser University

M.A., Simon Fraser University

**Daniel McEwen**

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Criminology &amp; Criminal Justice

J.D., Thomas Cooley Law School

B.S., University of Pittsburgh

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M.A., Indiana University

B.A., Indiana University

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**Jeffrey Roth**

Assistant Professor

Criminology &amp; Criminal Justice

Ph.D., Indiana University of Pennsylvania

M.S., Tiffin University

B.A., Patrick Henry College

**Youngyol Schanz**

Professor

Criminology &amp; Criminal Justice

Ph.D., Indiana University of Pennsylvania

M.A., Wichita State University

B.S., Dankook University (Korea)

**Shawn Zeffoss**

Instructor

Criminology &amp; Criminal Justice

## Programs

### Majors

- Criminal Justice, Master of Arts (MA) (p. 188)

## Courses

**CRIM 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 602 - Forensic Behavior: Crime and the Individual**

This course explores aspects of mental illness, cognitions, psychopathology, mental disorders and other psychological aspects of criminal behavior and their relation to theories of crime. This is a cross-listed course that will fulfill either graduate or undergraduate credit.

Credits: 3

Term(s) Typically Offered: Offered Summer &amp; Winter Terms

Enrollment limited to students with a semester level of Graduate.



**CRIM 605 - White Collar Crime**

This course explores the complex issues surrounding white collar crime. In terms of white collar crime, the topics addressed may include: the complexities of defining it, theoretical explanations for it, the economical, physical and social costs that result from these types of crimes, and the issues the criminal justice system faces in trying to control it.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 610 - Administration of Justice**

This course provides an overview of criminal law and procedure, including landmark decisions, juvenile proceedings, Constitutional issues and the role of law in society.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 615 - Advanced Criminological Theory**

This course entails a detailed examination of a wide range of criminological theories pertaining to offending and the correlates of crime. Students are expected to assess critically the application of various paradigms to selected crime types, relying extensively on original empirical and theoretical literature.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 616 - Community Corrections**

This course explores the origins of community corrections and its role in the American criminal justice system. Starting with pre-arrest diversion, the course covers the major issues and topics associated with community corrections and re-entry programs.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Arts degree.

Enrollment limited to students with department of Criminology & Criminal Justice.

**CRIM 620 - Critical Issues in Corrections**

This course explores the history and philosophical underpinnings of corrections and its role in the American criminal justice system. Further, it examines the implementation of legal sanctions in institutional and community corrections and how political, social, and economic issues have impacted correctional operations. The course also delves into comparative perspectives as well as current research and issues in corrections.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 622 - Individual and Group Interventions**

Basic concepts of individual and group techniques used with offenders.

Rudimentary skills practice to prepare the student for practice in the field, and the issues and strategies most often associated with special populations. This course will review various treatment models and the rationales for their use.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**CRIM 625 - Contemporary Issues in Policing**

In this course, students will examine contemporary issues in law enforcement and delve the social, political, and cultural climate of the most compelling challenges facing policing agencies today. Learners will study issues such as police use of force, policing in a diverse society, recruitment and training, police culture, law enforcement and ethics, technology and policing, and more.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CRIM 626 - Victimology**

This course will present the student with a detailed understanding of the scope of victimology and the extent of criminal victimization by examining specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 627 - Criminal Justice and the Multicultural Community**

This course will examine current issues and social problems relating to the administration of justice in a culturally diverse society. The focus of the course will be on the changing ethnicity of communities and related changes in social and institutional public policy.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 628 - Transnational Crime & Justice**

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. This course explores the roots and operations of organized crime and how globalization has facilitated the emergence of transnational organized crime in the U.S. and in various regions throughout the world. Particular emphasis is given to issues of drug trafficking, illegal arms trade, money laundering, human trafficking and sex trafficking. This course also examines the current strategies for the containment and control of such activities.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 630 - Statistical Methods in Criminal Justice**

In this course, students will learn principles of statistical techniques (both descriptive and inferential statistics) with emphasis upon their application in the criminal justice system. Students will be familiar with correlation and regression analysis, probability and sampling theory, estimating population parameters and testing hypotheses.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 635 - Criminological Research**

In this course, students will learn different approaches and techniques for conducting criminological research. Students will be able to interpret data from research problems and evaluate research designs and their implementation in criminal justice.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CRIM 641 - Terrorism, Law and National Security**

This course will discuss terrorism-its structure, causes, and illegal financing and the evolution of domestic and international laws evolving to deal with terrorism and national security.

Credits: 3

Enrollment is limited to Graduate level students.

**CRIM 660 - Criminal Justice Ethics**

This course covers various schools of ethical thought and their applications to all aspects of criminal justice.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CRIM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 750 - Internship in Criminology**

This course consists of field placement in a criminal justice agency involving administrative, research, teaching, and related activities. It will give students the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating agencies and organizations.

Credits: 3-6

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**CRIM 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 800 - Master's Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Criminal Justice, Master of Arts (MA)

### Program Learning Outcomes

- Demonstrate professional proficiency in the academic study of crime, justice, and criminology.

- Develop competence in the history, theory and practice of the administration of criminal justice and its established content areas of law enforcement, courts and corrections.
- Demonstrate understanding and application of criminological theories of crime causation, offenders, victims, and typologies.
- Explain and understand the basic principles of research and the use and interpretation of statistics as they apply to criminological theory, existing crime data, and Criminal Justice policy evaluations.
- Community corrections specialization students will be able to demonstrate knowledge of the history, philosophy, policy and practice of balanced and restorative justice, alternative sentencing, diversionary adjudication, human services and the principles of offender treatment in a community setting.
- Achieve acceptable levels of critical thinking, synthesis and analysis of informational sources about the study of crime and justice.
  - Critically evaluate criminological literature and scholarship.
  - Apply critical analysis to current controversies and topics in criminal justice.
  - Synthesize disparate informational sources about criminal justice issues, policies or theories into synergistic and cogent understandings.
  - Recognize and understand the various perspectives of controversial issues in crime and justice.
- Understand and explain the importance of the study of and application of ethics, morals and values in Criminal Justice.
  - Formulate applications of the general field of ethical study to specific, criminal justice-related topics.
  - Employ ethical reflection and judgment to quickly emerging situations commonly found in the practice of law enforcement, correctional and court workgroup duties.
  - Develop familiarity with professional codes of ethics employed in the field.
- Learn and appreciate the role of human diversity in Criminal Justice.
  - Demonstrate how diversity in human experience and culture applies to the professional practice of criminal justice in law enforcement, court processes, and corrections.
  - Recognize the historical and contemporary roles of racial, ethnic, religious, gender/sex identity, LGBTQ+, and lifestyle intolerance in human violence and aggression.
  - Examine and increase awareness of diversity challenges such as racial profiling, violence against women, and hate crime legislation and enforcement.

## Related Links

Criminal Justice, MA Program Page (<https://www.sru.edu/academics/graduate-programs/criminal-justice-master-of-arts/>)

Criminology and Criminal Justice Department Page (<https://www.sru.edu/academics/colleges-and-departments/cja/departments/criminology-and-criminal-justice/>)

Criminal Justice Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-Crim.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
CRIM 610	Administration of Justice	3
CRIM 615	Advanced Criminological Theory	3
CRIM 620	Critical Issues in Corrections	3
CRIM 625	Contemporary Issues in Policing	3
CRIM 630	Statistical Methods in Criminal Justice	3
CRIM 635	Criminological Research	3
CRIM 660	Criminal Justice Ethics	3
Subtotal		21
<b>Electives</b>		
Select one of the following:		3
CRIM 602	Forensic Behavior: Crime and the Individual	
CRIM 605	White Collar Crime	
CRIM 616	Community Corrections	
CRIM 622	Individual and Group Interventions	
CRIM 626	Victimology	
CRIM 627	Criminal Justice and the Multicultural Community	
CRIM 628	Transnational Crime & Justice	
Subtotal		3
<b>Degree Options</b>		
Choose one of the following:		6
General (p. 189)		
Internship Option (Non-Thesis) (p. 189)		
Thesis (p. 189)		
Subtotal		6
<b>Total Hours</b>		<b>30</b>

### General

Code	Title	Hours
Comprehensive Examination		
Two Elective Courses (by advisement)		6
CRIM 602	Forensic Behavior: Crime and the Individual	
CRIM 605	White Collar Crime	
CRIM 616	Community Corrections	
CRIM 622	Individual and Group Interventions	
CRIM 626	Victimology	
CRIM 627	Criminal Justice and the Multicultural Community	
CRIM 628	Transnational Crime & Justice	

### Internship Option (Non-Thesis)

Code	Title	Hours
Comprehensive Examination		
CRIM 750	Internship in Criminology	6

### Thesis

Code	Title	Hours
CRIM 800	Master's Thesis	6

## Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9808

Concentration Code: GENR

## Recommended Course Sequence

### One-Year Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
CRIM 610	Administration of Justice	3
CRIM 615	Advanced Criminological Theory	3
CRIM 630	Statistical Methods in Criminal Justice	3
CRIM 620	Critical Issues in Corrections	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
CRIM 625	Contemporary Issues in Policing	3
CRIM 635	Criminological Research	3
CRIM 660	Criminal Justice Ethics	3
<b>Hours</b>		<b>9</b>
<b>Summer</b>		
CRIM 750 or CRIM 800	Internship in Criminology or Master's Thesis	6
CRIM XXX	Elective	3
Comprehensive Exam		
<b>Hours</b>		<b>9</b>
<b>Total Hours**</b>		<b>30</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9808

Revised Date: 02.25.2021

### Two-Year Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
CRIM 610	Administration of Justice	3
CRIM 630	Statistical Methods in Criminal Justice	3
<b>Hours</b>		<b>6</b>
<b>Spring</b>		
CRIM 625	Contemporary Issues in Policing	3

CRIM 635	Criminological Research	3
<b>Hours</b>		<b>6</b>
<b>Summer</b>		
CRIM XXX	Elective	3
<b>Hours</b>		<b>3</b>
<b>Second Year</b>		
<b>Fall</b>		
CRIM 615	Advanced Criminological Theory	3
CRIM 620	Critical Issues in Corrections	3
<b>Hours</b>		<b>6</b>
<b>Spring</b>		
CRIM 660	Criminal Justice Ethics	3
CRIM 750 or CRIM 800	Internship in Criminology or Master's Thesis	6
Comprehensive Exam		
<b>Hours</b>		<b>9</b>
<b>Total Hours**</b>		<b>30</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9808

Revised Date: 02.25.2021

### Multi-Year Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
CRIM 610	Administration of Justice	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
CRIM 625	Contemporary Issues in Policing	3
<b>Hours</b>		<b>3</b>
<b>Second Year</b>		
<b>Fall</b>		
CRIM 630	Statistical Methods in Criminal Justice	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
CRIM 635	Criminological Research	3
<b>Hours</b>		<b>3</b>
<b>Third Year</b>		
<b>Fall</b>		
CRIM 615	Advanced Criminological Theory	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
CRIM 660	Criminal Justice Ethics	3
<b>Hours</b>		<b>3</b>
<b>Summer</b>		
CRIM XXX	Elective	3
<b>Hours</b>		<b>3</b>

**Fourth Year****Fall**

CRIM 620	Critical Issues in Corrections	3
<b>Hours</b>		<b>3</b>

**Spring**

CRIM 750 or CRIM 800	Internship in Criminology or Master's Thesis	6
Comprehensive Exam		
<b>Hours</b>		<b>6</b>
<b>Total Hours**</b>		<b>30</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code: 9808

Revised Date: 02.25.2021

## English

Chair	Assistant Chair	Secretary	Location	Department Phone
Dr. William Covey	Dr. Mark O'Connor	Catherine Saylor	316 Spotts World Culture Building	724-738-2043

Department Web Site URL (<http://www.sru.edu/academics/colleges-and-departments/cla/departments/english/>)

**Graduate Coordinator**

Dr. Jason Stuart

## Faculty

**William Covey**

Professor  
English  
Ph.D., Purdue University  
M.A., Northern Illinois University  
B.A., Northern Illinois University

**Danette Dimarco**

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Ph.D., Duquesne University  
M.A., Duquesne University  
B.A., Duquesne University

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B.A., St. John's College

**Jessica Jopp**

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M.F.A., University of Massachusetts  
B.A., SUNY-Binghamton

**Nicholas Katsiadas**

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B.A., Slippery Rock University

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Associate Professor  
English  
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M.A., Texas A & M University  
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**Patrick McGinty**

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**Julie Naviaux**

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M.A., University of Louisville  
B.A., Bellarmine University

**Mark O'Connor**

Associate Professor  
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M.A., University of Houston  
B.A., Georgetown University

**Timothy Oldakowski**

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**Joan Peacock**

Professor  
English  
Ph.D., Southern Illinois University  
M.A., University of North Texas  
B.A., University of Madras (India)

**Derrick Pitard**

Professor  
English  
Ph.D., University of Rochester  
M.A., University of Rochester  
M.Phil., University of Oxford (England)  
B.A., Washington and Lee University

**Timothy Ruppert**

Assistant Professor  
English  
Ph.D., Duquesne University



M.A., Duquesne University  
B.A., Duquesne University

#### **Erica Scott**

Associate Professor  
English  
Ph.D., Miami University (Oxford, Ohio)  
M.A., Miami University (Oxford, Ohio)  
M.A., Gannon University  
B.A., Pennsylvania State University

#### **Lauren Shoemaker**

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Ph.D., Indiana University  
M.A., Gannon University  
B.S., Slippery Rock University

#### **John Silvestro**

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Ph.D., Miami University  
M.A., Northern Kentucky University  
B.S., Ohio University

#### **Ryan Stryffeler**

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English  
Ph.D., Ball State University  
M.A., Northern Arizona University  
B.A., Hillsdale College

#### **Jason Stuart**

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M.A., Slippery Rock University  
B.A., Immaculata University

#### **Frederick White**

Associate Professor  
English  
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M.A., Azusa Pacific University  
B.A., Azusa Pacific University

#### **Krista White**

Instructor  
English  
M.A., Youngstown State University  
B.A., Youngstown State University

## **Programs**

### **Majors**

- English, Master of Arts (MA) (p. 194)

### **Certificates**

- Written Literate Practices, Certificate (p. 195)

## **Courses**

### **ENGL 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### **ENGL 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **ENGL 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **ENGL 601 - Introduction to Writing in the Disciplines**

This course traces the development of the study of literate practices within professions and disciplines, identifying research methods, areas of inquiry and current gaps in knowledge. The various social, technological, teleological and rhetorical factors that influence the forms and practices of writing within human enterprises and activities are examined.

Credits: 3

Enrollment is limited to Graduate level students.

### **ENGL 602 - Rhetoric Theory**

Students will study theory and research in rhetoric and media that examine the uses of verbal and visual communication. Students will read in foundational works in classical, medieval, modern and contemporary rhetoric. The course will explore the interdisciplinary value of persuasive communication, particularly in light of pervasive digital and network technologies. Studies in contemporary rhetoric are therefore supplemented by investigations into culture and media; the course also focuses on new modes of writing and publishing enabled by computer technology.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 603 - Literary and Cultural Studies**

This course will introduce students to the history and range of methods used and genres produced within the disciplines of literary and cultural studies. Students will study the history and development of journalistic and academic genres of literary criticism; the expansion of interdisciplinary applications of theory to analysis of literary and cultural texts; new forms of "distant" reading, through data mining and related collaboration with the computer sciences; intersections of literary and cultural analysis with the cognitive neuroscience3s and other scientific fields; and the persistence of formal analysis in subfields of criticism and creative writing.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 620 - Linguistics and Writing**

Serves as introduction to basic language structure, use and theories. The course will introduce the scientific study of language; familiarize students with the linguistic knowledge held by native speakers of any language; foster an appreciation of the complexity of spoken and written forms of English; and explore language variation, specifically English social dialects, as well as how attitudes toward these variations reflect ideology.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 627 - Evolution of Writing**

This course applies a variety of theories, disciplinary constructs and empirical investigations to an understanding of the dynamics of genre formation, helping students identify genre theory as a category of inquiry. This course examines the ways by which existing and evolving forms of writing found in classrooms, disciplines, professions and civic colloquies assume cultural importance and expand social constraints. the course explores problems of general description and definition, including taxonomy, semantic ontology, conventionality, mediation and social/organizational knowledge. Also, the course considers how learning, social interaction and a sense of agency contribute to the textual and contextual features of various written forms, including shared ideological constructs, choices of media and other features.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9525 or MA 9527 programs.

**ENGL 642 - Digital Writing and Publishing**

Digital Writing and Publishing explores the variety of publication and archival practices in the digital media age, the gathering, categorizing and analyzing of information as preparation for writing in new and hybrid media, and the presentation of academic work to multiple audiences. This course emphasizes the social activity of scholarship within and beyond the boundaries of the 21st century learning institution, emphasizing the implications of networked communication for contemporary writing, with a focus on how writers expand their appeal across disciplinary boundaries and to the public. By approaching the possibilities and practices for creation, distribution, curation, indexing, and storing of digital media, Digital Writing and Publishing will help knowledge workers confront the challenges of creating meaningful content for their peers and the public.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9527 program.

**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

Enrollment is limited to Graduate level students.

**ENGL 659 - Researching Academic and Professional Writing**

Expands upon the research methods first discussed in the introductory course, closely considering research in writing in the disciplines (WID), with a focus on text, practices and processes. Students will embark on a research project that could carry over into the Consultancy course that serves as a capstone for the program.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9525 or MA 9527 programs.

**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

Enrollment is limited to Graduate level students.

**ENGL 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 697 - Consultancy in Writing in the Disciplines**

As the program's capstone, the course offers students the opportunity to work with representatives of other disciplines and professional organizations to facilitate research or to foster interdisciplinary writing or interdisciplinary writing instruction. through relationships with schools and professionals outside English studies students will develop competencies in interdisciplinary writing methods; sharpen both their conceptual and procedural knowledge of another discipline or profession; amplify their expertise in writing or teaching across the disciplines; improve their skills in working collaboratively; and learn to assess their performances in and contributions to a collaborative relationship.

Credits: 6

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9525 or MA 9527 programs.

**ENGL 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ENGL 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 800 - Master's Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

Enrollment is limited to Graduate level students.

## English, Master of Arts (MA)

### Program Learning Outcomes

- Students will effectively demonstrate knowledge of writing for academic and non-academic professional environments such as business, industry, and/or government, including written texts, graphic designs, as well as the integration of written and visual elements.
- Students will effectively demonstrate competence in written and visual communication and an understanding of the communication needs, conventions, and discourse practices common to professional disciplines and institutional sites of practice.
- Students will effectively demonstrate the ability to analyze rhetorical situations including the ability to plan, create, evaluate, and revise professional and technical documents in both electronic (online) and print formats.
- Students effectively demonstrate the ability to access and utilize research in various disciplines and incorporate the research into the production of professional and technical documents.
- Students will effectively demonstrate expertise with traditional and new media, including related, current digital technologies and software involved in discourse within the academic and professional disciplines.

### Related Links

English, MA Program Page (<https://www.sru.edu/academics/graduate-programs/english-master-of-arts/>)

English Department Page (<https://www.sru.edu/academics/colleges-and-departments/cia/departments/english/>)

English Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-English.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Core English Courses</b>		
ENGL 598	Selected Topics	3
ENGL 601	Introduction to Writing in the Disciplines	3
ENGL 602	Rhetoric Theory	3
ENGL 603	Literary and Cultural Studies	3
ENGL 620	Linguistics and Writing	3
ENGL 627	Evolution of Writing	3
ENGL 642	Digital Writing and Publishing	3
ENGL 659	Researching Academic and Professional Writing	3
ENGL 697	Consultancy in Writing in the Disciplines	6
<b>Total Hours</b>		<b>30</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9527

## Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
ENGL 601	Introduction to Writing in the Disciplines	3
ENGL 602	Rhetoric Theory	3
<b>Hours</b>		<b>6</b>
<b>Winter</b>		
ENGL 642	Digital Writing and Publishing	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
ENGL 603	Literary and Cultural Studies	3
ENGL 627	Evolution of Writing	3
<b>Hours</b>		<b>6</b>
<b>Summer</b>		
ENGL 598	Selected Topics	3
ENGL 620	Linguistics and Writing	3
ENGL 659	Researching Academic and Professional Writing	3
<b>Hours</b>		<b>9</b>

### Second Year

#### Fall

ENGL 697	Consultancy in Writing in the Disciplines	6
<b>Hours</b>		<b>6</b>
<b>Total Hours**</b>		<b>30</b>

**\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.**

Major Code: 9527

Revised Date: 02.25.2021

## Written Literate Practices, Certificate

The online graduate Certificate in Written Literate Practices is designed to provide educators, administrators and communication specialists in commercial and non-profit enterprises with the knowledge of how literate practices and the skills associated with them are applied in various social, civic and organization settings. Professional literate practices encompass reading and writing generated through the use of both traditional tools for working professionals in rhetoric, digital writing and publication, genre theory and knowledge, and linguistics - the science of language. Students who earn the Certificate and who wish to apply to the MA in English blended program will have already completed four of the nine courses for that degree.

### Related Links

Written Literate Practices, Certificate Program Page (<https://www.sru.edu/academics/graduate-programs/written-literate-practice-letter-of-completion/>)

English Department Page (<https://www.sru.edu/academics/colleges-and-departments/cla/departments/english/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
ENGL 602	Rhetoric Theory	3
ENGL 620	Linguistics and Writing	3
ENGL 627	Evolution of Writing	3
ENGL 642	Digital Writing and Publishing	3
<b>Total Hours</b>		<b>12</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Certificate Code: 9WLP

## History

Chair	Secretary	Location	Department Phone
Dr. Lia Paradis	Christine Byrd and Deborah Kosciuszko	303 Spotts World Culture Building	724-738-2053

Department Web Site URL (<http://www.sru.edu/academics/colleges-and-departments/cla/departments/history/>)

### Graduate Coordinator

Dr. Paula Rieder

## Faculty

### **William Bergmann**

Associate Professor

History

Ph.D., University of Cincinnati

M.A., University of Cincinnati

B.A., Franklin and Marshall College

### **Aaron Cowan**

Professor

History

Ph.D., University of Cincinnati

M.A., University of Cincinnati

M.A., Kings College

B.A., Kings College

### **Melissa Ford**

Assistant Professor

History

Ph.D., Saint Louis University

M.A., Saint Louis University

B.A., Wellesley College

### **Alan Levy**

Professor

History

Ph.D., University of Wisconsin at Madison

M.A., University of Wisconsin at Madison

B.A., Washington and Jefferson College

### **Lia Paradis**

Professor

History

Ph.D., State University of New Jersey-Rutgers

B.S., Hunter College of the City-University of New York

### **Thomas Percy**

Professor

History

Ph.D., University of Miami

M.A., Purdue University

B.A., Purdue University

### **Paula Rieder**

Associate Professor

History

Ph.D., University of Illinois at Urbana

B.A., Our Lady of Cincinnati College

### **Eric Tuten**

Assistant Professor

History

Ph.D., University of Utah

M.A., University of Utah

B.A., Brigham Young University

### **Carlis White**

Associate Professor

History

Ph.D., University of Illinois

M.A., University of Illinois

M.D., Southern Baptist Theological Seminary

B.A., Johnson Bible College

## Programs

### Majors

- History, Master of Arts (MA) (p. 200)

## Courses

### **HIST 511 - Renaissance and Reformation**

Institutional and cultural developments in Europe from 1400 to 1600, including intellectual and artistic contributions of the Renaissance and theological and social developments of the Reformation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **HIST 512 - Enlightenment and Revolution, 1715-1815**

The consolidation of nation-states in Europe and the cultural, intellectual, and economic developments of the Enlightenment, culminating in the French Revolution and Napoleonic era.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

### **HIST 540 - The United States in the Twentieth Century**

Evolution of the United States during the twentieth century with an emphasis on economic, social, and political conflicts and debates.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.



**HIST 550 - Public History: Theory and Practice**

Concept and practice of public history in the US, including memory and commemoration, material culture, representation of the past, and institutional authority.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 561 - The Ancient Near East**

Numerous cultures that arose in the eastern Mediterranean world from c. 3200 BCE to 323 BCE and their enduring influences.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 575 - Material Culture and Historical Interpretation**

The value of material culture as historical evidence, the social and cultural forces influencing production and use of material objects, and how to interpret material culture for public audiences.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 585 - The Modern Middle East**

Islamic and Ottoman heritages, influences of the West, developments in modern Turkey, Iran, the Arab states, and Israel since 1800.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HIST 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 604 - Historiography**

This course explores how societies have approached history from the ancient world to the modern, including historiographic schools of thought, philosophies of history, historical methodologies and theory and challenges posed by modern technology and politicization of the past.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 609 - Ancient Roman History and Legacy**

Ancient Rome from 753 BCE to 476 CE with observations on its influences on western cultures since.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Arts degree.

**HIST 612 - Ancient Greece**

Archaic, Classical period, and the Hellenistic World (c. 800-146 BCE) with an emphasis on cultural contributions that have influenced western culture.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 614 - Tudor-Stuart England**

Early modern history of England, including important political, military, and religious developments from the reign of Henry VII through James II.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 616 - Modern Britain**

Key events, trends, and debates in British history since the Act of Union in 1707.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 617 - Modern Germany**

Events resulting in the creation of the German nation in 1871 and political, cultural, and economic conditions in Germany through the partition following World War II.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 618 - Russia in the Twentieth Century**

Forces producing the Communist Revolution in 1917, domestic and foreign policies of Soviet Russia, and struggles for economic and political stability after the fall of the Soviet system.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 625 - Women in History**

The roles and contributions of common and elite women from the ancient world to the 20th century.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 626 - History of Medicine**

Global history of medicine from prehistory to the present, using archeological, primary, and secondary sources to differentiate among approaches to disease, human suffering, and life expectancy.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students in the MA 9A44 program.

Enrollment is limited to Graduate level students.

**HIST 631 - Political Violence in Latin America**

Dirty wars, death squads, formal and informal violence as political capital, and the role of foreign interests from the Gun Boat era to the new imperialism of the 21st century.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 633 - Colonial America, 1607-1763**

The invasions and colonization of North America, the development of empires, transformations in social, economic, and cultural patterns, and collision of diverse ethnic groups.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 634 - The American Revolution**

The causes and consequences of the American Revolution from 1763 through the search for a constitutional settlement.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 635 - The Civil War and Reconstruction**

Causes of the conflict, political and military developments of the war, and challenges of reconstructing the nation.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 636 - The American West**

Themes in U.S. western expansion, including topics such as frontiers and borderlands, resistance of indigenous peoples, natural resources, legacies of conquest, U.S. government and policy.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 637 - Native Americans**

Histories of North American Indigenous peoples.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 641 - The Early National Era**

Examines political, economic, social, and cultural challenges to founding the United States and preserving the union with particular attention given to the period 1781 to 1815.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 643 - The Spanish Borderlands in North America**

Encounter and settlement along New Spain's northern borderlands from precontact to the 19th century.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 644 - Mexico and the Southern Cone**

The social, economic, and political development of Argentina, Brazil, Chile, and Mexico since independence. Coverage will be from 1830 with special emphasis on the 20th century.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 662 - The Arabs and Israel**

Imperialism and nationalism in the Middle East since 1800 with an emphasis on historical factors contributing to contemporary revolutions and conflicts in the region.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 686 - Contemporary China**

Issues and culture of China with an emphasis on historical and cultural factors contributing to contemporary events.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 710 - Medieval Europe**

Medieval Europe with a focus on church, gender and sexuality, urban and rural society, political and cultural institutions.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 733 - US Industrialism and Reform, 1887-1914**

Effects of industrialization on social, political, and economic life with an emphasis on the Populist and Progressive movements.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 734 - US Foreign Policy**

US diplomatic, policy, and intelligence efforts from the Monroe Doctrine to the War on Terror.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 735 - Pennsylvania History**

Emphasis on the frontier role in western Pennsylvania, population movements and composition, natural resources, and unique economic, political, and social developments.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 750 - History Internship**

Supervised placement and research in selected public and private agencies at appropriate institutions.

Credits: 1-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HIST 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 800 - Thesis**

To be selected by those students desiring to do a project or thesis in history or to satisfy the requirements for a seminar. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## History, Master of Arts (MA)

### Related Links

History, MA Program Page (<https://www.sru.edu/academics/graduate-programs/history-master-of-arts/>)

History Department Page (<https://www.sru.edu/academics/colleges-and-departments/cla/departments/history/>)

History Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-History.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

### Curriculum Guide

Code	Title	Hours
<b>Required Course</b>		
HIST 604	Historiography	3
<b>Course Selection</b>		
Select 27 credits from the following with at least one course in each geographic region:		27
<i>United States</i>		
HIST 530	Hispanic American History to 1815	
HIST 540	The United States in the Twentieth Century	
HIST 550	Public History: Theory and Practice	
HIST 633	Colonial America, 1607-1763	
HIST 634	The American Revolution	
HIST 635	The Civil War and Reconstruction	
HIST 636	The American West	
HIST 637	Native Americans	
HIST 638	American Constitutional History Through 1865	
HIST 639	American Constitutional History Since 1865	
HIST 641	The Early National Era	
HIST 733	US Industrialism and Reform, 1887-1914	
HIST 734	US Foreign Policy	
HIST 735	Pennsylvania History	
<i>Latin America, Asia, Middle East, and Africa</i>		
HIST 561	The Ancient Near East	
HIST 585	The Modern Middle East	
HIST 626	History of Medicine	
HIST 631	Political Violence in Latin America	

HIST 643	The Spanish Borderlands in North America
HIST 644	Mexico and the Southern Cone
HIST 662	The Arabs and Israel
HIST 666	Twentieth-Century Africa
HIST 686	Contemporary China
HIST 698	Selected Topics
<i>Europe</i>	
HIST 511	Renaissance and Reformation
HIST 512	Enlightenment and Revolution, 1715-1815
HIST 575	Material Culture and Historical Interpretation
HIST 609	Ancient Roman History and Legacy
HIST 612	Ancient Greece
HIST 614	Tudor-Stuart England
HIST 616	Modern Britain
HIST 617	Modern Germany
HIST 618	Russia in the Twentieth Century
HIST 625	Women in History
HIST 710	Medieval Europe
<b>Comprehensive Exam</b>	
Successful completion of a comprehensive exam.	
<b>Total Hours</b>	<b>30</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9A44

## Modern Languages and Cultures

Chair	Secretary	Location	Department Phone
Dr. Gisela Dieter	Deb Kosciuszko	218 Spotts World Culture Building	724-738-2062

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/cla/departments/modern-languages-and-cultures/>)

### Graduate Coordinator

Dr. Marnie Petray-Covey

## Faculty

### Wei Bian

Associate Professor

Modern Languages & Cultures

Ph.D., University of Georgia

M.A., University of Northern Iowa

B.Ed., Beijing Institute of PE

M.Ed., Beijing Institute of PE

#### **Ana Maria Caula**

Professor  
Modern Languages & Cultures  
Ph.D., University of Pittsburgh  
M.A., University of Pittsburgh  
B.A., Universidad Central de Venezuela

#### **Malick Coly**

Instructor  
Modern Languages & Cultures  
Ph.D., Purdue University  
M.A., University of Missouri-Columbia  
B.A., Cheikh Anta Diop University Dakar

#### **Maria Cortijo**

Professor  
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Ph.D., University of California-Berkley  
M.A., Texas Tech University  
M.A., Universidad San Pablo-Madrid  
B.A., Universidad Complutense de Madrid

#### **Maria Cubas-Mora**

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M.A., West Virginia University  
B.A., University of Valencia

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Associate Professor  
Modern Languages & Cultures  
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M.A., University of Pittsburgh  
M.A., Youngstown State University  
B.S., Clarion University of Pennsylvania

#### **Yukako Ishimaru**

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B.A., Saga University

#### **Marnie Petray-Covey**

Associate Professor  
Modern Languages & Cultures  
Ph.D., Purdue University  
M.A., Purdue University  
B.A., Arkansas Tech University

#### **Salwa Vandegrift**

Instructor  
Modern Languages & Cultures  
M.S., Mosul University  
B.S., Mosul University

#### **Sarah Williams**

Instructor  
Modern Languages & Cultures  
M.A., University of Southern California  
B.A., University of Pittsburgh

## **Programs**

### **Majors**

- Teaching English to Speakers of Other Languages, Master of Arts (MA) (p. 204)

### **Certificates**

- Communicative Language Teaching, Certificate (p. 203)
- Teaching English to Speakers of Other Languages, Certificate (p. 204)

## **Courses**

### **MODL 590 - Experimental**

An experimental course is a unique and specifically focused topic within the general purview of a department but is offered on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Post Baccalaureate, Senior 1 or Senior 2.

### **MODL 595 - Workshop**

A workshop is a program that is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Post Baccalaureate, Senior 1 or Senior 2.

### **MODL 598 - Selected Topics**

A Selected Topics course is a normal, department offering that is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Post Baccalaureate, Senior 1 or Senior 2.

### **MODL 602 - Principles of Language Learning and Teaching**

This course examines current and historical principles in adult learning of second, additional, foreign, other and new languages; as well as theories of teaching language to those learners.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

### **MODL 604 - Methods of TESOL**

This course examines current and historical approaches, methods, designs, procedures and techniques in the teaching of adults learning second, additional, foreign, other and new languages.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.



**MODL 606 - Second Language Acquisition**

This course examines current and historical research in second language acquisition (SLA). SLA studies the acquisition of second, addition, foreign, other or new languages by describing the characteristics of learner language and explaining how learners acquire a new language.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**MODL 608 - Grammar for TESOL**

This course surveys the linguistic, pedagogic and prescriptive grammatical structures of English for instructors of English to speakers of other languages.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**MODL 612 - Sociolinguistics**

This course examines current and historical theories, research, and applications of sociolinguistics, the study of the relationship between language and society.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**MODL 614 - Computer Assisted Language Learning**

This course examines the current and historical theories in the study of computer and technology-centered applications to language learning and teaching.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 616 - Language Testing and Assessment**

This course examines current and historical theories and key concepts in language testing and assessment, including validity, language models, test design, prototyping and field-testing, skills assessment, standardized testing and fairness and ethics.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 690 - Experimental**

An Experimental course is a unique and specifically focused topic within the general purview of a department but is offered on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 695 - Workshop**

A Workshop is a program that is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 698 - Advanced Selected Topics**

An Advanced Selected Topics course is a normal, departmental offering that is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 699 - Practicum in TESOL**

This course give practical experience for TESOL program students by developing skills for appropriate instructional, assessment, evaluative and administrative strategies and procedure in TESOL. Students will complete 33 hours of supervised clinical work per credit at an approved ESL instructional site. Clinical work will include a variety of TESOL-related activities including observation, materials preparation and development, tutoring, direct instruction of individual or small groups of students, assessment, evaluation and program administrative work. Students will meet regularly for individual supervision with their on-site and university supervisors, as well as receive online group supervision with their university supervisor.

Prerequisites: MODL 602<sup>C</sup> and MODL 604<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

**MODL 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work on-on-one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

**MODL 750 - Internship**

Internships give students individually designed experiential learning opportunities geared to their vocational goals. Students complete 40 hours of internship work per credit while observing and participating in a wide range of instructional, research, writing or administrative activities via supervised placement in an approved TESOL-related educational, institutional, industry or agency setting. Students will meet for individual supervision with their on-site and university supervisors, as well as receive online supervision with their university supervisor. A final project including a report and analysis of the experience will be required to complete the internship. Students opting to do an internship register for a minimum of 3 credits and complete the project in one calendar year. Students who do not complete the project in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits. Proof of liability insurance and appropriate clearances may be required.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

**MODL 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MODL 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 799 - Capstone TESOL Project**

Capstone projects require students to complete a multi-dimensional project in their area of interest: multi-media or print instructional material development, language program administration development, ESOL or community-based literacy public relations, etc. Students will meet regularly online or face-to-face for individual or small group supervision with their professor. Students will propose their own projects or create one in collaboration with faculty. The project must be approved by the supervising professor by the end of the first week of the start of the course. Students opting to do a capstone project register for a minimum of 3 credits and complete the project in one calendar year. Students who do not complete the project in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

**MODL 800 - Thesis**

The thesis is a scholarly project based on innovative research and/or creative study pertinent to TESOL or a related area. A research advisor and committee supervise the thesis. Students wishing to pursue a thesis project should consult with their research advisor after completing one-half of their coursework. The advisor will assist the student with the necessary steps to proceed such as preliminary selection of a topic and arranging for the appointment of a committee. Students opting to do a thesis register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the thesis in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

## Communicative Language Teaching, Certificate

The Certificate in Communicative Language Teaching is designed to enhance students' knowledge of communicative language teaching (CLT) approaches to working with English learners in both domestic and global contexts. The Certificate will enable students to acquire specialized CLT certification for enhancing their students' communicative competence in English, given the socio-cultural and international contexts in which the language serves as a lingua franca. The Certificate courses may be offered at the 500-level or 600-level, as is appropriate, respectively, for teachers of English as a new language who are in training or already in service.

## Related Links

Communicative Language Teaching Certificate Program Page (<https://www.sru.edu/academics/certificates/tesol-communicative-language-teaching-certificate/>)

Modern Languages and Cultures Department Page (<https://www.sru.edu/academics/colleges-and-departments/cia/departments/modern-languages-and-cultures/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
Select a Selected Topics or Advanced Selected Topics course:		3
MODL 598	Selected Topics	
MODL 698	Advanced Selected Topics	
Select a Workshop or Advanced Workshop course:		6
MODL 595	Workshop	
MODL 695	Workshop	
<b>Total Hours</b>		<b>9</b>

### Selected Topics or Advanced Selected Topics Course

Students must choose one 3 credit Selected Topics or Advanced Selected Topics course that focuses on issues, problems and questions relevant to Communicative Language Teaching in a given region, country, cultural area, first language group, or international context of English language teaching and learning.

### Workshop or Advanced Workshop

Students must choose one six credit Workshop or Advanced Workshop that applies and further enlightens the Communicative Language Teaching subject matter covered in the companion Selected Topics course, offering first-hand learning experiences and training in practical methods, techniques, activities, and ideas for the classroom and learner context of the students.

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Certificate Code: 9CLT

## Teaching English to Speakers of Other Languages, Certificate

The Graduate TESOL Certificate is designed to enhance students' knowledge of the core issues, theories, approaches, and techniques in teaching English to speakers of other languages (TESOL). The Certificate will enable students to acquire initial certification for working with adult English language learners, which, coupled with a bachelor's degree, will qualify them for entry-level teaching positions in English as a second language (ESL) and English as a foreign language (EFL) for both domestic and global markets. The Certificate will also serve as an

introduction to TESOL as an academic and professional career track, enabling students to have an efficient and streamlined pathway to the MA TESOL.

## Related Links

Teaching English to Speakers of Other Languages Certificate Program Page (<https://www.sru.edu/academics/certificates/teaching-english-to-speakers-of-other-languages-certificate/>)

Modern Languages and Cultures Department Page (<https://www.sru.edu/academics/colleges-and-departments/cia/departments/modern-languages-and-cultures/>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Required Courses</b>		
MODL 602	Principles of Language Learning and Teaching	3
MODL 604	Methods of TESOL	3
MODL 608	Grammar for TESOL	3
MODL 606 or MODL 612	Second Language Acquisition Sociolinguistics	3
MODL 699	Practicum in TESOL	1
<b>Total Hours</b>		<b>13</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## Teaching English to Speakers of Other Languages, Master of Arts (MA)

Slippery Rock University's MA TESOL is designed to prepare graduates for careers at home and abroad in working with adult English language learners. TESOL jobs in higher education, community college and non-profit literacy, global/multicultural corporate communications, and instructional media and materials development and publishing contexts all require the linguistic and acculturation expertise offered by our program. Our challenging, quality, and interdisciplinary curriculum focuses on understanding our interconnected world and the acquisition of English as a new language for adults who need language and cultural proficiency to advance their own professional and life goals. MA TESOL graduates are also well equipped to progress to doctoral level study in related fields.

## Related Links

Teaching English to Speakers of Other Languages, MA Program Page ([https://www.sru.edu/academics/graduate-programs/tesol-\(master-of-arts\)/](https://www.sru.edu/academics/graduate-programs/tesol-(master-of-arts)/))

Modern Languages and Cultures Department Page (<https://www.sru.edu/academics/colleges-and-departments/cia/departments/modern-languages-and-cultures/>)

Teaching English to Speakers of Other Languages Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-TESOL.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

Code	Title	Hours
<b>Core TESOL Courses</b>		
COMM 617	Intercultural Communication	3
ENGL 620	Linguistics and Writing	3
MODL 602	Principles of Language Learning and Teaching	3
MODL 604	Methods of TESOL	3
MODL 606	Second Language Acquisition	3
MODL 608	Grammar for TESOL	3
MODL 612	Sociolinguistics	3
MODL 699	Practicum in TESOL	3
<b>General or Experiential Tracks</b>		
Select one of the following tracks:		6-9
<i>Experiential Track</i>		
Select one elective and one end project		
Electives (p. 205)		
Experiential End Projects (p. 205)		
<i>General Track</i>		
Select three electives		
Electives (p. 205)		
<b>Total Hours</b>		<b>30-33</b>

### Electives

Code	Title	Hours
MODL 590	Experimental	1-3
MODL 595	Workshop	1-6
MODL 598	Selected Topics	1-3
MODL 614	Computer Assisted Language Learning	3
MODL 616	Language Testing and Assessment	3
MODL 690	Experimental	1-3
MODL 695	Workshop	1-6
MODL 698	Advanced Selected Topics	1-3
MODL 700	Independent Study	1-3
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 614	Foundations of Instructional Coaching	3
ENGL 602	Rhetoric Theory	3
ENGL 642	Digital Writing and Publishing	3

SEFE 607	The Theories and Teaching of English Language Learners	3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	3

### End Projects for Experiential Track

Code	Title	Hours
MODL 750	Internship	3
MODL 799	Capstone TESOL Project	3
MODL 800	Thesis	3

## Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9TES

## Music

Chair	Secretary	Location	Department Phone
Dr. Colleen Gray	Christine Williams	225 Swope Music Hall	724-738-2063

Department Web Site URL (<https://www.sru.edu/academics/colleges-and-departments/cia/departments/music/>)

### Graduate Coordinator

Dr. Susan Hadley

## Faculty

### Candice Bain

Instructor  
Music

### Amy Baker

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M.M., Eastern Kentucky University  
B.M., Cleveland Institute of Music

### Stephen Barr

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D.M.A., West Virginia University  
M.M., University of South Florida  
B.M., Westminster College

### Nicole Cochran

Instructor  
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M.M., Westminster Choir College

B.M., Juilliard School

**Warren Davidson**

Assistant Professor

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D.M.A., West Virginia University

M.A., University of Pittsburgh

M.M., Duquesne University

B.S., Duquesne University

**Cassandra Eisenreich**

Assistant Professor

Music

D.M.A., University of Miami

M.M., University of Miami

B.S., Slippery Rock University of PA

**David Glover**

Associate Professor

Music

D.M.A., University of Texas (Austin)

M.M., Florida State University

B.M., University of North Florida

**Colleen Gray**

Professor

Music

D.M.A., West Virginia University

M.M., Duquesne University

B.S., West Chester University

**Susan Hadley**

Professor

Music

Ph.D., Temple University

Dip. Ed., University of Western Australia

M.M.T., Temple University

B.M., University of Melbourne (Australia)

**Nicole Hahna**

Associate Professor

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Ph.D., Lesley University

M.S., Radford University

B.S., Appalachian State University

**Jonathan Helmick**

Associate Professor

Music

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M.M., University of Akron

B.A.T., University of Akron

B.M., University of Akron

**Micah Holt**

Instructor

Music

D.M.A., University of Nevada

M.M., University of Louisville

B.A., University of North Colorado

**Heather Johnson**

Instructor

Music

M.M., Dana School of Music at YSU

M.M., SUNY at Stony Brook

B.M., The Curtis Institute of Music

**Kenneth Karsh**

Instructor

Music

M.M., Duquesne University

B.M., Duquesne University

**Alicia Kramer**

Instructor

Music

**Jason Kush**

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D.M.A., University of Miami

M.M., University of Miami

B.S., Slippery Rock University of Pennsylvania

**Kathleen Melago**

Associate Professor

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D.M.A., Ohio State University

M.M., University of Northern Iowa

B.S., Slippery Rock University

**Vern Miller**

Instructor

Music

M.M., Temple University

B.M., Slippery Rock University

**Amanda Morrison**

Instructor

Music

D.M., Florida State University

M.M., Florida State University

B.M., Duquesne University

**Alejandro Pinzon**

Instructor

Music

M.M., University of Texas

**Dawn Posey**

Instructor

Music

B.M., University of Cincinnati

**Paige Riggs**

Instructor

Music

D.M.A., SUNY at Stony Brook

M.M., Indiana University

B.M., Eastman School of Medicine

**Renate Sakins**

Instructor

Music

B.M., Temple University

B.S., University of Wisconsin

**Christopher Scott**



Associate Professor

Music

D.M.A., University of Cincinnati

M.F.A., University of Cincinnati

B.A., Augustana College

#### **Brian Stahurski**

Instructor

Music

M.M., Duquesne University

B.A., Duquesne University

#### **Glenn Utsch**

Assistant Professor

Music

Ed.D., Teachers College Columbia University

M.M.Ed., Teachers College Columbia University

M.M., Manhattan School of Music

B.M., West Chester University

#### **Philip VanOuse**

Instructor

Music

M.M., Carnegie Mellon University

B.M., Cincinnati College

#### **John Vera**

Instructor

Music

M.M., Mannes College

B.M., Southern Methodist University

#### **Timothy Williams**

Instructor

Music

M.M., Penn State University

B.M., West Liberty University

## **Programs**

### **Majors**

- Music Therapy, Master of Music Therapy (MMT) (p. 210)

## **Courses**

#### **MUSI 518 - Marching Pride**

The Marching Pride performs during the half time at football games, both home and away, and for other special events. Much of its music is specially arranged. Open to all students. Six hours a week rehearsal during the football season. One to six credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 6 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-6

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

#### **MUSI 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

#### **MUSI 592 - Tuba-Euphonium Ensemble**

The SRU Tuba-Euphonium Ensemble is comprised of tuba and euphonium players who rehearse and perform a variety of music written for tuba-euphonium ensemble. This is open to all students regardless of major or area of emphasis. One to two credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 10 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-2

Enrollment is limited to Graduate level students.

#### **MUSI 595 - Workshop**

Special topics of interest to graduates, upper level undergraduates and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate or Post Baccalaureate level students.

#### **MUSI 598 - Selected Topics**

This course will explore selected topics in music. For example, topics in music therapy practice, research, theory or musical skill acquisition. A specific focus will be determined prior to each course, such as specialized music therapy improvisational techniques, GIM, NMT.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate, Post Baccalaureate or Undergraduate level students.

#### **MUSI 602 - Teaching General Music Through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach general music through distance or cyber education.

Prerequisites: PE 502<sup>C</sup> and PE 503<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MUSI 603 - Teaching Music Performance Through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach music performance through distance or cyber education.

Prerequisites: PE 502<sup>C</sup> and PE 503<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MUSI 604 - Reading Music Therapy Research**

This course focuses on how to read, understand and critique music therapy research, based on an introduction to the principles and theories of quantitative, qualitative and mixed-methods paradigms.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 605 - Designing Music Therapy Research**

This course is an in-depth study of various quantitative, qualitative and mixed-methods research designs in music therapy. Students learn to conceive, design and write a research study in Music Therapy.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 606 - Music Therapy Assessment and Evaluation Techniques**

This course introduces music therapists to a critical review of assessment and evaluation literature in music therapy and related areas. Students will develop criteria for designing and evaluating music therapy assessments and evaluations for their own area of clinical interest.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 607 - Cultural and Social Foundations of Music Therapy**

Based on principles of multicultural counseling theory, this course is founded on the premise that because both the client and therapist bring to the therapeutic setting a variety of cultural and social variables, such as age, gender, sexual orientation, education, disability, religion, race, ethnic background, and socioeconomic status, it follows that all therapeutic encounters are cross-cultural encounters. This course requires an openness to in-depth critical self-reflection. Music of diverse cultures will also be explored through readings, analytical listening, experiential activities, and focused musical skill acquisition.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 608 - Music Therapy Supervision**

This course will explore various theories, concepts and styles of music therapy supervision. Issues related to teaching as well as clinical and academic supervision will be surveyed. Also covered are models of supervision for pre-professional and professional clinical work. Furthermore, this course is designed to maximize the effectiveness of the use of self in the therapeutic process. It is based on the concept that it is through our own humanity that we are better able to understand and empathize with our clients, and to relate to and connect with our clients, no matter how different they are from us.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 610 - MT Ethics & Professional Issues**

This course focuses on various schools of ethical thought and their application to music therapy practice, education, supervision, and research as well as other professional issues in music therapy. It provides guidelines for building a music therapy practice. Topics include ethics, defining music therapy, history of the profession, areas and levels of practice, burnout, standards, credentialing licensure, third party billing, liability issues, budget development, grant writing, and fundraising.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 611 - Social Justice Approaches to Music Therapy**

Social Justice approaches to music therapy are based on the idea that not all individuals or groups in society are given fair treatment and an equal share of benefits, resources and opportunities. It explores social inequities arising from a lack of tolerance for differences and resulting in biases, discrimination, unfair treatment and violence. Social justice music therapy approaches addresses social problems and promotes change through advocacy for individuals, families and communities. We will explore feminist, critical race theory, disability studies and anti-oppressive practice approaches to music therapy.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 612 - Medical Music Therapy**

This course represents current research and clinical applications in the practice of medical music therapy with people of all ages from premature infants to older adults. Students will learn how to apply receptive, recreative, compositional and improvisational music therapy techniques to meet the physical as well as emotional, social, cognitive and/or spiritual needs of a diverse range of clients.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 613 - Music Psychotherapy**

This course covers a variety of approaches to addressing the emotional and behavioral needs relating to a person's mental well-being, their ability to function in everyday life and their concept of self. It covers psychodynamic approaches to music therapy, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, as well as approaches that center on the empowering capacity of music therapy, approaches in stream with empowerment philosophy and positive psychology that acknowledge and nurture a person's strengths and resources in the music therapy process such as resource-oriented music therapy and narrative therapy.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 614 - Systems Thinking in Music Therapy**

This course is based on the premise that human beings make sense of the world based on their own development within the context of human systems (individual human systems, family systems, community systems). The course explores the theoretical and historical foundations of systems theory, field theory, quantum theory, and Gestalt theory. We will examine the application of systems thinking in Family Music Therapy, Community Music Therapy, and Kenny's Field of Play.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 618 - Marching Pride**

The Marching Pride performs during the half time at football games, both home and away, and for other special events. Much of its music is specially arranged. Open to all students. Six hours a week rehearsal during the football season. One to six credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 6 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-6

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**MUSI 650 - Final Project**

This course requires approval of the program director. This course is an alternative to the thesis. This course allows for the development of a music therapy program in a community facility or other project in lieu of a thesis. Students complete a master's degree final project under faculty supervision.

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 692 - Tuba-Euphonium Ensemble**

The SRU Tuba-Euphonium Ensemble is comprised of tuba and euphonium players who rehearse and perform a variety of music written for tuba-euphonium ensemble. This is open to all students regardless of major or area of emphasis. One to two credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 10 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-2

Enrollment is limited to Graduate level students.

**MUSI 695 - Workshop**

Special topics of interest to graduates, upper level undergraduates and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 698 - Selected Topics**

This course will explore selected topics in music. For example, topics in music therapy practice, research, theory or musical skill acquisition. A specific focus will be determined prior to each course, such as specialized music therapy improvisational techniques, GIM, NMT.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 700 - Independent Study**

This course will provide students the opportunity to explore a course of study independently. For example, a student may develop a musical skill relevant for their work in music therapy. Approval is granted only after the student has presented a detailed description of the intended independent study project. Approval is granted only for students whose clinical, musical and/or academic record provides support for the benefits of this type of study. This course is repeatable for credit provided that the course of study differs substantially each time.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 705 - Advanced Music Therapy Practicum**

Students will complete 100 hours of supervised advanced clinical work. Translating theory into professional practice is a central focus. Students meet regularly for individual supervision with their on-site and university supervisor, and receive online group supervision with their university supervisor. This course also focuses on developing appropriate assessment, treatment and evaluation methods for the context and the writing and analysis of a case study derived from the student's clinical experiences. Notes: Students require approval by MMT program director based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance and appropriate clearances are required.

Credits: 3

Term(s) Typically Offered: Offered Spring & Summer Terms

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 750 - Advanced Music Therapy Internship**

Students will complete 600 hours of supervised advanced clinical work beyond the completion of undergraduate/equivalency requirements. Students will utilize advanced musical, verbal and written skills with clients they serve. Weekly group supervision will be provided by graduate music therapy faculty via online methods and phone conferencing. Prerequisites & Notes: Prerequisite MUSI 705, Advanced Music Therapy Practicum. Approval by MMT program director based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance and appropriate clearances are required.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MUSI 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MUSI 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MUSI 800 - Final Thesis**

This course requires approval of the program director. An individual research study in which the student presents an original research idea, surveys the literature, formulates a specific research problem, designs the research, completes the research and submits a comprehensive written report. Students complete the master's degree research project under faculty supervision. This course is repeatable each semester for credit.

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

## Music Therapy, Master of Music Therapy (MMT)

The Master of Music Therapy is a 36 credit (general track) or 48 credits (counseling track) program. Students will be expected either to have completed a bachelor's degree in music therapy or to complete the equivalency coursework in music therapy prior to taking the MMT requirements.

SRU's Music Therapy Program is approved by the American Music Therapy Association. Students completing this program are eligible to sit for the national board certification exam to obtain the Music Therapist-Board Certified (MT-BC) credential. Pennsylvania does not require state licensing; however, if you are interested in practicing in another state, please contact the licensing board in that state.

## Program Learning Outcomes

The overall goal of the program is to prepare professional music therapists to work in the rapidly-expanding field of music therapy by providing students with the opportunity to expand the breadth and depth of their knowledge and skills in music therapy. This overall goal will be met through the following goals:

- The program is designed to:
  - Develop advanced knowledge of, and skills in, music therapy theory and practice;
  - Develop skills required for music therapy supervision and administration;
  - Stimulate research and publication in music therapy;
  - Develop advanced musicianship skills for music therapy;
  - Develop personally, culturally, and socially aware music therapists;
  - Prepare students who want to continue on to a doctoral degree.
  - Develop leaders in the field of music therapy

## Related Links

Music Therapy, MMT Program Page ([https://www.sru.edu/academics/graduate-programs/music-therapy-\(master-of-music-therapy\)/](https://www.sru.edu/academics/graduate-programs/music-therapy-(master-of-music-therapy)/))

Music Department Page (<https://www.sru.edu/academics/colleges-and-departments/cia/departments/music/>)

Music Therapy Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-MusicT.pdf>)

Professional Licensure/Certification Page (<http://www.sru.edu/Documents/offices/PRMA/PLC.pdf>)

## Curriculum Guide

### 36 Credit MMT

21 credits in Core Music Therapy Courses. 15 credits in electives. Thesis/final project and a comprehensive exam is required in addition to the completion of the coursework.

Code	Title	Hours
<b>Core Music Therapy Courses</b>		
MUSI 604	Reading Music Therapy Research	3
MUSI 606	Music Therapy Assessment and Evaluation Techniques	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 608	Music Therapy Supervision	3
MUSI 610	MT Ethics & Professional Issues	3
MUSI 611	Social Justice Approaches to Music Therapy	3
MUSI 705	Advanced Music Therapy Practicum	3
Subtotal		21
<b>Electives</b>		
Select 15 credit hours of the following:		15
MUSI 598	Selected Topics	
MUSI 605	Designing Music Therapy Research	
MUSI 612	Medical Music Therapy	
MUSI 613	Music Psychotherapy	
MUSI 614	Systems Thinking in Music Therapy	
MUSI 698	Selected Topics	
MUSI 750	Advanced Music Therapy Internship	
MUSI 700	Independent Study	
SPED 601	Advanced Studies in Learning Disabilities	
SPED 602	Advanced Studies in Exceptionalities	
SPED 608	Advanced Study of Social Emotional Disorders	
SPED 612	Advanced Study of Mental Retardation	
SPED 628	Developmental Disabilities	
SPED 640	Advanced Study of Autism Spectrum Disorders	
SPED 644	Advanced Study of Emotional and Behavioral Disorders	
SPED 645	Early Intervention for Young Learners with Special Needs	
GERO 625	Women and Aging	
GERO 644	Death and Dying	
<b>Thesis or Final Project</b>		
MUSI 650 or MUSI 800	Final Project Final Thesis	1
<b>Total Hours</b>		<b>37</b>

### 48 Credit MMT

18 credits in Core Music Therapy Courses. 6 credits in advanced music therapy internship. 12 credits in electives. 12 credits in Counseling. Thesis/final project and a comprehensive exam is required in addition to the completion of the coursework.

Code	Title	Hours
<b>Core Music Therapy Courses</b>		
MUSI 604	Reading Music Therapy Research	3
MUSI 606	Music Therapy Assessment and Evaluation Techniques	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 608	Music Therapy Supervision	3
MUSI 610	MT Ethics & Professional Issues	3
MUSI 611	Social Justice Approaches to Music Therapy	3
<b>Advanced Clinical Skills</b>		
MUSI 705	Advanced Music Therapy Practicum	3
MUSI 750	Advanced Music Therapy Internship	3
<b>Electives</b>		
Select 12 credit of electives:		12
MUSI 598	Selected Topics	
MUSI 605	Designing Music Therapy Research	
MUSI 612	Medical Music Therapy	
MUSI 613	Music Psychotherapy	
MUSI 614	Systems Thinking in Music Therapy	
MUSI 698	Selected Topics	
MUSI 700	Independent Study	
GERO 625	Women and Aging	
GERO 644	Death and Dying	
SPED 601	Advanced Studies in Learning Disabilities	
SPED 602	Advanced Studies in Exceptionalities	
SPED 608	Advanced Study of Social Emotional Disorders	
SPED 612	Advanced Study of Mental Retardation	
SPED 628	Developmental Disabilities	
SPED 640	Advanced Study of Autism Spectrum Disorders	
SPED 644	Advanced Study of Emotional and Behavioral Disorders	
SPED 645	Early Intervention for Young Learners with Special Needs	
<b>Counseling Courses</b>		
CDEV 629	Helping Relationships in Music Therapy	3
CDEV 633	Career and Lifestyle Development for Music Therapy	3
CDEV 635	Lifespan Development for Music Therapy	3
CDEV 637	Group Counseling for Music Therapists	3
<b>Thesis or Final Project</b>		
MUSI 650 or MUSI 800	Final Project Final Thesis	1
<b>Total Hours</b>		<b>49</b>

### Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report



and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

## Recommended Course Sequence

### Even-Year Start Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
MUSI 604	Reading Music Therapy Research	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 610	MT Ethics & Professional Issues	3
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
MUSI 608	Music Therapy Supervision	3
MUSI 705	Advanced Music Therapy Practicum	3
MUSI 605	Designing Music Therapy Research	3
<b>Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSI 611	Social Justice Approaches to Music Therapy	3
MUSI 606	Music Therapy Assessment and Evaluation Techniques	3
MUSI 614	Systems Thinking in Music Therapy	3
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
MUSI 750	Advanced Music Therapy Internship	3
MUSI 612	Medical Music Therapy	3
MUSI 613	Music Psychotherapy	3
MUSI 800 or MUSI 650	Final Thesis or Final Project	1
<b>Hours</b>		<b>10</b>
<b>Total Hours**</b>		<b>37</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code:  
Revised Date: 02.25.2021

### Odd-Year Start Recommended Course Sequence

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
MUSI 611	Social Justice Approaches to Music Therapy	3
MUSI 606	Music Therapy Assessment and Evaluation Techniques	3

MUSI 614	Systems Thinking in Music Therapy	3
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
MUSI 750	Advanced Music Therapy Internship	3
MUSI 612	Medical Music Therapy	3
MUSI 613	Music Psychotherapy	3
<b>Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSI 604	Reading Music Therapy Research	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 610	MT Ethics & Professional Issues	3
<b>Hours</b>		<b>9</b>
<b>Spring</b>		
MUSI 608	Music Therapy Supervision	3
MUSI 705	Advanced Music Therapy Practicum	3
MUSI 605	Designing Music Therapy Research	3
MUSI 800 or MUSI 650	Final Thesis or Final Project	1
<b>Hours</b>		<b>10</b>
<b>Total Hours**</b>		<b>37</b>

*\*\* This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

Major Code:  
Revised Date: 02.25.2021

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## Accounting (ACCT)

### ACCT 590 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

### ACCT 595 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### ACCT 598 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### ACCT 612 - Corporate Accounting

Corporate Accounting provides both financial and non-financial managers with the skills and knowledge necessary to interpret and effectively use accounting information for decision-making. The course links theory with application of principles and concepts within the scope of the Code of Professional Conduct that prescribes the ethical conduct expected of its members. course material presents both U.S. and International Accounting standards to prepare students to succeed in global and diverse markets.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

### ACCT 620 - Forensic Accounting

Forensic Accounting topics covered will include collecting, analyzing and evaluating evidence and interpreting and communicating findings. Several components of forensic accounting reviewed will include: 1) Fraud prevention and detection, 2) Fraudulent financial transactions including fraud schemes, internal controls to deter fraud, and auditing techniques; and 3) Fraud investigations including interviewing, tracing fraudulent transactions and report writing.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

Enrollment is limited to Graduate level students.

**ACCT 622 - Fraud Examination**

This course is designed as a case-study approach that enables students to identify key signs of fraud in financial statements. This course might also cover types of fraud, sources of evidence, and analysis of internal and external fraud schemes with an emphasis on the skills needed to identify, investigate and litigate fraud and forensic accounting allegations.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 623 - Non-Profit/Government Accounting**

This course is designed to provide students with a detailed understanding of accounting and reporting for federal, state and local governments in accordance with pronouncements issued by the Governmental Accounting Standards Board (GASB). This course will also cover the unique accounting and financial reporting needs of governmental, non-governmental, and non-profit organizations.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 626 - Budgeting, Performance Management, and Cost Analysis**

This course is based on the study of the concepts, measures, techniques, and approaches for strategic and operational decision-making based on managerial and cost accounting. The emphasis is on understanding and developing accounting and economic concepts for decision making within profit-making organizations related to such topics as short-term and long-term planning, performance measurement, and traditional and contemporary product costing systems. The course will emphasize the application of concepts and approaches to small and large-sized domestic and global organizations. Contemporary strategic and operational decision-making issues are stressed, as well as how use of information provided by costing systems and cost analysis informs strategic and operational decision-making.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 628 - Financial Statement Analysis**

This course includes an evaluation of publicly traded company financial statements and related note disclosures to understand a company's current and future performance as well as financial condition. The focus of the course is on comprehensive analysis of financial statements using different techniques to determine the operating efficiency, profitability and financial risk of a company.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 629 - Accounting Data Analytics**

This course examines the emerging roles of accounting analytics in business, auditing, and tax contexts. Technological advances have allowed the capture and economic storage of massive accounting and business data; this course focuses on how to productively gather and apply Big Data to a variety of accounting related contexts. Students will learn to understand the data within major accounting information systems and generate meaningful accounting and auditing analytics from the data. A deep understanding of accounting flows, processes, and controls is critical to understanding and building meaningful accounting and auditing analytics.

Prerequisite: BUSA 219<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 630 - Risk Analysis and Internal Control**

This course examines fundamentals of risk assessment, including an overview of corporate governance, risk assessment essentials, audit universe, audit engagement, risk appetite, and fraud. Failures in risk management and causes will be reviewed. Additionally, exploration of internal controls, including preventive controls, essential components of internal control, and inherent limitations of internal controls are explored.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 631 - Federal Corporate Tax**

This course will explore how important features of the Internal Revenue Code influence decisions regarding how to organize and structure business operations and selection of the most appropriate form of doing business. Tax planning is an integral part of the course. Also, the course will explore income shifting, tax deductions, tax credits, and income exclusions as it relates to corporate tax.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 639 - Auditing Systems**

This course examines fundamental concepts related to an information systems audit; including the role of the information systems auditor in systems development. Computer based system controls and identification of appropriate audit procedures for a secure information system are also studied.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate, Senior 1 or Senior 2.

**ACCT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ACCT 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ACCT 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ACCT 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Athletic Training (ATTR)

**ATTR 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ATTR 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ATTR 601 - Athletic Training Foundations and Techniques I**

This course is designed to serve as an introduction to athletic training by providing an overview of the Athletic Training domains of practice. Students will both gain foundational theoretical knowledge and apply concepts in practical, hands-on applications of the content.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9AT3 or MS 9MAT programs.

**ATTR 602 - Athletic Training Foundations and Techniques II**

This course is designed to advance the foundational concepts learned in ATTR 601 and provide a more in-depth exploration of the Athletic Training domains of practice related to Examination, Assessment and Diagnosis and Therapeutic Intervention. Students will understand theoretical knowledge and how to apply concepts in a practical, hands on application.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 603 - Evidence-Based Practice in Athletic Training**

This course will provide essential information on the concepts and steps of evidence-based practice (EBP) as it relates to athletic training. The goal of the course is to teach students how to become consumers of research and evidence-based clinicians. Students will learn how to use the best available research evidence, their clinical experience, and patient values to make patient-centered care decisions while focusing on clinician and patient oriented outcomes.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 604 - Clinical Anatomy and Kinesiology in Athletic Training - I**

This course is designed to integrate cognitive and psychomotor knowledge and skills specific to applied human anatomy and movement in the lower extremity. Students will explore the relationship between structure and function as it related to physical activity, injuries and medical conditions of the lower extremities. An emphasis will be placed on biomedical, neuromuscular, and anatomical perspective as they relate to athletic training interventions.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 605 - Lower Extremity Evaluation and Rehabilitation**

This course is designed to fully integrate the knowledge and skills needed to deliver comprehensive patient care from initial evaluation through return to activity. This will include the areas of recognition, evaluation, diagnosis, modality application, and the creation and facilitation of rehabilitation protocols for injuries and conditions of the lower extremity. Laboratory included.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 606 - Upper Extremity Evaluation and Rehabilitation**

This course is designated to fully integrate the knowledge and skills needed to deliver comprehensive patient care from initial evaluation through return to activity. This will include the areas of recognition, evaluation, diagnosis, modality application, and the creation and facilitation of rehabilitation protocols for injuries and conditions of the upper extremity. Laboratory included.

Prerequisite: ATTR 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 607 - General Medicine Concepts in Athletic Training**

This course is designed to integrate cognitive knowledge and abilities with the practical application of psychomotor skills specific to the assessment and management of general medical conditions. This course will also provide foundational knowledge and application related to pharmacology. Laboratory included.

Prerequisite: ATTR 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 608 - Clinical Anatomy and Kinesiology in Athletic Training - II**

This course is designed to integrate cognitive and psychomotor knowledge and skills specific to applied human anatomy and movement in the upper body. Students will explore the relationship between structure and function as it relates to physical activity, injuries and medical conditions of the upper body. An emphasis will be placed on biomechanical, neuromuscular, and anatomical perspectives as they relate to athletic training interventions.

Prerequisite: ATTR 604<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 609 - Head and Spine Evaluation and Rehabilitation**

This course is designed to fully integrate the knowledge and skills needed to deliver comprehensive patient care from initial evaluation through return to activity. This will include the areas of recognition, evaluation, diagnosis, modality application, and the creation and facilitation of rehabilitation protocols for injuries and conditions of the head and spine. Laboratory included.

Prerequisite: ATTR 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 610 - Athletic Training Clinical Experiences I**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge and skills in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current professional standards at an "Advanced Beginner" level of understanding in the learning over time model.

Prerequisite: ATTR 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ATTR 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ATTR 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**ATTR 710 - Athletic Training Clinical Experience II**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge and skills in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current professional standards at a "Competent" level of understanding in the learning over time model.

Prerequisite: ATTR 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Students with a semester level of Graduate may **not** enroll.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 715 - Advanced Interventions and Techniques in Athletic Training**

This course is designed to facilitate the learning of contemporary and sophisticated knowledge and skills specific to advanced therapeutic interventions and complex healthcare management. Content will be consistent with the expected and emerging scope of practice for the athletic trainer. Laboratory included.

Prerequisite: ATTR 750<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**ATTR 725 - Athletic Training Administration**

This course is designed to study topics relevant to management, organization, administration and professional development of the athletic trainer specific to employment and practice within the healthcare system.

Prerequisite: ATTR 710<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 750 - Advanced Athletic Training Clinical Residency**

This course is designed to immerse students in the professional practice of athletic training in an authentic clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on demonstrating mastery of previously learned content.

Prerequisite: ATTR 710<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 755 - Advanced Synthesis in Athletic Training**

This capstone course will allow students to synthesize, analyze and apply theoretical content to achieve comprehensive, higher order clinical reasoning in the practice of athletic training. This course will prepare students for the national certification examination, incorporating comprehensive didactic and clinical examination assessment methods. Students will focus on successfully transitioning to employment in a variety of athletic training settings.

Prerequisite: ATTR 750<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Athletic Training.

**ATTR 760 - Athletic Training Clinical Experiences III**

This course is designed to provide opportunities for students to apply acquired athletic training knowledge and skills in the clinical setting under the direct supervision of a program approved clinical preceptor. Emphasis is placed on practicing, implementing and reinforcing the current professional standards at a "Proficient" level of understanding in the learning over time model.

Prerequisite: ATTR 750<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

**ATTR 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ATTR 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Business Administration (BUSA)

**BUSA 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**BUSA 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 640 - Business Law**

Examines the legal aspects of business and focuses on contracts, property law, sales, product liability, secured transactions, insurance, negotiable instruments, banking and bankruptcy and securities regulation. Students analyze applicable provisions of the Uniform Commercial Code and cases and problems on the above topics. Students will also investigate ways to minimize risks in international business transactions using legal means.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Marketing, Business Administration or Business Administration (OL).

Enrollment is limited to Graduate level students.

**BUSA 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**BUSA 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**BUSA 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**BUSA 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Communication (COMM)

**COMM 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**COMM 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**COMM 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**COMM 617 - Intercultural Communication**

This course is designed to create a greater understanding of communication patterns and breakdowns that occur as members of one cultural group interact with those of another cultural group. This course will also cultivate an increased awareness of particular skills and knowledge that can foster more effective intercultural communication.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**COMM 631 - Strategic Corporate Communication**

In-depth analysis of the principles and practices of strategic corporate communication. Focus on developing strategic communication plans, dealing effectively with the media, and communicating corporate ethics. Additional topics include investor and financial stakeholder relations, employee relations, crisis communication, corporate citizenship and social media.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accounting/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).

**COMM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**COMM 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**COMM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**COMM 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**COMM 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**COMM 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**COMM 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Computer Science (CPSC)

**CPSC 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CPSC 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**CPSC 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**CPSC 602 - Introduction to Health Informatics**

This course is an introduction to the healthcare system and the role of health informatics. It examines clinical, research and administrative applications of information technology applications used by healthcare professionals.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CPSC 605 - Data Mining and Data Analysis**

This course provides a survey of data analysis and data mining techniques for finding patterns in data. It will emphasize, using data models, data gathering and storage, selection and preparing of data, model building and testing, and interpreting and validating results. If the student takes CPSC 405 for the undergraduate program, he/she can take CPSC 605 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CPSC 606 - Data Visualization**

This course provides a survey of techniques for visualizing patterns in data. The course will emphasize modern and traditional methods for data visualization, including interactive visualization for data sets too large to display statically. If the student takes CPSC 406 for the undergraduate program, he/she can take CPSC 606 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**CPSC 620 - Healthcare Ethics, Law, Privacy and Information Assurance**

This course explores the protection of information resources within an organization. Topics include information security practices and policies, the relationship between information privacy and security within an IT department, information security planning and the assessment and management of information assurance.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CPSC 623 - Database Systems, Modeling and Security**

The course covers the fundamental concepts related to the design, use and implementation of relational database systems, with emphasis on creation of data models based on the entity relationship data model. In addition, students will receive in-depth training of the languages and facilities provided by database management systems with query languages, specifically SQL. Additional topics include a survey of techniques related to database recovery, database security, database management in various environments and distributed databases.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CPSC 680 - Topics in Computer Science: Machine Learning**

A survey of machine learning topics including heuristic programming, search techniques, knowledge representation, expert systems, fuzzy logic, neural networks, evolutionary algorithms and swarm intelligence. If the student takes CPSC 480 for the undergraduate program, he/she can take CPSC 680 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CPSC 685 - Big Data Analytics**

This is a project driven course designed to provide techniques for acquiring, managing and analyzing massive unstructured data. Consideration will be given to both batch mode processing and real time analytics. Specific topics include the MapReduce parallel computing paradigm, distributed file systems, the Hadoop Ecosystem and its components such as Pig, Hive, HBase, Oozie, Yarn and Mahout, NoSQL databases, cloud computing, techniques for clustering and visualizing big data, Web analysis, machine learning in a big data setting and data setting and data security issues. Applications in business, engineering, health care and social networks will also be covered. If the student takes CPSC 485 for the undergraduate program, he/she can take CPSC 685 for additional credits.

Prerequisite: CPSC 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CPSC 688 - Software Engineering and Project Management**

Software Engineering and Project Management deals with Software Development Life-Cycle Methodologies. SDLC methodologies consist of gathering requirements on, implementation, testing, documentation, deployment and maintenance of software. The software development life cycle (SDLC) is a framework defining tasks performed at each step in the software development process. SDLC is a structure followed by a development team within the software organization. It consists of a detailed plan describing how to develop, maintain and replace specific software. The life cycle defines a methodology for improving the quality of software and the overall development process.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CPSC 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CPSC 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 720 - Health Informatics Capstone**

This is a capstone course that requires students to complete a health informatics project. The project must be approved by MSHI faculty by no later than the end of the first week of the course. Students will be invited to propose their own projects or create one in collaboration with MSHI faculty.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**CPSC 750 - Informatics Internship**

This course offers an individually designed health informatics experiential learning opportunity within a cooperating enterprise. The experience provides an opportunity to integrate, apply and expand upon the skills acquired in health informatics coursework. Learning objectives, specific activities and an anticipated timeline must be approved by the professional supervisor and faculty supervisor prior to registering for the course.

Credits: 3-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Health Informatics.

Enrollment is limited to Graduate level students.

**CPSC 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CPSC 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CPSC 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Corporate Security (CSS)

**CSS 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CSS 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CSS 651 - Fraud**

Approximately 5% of U.S. organizations annual revenues are lost to fraud each year. This course explores the historical and social problems created by fraud, the ethical and legal issues fraud presents to organizations and our economy; and the principles of fraud detection, examination, and prevention organizations employ to combat fraud in order to minimize both economic losses and a loss of jobs.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CSS 652 - Law & Ethics in the Workplace**

This course explores the historical, legal, ethical and practical implications of legal rights of workers in organizational relationships. This course will provide the historical evolution of protective legislation for workers and the continual refinement of common law to workers' rights. Ethical issues not addressed by the law will be explored as well as the importance of diversity in order to provide maximum growth for society and all individuals.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CSS 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CSS 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**CSS 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CSS 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CSS 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Counseling & Development (CDEV)

**CDEV 525 - Addiction and Recovery**

This course is an introduction to the field of addiction. Traditional chemical addictions as well as food, sex, and gambling addiction are covered in terms of etiology, definition, measurement, classification, intervention, and treatment approaches. Special attention is given to the history and evolution of twelve step programs as well as alternative approaches to treatment and the recovery process.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Senior 1 or Senior 2.

**CDEV 531 - Teaching Through Distance Education in Higher Education**

This course concentrates on students within higher education and how to best teach them as they progress through developmental learning paths while teaching them in online formats. It will focus on not only teaching and learning theories, but also on higher education student characteristics and course development and assessment strategies that are appropriate for online learning environments.

Prerequisites: PE 302<sup>C</sup> or PE 502<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**CDEV 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CDEV 595 - Workshops**

Special topics of interest to graduates, upper level undergraduates and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 602 - Introduction to Student Affairs and College Counseling**

An introduction and overview of student affairs educators' work, including but not limited to history, philosophy, values, ethical standards, professional organizations and other central knowledge bases for the field. The course will also provide an introduction and overview of college and university functions, roles and settings and central knowledge bases for student affairs educators.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 603 - Career Development and Counseling**

A study of trends in the world of work, including the relationship between career development and other important life roles and factors. Theories of career development and related counseling theories, sources and uses of career information, methods of career assessment and counseling and approaches to career education are covered. Emphasis is placed upon developing skills for assisting individuals and groups - elementary school through adulthood - in career development and planning.

Corequisite(s): CDEV 627

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 607 - Contextual Dimensions of Diagnosis**

Developmental, systemic and constructivist models of problem formation are linked to medical/neurobiological explanations of how people adapt to environmental and community demands. The influences of family, social, community and cultural systems are included in case conceptualization and treatment planning. Diagnostic procedures and differential diagnosis are taught within the current classification (DSM) system with emphasis on use, misuse and legal/ethical implications. Case conceptualization is taught according to current professional research on counseling and developmental theories. Research that explores the effects of biopsychosocial and multicultural influences on the emergence and/or maintenance of abnormal functioning is also reviewed.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 608 - Ethical and Legal Issues in Student Affairs**

An examination of ethical and legal considerations relevant to student affairs professionals and college counselors working in a higher education context. The course focuses on understanding and applying ethical principles and professional standards, as well as the law and legal precedent to complex situations and decisions. The relationships and distinctions between professional ethics and legal requirements also explored.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 610 - Lifespan Development**

The study of human development and developmental processes across the lifespan with particular emphasis on developmental theories, research and applications that have relevance to counseling and student affairs.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 611 - Family Counseling**

This course provides community and school counselors with a presentation of family systems theory in education, consultation, and counseling with families in both school and agency settings. The course explores the theoretical and historical foundations of family systems theory and the family life cycle, and examines the predominant systems approaches for promoting change. Students will develop a personal family counseling style to facilitate systemic change.

Prerequisites: CDEV 670<sup>C</sup> or CDEV 685<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 612 - Group Counseling**

This course is a study of the theories, techniques, dynamics and process of group counseling. The course includes both didactic and experiential components. Special attention is given to the development of awareness of the group experience via participation as a member in a small growth group.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 613 - Introduction to School Counseling**

This course studies the philosophy and rationale which underlie the American School Counselor Association's (ASCA) National Model and the Comprehensive, Developmental Guidance Model, both of which advocate for school counseling programs that provide comprehensive services to address the academic, career and social/emotional developmental needs of all students. This course examines the history, objectives, organization and current issues which impact the design, development, implementation, and evaluation of these models as well as the personal qualities, skills and aptitudes of an effective school counselor.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 614 - Helping Relationships**

This course focuses on the process, development and acquisition of those basic counseling skills including but not limited to attending, active listening and inquiring. It is recommended that this course be taken in the beginning of the student's program of study. Requirements include role-play and videotaped practice/presentation of counseling skills.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 615 - Introduction to Counseling**

This course provides a basic overview and professional orientation covering the basic tenets of the counseling profession. It addresses the history and philosophy of counseling. Professional roles, functions, responsibilities and legal/ethical issues are explored across a variety of counseling disciplines including Clinical Mental Health Counseling and School Counseling. Related professional organizations are addressed including the philosophy, mission, accreditation and ethical standards of these organizations. Differing work settings for counselors, the personal qualities, skills and aptitudes of an effective counselor, and the credentialing processes including certification and licensure are explored.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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.

Prerequisite: CDEV 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 617 - Advanced Adult Counseling**

This course will cover a representative sampling of counseling models and techniques commonly used with adults. the theoretical, where appropriate evidence and scientific bases will be covered in conjunction with an approach that emphasizes the varied nature of the presenting problems that today's mental health client present. An emphasis is placed on preparing students to begin fieldwork through closely supervised practice.

Prerequisite: CDEV 619<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 618 - Foundations of Youth**

This course is designed to provide the student with an understanding of the systems involved in behavioral and emotional disorders of childhood and adolescence. Systems reviewed include family, ecological, developmental, constructivist and medical (DSM) models. The course focuses on analysis of each classification system with respect to symptoms, etiology, response to treatment and prognosis of each disorder, as well as associated biological, personal and social characteristics.

Prerequisite: CDEV 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 619 - Foundations of Adulthood**

This course provides a theoretical foundation for working with adults. It provides for an in-depth investigation of models of human development and change across a variety of domains such as cognitive, personality, social, emotional and moral. the course is particularly aimed at the process of change and how this impacts the process of counseling. the course is grounded in a constructive developmental and social constructionsist epistemology.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 620 - Management in Higher Education**

The course deals with the principles, practices, and issues in the management of higher education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 621 - Social and Cultural Diversity**

This course is designed to provide master's level students in Clinical Mental Health Counseling and Student Affairs and College counseling programs with an understanding of the cultural context of relationships, issues and trends in a multicultural society. Students will develop intercultural sensitivity and competence through self-awareness, awareness of cultural differences, and an understanding of the impact of prejudice, discrimination and oppression on helping professionals and the diverse populations they serve. Cultural differences in ethnicity, race, sexual orientation, gender and ability level are included. Students will also examine developmental frameworks which assist with individual, family and group work, program evaluation, advocacy and consultation.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 623 - Higher Education Environments, Cultures, and Students**

Students will develop an understanding of the influence of university environments, cultures and student cultures on higher education. Emphasis is placed on the origins and assumptions of U.S. higher education, the impact of institutional contexts on students and the needs of different student subcultures.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 624 - Foundations of Aging**

This course is designed to provide the student with an overview of the process of aging, theoretical perspectives and challenges and opportunities experienced both internally and externally by older adults in a multicultural society. The influences of family, social, community and governmental systems are included in understanding the complexities of the aging process. A wellness orientation is emphasized to enhance the well-being of older persons within the therapeutic counseling relationship.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 625 - Assessment in Student Affairs**

This course introduces the student to purposes, principles and fundamentals of assessment in student affairs administration within the context of higher education for decision making and institutional improvement.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CDEV 627 - Practicum in Group Leadership**

Supervised fieldwork intended to engage students in supervised group and psychoeducational experiences across a variety of counseling and/or student affair professional activities in an approved college counseling setting. Application of group and skills in a college setting is a central focus. Students meet weekly (2.5 hours per week) over 5 weeks for supervision with their university supervisor. Live observation of sessions is required. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required

Prerequisite: CDEV 612<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Corequisite(s): CDEV 603

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Clinical Mental Hlth Counselng, Student Affairs In Higher Educ or Student Affair withCol Counsel.

Enrollment is limited to Graduate level students.

**CDEV 628 - Ethics in Counseling**

This course will explore ethical philosophy, principles and professional standards as they relate to working in the field of professional counseling. A case study approach will be utilized to help students reflect upon, discuss and conceptualize how ethical issues and considerations affect the work helping professionals engage in with clients. A central goal of the course is to assist students in the process of constructing their own coherent ethical guidelines as informed by relevant ethical philosophy and principles, and consistent with accepted standards and ethical codes of the counseling profession.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CDEV 629 - Helping Relationships in Music Therapy**

This course focuses on the process, development, and acquisition of basic helping skills used in the practice of music therapy including but not limited to attending, active listening and inquiring. Attention will be paid to how these skills are used in conjunction with advanced skills unique to music therapy and contribute to the change process in music therapy theory and clinical practice. Requirements include role-play and videotaped practice/presentation of counseling skills.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in a Master of Music Therapy degree.

**CDEV 631 - College Student Learning and Development 1**

This course involves the study of human learning and development with specific attention to college age populations (i.e., young adults and adults) across the domains of epistemological/cognitive, moral/ethical, and spiritual development. How learning and development in these domains may be affected within and by the college context will be examined. The course is aimed at those interested in better understanding college students' developmental processes, particularly those interested in student affairs and college counseling practice. A central focus is on exploring how campus environments might be designed and student services delivered to help facilitate learning and development.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 632 - College Student Learning and Development 2**

This course involves the study of human learning and development with specific attention to college age populations (i.e., young adults and adults) across the domains of identity, self/ego and psychosocial development. How learning and development in these domains may be affected within and by the college context will be examined. The course is aimed at those interested in better understanding college students' developmental processes, particularly those interested in student affairs and college counseling practice. A central focus is on exploring how campus environments might be designed and student services delivered to help facilitate learning and development.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 633 - Career and Lifestyle Development for Music Therapy**

A study of career counseling theories, interventions, and developmental models relevant to the practice of Music Therapy. Emphasis is placed on developing skills to help clients identify and discover meaningful career paths with a focus on holistic intrapersonal development through music. Group and individual approaches to career counseling and planning from elementary school through adulthood will be covered in this course.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in a Master of Music Therapy degree.

**CDEV 634 - Counseling the Aging**

This course is designed to enhance student knowledge of unique considerations in counseling older adults and demonstration of the principles, strategies and competencies in working with this population. Counselor attributes which facilitate the therapeutic encounter will be explored. Demonstration of case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders is emphasized. Evidence-based practices and current research is also applied within the practice of clinical mental health counseling.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 635 - Lifespan Development for Music Therapy**

The study of human developmental processes and models across the lifespan relevant to the practice of Music Therapy. Emphasis is placed on developmental theories, research, and applications that have relevance to intra- and inter-personal development through music.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Counseling for MMT.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Music Therapy degree.

Enrollment limited to students in the College of Liberal Arts college.

**CDEV 636 - Advanced Addictions Counseling**

In-depth understanding of addiction via supervised experiential learning. Special attention is given to implementation of multicultural competencies to the addiction counseling process, interviewing skills, counselor characteristics/self-awareness and evidence based treatment approaches.

Prerequisites: (CDEV 526<sup>C</sup> or CDEV 626<sup>C</sup>) and CDEV 670<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 637 - Group Counseling for Music Therapists**

A study of group counseling theories, techniques, dynamics, and processes relevant to the practice of Music Therapy. This course blends didactic instruction through online learning activities and connects to experiential learning through students being part of a personal growth group.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Counseling for MMT.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Music Therapy degree.

Enrollment limited to students in the College of Liberal Arts college.

**CDEV 638 - Foundations of College Counseling**

This course provides a bridge into the world of college counseling. This transition provides an orientation to the profession including history, roles, organizational structures, ethics, standards and credentialing. It also serves as a pre-practicum experience focusing on skill development in experiential activities.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CDEV 639 - Students in American Higher Education**

This course is an in-depth study of the characteristics and needs of American college students and how such attributes influence student educational and developmental needs. Students in the course will gain an understanding of how student learning and learning opportunities are influenced by student characteristics by analyzing subcultures within the student population while assessing barriers and obstacles to student success. Students in this class will also gain an understanding of the specific needs and services that enhance retention and persistence to graduation on a college campus.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CDEV 640 - Neurophysiological Basis of Behavior**

Study of how the structure and function of the brain relates to psychological processes such as learning, memory, language, motivation and emotion. Emphasis is given to neuroanatomy, neurophysiology, and brain-behavior relationships.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 643 - Organizational Behavior & Leadership in Higher Education**

This course is centered on the study of human behavior and focuses on understanding how people and groups in higher education function, behave, react and make meaning of events. The course provides grounding in theory that explains how higher education systems and structures shape behavior. It provides a foundation for understanding how individuals, teams, organizations function and how leadership lenses shape behavior.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 644 - Advanced Counseling Theory and Practice**

This course is designed to provide opportunities for students to explore and integrate developmental models and advanced counseling theories. Students will have the opportunity to explore theoretical perspectives in an in-depth manner. The focus will be on using theories in a complex way to explain human behavior and difficulties.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.



**CDEV 646 - Student Affairs Capstone**

This course is designed as a culminating experience to provide opportunities for students to consider, reflect upon, and apply academic and related learning from their program to the practice of Student Affairs work. Students are engaged in producing and presenting a theoretical analysis and resolution of a professional case, considering current issues in the field of Student Affairs and Higher Education, reflecting on the challenges involved in transitioning from graduate school to professional work, and assessing their developing competencies in relation to professional standards.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MA 9439 or MA 9440 programs.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**CDEV 665 - Psychopathology and Aging**

This course is intended to familiarize the student with the mental health status of older persons, the principal psychological problems experienced by them, and how their problem might be cured, alleviated, or prevented.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 670 - Counseling Theory**

This course provides an overview of current theories commonly used in counseling and consultation. The emphasis is on understanding and utilizing theory as a framework for the construction of further knowledge and practice. Students are provided a foundation for consultation, case conceptualization and treatment planning.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 680 - Assessment in Counseling**

This course is a study of the basic principles of assessment in counseling and education. Students will learn various forms of formal and informal assessment methods. Individual and comprehensive trends in academic, behavioral, socio-emotional and career development and performance are covered, as well as designing and assessing outcomes of interventions.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 682 - Assessment for School Counselors**

This course is a study of the basic principles of assessment in education and counseling. Students will learn various forms of formal and informal assessment methods for diagnosing individual and comprehensive student trends in academic, behavioral, socio-emotional and career development and performance, and designing and assessment outcomes of interventions.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 685 - Advanced Youth Counseling**

Counseling theories and techniques are studies as applied to individual and group counseling of youth. Applications extend to consultation with teachers, school systems, parents and family systems. Current research on youth counseling theories includes play therapy, choice theory/reality therapy, brief solution-focused theory, cognitive behavioral theory and models of parent training. Case conceptualization and treatment planning is framed within ecological and family systems, developmental theory, post-modern theory and medical model (current DSM).

Prerequisites: CDEV 670<sup>C</sup> and CDEV 614<sup>C</sup> and CDEV 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 688 - Counseling in the Schools**

Counseling theories and techniques are studies as applied to individual and group counseling of school-age youth. Applications extend to program development, assessment and consultation with teachers, school systems, parents and family systems. A developmental perspective and the use of the American School Counseling Association (ASCA) National Model are incorporated throughout the entire course.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 699 - Introduction to Research**

Students will become critical consumers of research and will be familiar with issues related to conducting research within counseling and student affairs. Students will learn about qualitative and quantitative research assumptions, methods and design considerations. Students will also learn about ethical research practices.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 700 - Independent Study**

Intended for students who wish to study a topic in-depth that is not already a major part of a graduate course. Approval to undertake an independent study is required prior to registration. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 701 - Clinical Mental Health Counseling Practicum**

Counseling and consulting in the field under supervision. Although individual counseling is emphasized, there are opportunities for group counseling, agency collaboration, development of awareness of community client resources and application of multicultural sensitivities to clients, their significant others and community stake holders in terms of treatment planning and advocacy. Students are required to have all appropriate clearances and proof of professional liability insurance for counselor-in-training, attend weekly group and individual supervision with program faculty and weekly on site supervision provided by approved clinical supervisor.

Credits: 1-3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 702 - Advanced Supervised Practicum and Seminar in Counseling**

The advanced practicum provides an opportunity for the student to perform under supervision of a variety of activities that a regularly employed staff member in the setting would be expected to perform. 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 the on site supervisor as well as in a seminar setting with a faculty member.

Prerequisite: CDEV 701<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 703 - Practicum in Counselor Supervision**

A variety of supervision models and theories related to clinical mental health counseling will be explored, including the methods, models and principles of clinical supervision. Students are expected to apply their knowledge of supervision through supervising emerging counselors.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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: CDEV 613<sup>C</sup> and (CDEV 506<sup>C</sup> or CDEV 621<sup>C</sup>) and CDEV 610<sup>C</sup> and CDEV 614<sup>C</sup> and CDEV 670<sup>C</sup> and CDEV 602<sup>C</sup> and CDEV 603<sup>C</sup> and CDEV 612<sup>C</sup> and CDEV 611<sup>C</sup> and CDEV 618<sup>C</sup> and CDEV 685<sup>C</sup> and CDEV 678<sup>C</sup> and CDEV 680<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 705 - Student Affairs Practicum**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for group supervision with their faculty supervisor. In addition to focusing on the development of a case study derived from the student's fieldwork experience, students will rotate through specialized topics that will be presented by the supervising faculty. Approval by the course instructor is required and is based on consideration of the student's completed coursework, previous experience, and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance is required.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 706 - Student Affairs Practicum 2**

Advanced supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site supervisor, and receive group supervision with their university supervisor. Student Affairs Practicum 2 will meet for the last five weeks of the semester. This course also focuses on the development of a case study derived from the student's fieldwork experience. Approval by Program coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of professional activities is required. Proof of liability insurance is required.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 707 - College Counseling Practicum**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site and university supervisor, and receive group supervision with their university supervisor. Approval by Program Coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of sessions is required. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

Enrollment limited to students with department of Counseling & Development.

**CDEV 708 - College Counseling Practicum 2**

Supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site and university supervisor, and receive group supervision with their university supervisor. College Counseling Practicum 2 will meet for the last five weeks of the semester. This course also focuses on the development of a case study derived from the student's fieldwork experience. Approval by Program Coordinator is required and is based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Live or recorded observation of sessions is required.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

Enrollment limited to students with department of Counseling & Development.

**CDEV 750 - School Based Counseling Internship**

Individually designed learning intended to provide the student with an opportunity for observation and participation in a wide range of counseling activities in an approved school setting. Requirements: All appropriate clearances and proof of professional liability insurance for counselor-in-training, weekly group supervision with program faculty and weekly on-site supervision provided by approved clinical supervisor.

Credits: 2-6

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 751 - Internship in Clinical Mental Health Counseling**

Individually designed learning intended to provide the student with an opportunity for observation and participation in a wide range of counseling activities in an approved institutional or agency setting. Requirements: All appropriate clearances and proof of professional liability insurance for counselor-in-training, weekly group supervision with program faculty and weekly on site supervision provided by approved clinical supervisor.

Credits: 3-6

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 753 - Student Affairs Pre 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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 755 - Student Affairs Internship**

Advanced supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of student affairs professional activities in an approved student affairs setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site supervisor, and receive group supervision with their university supervisor. This course also focuses on the development of a case study analysis derived from the student's fieldwork experience. This case study analysis will provide the basis for the student's required culminating activity to be conducted during this internship. Requires the approval of Program Coordinator. Proof of liability insurance is required.

Prerequisite: CDEV 705<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 756 - College Counseling Internship**

Advanced supervised fieldwork experience intended to provide the student with an opportunity for engaging in supervised practice across a variety of college counseling professional activities in an approved college counseling setting. Theory to professional practice considerations are a central focus. Students meet regularly for individual or triadic supervision with their on-site supervisor, and receive group supervision with their university supervisor. This course also focuses on the development of a case study derived from the student's fieldwork experience. This case study and analysis will provide the basis for the student's required culminating activity to be conducted early in the semester of this internship. Requires the approval of Program Coordinator. Proof of liability insurance and appropriate clearances (criminal & child abuse) is required.

Prerequisite: CDEV 708<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

Enrollment limited to students with department of Counseling & Development.

**CDEV 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CDEV 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**CDEV 810 - American Higher Education: Institutions and Issues**

This course brings to life various issues in higher education. The issues covered bridge research, theory, and practice, and discusses a range of institutions. Students will analyze events, places, issues, and themes in American higher education to better understand the accomplishments, possibilities, and challenges deeply embedded in American higher education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 820 - Access, Equity, and Affordability in Higher Education**

The course supports the notion that practice of admissions is not a singular independent activity, but in fact, is an integral part and linked to what we know about the development, mission, and current student profile issues that influence institutional practice. This course introduces individuals to the research, theoretical, and practical issues surrounding access to college and equity in higher education institutions. It specifically addresses access and equity issues related to racial/ethnic minority groups and socioeconomic status.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 830 - Higher Education Law and Policy**

This course offers the opportunity to consider legal and policy matters to examine the goals, governance, norms, and ideals of American institutions of higher education. This course also examines the nature and establishment of colleges and universities; the relationship of colleges to local, state, and federal governments; and seminal case law and pending legislation. The legal and policy issues discussed serve as a gateway to a broader discussion of the role and meaning of higher education in today's society.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 840 - Financing and Fundraising in Higher Education**

This course is centered on financial, economic, and budgetary issues within higher education. The course will review political, economic, and social issues influencing higher education finance. In addition to examining revenue models and budgeting, the course will explore fundraising in the context of higher education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 860 - Higher Education Leadership and Strategic Planning**

This course examines the management of higher education institutions in the United States and the major opportunities and challenges they face. This course will provide a foundation in higher education management from the perspective of academic and administrative leadership. Students will examine a conceptual framework for the development of an integrated comprehensive institutional strategic plan, while analyzing a guide for measures designed to help assure successful implementation of the plan.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CDEV 870 - Academic Culture and Learning in Higher Education**

This course centers on issues of teaching and learning in higher education. Theories about how people learn and think will be examined. The course will overview planning and implementing learning experiences on campus. Through the examination of various issues and ideas about the purposes of higher education, academic culture will be uncovered.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Criminology & Criminal Justice (CRIM)

**CRIM 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 602 - Forensic Behavior: Crime and the Individual**

This course explores aspects of mental illness, cognitions, psychopathology, mental disorders and other psychological aspects of criminal behavior and their relation to theories of crime. This is a cross-listed course that will fulfill either graduate or undergraduate credit.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

**CRIM 605 - White Collar Crime**

This course explores the complex issues surrounding white collar crime. In terms of white collar crime, the topics addressed may include: the complexities of defining it, theoretical explanations for it, the economical, physical and social costs that result from these types of crimes, and the issues the criminal justice system faces in trying to control it.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 610 - Administration of Justice**

This course provides an overview of criminal law and procedure, including landmark decisions, juvenile proceedings, Constitutional issues and the role of law in society.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 615 - Advanced Criminological Theory**

This course entails a detailed examination of a wide range of criminological theories pertaining to offending and the correlates of crime. Students are expected to assess critically the application of various paradigms to selected crime types, relying extensively on original empirical and theoretical literature.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 616 - Community Corrections**

This course explores the origins of community corrections and its role in the American criminal justice system. Starting with pre-arrest diversion, the course covers the major issues and topics associated with community corrections and re-entry programs.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Arts degree.

Enrollment limited to students with department of Criminology & Criminal Justice.

**CRIM 620 - Critical Issues in Corrections**

This course explores the history and philosophical underpinnings of corrections and its role in the American criminal justice system. Further, it examines the implementation of legal sanctions in institutional and community corrections and how political, social, and economic issues have impacted correctional operations. The course also delves into comparative perspectives as well as current research and issues in corrections.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 622 - Individual and Group Interventions**

Basic concepts of individual and group techniques used with offenders.

Rudimentary skills practice to prepare the student for practice in the field, and the issues and strategies most often associated with special populations. This course will review various treatment models and the rationales for their use.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.



**CRIM 625 - Contemporary Issues in Policing**

In this course, students will examine contemporary issues in law enforcement and delve the social, political, and cultural climate of the most compelling challenges facing policing agencies today. Learners will study issues such as police use of force, policing in a diverse society, recruitment and training, police culture, law enforcement and ethics, technology and policing, and more.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CRIM 626 - Victimology**

This course will present the student with a detailed understanding of the scope of victimology and the extent of criminal victimization by examining specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 627 - Criminal Justice and the Multicultural Community**

This course will examine current issues and social problems relating to the administration of justice in a culturally diverse society. The focus of the course will be on the changing ethnicity of communities and related changes in social and institutional public policy.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 628 - Transnational Crime & Justice**

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. This course explores the roots and operations of organized crime and how globalization has facilitated the emergence of transnational organized crime in the U.S. and in various regions throughout the world. Particular emphasis is given to issues of drug trafficking, illegal arms trade, money laundering, human trafficking and sex trafficking. This course also examines the current strategies for the containment and control of such activities.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**CRIM 630 - Statistical Methods in Criminal Justice**

In this course, students will learn principles of statistical techniques (both descriptive and inferential statistics) with emphasis upon their application in the criminal justice system. Students will be familiar with correlation and regression analysis, probability and sampling theory, estimating population parameters and testing hypotheses.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**CRIM 635 - Criminological Research**

In this course, students will learn different approaches and techniques for conducting criminological research. Students will be able to interpret data from research problems and evaluate research designs and their implementation in criminal justice.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CRIM 641 - Terrorism, Law and National Security**

This course will discuss terrorism-its structure, causes, and illegal financing and the evolution of domestic and international laws evolving to deal with terrorism and national security.

Credits: 3

Enrollment is limited to Graduate level students.

**CRIM 660 - Criminal Justice Ethics**

This course covers various schools of ethical thought and their applications to all aspects of criminal justice.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**CRIM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 750 - Internship in Criminology**

This course consists of field placement in a criminal justice agency involving administrative, research, teaching, and related activities. It will give students the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating agencies and organizations.

Credits: 3-6

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**CRIM 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**CRIM 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**CRIM 800 - Master's Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Economics (ECON)

**ECON 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ECON 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON 602 - Managerial Economics**

This course applies economic concepts and economic analysis to the managerial decision-making in business environments and in other managerial units. The course draws on quantitative techniques such as regression analysis and correlation to develop optimal decisions concerning pricing, production and evaluating risk. The focus of the course is on firm behavior decision in both competitive and non-competitive environments. Game-theoretic concepts are used to analyze strategic decision-making as a response to competitor's behavior and to government laws and regulations. The course applies economic tools to identify problems of asymmetric information and quantify risk to construct decision rules to manage risk.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).

**ECON 619 - Quantitative Analysis**

This course is designed to sharpen the problem solving skills for tomorrow's business leaders by presenting quantitative techniques widely used in business decision making. Techniques include the methodology of statistical inference: simple and multiple regression (estimation, testing and prediction), time-series analysis and forecasting, decision theory and statistical process control. Data analysis will be conducted with statistical software programs including spreadsheets and/or other programs selected by the instructor.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).

**ECON 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).

**ECON 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).

**ECON 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determine by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**ECON 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ECON 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ECON 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Elementary Education/Early Childhood (ELEC)

**ELEC 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ELEC 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**ELEC 598 - Selected Topics in Elementary Education/Early Childhood**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**ELEC 601 - Introduction to Educational Research**

This course provides an introduction to a variety of educational research methods. Students will locate, understand, evaluate and interpret educational research.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 607 - Classroom Teacher Leadership**

This course is intended to help teachers develop knowledge, skill, and dispositions in assuming leadership roles and responsibilities in their schools, districts, and the educational community. This course will focus on those aspects of leadership seen as most appropriate and potentially beneficial for teacher involvement. Particular attention will be paid to the relationship between teacher leadership, school effectiveness, and site-based accountability. Students will learn the knowledge, skills, and attitudes through both university classroom and site-based clinical activities.

Credits: 3

Term(s) Typically Offered: Offered as Needed

**ELEC 608 - Historical, Psychological & Linguistic Foundations of Literacy**

A survey of the historical, psychological, and linguistic foundations that support current teaching-learning theories of reading instruction.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**ELEC 610 - The Reading Program in the Elementary School**

An in-depth study of reading development, materials, and instruction from emergent literacy through reading in the third grade.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**ELEC 612 - The Reading Program in the Middle/Secondary School**

This course is designed to assist candidates in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline-specific curriculum, including adaptation for culturally diverse and exceptional learners.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 613 - Families and Communities as Advocates and Partners in Early Childhood Programs**

This course examines research and practice as related to multiple facets of family, school and community functioning and engagement in early childhood education. An awareness of strategies in developing positive and supportive relationships with families of young children, including the legal and philosophical basis for family participation; community-centered services; and strategies for working with socially, culturally and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed. Furthermore, this course will seek to explore the roles professionals who desire to gain advanced knowledge and leadership skills as child advocates and professional educators.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 614 - Foundations of Instructional Coaching**

This course will focus on introducing participants to best practices for K-12 instructional coaches. Topics will include providing leadership for K-12 curriculum programs, collaboration with teachers and administrators, data analysis, curriculum issues, knowledge of K-12 standards, and professional development facilitation. These foundations will provide students with experience in working with teachers to improve their instructional practice as well as student achievement. Special attention will be given to mastering the complexities of observing and modeling in classrooms and providing feedback to teachers.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**ELEC 615 - Teacher Leadership & School Change for Instructional Coaches**

This course is designed to develop the understandings and skills of teachers as leaders in school change, through the lens of the instructional coach. Candidates will explore theories of organizational change as they apply to schools and school culture, focusing on current formal and informal opportunities for leadership. Candidates will apply the strategies and approaches in several authentic contexts.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**ELEC 616 - Advanced Child Development: Birth through Grade 4**

Advanced Child Development: Birth through Grade 4 will provide an advanced overview of key aspects of child development (physical, intellectual, emotional and social) from theories and research that span conception to the early school years (birth to age 9). Important contexts that shape children's development will also be a major focus of this course, such as family, school, community, socioeconomic and policy influences.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 617 - Historical Contexts and Current Issues and Trends in the Education of Young Children**

Historical Contexts and Current Issues & Trends in the Education of Young Children is designed to explore the field of early childhood education, placing emphasis on historical and contemporary perspectives and theories, as well as current trends and developments. Candidates will be expected to analyze a variety of early childhood environments and educational contexts for children (birth through nine years of age), in light of their personal interest and background knowledge. Candidates will be exposed to a variety of early childhood settings and philosophies via recorded observations of children and classrooms.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 618 - Using Technology within Early Childhood Education**

This course will acquaint candidates with the appropriate types and uses of technology in an early childhood classroom. Specific technologies will be explored with connections to early childhood development, curriculum and assessment. Cultural, legal and ethical issues will be included. Family and community connections will also be examined.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 619 - Planning, Management & Leadership of Early Childhood Education Programs**

Planning, Management & Leadership of Early Childhood Education Programs will assist candidates' depth of understanding regarding all aspects of program leadership. Research has shown that an early learning program's quality of care is linked to the quality of leadership and management found within. Therefore, emphasis will be placed upon the development of the leadership skills needed to effect positive change for early childhood programs, within communities and on behalf of the field of early learning and development.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 620 - Budgeting, Allocating Resources & Marketing within Early Childhood Programs**

This course is designed to study the many facts of planning, developing and assessing program budgets in various early childhood program structures. A focus on prioritizing and allocating resources through advertising, marketing and grant-writing will be included as well.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 621 - Regulations, Licensing, Program Accreditation & Law in Early Care & Education**

Regulations, Licensing, Program Accreditation & Law in Early Care & Education will provide an in-depth overview of the necessary aspects of administering high-quality early childhood programs. The level of program quality is integrally linked to its systems, structure and administration; each will therefore be examined in light of licensing regulations, program accreditation and laws that promote excellence in early childhood program administration.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 622 - Literacy Assessment Analysis & Instructional Decision Making**

A study of the causes and methods of correcting reading disabilities, this course is designed to familiarize the prospective reading specialist / literacy coach with the various kinds of assessments used in the diagnosis and remediation of reading difficulties and the use of assessment data to inform instructional decisions.

Prerequisites: ELEC 608<sup>C</sup> and ELEC 610<sup>C</sup> and ELEC 612<sup>C</sup> and ELEC 614<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**ELEC 623 - Language Acquisition & Literacy Development: Birth to Age 5**

Language Acquisition & Literacy Development: Birth to Age 5 includes an examination of the process of language and literacy development from birth through age 5 with a focus on using knowledge of child development in the school and with families. Through a blend of research/theory and practice, teacher candidates explore the relationship between language development and literacy, the development of instruction and assessment tools to foster literacy development, the creation of a literate environment and cultural familial influences on language and literacy.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, emediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 625 - Practicum: Assessment and Instruction for the Reading Specialist**

A practicum course designed to give the reading specialist candidate an opportunity to gain competence in selecting, administering, and interpreting a variety of formal and informal assessment measures in a field-based setting. The candidate will design and implement a program to help students with reading difficulties.

Prerequisites: ELEC 610<sup>C</sup> and ELEC 612<sup>C</sup> and ELEC 622<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**ELEC 626 - Practicum: Ethics and Social Justice in Early Childhood Education Programs**

This field-based course examines the ethics of early care and education, social justice and responsibilities inherent in the roles of working with families and dying children. Diverse perspectives will be identified to develop an understanding of ethical concepts and social justice. The focus is to analyze the research reflecting the impact educators have on ethical and social justice responsibilities to children, families, communities, peers and the profession. Furthermore, this field-based course will require observation and application of the ethical codes of conduct to develop a thoughtful process to resolve ethical or legal conflicts, especially in working with diverse populations.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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: SEFE 602<sup>C</sup> or SEFE 696<sup>C</sup> or ELEC 697<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.



**ELEC 628 - Social Studies and Citizenship for Young Learners**

Social Studies and Citizenship for Young Learners will explore advanced work in the social studies curriculum, including its organization.

Candidates will analyze methods of teaching, objectives and materials and will discuss evaluation /assessment techniques and citizenship development for PK-4 learners. Best practice classroom applications and the relationship between instruction and student learning outcome will also be explored within the context of social studies and citizenship content.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Prerequisite: ELEC 622<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**ELEC 630 - Curriculum Integration through the Arts**

Curriculum Integration through the Arts provides the development and implementation of an integrated curriculum through the arts for all content areas across the learning standards Pre-K through grade 4, through the integration of play-based, experience-based and project-based teaching. Students will be introduced to various media, lesson planning, strategies of integrating the arts and using assessment data that meet the needs of culturally and linguistically diverse learners PreK-4 classrooms.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 631 - Teaching Writing as a Process**

An in-depth study of a process approach to writing instruction, including assessment and response to writing with an emphasis on using children's literature in the teaching of writing.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 636 - A Survey of the Mathematics Curriculum K-8**

Teachers will evaluate mathematics curricula materials from a variety of sources using instruments designed to help determine the value of support materials. The types of curriculum materials will be discussed and evaluated on current research.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**ELEC 638 - Curriculum Materials for K-8 Science**

This course is designed to provide teachers with a detailed study of current K-8 instructional materials and programs in science education. Emphasis is placed on construction of teaching materials, programs, and teaching concepts, which may be utilized to develop scientific concepts taught in the K-8 classroom.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 639 - Assessment in the PreK-4 Classroom**

This course is designed to study the significant role assessment has in the implementation of developmentally appropriate early childhood programs, PK-4. Students will learn about various types and methods of assessment as well as appropriate uses for assessment information. Additionally, students will engage in a critical exploration of ethical responsibilities to students, families, colleagues and community as they consider the implications of assessment on both practice and outcomes for young children.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 643 - Advanced Literacy Coaching Practicum**

This is a practicum course designed to support reading specialist candidates' development of literacy coaching skills, strategies, and dispositions through hands-on activities with inservice teachers, administrators, allied support staff, and parents. Candidates will complete a minimum of 45 hours of supervised practicum experiences.

Prerequisites: ELEC 622<sup>C</sup> and ELEC 614<sup>C</sup> and ELEC 615<sup>C</sup> and ELEC 629<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offerings Vary

**ELEC 646 - Introduction to Gifted Education**

A survey of the history, philosophy, and current practices in the field of gifted child education. A field experience component includes observation of children who have been identified as gifted.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 647 - Identification and Assessment of Gifted Learners**

An in-depth study of the different facets of giftedness and the multiple means in which to identify and assess gifted learners and their cognitive, social and emotional needs. Prerequisite: A minimum of Level 1 certification and ELEC 646 Introduction to Gifted Education. This course is not open to undergraduate students.

Prerequisite: ELEC 646<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 648 - Gifted Education Models of Teaching**

An in-depth study of the multiple service models for meeting the needs of gifted learners. A 10-hour field component includes observations of a variety of programs for gifted learners and the development of an Individualized Gifted Plan. A minimum of Level 1 certification and ELEC 646 Introduction to Gifted Education.

Prerequisite: ELEC 646<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 649 - Gifted Education Curriculum Design and Practicum**

A course designed to provide the candidate with experiences in designing and implementing curriculum for gifted learners. Candidates will have an opportunity to interact with and guide instruction for gifted students through a final 10-hour practicum experience.

Prerequisites: ELEC 646<sup>C</sup> and ELEC 647<sup>C</sup> and ELEC 648<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

**ELEC 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 660 - Advanced Technologies for the Teaching of Mathematics and Science**

Candidates will develop the use of technologies to assist classroom teachers in the diagnosis of student misconceptions, and in the remediation and enrichment of mathematics and science instruction. This course is designed to help practicing teachers become familiar with educational technology, its uses and how to integrate computer and calculator technology in their mathematics and science classrooms. The goal is to help teachers implement technology effectively in their own instruction, as well as, assisting their students to utilize educational technology efficiently and appropriately.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**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: ELEC 636<sup>C</sup> or ELEC 638<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 664 - Problem Solving in K-8 Education**

Students will examine research and techniques as they apply to mathematical and related problem solving approaches for students in the elementary school. There will be special emphasis on induction and deduction techniques as they apply to a wide variety of topics in elementary school mathematics.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**ELEC 667 - Science & Engineering Concepts for K-8 Teachers**

This course is designed to increase the practicing teacher's knowledge and conceptual understanding of science concepts outlined in the National Science Education Standards and Pennsylvania Science and Technology, as well as Environmental and Ecology Standards. Participants will develop this understanding via a problem-based approach allowing them to develop their own inquiry-based lesson planning in the classroom, while connecting science concepts to everyday life.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**ELEC 668 - Mathematics Content for K-8 Teachers**

Students will explore the mathematics required for teaching and the different methods of approaching and solving without the use of traditional algorithms.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**ELEC 670 - Literacy Instruction & Assessment: Ages 6-9**

This course is being developed as part of a new track in the existing M.Ed. Program. Currently, no graduate course dedicated to literacy instruction and assessment of early childhood students ages 6-9, is offered through the ELEC department, College of Education or university. The content of this course includes the knowledge and skills required for initial certification as specified by PDE (Pennsylvania Department of Education).

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 671 - Science for the Young Learner: Birth to 9**

This course is being developed as part of a new track in the existing M.Ed. Program. Currently, no graduate course dedicated to literacy instruction and assessment of early childhood students ages 6-9, is offered through the ELEC Department, college of Education or university. The content of this course includes the knowledge and skills required for initial certification as specified by PDE (Pennsylvania Department of Education). The course will meet the candidate requirements for science and technology pedagogy that is outlined by the Pennsylvania Department of Education for initial teacher certification PK-4.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 672 - Mathematics for the Young Learner: Birth to 9**

Mathematics for the Young Learner: Birth to 9 contain required content that will satisfy accreditation requirements and fulfill the goals of a Master's Program that provides initial certification in early childhood education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 673 - Early Childhood Practicum**

The Early Childhood Practicum provides an in-depth teaching experience in an elementary classroom in which opportunities are provided for the application of content knowledge, pedagogical skills and the assessment of children's learning.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 678 - Supporting Quality Curriculum, Instruction and Assessment for Young Learners**

This course is designed to prepare graduate students with a strong theoretical base and practical understanding of the development of early childhood curriculum that supports best practices in the field. Research-supported practices in early childhood instruction and assessment will be critically explored.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 679 - Capstone: Design & Implementation of Action Research**

This course is designed to engage the learner in the process of inquiry through action research. Action research is the process of focused self-reflection through evidence collecting and this course will outline the steps in this process as well as provide the requisite support to engage in practitioner inquiry through action research. Participants in the course will complete an action research project as a culminating experience.

Prerequisite: ELEC 678<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 680 - Student Teaching: ECE PK-4**

Student Teaching is a transition between pre-service and in-service teaching. The experience allows the student teacher to work collaboratively with a cooperating teacher, gradually assuming all responsibilities of classroom teaching. The student teaching experience requires partnerships between the university and cooperating school districts, and is considered the capstone experience of the program.

Credits: 9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Prerequisite: ELEC 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 691 - History of Mathematics Education**

This course will enable the student of mathematics education to be conversant about the people and beliefs that have influenced the practice of teaching mathematics from pre-school through grade 8.

Credits: 2

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 692 - History of Science**

This course provides teachers with an in depth look at key individuals and cultures that have impacted Western civilization from antiquity through the early modern era with regards to science content. The primary focus will be on discoveries that have impacted current knowledge bases in chemistry, biology, medicine, geology, and physics. A second focus will be study of the debate and reasoning provided by leading scientists involved, while paying attention to the social and cultural contexts in which they worked.

Credits: 2

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 697 - Statistical Interpretation & Analysis in Reading Research and Assessments**

This course focuses on the interpretation of statistics used in literacy assessments and research, with a focus on assisting reading specialists and classroom teachers in utilizing data to inform literacy instruction and to meet the needs of individual students.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

**ELEC 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 699 - Teacher Action Research in the Mathematics/Science Classroom**

This course is designed to increase the practicing teacher's understanding of qualitative research. Practicing teachers will develop a qualitative research proposal or action research proposal to implement during the seminar course (ELEC 705).

Prerequisite: ELEC 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**ELEC 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 705 - Seminar in Mathematics and Science Education Research**

Students will participate in a practicum experience under the direction of a faculty member. The practicum experience will be completion of a research project developed during the program and carried out during this course. The final project will be written, bound and submitted for review by two faculty members who will determine if the student has successfully completed the requirements for the program.

Prerequisite: ELEC 699<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**ELEC 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ELEC 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 800 - Thesis**

In Thesis, the candidates for the Master of Education degree writes the last two chapters of their thesis with the assistance of the thesis committee. In addition, the candidates must make a successful oral defense of the thesis. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ELEC 813 - Advocacy and Family, School and Community Engagement**

This course examines the role of school, family and community engagements as a component of educational reform. The focus is to analyze the research reflecting the impact of home/school and community/school partnerships on student learning. Furthermore, this course will seek to explore the various theoretical frameworks that focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups and other additional factors that impact young children and their families with special needs. A framework for conceptualizing child/family policy, roles professionals can play in building advocacy/policy and approaches professionals can use in implementing these roles will also be investigated.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

## English (ENGL)

**ENGL 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ENGL 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**ENGL 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**ENGL 601 - Introduction to Writing in the Disciplines**

This course traces the development of the study of literate practices within professions and disciplines, identifying research methods, areas of inquiry and current gaps in knowledge. The various social, technological, teleological and rhetorical factors that influence the forms and practices of writing within human enterprises and activities are examined.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 602 - Rhetoric Theory**

Students will study theory and research in rhetoric and media that examine the uses of verbal and visual communication. Students will read in foundational works in classical, medieval, modern and contemporary rhetoric. The course will explore the interdisciplinary value of persuasive communication, particularly in light of pervasive digital and network technologies. Studies in contemporary rhetoric are therefore supplemented by investigations into culture and media; the course also focuses on new modes of writing and publishing enabled by computer technology.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 603 - Literary and Cultural Studies**

This course will introduce students to the history and range of methods used and genres produced within the disciplines of literary and cultural studies. Students will study the history and development of journalistic and academic genres of literary criticism; the expansion of interdisciplinary applications of theory to analysis of literary and cultural texts; new forms of "distant" reading, through data mining and related collaboration with the computer sciences; intersections of literary and cultural analysis with the cognitive neuroscience3s and other scientific fields; and the persistence of formal analysis in subfields of criticism and creative writing.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 620 - Linguistics and Writing**

Serves as introduction to basic language structure, use and theories. The course will introduce the scientific study of language; familiarize students with the linguistic knowledge held by native speakers of any language; foster an appreciation of the complexity of spoken and written forms of English; and explore language variation, specifically English social dialects, as well as how attitudes toward these variations reflect ideology.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**ENGL 627 - Evolution of Writing**

This course applies a variety of theories, disciplinary constructs and empirical investigations to an understanding of the dynamics of genre formation, helping students identify genre theory as a category of inquiry. This course examines the ways by which existing and evolving forms of writing found in classrooms, disciplines, professions and civic colloquies assume cultural importance and expand social constraints. the course explores problems of general description and definition, including taxonomy, semantic ontology, conventionality, mediation and social/organizational knowledge. Also, the course considers how learning, social interaction and a sense of agency contribute to the textual and contextual features of various written forms, including shared ideological constructs, choices of media and other features.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9525 or MA 9527 programs.



**ENGL 642 - Digital Writing and Publishing**

Digital Writing and Publishing explores the variety of publication and archival practices in the digital media age, the gathering, categorizing and analyzing of information as preparation for writing in new and hybrid media, and the presentation of academic work to multiple audiences. This course emphasizes the social activity of scholarship within and beyond the boundaries of the 21st century learning institution, emphasizing the implications of networked communication for contemporary writing, with a focus on how writers expand their appeal across disciplinary boundaries and to the public. By approaching the possibilities and practices for creation, distribution, curation, indexing, and storing of digital media, Digital Writing and Publishing will help knowledge workers confront the challenges of creating meaningful content for their peers and the public.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9527 program.

**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

Enrollment is limited to Graduate level students.

**ENGL 659 - Researching Academic and Professional Writing**

Expands upon the research methods first discussed in the introductory course, closely considering research in writing in the disciplines (WID), with a focus on text, practices and processes. Students will embark on a research project that could carry over into the Consultancy course that serves as a capstone for the program.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9525 or MA 9527 programs.

**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

Enrollment is limited to Graduate level students.

**ENGL 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 697 - Consultancy in Writing in the Disciplines**

As the program's capstone, the course offers students the opportunity to work with representatives of other disciplines and professional organizations to facilitate research or to foster interdisciplinary writing or interdisciplinary writing instruction. Through relationships with schools and professionals outside English studies students will develop competencies in interdisciplinary writing methods; sharpen both their conceptual and procedural knowledge of another discipline or profession; amplify their expertise in writing or teaching across the disciplines; improve their skills in working collaboratively; and learn to assess their performances in and contributions to a collaborative relationship.

Credits: 6

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MA 9525 or MA 9527 programs.

**ENGL 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**ENGL 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**ENGL 800 - Master's Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

Enrollment is limited to Graduate level students.

## Environmental Geoscience (EGEO)

**EGEO 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**EGEO 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**EGEO 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

## Exercise & Rehabilitative Sciences (ERS)

**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

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

## Finance (FIN)

**FIN 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**FIN 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN 603 - Global Dynamics of Business**

Globalization and its challenges; cultural diversity and business enterprise; sustainability and ethical challenges in global business; issues of international trade and finance; foreign direct investment; entering foreign markets; global production; global human resource management.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Marketing, Business Administration or Business Administration (OL).

Enrollment is limited to Graduate level students.

**FIN 620 - Financial Management**

This course provides a comprehensive analysis of financial issues faced by financial managers. Topics included are the long-term financial decision, financial assets valuation, risk and return analysis, time value of money, investment decision and evaluations criteria, cost of capital, concept of leverage, theories of capital structure, dividend policy and other related topics for successful financial management of a corporation. This course will also use short-cases so that students will learn to link theory with application and learn to solve complex financial problems.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 636 - Advanced Corporate Finance**

This course will focus on theoretical issues that arise in modern corporate finance. Advanced and in-depth analysis of various subjects of corporate finance including security valuation, modern portfolio theory, optimal dividend and capital structure policy, bankruptcy and distress, mergers and acquisition, real option and risk management will be discussed. Case studies will be used to solve complex business financial problems.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**FIN 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**FIN 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**FIN 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Geography/Environmental Studies (GES)

**GES 525 - Introduction to Geographic Information Systems**

Students will be introduced to data collection through global positioning technology and remote sensing, data management and analysis through Geographic Information systems, and data visualization through a range of platforms. Graduate students will produce a professional portfolio and databases that highlight techniques used in the class. Includes lab.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**GES 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**GES 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**GES 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**GES 602 - Principles of Sustainability**

This course explores the history of the sustainability movement, and the current and emerging science and practices of sustainability. Students will also be introduced to the research tools and methods needed to evaluate the sustainability of energy systems, technology, the built environment, and environmental regulations and policy.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 616 - Planning for Sustainable Communities**

This course focuses on the concept of planning for more sustainable and livable communities. Students will examine the emerging planning tools for creating more livable, equitable, and ecological communities.

Prerequisite: GES 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 625 - Environmental GISci**

This course provides a theoretical and practical exploration of the applications of Geographic Information Systems, Remote Sensing and geospatial statistics to environmental issues. Students will become familiar with approaches to modeling fragmentation, flow analysis, site selection and allocation, viewshed analysis, and geostatistics. Students will also be required to produce project design and implementation plans including workload budgets, cost estimates and data acquisition.

Prerequisites: GES 602<sup>C</sup> and (GES 325<sup>D</sup> or GES 525<sup>C</sup>)

<sup>C</sup> Requires minimum grade of C.

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 638 - Green Building Design**

Students will examine methods by architects and contractors to design and construct sustainable buildings that consume less fossil fuel, limit environmental impacts and improve worker health and productivity. This course will also explore the opportunities within local, state, and federal government to encourage sustainable building design.

Prerequisite: GES 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 650 - Water, Climate, and Sustainability**

This course examines how freshwater resources and climate influence our ability to live sustainably. Case studies of past and predicted scenarios will be studied through lectures, discussions, and student projects as we explore the connection between the environment and sustainability.

Prerequisite: GES 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. Prerequisites: 3.00 major and cumulative GPAs and permission of the department and Dean of the College in which the study will be conducted.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

**GES 750 - Internship**

Individually designed internship intended to provide the student with an opportunity to work on a sustainability project within the community.

Credits: 1-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**GES 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GES 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Gerontology (GERO)

**GERO 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum. Please contact the department for more information.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**GERO 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**GERO 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**GERO 625 - Women and Aging**

This course examines the effects of women growing older in a changing society. social, psychological, economic, cultural and political implications will be discussed, including health concerns, changing roles and discrimination. Factors identified will be explored and connected to the role of the gerontological counselor in addressing concerns of aging women.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**GERO 644 - Death and Dying**

This course is an introduction to the study of death, dying and bereavement which utilizes a multidisciplinary approach. This course is aimed at sensitizing students to the subject of dying, death and bereavement, aiding students in adjusting to the death of a significant other, helping students examine their feeling and reactions to death and grieving and introducing students to diverse perspectives.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**GERO 665 - Seminar in Gerontology**

An interdisciplinary investigation of selected facets of gerontology. Course content is drawn from the biological, behavioral, and social sciences, and will include a consideration of current issues in such areas as mental health, housing, economics, transportation, preventive health programs, long-term care, leisure and work activities.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**GERO 667 - Research Seminar in Gerontology**

A study of the sources of information, areas of gerontological investigation, commonly used research approaches, and the procedures utilized in conducting gerontological research and the writing of grant proposals.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GERO 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**GERO 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**GERO 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GERO 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. Please contact the department for more information.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GERO 750 - Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in a wide range of gerontological activities in an approved institution or agency setting.

Credits: 3

Term(s) Typically Offered: Offered as Needed

**GERO 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**GERO 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**GERO 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Health Information Management (HIM)

**HIM 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM 600 - Health Information Systems Technology**

This course will give a broad coverage of the technology supporting Health Information Management. The emphasis will be on the infrastructure of health care technology, including topics such as software, hardware, networking, data structure and management, and data capture technologies.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms, Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 605 - Health Information Vocabularies and Clinical Terminologies**

This course will introduce the standard clinical terminologies (e.g. UMLS, SNOMED, ICD-9, LOINC) and other nursing vocabularies. Students will be able to map clinical terminologies to the appropriate classification system as required in regulations surrounding the electronic health record.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 620 - Financial Management for Health Professionals**

This course is designed to introduce financial accounting and financial management principles as they apply to the healthcare industry. The business of healthcare needs leaders who can develop strategic plans, build appropriate forecasts and manage the revenue cycle using key financial principles.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 625 - Legal, Ethical and Security Issues in Health Information Management**

This course will explore the legal, ethical and security issues surrounding health care information management. Topics covered will include data integrity, availability and confidentiality, risk assessment, HIPAA and other health laws, encryption techniques, fraud surveillance, data and disaster recovery and ethical institutional policies.

Credits: 3

Term(s) Typically Offered: Offered as Needed, Offered Spring Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 630 - Healthcare Quality Management and Documentation Improvement**

This course will explore the institutional data management practices and policies with a view to quality improvement. This course can help students make a difference in achieving the goals of internal and external audits, accurate reimbursement, and other important initiatives aimed at improving the quality of healthcare.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 635 - Knowledge Management in Health Information**

This course will apply decision analysis, business intelligence and data analytics to health organization policies and programs. These tools can enhance workflow and lead to process improvement, and must be used in enterprise-wide strategic planning. Topics may include data mining, data warehousing and data modeling.

Prerequisites: ECON 619<sup>C</sup> and HIM 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms, Offered as Needed

Enrollment limited to students in the MS 9HIN or MS 9HIO programs.

**HIM 645 - Leadership for Health Information Management**

This course is to develop a systems-thinking approach to health care information management. It will focus on topics such as strategic management planning, managing change, enterprise-wide planning and training, dealing with vendors and other stakeholders, EHR/EMR implementation and healthcare policy appropriate to the organization and beyond.

Prerequisites: HIM 600<sup>C</sup> and HIM 603<sup>C</sup> and HIM 620<sup>C</sup> and HIM 625<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 650 - Applied Research Project**

The Master's Project is designed for the MSHIM student to demonstrate management proficiency at the completion of the program. Projects may include business plans, feasibility studies, work-related solutions, consulting services, research projects or internships in the student's area of concentration.

Prerequisite: HIM 643<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 695 - Workshop**

A Workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the MS 9HIM or MS 9HIO programs.

**HIM 750 - Internship**

Provides the student with an opportunity to apply theory to practice and develop competencies through a work-related experience in a profit, or not-for-profit, healthcare related organization.

Credits: 3-12

Term(s) Typically Offered: Offered as Needed

**HIM 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HIM 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIM 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Health Science-Public Health (HLTH)

**HLTH 503 - Nutrition for Cardiovascular Health**

Nutrition for Cardiovascular Health: Focuses on the specific nutritional requirements for a healthy cardiovascular system. Will address healthy individuals as well as those with a history of heart disease.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HLTH 505 - Seminar in Nutrition**

Focuses on current issues in nutritional care, covering public health and budgetary concerns, as well as ethical and moral issues. Emphasizes specific applications of nutrition within the community as well as in clinical settings.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HLTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

**HLTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 602 - Contemporary Health Problems**

A critical analysis of the health problems facing modern persons and the effect these problems have on them, both as individuals and as members of the community. Local, state, and national initiatives to intervene in these problem areas are analyzed and evaluated.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 603 - Teaching & Assessment for Health Literacy**

Provides knowledge of current trends and procedures in health curriculum development. Focuses on materials, resources, and presentation skills.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 604 - Social and Behavioral Aspects of Health and Wellness**

This course covers the behavioral, social and cultural aspects of health and disease. students learn how behavioral and social theories are relevant to health promotion, wellness and disease prevention efforts in public health.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 605 - Health Services Administration**

This course provides a framework for developing and analyzing a range of health policy issues.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**HLTH 606 - Principles of Epidemiology**

This course will prepare students to analyze and evaluate epidemiological study designs that are used to study disease and injury in human populations and the application of epidemiologic concepts to control health problems.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 607 - Designing and Conducting Health Surveys**

This course provides instruction on how to design health survey questionnaires and how to conduct survey studies.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 608 - Planning and Implementation of Public Health Strategies**

This course provides students with core skills in public health and wellness program planning, development and implementation.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**HLTH 609 - Practicum in Public Health**

The practicum provides students with a supervised, 120 hour experience in public health settings. The practicum enables students to participate in practices relevant to their area of specialization, integrating coursework and applying public health concepts and methods.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**HLTH 610 - Occupational and Environmental Health Science**

This course explores the assessment of environmental exposures among populations, the recognition of risk among disparate populations and the practical application of local, state and federal public health law in controlling environmental exposures for the protection of the population's health.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 611 - Infectious and Chronic Disease**

This course provides an overview of the major chronic and infectious diseases with emphasis on disease syndromes and prevention. This course will aid the students' understanding of how diseases manifest and best practices and strategies for prevention.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 616 - Health and Wellness Coaching**

This course will provide students opportunities to plan realistic worksite health promotion programs and engage individuals in motivational interviewing and wellness coaching.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 617 - Health Marketing and Communication**

Health marketing and communication is essential for garnering interest and participation in public health and wellness initiatives. Effective marketing and communication is also imperative for sustaining and expanding wellness programming. This course addresses services marketing and marketing management in public health and wellness.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 618 - Program Evaluation**

This course provides students with opportunities to examine quantitative and qualitative ways to evaluate program effectiveness as well as avenues for improving program quality.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 619 - Chronic and Infectious Disease Epidemiology**

This course provides an overview of the epidemiologic aspects and prevention for major chronic and infectious diseases.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 620 - Secondary Analysis of Epidemiological Data**

This course provides students with the ability to identify, manage, analyze and communicate public health secondary data.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 621 - Evaluation & Survey of Health Problems**

Studies survey methodology and related statistical techniques. Applies methods of survey and evaluation through student participation in the design, execution, analysis and evaluation of health programs. The course will also include skill development for selected techniques of both quantitative and qualitative evaluation formats.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 622 - Seminar in Epidemiology**

This course provides students with the necessary skill set to complete the foundational preparation for evidence based public health practice.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 623 - Foundations of Environmental and Occupational Toxicology**

This course provides learners with knowledge of environmental contaminants, their action on the body and the foundations for regulatory exposure limits and how those limits are achieved.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 624 - Nutrition and Exercise**

Focuses on the specific nutritional requirements for physical conditioning of persons involved in active lifestyles; emphasizes the teaching of proper nutrition for active persons; offers hands-on experience.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 625 - Occupational and Environmental Health Management and Leadership**

Based in the concept of task teams and management of task teams, this course provides managerial level background in program development rules and policies development, education and training, inspections and audits and dealing with accidents and environmental releases and errors.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 626 - Assessment and Communication of Occupational and Environmental Health Risk**

This course provides students opportunities to examine the environmental health needs of specific communities and workplaces. Students learn how risks are assigned to environmental insults and how those risks must be clearly identified and communicated to constituents and used for mitigative action.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 627 - Public Health Culminating Experience**

The Public Health Culminating Experience course provides students with the opportunity to design and develop an integrative professional electronic portfolio. Developing an electronic portfolio is a learning process, a way to deepen one's understanding of critical public health concepts, to put one's coursework and field experience into perspective, to demonstrate the knowledge and skills one has obtained, and to assess one's own mastery of the core competencies in one's chosen concentration and field.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**HLTH 628 - Biostatistics for Public Health**

This course will cover statistical methods such as descriptive statistics, probability, Central Limit theorem, probability distributions, statistical inference, hypothesis testing and Linear regression. These topics will be taught using health/public health/epidemiology, examples as well as applications to business, engineering and finance. Projects will be tailored to individual students' specialty area such as health promotion, epidemiology, biostatistics, administration, marketing, etc.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 629 - Epidemiology in Crisis Management**

This course provides students with an examination of man-made and technological disasters, the various public health related crises which emanate from these disasters and the interaction of public health professionals and other responding agencies in the mitigation of these crises. Disasters are also dissected in terms of response through NIMS, a federal framework for disaster response. The course also explores the determination of risk, in terms of disasters and the communication of risk to various populations.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 630 - Environmental and Occupational Exposure Monitoring Analysis Control**

This course provides students with a practical look at exposure monitoring and area sampling, and the purposes and uses for these types of sampling. The course also examines the chemistry behind these types of examinations and the application of results from monitoring. This course approaches the subject from a managerial and practitioner perspective, going beyond traditional undergraduate learning in environmental sampling or industrial hygiene, though these subjects may be used as a foundation.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 631 - Foundations of Public Health**

This course presents the overarching framework, principles and core responsibilities of public health practice and introduces students to various elements of the public health system.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**HLTH 650 - Practicum in Applied Health Science**

The course provides the student with the opportunity to complete a supervised field experience in a school or community health agency. The student will be able to practice and further develop the competencies that have been developed in the classroom. Faculty members and students enrolled in the course will meet periodically for a seminar.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 665 - Nutrition for the Older Adult**

Focuses on physiological and sociological nutritional needs of an aging population. Includes a field experience.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HLTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

**HLTH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HLTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. Please contact the department for more information.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

**HLTH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

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Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**HLTH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## History (HIST)

**HIST 511 - Renaissance and Reformation**

Institutional and cultural developments in Europe from 1400 to 1600, including intellectual and artistic contributions of the Renaissance and theological and social developments of the Reformation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 512 - Enlightenment and Revolution, 1715-1815**

The consolidation of nation-states in Europe and the cultural, intellectual, and economic developments of the Enlightenment, culminating in the French Revolution and Napoleonic era.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 540 - The United States in the Twentieth Century**

Evolution of the United States during the twentieth century with an emphasis on economic, social, and political conflicts and debates.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 550 - Public History: Theory and Practice**

Concept and practice of public history in the US, including memory and commemoration, material culture, representation of the past, and institutional authority.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 561 - The Ancient Near East**

Numerous cultures that arose in the eastern Mediterranean world from c. 3200 BCE to 323 BCE and their enduring influences.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 575 - Material Culture and Historical Interpretation**

The value of material culture as historical evidence, the social and cultural forces influencing production and use of material objects, and how to interpret material culture for public audiences.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 585 - The Modern Middle East**

Islamic and Ottoman heritages, influences of the West, developments in modern Turkey, Iran, the Arab states, and Israel since 1800.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HIST 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**HIST 604 - Historiography**

This course explores how societies have approached history from the ancient world to the modern, including historiographic schools of thought, philosophies of history, historical methodologies and theory and challenges posed by modern technology and politicization of the past.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 609 - Ancient Roman History and Legacy**

Ancient Rome from 753 BCE to 476 CE with observations on its influences on western cultures since.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Arts degree.

**HIST 612 - Ancient Greece**

Archaic, Classical period, and the Hellenistic World (c. 800-146 BCE) with an emphasis on cultural contributions that have influenced western culture.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 614 - Tudor-Stuart England**

Early modern history of England, including important political, military, and religious developments from the reign of Henry VII through James II.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 616 - Modern Britain**

Key events, trends, and debates in British history since the Act of Union in 1707.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 617 - Modern Germany**

Events resulting in the creation of the German nation in 1871 and political, cultural, and economic conditions in Germany through the partition following World War II.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 618 - Russia in the Twentieth Century**

Forces producing the Communist Revolution in 1917, domestic and foreign policies of Soviet Russia, and struggles for economic and political stability after the fall of the Soviet system.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 625 - Women in History**

The roles and contributions of common and elite women from the ancient world to the 20th century.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 626 - History of Medicine**

Global history of medicine from prehistory to the present, using archeological, primary, and secondary sources to differentiate among approaches to disease, human suffering, and life expectancy.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students in the MA 9A44 program.

Enrollment is limited to Graduate level students.

**HIST 631 - Political Violence in Latin America**

Dirty wars, death squads, formal and informal violence as political capital, and the role of foreign interests from the Gun Boat era to the new imperialism of the 21st century.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 633 - Colonial America, 1607-1763**

The invasions and colonization of North America, the development of empires, transformations in social, economic, and cultural patterns, and collision of diverse ethnic groups.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 634 - The American Revolution**

The causes and consequences of the American Revolution from 1763 through the search for a constitutional settlement.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 635 - The Civil War and Reconstruction**

Causes of the conflict, political and military developments of the war, and challenges of reconstructing the nation.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 636 - The American West**

Themes in U.S. western expansion, including topics such as frontiers and borderlands, resistance of indigenous peoples, natural resources, legacies of conquest, U.S. government and policy.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 637 - Native Americans**

Histories of North American Indigenous peoples.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 641 - The Early National Era**

Examines political, economic, social, and cultural challenges to founding the United States and preserving the union with particular attention given to the period 1781 to 1815.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 643 - The Spanish Borderlands in North America**

Encounter and settlement along New Spain's northern borderlands from precontact to the 19th century.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 644 - Mexico and the Southern Cone**

The social, economic, and political development of Argentina, Brazil, Chile, and Mexico since independence. Coverage will be from 1830 with special emphasis on the 20th century.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 662 - The Arabs and Israel**

Imperialism and nationalism in the Middle East since 1800 with an emphasis on historical factors contributing to contemporary revolutions and conflicts in the region.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 686 - Contemporary China**

Issues and culture of China with an emphasis on historical and cultural factors contributing to contemporary events.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 690 - Experimental**

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

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Credits: 1-6

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Credits: 1-3

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 710 - Medieval Europe**

Medieval Europe with a focus on church, gender and sexuality, urban and rural society, political and cultural institutions.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 733 - US Industrialism and Reform, 1887-1914**

Effects of industrialization on social, political, and economic life with an emphasis on the Populist and Progressive movements.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 734 - US Foreign Policy**

US diplomatic, policy, and intelligence efforts from the Monroe Doctrine to the War on Terror.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

**HIST 735 - Pennsylvania History**

Emphasis on the frontier role in western Pennsylvania, population movements and composition, natural resources, and unique economic, political, and social developments.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 750 - History Internship**

Supervised placement and research in selected public and private agencies at appropriate institutions.

Credits: 1-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 790 - Experimental**

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

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Credits: 1-6

Term(s) Typically Offered: Offered as Needed

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HIST 800 - Thesis**

To be selected by those students desiring to do a project or thesis in history or to satisfy the requirements for a seminar. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Hospitality, Event Management & Tourism (HEMT)

**HEMT 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HEMT 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HEMT 600 - Global Dynamics of Tourism**

Course examines tourism impacts from an economic, socio-cultural, and environmental perspective. Focus is on how tourism relates to the management of hospitality enterprises and their host communities. The concept of hospitality providers as ambassadors of tourism is examined, along with the importance of interrelationships of tourism stakeholders.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 602 - Leadership and Management for Hospitality and Tourism**

Emphasis on the understanding, development, and practical application of management and leadership principles essential for success in today's increasingly complex hospitality and tourism industry. Concepts covered will enable students to increase their effectiveness in leading themselves, leading others, leading the business, and leading change.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 604 - Performance Management for Hospitality**

Course focuses on the process of performance management as an effective tool in employee development and retention, and provides students with an understanding of how and why performance management can contribute to creating high performance guest service organizations in Hospitality and Tourism.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 618 - Financial Fundamentals for Hospitality and Tourism**

Students compete in realistic simulated hotel business model by making decisions, analyzing the results, and making adjustments based on critical analysis of those results in comparison with market competitors. Course provides an integrated understanding of pricing and inventory controls, distribution and channel optimization, and total revenue optimization as they impact HT financial statements, ratios, and metrics that measure business results.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 620 - Marketing for Hospitality and Tourism**

Application of the unique characteristics; practices; and theories of service marketing as they apply to Hospitality and Tourism related organizations; the importance of internal marketing is examined. Emphasis on practical application including study of best practices.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 625 - Revenue Optimization for Hospitality and Tourism**

Course provides the essential tools for applying the principles of revenue management to hospitality operations, critical for success due to the perishable nature of its service-based product. Actual industry data is utilized for applied learning of profitably managing capacity through pricing and inventory controls, distribution and channel optimization, and total revenue optimization.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 630 - Service Management for Hospitality and Tourism**

Current theories and best practices of successful hospitality and tourism firms are examined; emphasis on designing and implementing an effective customer service plan for employee and customer satisfaction to achieve a distinctive competitive advantage.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 635 - Hospitality Business Law and Risk**

Course provides a practical overview of the legal aspects of managing a hospitality and tourism business. Case studies and current topics are used to facilitate students understanding and application of legal and risk management concepts. A preventative approach is emphasized.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 642 - Meetings, Conferences, and Event Management**

Course examines management in the event planning industry, particularly in the meetings, exhibition, conference, convention, and banquet contexts. An emphasis is placed on modern theoretical constructs, relationships between stakeholders, best practices in operations, and operationalizing concepts.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 650 - Masters Project for Hospitality and Tourism**

A capstone course which enables students to synthesize the knowledge and skills developed throughout the MSHTM program, and apply them into an approved project or work experience focused on a key aspect of their area of interest in Hospitality and Tourism. This may be accomplished through business plans, feasibility studies, research projects, consulting projects, internships, or other approved professional HT related project.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

**HEMT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**HEMT 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HEMT 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**HEMT 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.



**HEMT 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Management (MGMT)

**MGMT 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MGMT 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MGMT 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MGMT 620 - Supply Chain Management**

In Supply Chain Management we study the design and management of integrated processes and flows of goods, services and information across organizational boundaries to meet the needs of the end customer in a sustainable way while lowering cost. We study examples related to manufacturing and service environments in an integrative, interdisciplinary fashion. We focus on solving problems on the strategy, planning, logistics and operation of multi-facility supply chains networks with emphasis on current technologies, concepts, philosophies, managerial practices, the impact of globalization on supply chain networks, recent trends in designing sustainable supply chains and managing in unpredictable environments.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**MGMT 650 - Master's Project**

The Master's Project is designed for the MBA student to demonstrate business proficiency at the completion of the program. Projects may include business plans, feasibility studies, work-related solutions, consulting services, research projects or internships in the student's area of concentration.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MGMT 651 - Organizational Dynamics**

Management in dynamic, complex organizations requires a deeper understanding of human behavior and processes in the workplace. This course will improve students' management practice by exploring these dynamics through a variety of conceptual, theoretical, and practical perspectives including self-assessment.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**MGMT 654 - Management Seminar**

Management in the contemporary workplace is increasingly more challenging. This course provides students with additional skills and experience to succeed in the twenty-first century workforce. It focuses on the development and application of managerial core competencies, such as critical thinking, strategic decision making and creative problem solving. Some of the current issues that will be investigated include topics such as: business ethics, corporate social responsibility, sustainability, innovation, technology and globalization.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MGMT 658 - Strategic Management**

Strategic Management is the capstone course in the MBA program that requires graduate business students to integrate and build on the knowledge and skills acquired in the earlier core courses. Emphasis is on the use of strategic thinking and business skills in the formulation and implementation of strategy through various processes. Strategic business management considers the overall fit between an organization's resources and the opportunities available in the business environment.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**MGMT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Marketing, Business Administration or Business Administration (OL).

**MGMT 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Administration/Finance, Business Administration/Management/Marketing, Business Administration or Business Administration (OL).

**MGMT 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**MGMT 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

**MGMT 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MGMT 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MGMT 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Management Information Systems (MIS)

**MIS 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MIS 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS 603 - Healthcare Information Systems**

This course will give an introduction to computer-based Information Systems as they are applied to the health care industry. Topics will include characteristics of health care data, design and life cycle of HCIS, the information technology supporting HCIS and management issues.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9HIM program.

**MIS 610 - Business Analysis and Decision Support**

This course provides analytic skills through a review of critical business analysis and decision support concepts. We study how information technology such as spreadsheet and relational database applications influence organizational decisions and management. The course offers hands-on experiences in intermediate and advanced spreadsheet and relational database applications. The students will be able to create models and reports with these tools. The course offers strong technical and quatitative skills for effective leaders and managers. The course assumes that the student has a basic proficiency in spreadsheets, statistics and databases.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Business Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

Enrollment is limited to Graduate level students.

**MIS 643 - Project Management**

This course addresses project management. It provides an understanding of the purpose, methods and benefits of process management by exposing the student to the concepts, practices, processes, tools and techniques used in process management for large projects.

Prerequisite: HIM 600<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9HIN program.

**MIS 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MIS 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MIS 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MIS 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Marine Science (MARS)

**MARS 500 - Problems in Marine Science**

Graduate or undergraduate students after advanced registration in the course may complete the course requirements by either of the following options: Students may elect to take a 200-, 300-, or 400-level course in which they desire advanced work and complete, in addition to the regular course requirements, an approved project in the area under the direction of the instructor; or the student may do an independent research project. In order to be admitted to the latter option, students must submit a research proposal to the academic committee of the Marine Science Consortium. The proposal must include the scope and duration of the proposed research, equipment and facilities required, and a recommendation and approval from the academic advisor.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 510 - Oceanography (In-Service Teachers)**

An introductory course to familiarize teachers with the nature of the oceans and create an awareness of the interdisciplinary nature of oceanography. The teachers will have the opportunity to participate in field activities, develop skills in handling marine instruments, and perform investigative laboratory activities, which will enhance their effectiveness in classroom teaching of oceanography through personal experience.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 530 - Coastal Sedimentation**

Study of depositional environments of marine-dominated shorelines; their processes, sediments, sedimentary facies; models for recognizing ancient counterparts in rock record; and growth and development of barrier island-tidal deltas.

Prerequisites: MARS 362<sup>D</sup> or EGE0 361<sup>D</sup>  
<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 540 - Environmental Science Education**

A field-oriented approach to environmental education with special emphasis on coastal zones. Students will relate their own disciplines to education for quality environments. Consideration will be given to sources, facilities, methods, techniques and concepts used in environmental education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 551 - Coastal Environment Oceanography**

This course examines the interaction of biological, chemical, physical, geological and ecological ocean processes as applied to coastal environments. Emphasis is placed on environmental management issues of the coastal zone. Topics include water quality analysis, barrier island geology and ecology, estuarine pollution, beach defense and biological implications in areas of coastal up welling and coastal fronts. Specific cases in coastal pollution will be examined from coastal environments around the U.S., including Kepone in the James River, VA, DDT on the Palos Verde Shelf, CA., Eutrophication on the North Carolina Coast, The Exxon-Valdex Oil spill and Pfiesteria in the coastal waters of N.C. and VA. Cross listed as MARS451.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 555 - Ocean Resources**

This is an introductory course designed to emphasize the potential resources and the feasibilities of their exploitation. The role of ocean science and engineering in accomplishing this goal will be covered.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MARS 598 - Selected Topics in Marine Science for Graduates**

An opportunity of intensive study in a specific topic of interest. Course duration from 1 to 3 weeks. A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MARS 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MARS 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MARS 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MARS 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MARS 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MARS 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MARS 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Marketing (MRKT)

**MRKT 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MRKT 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MRKT 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**MRKT 603 - Global Dynamics of Business**

Globalization and its challenges; cultural diversity and business enterprise; sustainability and ethical challenges in global business; issues of international trade and finance; foreign direct investment; entering foreign markets; global production; global human resource management.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 632 - Marketing Seminar**

This course is designed to be the final marketing course for a student in the MBA program. As such, students are expected to demonstrate understanding and a mastery of a broad array of marketing management topics, and how they impact the overall business enterprise.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 636 - Sales Management**

The content of this course includes coverage of the policies and practices in organizing, recruiting, selecting, training, compensating, motivating, and evaluating a sales organization.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 658 - Strategic Marketing Management**

This course covers the application of marketing concepts, models, technologies, and techniques to marketing problems, emphasizing strategic thinking and analysis in a global environment. Also covered are market research and information usage, and data-driven, ethical strategic marketing decision making. The course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. A focus is on discovering and developing a set of unique competencies for a firm that leads to sustainable competitive advantage in the marketplace. Students are provided opportunities to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Industry analyses will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis, and comparative strategy assessment.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MRKT 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MRKT 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MRKT 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Mathematics (MATH)

**MATH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MATH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**MATH 611 - Optimization Models**

An introduction to creating, analyzing, solving and interpreting real-world optimization models. Topics include linear, discrete and nonlinear optimization techniques, linear and integer programming, the simplex method, sensitivity, duality, graphical analysis and branch-and-bound techniques. Applications include transportation problems, finance scheduling, networks and supply chains. Appropriate software tools for analyzing optimization models including MATLAB and spreadsheet software.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**MATH 668 - Model Analysis**

An introduction to decision theory applied to complex and dynamic business, industry and health care problems. Topics include multi-criteria decision theory, Bayesian decision theory, decision analysis under uncertainty and risk, simulation, utility theory, decision trees, analytic hierarchy process, marginal analysis, choice functions, forecasting models and ethics and social responsibility in decision making. Applications to business, engineering, health care, supply chain management, quality control, inventory control, etc. Appropriate software tools for decision theory.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**MATH 678 - Data Analytics Capstone I**

This is the first of two capstone courses. In this course, the student will begin a large, real-life problem working with a company problem of their choice (e.g., retail, logistics, healthcare, risk-management, etc). This project must be approved by at least one faculty mentor and/or the course instructor. Through a series of lectures, the student will be exposed to the ethics and global laws pertaining to data collection, manipulation and dissemination.

Prerequisite: STAT 672 (may be taken concurrently)<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**MATH 688 - Data Analytics Capstone II**

This is a capstone course that requires students to complete a multi-dimensional data analytics project in their area of interest: health care analytics, business, engineering, etc. The project must be approved by MSDA faculty by no later than the end of the first week of the start of the course. Students will be invited to propose their own projects or create one in collaboration with MSDA faculty.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**MATH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MATH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 700 - Data Analytics Independent Study**

The independent study course provides an opportunity to conduct research or advanced studies in data analytics that is not covered in the current MSDA curriculum. Students work individually with a faculty member or in small groups. Specific content is determined by the instructor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 750 - Data Analytics Internship**

An individually designed data analytics experiential learning opportunity within a cooperating enterprise. The experience provides an opportunity to integrate, apply and expand upon the skills acquired in data analytics coursework. Learning objectives, specific activities and an anticipated timeline must be approved by the professional supervisor and faculty supervisor prior to registering for the course.

Credits: 3-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MATH 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MATH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Modern Languages (MODL)

### **MODL 590 - Experimental**

An experimental course is a unique and specifically focused topic within the general purview of a department but is offered on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Post Baccalaureate, Senior 1 or Senior 2.

### **MODL 595 - Workshop**

A workshop is a program that is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Post Baccalaureate, Senior 1 or Senior 2.

### **MODL 598 - Selected Topics**

A Selected Topics course is a normal, department offering that is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate, Post Baccalaureate, Senior 1 or Senior 2.

### **MODL 602 - Principles of Language Learning and Teaching**

This course examines current and historical principles in adult learning of second, additional, foreign, other and new languages; as well as theories of teaching language to those learners.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

### **MODL 604 - Methods of TESOL**

This course examines current and historical approaches, methods, designs, procedures and techniques in the teaching of adults learning second, additional, foreign, other and new languages.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

### **MODL 606 - Second Language Acquisition**

This course examines current and historical research in second language acquisition (SLA). SLA studies the acquisition of second, addition, foreign, other or new languages by describing the characteristics of learner language and explaining how learners acquire a new language.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

### **MODL 608 - Grammar for TESOL**

This course surveys the linguistic, pedagogic and prescriptive grammatical structures of English for instructors of English to speakers of other languages.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

### **MODL 612 - Sociolinguistics**

This course examines current and historical theories, research, and applications of sociolinguistics, the study of the relationship between language and society.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

### **MODL 614 - Computer Assisted Language Learning**

This course examines the current and historical theories in the study of computer and technology-centered applications to language learning and teaching.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### **MODL 616 - Language Testing and Assessment**

This course examines current and historical theories and key concepts in language testing and assessment, including validity, language models, test design, prototyping and field-testing, skills assessment, standardized testing and fairness and ethics.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### **MODL 690 - Experimental**

An Experimental course is a unique and specifically focused topic within the general purview of a department but is offered on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### **MODL 695 - Workshop**

A Workshop is a program that is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### **MODL 698 - Advanced Selected Topics**

An Advanced Selected Topics course is a normal, departmental offering that is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 699 - Practicum in TESOL**

This course give practical experience for TESOL program students by developing skills for appropriate instructional, assessment, evaluative and administrative strategies and procedure in TESOL. Students will complete 33 hours of supervised clinical work per credit at an approved ESL instructional site. Clinical work will include a variety of TESOL-related activities including observation, materials preparation and development, tutoring, direct instruction of individual or small groups of students, assessment, evaluation and program administrative work. Students will meet regularly for individual supervision with their on-site and university supervisors, as well as receive online group supervision with their university supervisor.

Prerequisites: MODL 602<sup>C</sup> and MODL 604<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1-3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Tch Engl to Spkrs ofOther Lang.

Enrollment is limited to Graduate level students.

**MODL 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work on-on-one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs ofOther Lang.

Enrollment is limited to Graduate level students.

**MODL 750 - Internship**

Internships give students individually designed experiential learning opportunities geared to their vocational goals. Students complete 40 hours of internship work per credit while observing and participating in a wide range of instructional, research, writing or administrative activities via supervised placement in an approved TESOL-related educational, institutional, industry or agency setting. Students will meet for individual supervision with their on-site and university supervisors, as well as receive online supervision with their university supervisor. A final project including a report and analysis of the experience will be required to complete the internship. Students opting to do an internship register for a minimum of 3 credits and complete the project in one calendar year. Students who do not complete the project in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits. Proof of liability insurance and appropriate clearances may be required.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs ofOther Lang.

Enrollment is limited to Graduate level students.

**MODL 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MODL 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MODL 799 - Capstone TESOL Project**

Capstone projects require students to complete a multi-dimensional project in their area of interest: multi-media or print instructional material development, language program administration development, ESOL or community-based literacy public relations, etc. Students will meet regularly online or face-to-face for individual or small group supervision with their professor. Students will propose their own projects or create one in collaboration with faculty. The project must be approved by the supervising professor by the end of the first week of the start of the course. Students opting to do a capstone project register for a minimum of 3 credits and complete the project in one calendar year. Students who do not complete the project in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs ofOther Lang.

Enrollment is limited to Graduate level students.

**MODL 800 - Thesis**

The thesis is a scholarly project based on innovative research and/or creative study pertinent to TESOL or a related area. A research advisor and committee supervise the thesis. Students wishing to pursue a thesis project should consult with their research advisor after completing one-half of their coursework. The advisor will assist the student with the necessary steps to proceed such as preliminary selection of a topic and arranging for the appointment of a committee. Students opting to do a thesis register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the thesis in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs ofOther Lang.

Enrollment is limited to Graduate level students.

## Music (MUSI)

### **MUSI 518 - Marching Pride**

The Marching Pride performs during the half time at football games, both home and away, and for other special events. Much of its music is specially arranged. Open to all students. Six hours a week rehearsal during the football season. One to six credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 6 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-6

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

### **MUSI 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

### **MUSI 592 - Tuba-Euphonium Ensemble**

The SRU Tuba-Euphonium Ensemble is comprised of tuba and euphonium players who rehearse and perform a variety of music written for tuba-euphonium ensemble. This is open to all students regardless of major or area of emphasis. One to two credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 10 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-2

Enrollment is limited to Graduate level students.

### **MUSI 595 - Workshop**

Special topics of interest to graduates, upper level undergraduates and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate or Post Baccalaureate level students.

### **MUSI 598 - Selected Topics**

This course will explore selected topics in music. For example, topics in music therapy practice, research, theory or musical skill acquisition. A specific focus will be determined prior to each course, such as specialized music therapy improvisational techniques, GIM, NMT.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate, Post Baccalaureate or Undergraduate level students.

### **MUSI 602 - Teaching General Music Through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach general music through distance or cyber education.

Prerequisites: PE 502<sup>C</sup> and PE 503<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### **MUSI 603 - Teaching Music Performance Through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach music performance through distance or cyber education.

Prerequisites: PE 502<sup>C</sup> and PE 503<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

### **MUSI 604 - Reading Music Therapy Research**

This course focuses on how to read, understand and critique music therapy research, based on an introduction to the principles and theories of quantitative, qualitative and mixed-methods paradigms.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

### **MUSI 605 - Designing Music Therapy Research**

This course is an in-depth study of various quantitative, qualitative and mixed-methods research designs in music therapy. Students learn to conceive, design and write a research study in Music Therapy.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

### **MUSI 606 - Music Therapy Assessment and Evaluation Techniques**

This course introduces music therapists to a critical review of assessment and evaluation literature in music therapy and related areas. Students will develop criteria for designing and evaluating music therapy assessments and evaluations for their own area of clinical interest.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 607 - Cultural and Social Foundations of Music Therapy**

Based on principles of multicultural counseling theory, this course is founded on the premise that because both the client and therapist bring to the therapeutic setting a variety of cultural and social variables, such as age, gender, sexual orientation, education, disability, religion, race, ethnic background, and socioeconomic status, it follows that all therapeutic encounters are cross-cultural encounters. This course requires an openness to in-depth critical self-reflection. Music of diverse cultures will also be explored through readings, analytical listening, experiential activities, and focused musical skill acquisition.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 608 - Music Therapy Supervision**

This course will explore various theories, concepts and styles of music therapy supervision. Issues related to teaching as well as clinical and academic supervision will be surveyed. Also covered are models of supervision for pre-professional and professional clinical work. Furthermore, this course is designed to maximize the effectiveness of the use of self in the therapeutic process. It is based on the concept that it is through our own humanity that we are better able to understand and empathize with our clients, and to relate to and connect with our clients, no matter how different they are from us.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 610 - MT Ethics & Professional Issues**

This course focuses on various schools of ethical thought and their application to music therapy practice, education, supervision, and research as well as other professional issues in music therapy. It provides guidelines for building a music therapy practice. Topics include ethics, defining music therapy, history of the profession, areas and levels of practice, burnout, standards, credentialing licensure, third party billing, liability issues, budget development, grant writing, and fundraising.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 611 - Social Justice Approaches to Music Therapy**

Social Justice approaches to music therapy are based on the idea that not all individuals or groups in society are given fair treatment and an equal share of benefits, resources and opportunities. It explores social inequities arising from a lack of tolerance for differences and resulting in biases, discrimination, unfair treatment and violence. Social justice music therapy approaches addresses social problems and promotes change through advocacy for individuals, families and communities. We will explore feminist, critical race theory, disability studies and anti-oppressive practice approaches to music therapy.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 612 - Medical Music Therapy**

This course represents current research and clinical applications in the practice of medical music therapy with people of all ages from premature infants to older adults. Students will learn how to apply receptive, recreative, compositional and improvisational music therapy techniques to meet the physical as well as emotional, social, cognitive and/or spiritual needs of a diverse range of clients.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Even

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 613 - Music Psychotherapy**

This course covers a variety of approaches to addressing the emotional and behavioral needs relating to a person's mental well-being, their ability to function in everyday life and their concept of self. It covers psychodynamic approaches to music therapy, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, as well as approaches that center on the empowering capacity of music therapy, approaches in stream with empowerment philosophy and positive psychology that acknowledge and nurture a person's strengths and resources in the music therapy process such as resource-oriented music therapy and narrative therapy.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 614 - Systems Thinking in Music Therapy**

This course is based on the premise that human beings make sense of the world based on their own development within the context of human systems (individual human systems, family systems, community systems). The course explores the theoretical and historical foundations of systems theory, field theory, quantum theory, and Gestalt theory. We will examine the application of systems thinking in Family Music Therapy, Community Music Therapy, and Kenny's Field of Play.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 618 - Marching Pride**

The Marching Pride performs during the half time at football games, both home and away, and for other special events. Much of its music is specially arranged. Open to all students. Six hours a week rehearsal during the football season. One to six credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 6 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-6

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.



**MUSI 650 - Final Project**

This course requires approval of the program director. This course is an alternative to the thesis. This course allows for the development of a music therapy program in a community facility or other project in lieu of a thesis. Students complete a master's degree final project under faculty supervision.

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 692 - Tuba-Euphonium Ensemble**

The SRU Tuba-Euphonium Ensemble is comprised of tuba and euphonium players who rehearse and perform a variety of music written for tuba-euphonium ensemble. This is open to all students regardless of major or area of emphasis. One to two credits for every semester of satisfactory participation is granted for this music performance group. The course may be repeated up to 10 times. Additional repeats are possible with a waiver from the department chairperson. The ensemble is also available without credit.

Credits: 1-2

Enrollment is limited to Graduate level students.

**MUSI 695 - Workshop**

Special topics of interest to graduates, upper level undergraduates and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 698 - Selected Topics**

This course will explore selected topics in music. For example, topics in music therapy practice, research, theory or musical skill acquisition. A specific focus will be determined prior to each course, such as specialized music therapy improvisational techniques, GIM, NMT.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 700 - Independent Study**

This course will provide students the opportunity to explore a course of study independently. For example, a student may develop a musical skill relevant for their work in music therapy. Approval is granted only after the student has presented a detailed description of the intended independent study project. Approval is granted only for students whose clinical, musical and/or academic record provides support for the benefits of this type of study. This course is repeatable for credit provided that the course of study differs substantially each time.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 705 - Advanced Music Therapy Practicum**

Students will complete 100 hours of supervised advanced clinical work. Translating theory into professional practice is a central focus. Students meet regularly for individual supervision with their on-site and university supervisor, and receive online group supervision with their university supervisor. This course also focuses on developing appropriate assessment, treatment and evaluation methods for the context and the writing and analysis of a case study derived from the student's clinical experiences. Notes: Students require approval by MMT program director based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance and appropriate clearances are required.

Credits: 3

Term(s) Typically Offered: Offered Spring & Summer Terms

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 750 - Advanced Music Therapy Internship**

Students will complete 600 hours of supervised advanced clinical work beyond the completion of undergraduate/equivalency requirements. Students will utilize advanced musical, verbal and written skills with clients they serve. Weekly group supervision will be provided by graduate music therapy faculty via online methods and phone conferencing. Prerequisites & Notes: Prerequisite MUSI 705, Advanced Music Therapy Practicum. Approval by MMT program director based on consideration of student's completed coursework, previous experience and demonstrated readiness to undertake responsibilities involved in the practicum. Proof of liability insurance and appropriate clearances are required.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

**MUSI 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**MUSI 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MUSI 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**MUSI 800 - Final Thesis**

This course requires approval of the program director. An individual research study in which the student presents an original research idea, surveys the literature, formulates a specific research problem, designs the research, completes the research and submits a comprehensive written report. Students complete the master's degree research project under faculty supervision. This course is repeatable each semester for credit.

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

## Nursing (NURS)

**NURS 500 - Developing Transcultural Awareness Among Health Professionals**

This course will examine cultural competence issues related to health professions. Students will develop their knowledge, personal awareness of, and comfort with cultural diversity through an international travel experience during which they will participate in a professional conference, interact with professional and students from other countries. During the course students will participate in seminars and maintain a reflective journal about their experience and developing awareness.

Credits: 3

Term(s) Typically Offered: Offered Winter, Spring&Summer

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or School Nurse Certification.

**NURS 510 - Cardiovascular Function: Assessment and Treatment**

Emphasis is placed upon 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 is addressed.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment is limited to students with a major in Nursing or School Nurse Certification.

**NURS 511 - Advanced Healthcare Informatics**

This course is 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, and use of ethical and legal principles with information systems. In this course the focus is on applying computer, information, and health care concepts to real world problems in health care.

Prerequisite: NURS 311<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment is limited to students with a major in Nursing or Program PA School Nurse Certif.

**NURS 514 - Bioterrorism and Disaster Management: The Nurse's Role**

This course will offer the opportunity for nursing students to acquire competencies required for disaster preparedness and response. Content will emphasize the major role of the nurse as an essential resource in disaster management to help ensure the best possible outcomes for individuals, families, and communities.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or School Nurse Certification.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**NURS 516 - Nursing for Palliative and End-of-Life Issues**

This course is designed to enhance the student's understanding of Palliative and End-of-Life Nursing as it relates to professional nursing practice. Students will explore various societal influences on death as well as physical and mental aspects of dying while emphasizing the need to care for the "whole person" in palliative and end-of-life caregiving.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or Program PA School Nurse Certif.

**NURS 517 - Social Media and Healthcare**

This course is designed to enhance the student's understanding of social media and its influence on current, professional healthcare practice. Students will explore various forms of social media, the internet and electronic devices to inform, support and empower the consumer in adhering to a healthier lifestyle, while enabling health care professionals to educate patients and consumers to effectively use available social media tools in managing health and health care.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate, Junior 1, Junior 2, Post Baccalaureate, Senior 1 or Senior 2.

Enrollment is limited to students with a program in Nursing or School Nurse Certification.

**NURS 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**NURS 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**NURS 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 603 - Essentials in Professional School Nursing**

This course introduces the multi-faceted responsibilities of the scope and practice of school nursing. Content related to leadership strategies, school law, and the legal and professional responsibilities of the school nurse are emphasized. Content addresses the need for the school nurse to work within the school organization and the community to effectively manage school health services, while collaborating across disciplines.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students with a semester level of Graduate.

**NURS 604 - Physical Assessment for the School Nurse**

This course builds upon the basic assessment skills of the nurse. It is designed to augment, refine and enhance the nurses' ability to assess the health status of individuals commonly encountered in the school setting from age 3 to adult. It assists students to recognize abnormal findings, evaluate responses to illness, and to identify health risks. This course will enable the school nurse to collect a comprehensive health history and perform a comprehensive physical examination on the target age group commonly encountered in the school setting. Course content will emphasize a holistic approach towards assessment incorporating the client's response to wellness and illness will be used by the student to uncover client health clues in addition to those identified by questioning and examining. The school nurses' skill in assessing a client's individual resources, strengths, limitations and coping behaviors will be intensified. Attention to incorporation of current evidence and population health data available through public and private datasets to identify, assess and intervene with population specific risk areas.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 605 - Evolution of Nursing Theory**

This course focuses on selected aspects of theory development in nursing science. Emphasis is given to the study of epistemological issues related to the evolution of theory in nursing. Varying levels and components of theories are explored. Major strategies for theory development including concept analysis, synthesis, and theory derivation are analyzed. Epitome concepts are examined from various cultural perspectives. Students gain experience using data searches to critically examine major existing theoretical models and middle-range nursing theories.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 606 - Health Policy for a Diverse Society**

This course will examine the policy implications within and for health care in society. Cultural, social, economic, ethical and social justice issues will be examined. The nurse's role in policymaking and legislative activities at local, state and federal levels will be emphasized. Particular attention will be focused on special needs and diverse population groups. Students will gain experience using publicly accessible databases that provide evidence for policy making.

Prerequisite: NURS 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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 search scholarly databases to critically evaluate published research and to make decisions concerning its applicability to practice. Students will examine and identify knowledge gaps and methodological implications, especially related to multicultural and vulnerable populations. Additionally, students will develop a proposal for an individual or group research project that may become the foundational work for the scholarly project.

Prerequisite: NURS 605<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 611 - Information Systems Management in Nursing and Healthcare**

This course focuses on information systems to build and apply knowledge in the provision of nursing care within healthcare systems. The course will include content regarding information systems, interagency/product articulation, informatics infrastructure, integration of nursing input and policy. This course provides the student with a foundation of information systems management for leadership in nursing. Topics include: hardware, software, people and data. Database development to facilitate future research, collaboration across multidisciplinary teams, security and privacy issues will be examined in the context of legal and ethical considerations. Common healthcare applications will be examined.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 601<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 614<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Enrollment is limited to Graduate level students.

**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.

Prerequisite: NURS 615<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**NURS 622 - Nursing Practice for School Populations**

This course, in conjunction with NURS 623 Nursing Practice with School Populations Practicum, are the culminating nursing courses for eligibility for certification as a school nurse in the Commonwealth of Pennsylvania. The role of the professional nurse in providing for the health and learning needs of students with and without special needs, families and the school community is explored. Within all components of the course, the responsibility of the school nurse to exercise leadership, in collaboration with teachers, administrators, and parents for planning, implementing, and evaluating the school health program is emphasized as well as the major socioeconomic and ethical factors which influence it.

Prerequisite: NURS 603<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students with a semester level of Graduate.

**NURS 623 - Nursing Practice for School Populations PR**

This course, in conjunction with NURS 622 Nursing Practice with School Populations, are the culminating nursing courses for eligibility for certification as a school nurse in the Commonwealth of Pennsylvania. The 100-hour practicum with a Certified School Nurse emphasizes the application of all theoretical course work in fulfilling the role of the school nurse with school populations. The students carry out the role of the professional school nurse in providing for the health and learning needs of diverse students with and without special needs, families, and the school community.

Prerequisite: NURS 603<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

**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: NURS 614<sup>C</sup> and NURS 615<sup>C</sup> and NURS 620<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Credits: 2

Enrollment is limited to Graduate level students.

**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: NURS 614<sup>C</sup> and NURS 615<sup>C</sup> and NURS 620<sup>C</sup> and NURS 616<sup>C</sup> and NURS 621<sup>C</sup> and NURS 641<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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: NURS 640 (may be taken concurrently)<sup>C</sup> and NURS 614<sup>C</sup> and NURS 615<sup>C</sup> and NURS 620<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.



**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.

Credits: 2

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**NURS 650 - Application of Systems Management to Nursing Administration**

This course focuses on the organizational structure within which the nurse administrator operationalizes the mission and goals of the health care delivery system for a diverse society. General system theory, strategic planning, integrated quality management, marketing, and fiscal management are all portrayed as essential knowledge areas for the nurse administrator. Fiscal, economic, budgetary resources, and management are also highlighted. Information systems as assistive technology in health care administration are emphasized. This course provides the student with a foundation of systems management based on organizational theory and analysis of relevant research.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 655 - Nursing Leadership in Health Care**

This course focuses on the application of contemporary leadership theories to managerial and organizational challenges encountered in the practice of nursing administration. Emphasis is placed on the development of communication and relationship building competencies across diverse groups as a basis for innovative leadership pertinent to creative problem-solving, decision-making and conflict management. The implications of research evidence along with diverse ethical and legal frameworks are evaluated.

Prerequisites: NURS 605<sup>C</sup> and NURS 610<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**NURS 657 - Organizational Behavior and Resource Management in Healthcare Systems**

This course focuses on organizational behavior and resource management theories as they relate to health care systems. Concepts related to individual, group, organizational behavior and resource planning will be studied in relation to complex health care organizations. Relevant research will be examined on concepts including workforce diversity, health information technology (HIT), leadership, power, authority, communication, planned change and decision-making.

Prerequisite: NURS 655 (may be taken concurrently)<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 658 - Financial Management for Healthcare**

This course introduces basic financial principles to prepare students for using and analyzing financial statements of organizations. This analysis will be useful to match system resources with diverse patient and nurse needs. Emphasis will be placed on using financial information along with current evidence for decision-making in healthcare systems.

Credits: 3

Enrollment is limited to Graduate level students.

**NURS 660 - Nursing Administration Practicum**

This course provides the student with the opportunity to apply administrative concepts, principles, and strategies to the role of nurse administrator. It focuses on the nurse administrator as a leader, planner, organizer, and professional. Responsibilities as a nurse leader are addressed as they relate to all aspects of professionalism. Students investigate planning as an important component of management as well as organizational activities of the nurse administrator. The course focuses on the administrator's role in professional development of self and health care staff. It emphasizes the integration of theoretical approaches, research evidence and information system data to nursing administration in the diverse health care settings. Clinical practicum provides the student with the opportunity to apply theoretical knowledge to the role of nurse administrator. This course must be taken concurrently with NURS 661.

Credits: 3

Enrollment is limited to Graduate level students.

**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 challenges regarding the integration of theory, evidence, information system data and the values of a multicultural population. The seminar will include the discussion of administrative based research questions, teaching-learning presentations, and teaching strategies. This course must be taken concurrently with NURS 660.

Credits: 1

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**NURS 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 710 - Clinical Nurse Leader Immersion I Practicum**

This is the first of two clinical courses designed to provide an immersion experience in the role of clinical nurse leader (CNL). Under preceptor supervision with a master's prepared CNL or advanced practice nurse, the student will integrate concepts gleaned from prerequisite graduate courses and scientific knowledge to enhance professional nursing practice. Nursing theory, leadership principles, and research principles will be applied within the practice setting to address the evolving role of the CNL, leadership and management strategies, issues of delegation/supervision, patient safety concepts, professional accountability and ethical responsibility, and assessment and planning of patient care.

Prerequisites: NURS 601<sup>B</sup> and NURS 602<sup>B</sup> and NURS 605<sup>B</sup> and NURS 606<sup>B</sup> and NURS 615<sup>B</sup> and NURS 616<sup>B</sup> and NURS 655<sup>B</sup> and NURS 657<sup>B</sup> and NURS 658<sup>B</sup> and NURS 610<sup>B</sup> and NURS 611<sup>B</sup>  
<sup>B</sup> Requires minimum grade of B.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

**NURS 711 - Clinical Nurse Leader Immersion II Practicum**

This is the second of two clinical courses designed to provide an immersion experience in the role of clinical nurse leader (CNL). Under preceptor supervision with a master's prepared CNL or advanced practice nurse, the student will integrate concepts gleaned from prerequisite graduate courses and scientific knowledge to enhance professional nursing practice. Nursing theory and research findings will be applied within the practice setting to address management of the care environment. Emphasis is placed on interdisciplinary care and team coordination, including group processes and conflict management, as well as planning, evaluating and managing care for clients with complex clinical problems; using benchmarking and other methods to measure clinical outcomes; analyzing research data as it relates to clinical outcomes, and developing quality improvement techniques.

Prerequisites: NURS 601<sup>B</sup> and NURS 602<sup>B</sup> and NURS 605<sup>B</sup> and NURS 606<sup>B</sup> and NURS 610<sup>B</sup> and NURS 611<sup>B</sup> and NURS 615<sup>B</sup> and NURS 616<sup>B</sup> and NURS 655<sup>B</sup> and NURS 657<sup>B</sup> and NURS 658<sup>B</sup> and NURS 710<sup>B</sup>  
<sup>B</sup> Requires minimum grade of B.

Credits: 6

Enrollment limited to students with a semester level of Graduate.

**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.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**NURS 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**NURS 800 - Scholarly Project**

Scholarly project based on an innovative and/or creative study pertinent to nursing or a related area. Students register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the scholarly project in one calendar year must register for 1 additional credit each consecutive term until completion up to a maximum of 6 credits. A research advisor and committee supervise the scholarly project. Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Occupational Therapy (OCTH)

**OCTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**OCTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 605 - Fundamentals of OT Practice**

Information covered will include exploring insight of self prior to shifting focus to examining the responsibilities of a health care practitioner. Effective therapeutic interaction styles, ethical behavior and OTR-OTA partnerships will be discussed.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 610 - Body Structures for Occupation**

This course will offer an in-depth study of the structure of the musculoskeletal and peripheral nervous systems of the human body while reviewing structural and neural pathologies that will be examined in regards to impact of performance of occupation.

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 615 - Neurological Applications**

Central Nervous System and peripheral nervous system processes will be the focus and their importance on functional performance of occupation. Laboratory activities will focus on clinical reasoning, application and problem solving regarding screening and initial assessment of neurological conditions.

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 620 - Development and Occupation**

The acquisition of occupation that occurs with development throughout the life span will be the focus of this course. Influence of contexts on physical, social, emotional, cognitive, moral and psychological processes will be examined. How values, roles, habits, interests and temporal adaptation are acquired will be explored.

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 625 - Factors that Impact Occupation**

Diagnostic conditions that lead to diminished performance in occupation are examined. Developmental, traumatic, acquired, degenerative and environmental causes will be explored with occupational therapy screening, assessment, and intervention strategies introduced.

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 630 - Theories & Tenets in OT**

This course will provide a review of the rich history of Occupational Therapy during its first 100+ years as a profession along with basic tenets and theoretical concepts that guide decision making in practice and research.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 640 - OT Process I: Physical Disabilities**

This course is designed to examine the occupational therapy process and application of the Occupational Therapy Practice Framework. Students will focus on referral, screening, and assessment/evaluation, to determine appropriate interventions and outcomes focusing on physical disabilities. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

**OCTH 645 - Level I Fieldwork A**

This experience provides an opportunity for the student to gain guided clinical experience in settings with a psychosocial focus in the areas of education, medical or health and human services. The clinical experience is designed to enrich didactic coursework experiences through directed observation and participation in selected aspects of the occupational therapy process.

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 650 - OT Process II: Psychosocial Applications**

This course is an introduction to occupational therapy practice in mental health. An overview of psychosocial conditions that can compromise performance of occupation is provided, followed by specific occupational therapy assessments, referrals, intervention processes, and documentation; including group therapy and processes, as part of an interdisciplinary approach. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 655 - Applied Clinical Case Studies A**

Students will research, disseminate and discuss related psychosocial specific clinical cases that connect with their current didactic topics from current course work in seminar groups to develop continued clinical reasoning abilities.

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 660 - Current Issues in OT**

Contemporary challenges facing society and impacting on health care and the practice of occupational therapy will be examined. Influence of these factors on OT clients/groups/populations and how practice can be impacted will be explored. Local, regional and national concepts will be analyzed.

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 665 - Therapeutic Media In OT**

Use of traditional and contemporary forms of media in OT practice as a means of assessment, intervention and applied therapeutic approach will be explored for individuals and populations of all ages. Methods of adaptation and compensatory strategies utilized to complete tasks will be instructed. Contextual factors pertaining to physical, cultural, personal and social factors will be discussed.

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 680 - Scholarship in OT I**

This initial research course introduces the student to various reasons, forms and processes of quantitative scholarship in occupational therapy. Critical review of published research and its emphasis on evidence-based practice is examined. Student groups identify an approved research topic that is further defined by a completed literature review.

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 681 - Scholarship in OT Seminar I**

This seminar will offer student research group's time with their assigned advisor to discuss, apply and analyze aspects of their scholarship as the structured process progresses.

Prerequisites: OCTH 605<sup>C</sup> and OCTH 610<sup>C</sup> and OCTH 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 690 - Experimental Instruction in OT I**

This course will focus on innovative contemporary approaches utilized in occupational therapy professional practice by clinicians, educators, researchers or consultants and is a special departmental offering. Due to the specialized nature of this course it may not be able to be offered on a yearly basis by the program.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 695 - Workshop in OT I**

This course will provide intensive study that will connect professional theory to practice in occupational therapy. This class is a special departmental offering. Due to its specialized nature it may not be offered on a yearly basis by the program.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 698 - Selected Topics in OT I**

A Selected Topics course is a special departmental offering that is related to the discipline of occupational therapy, but due to its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 700 - Independent Study in OT I**

This course will provide the opportunity for an occupational therapy program student to participate in an independent study that can focus on topics that can include, but not be limited to, clinical practice, scholarship, advocacy, leadership and management, documentation and reimbursement of professional ethics. This is a special departmental offering and due to its specialized nature it may not be offered on a yearly basis by the program.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 710 - Management Applications in OT**

An overview of the principles and applications of management functions, tasks, roles and responsibilities that are carried out in health and human service settings will be provided. Discussion of current issues impacting occupational therapists will be explored and specific supervisory issues discussed. Consultative models with different programs and populations will be examined.

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 715 - Applied Movement & Occupation**

Aspects that contribute to normal and abnormal body structure and movement will be the focus of this course and their underlying biomechanics will be discussed and analyzed. Proper and improper ergonomic processes will be examined in relation to health, occupation and potential injury.

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 720 - Capstone Preparation Seminar I**

This course is the first in a sequence of courses designed to prepare the Occupational Therapy Doctoral Student for the Doctoral Capstone Experience. The student will be assigned a capstone site and will be required to collaborate with their faculty and site mentor, develop and implement a needs assessment, and begin creating and developing goals and site objectives for the capstone project and experience. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 721 - Capstone Preparation Seminar II**

This course is the second in a sequence of courses designed to prepare the Occupational Therapy Doctoral Student for the Doctoral Capstone Experience. The student will continue to work in collaboration with their assigned capstone site, faculty, and site mentor to develop and finalize goals, objectives, and action plan for the capstone project and experience. Students will complete and submit required paperwork for the doctoral capstone. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.



**OCTH 724 - Community Health & Wellness**

Given the relationship of health and wellness to occupation, it is important for occupational therapists to be aware of community health and human service agencies and how they serve the needs of individuals with and without special needs. This course will allow the student to understand community based models of service provision and provide interaction with local agencies. Students will develop a program proposal based on occupation and examine its potential for available external funding opportunities.

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 730 - Scholarship in OT II**

This course will continue to provide instruction on research with an in-depth analysis of the qualitative process, along with evidence-based practice and its link to professional practice. Student groups will continue developing a research topic and design leading to IRB submission and approval.

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 731 - Scholarship in OT Seminar II**

This seminar will offer student research group's time with their assigned advisor to discuss, apply and analyze aspects of their scholarship as the structured process continues.

Prerequisites: OCTH 615<sup>C</sup> and OCTH 620<sup>C</sup> and OCTH 640<sup>C</sup> and OCTH 660<sup>C</sup> and OCTH 680<sup>C</sup> and OCTH 681<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 735 - Applied Clinical Case Studies B**

Students will research, disseminate and discuss related clinical cases regarding children and youth that connect with their current didactic topics from current course work in seminar groups to develop continued clinical reasoning abilities.

Prerequisites: OCTH 710<sup>C</sup> and OCTH 724<sup>C</sup> and OCTH 744<sup>C</sup> and OCTH 765<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 740 - OT Process III- Children & Youth**

This course will identify professional services and contexts where children and youth are consumers of occupational therapy. The client and their family/ significant others will be analyzed given their specific culture and environment and how the effect of disability impacts on occupational development and performance. Screening, evaluation, intervention and outcomes in early-intervention, school-based and rehabilitative settings will be examined with a variety of therapeutic perspectives and professional responsibilities explored.

Prerequisites: OCTH 710<sup>C</sup> and OCTH 724<sup>C</sup> and OCTH 744<sup>C</sup> and OCTH 765<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 744 - Spirituality in Health Care**

This course begins with a historical overview of occupational therapy in behavioral health that will include both traditional and contemporary intervention approaches. An overview of psychosocial conditions that can compromise performance of occupation is provided followed by specific occupational therapy assessment and intervention approaches that are part of an interdisciplinary process.

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 745 - Level I Fieldwork B**

This experience provides an opportunity for the student to gain guided clinical experience in settings with a pediatric or adolescent focus in the areas of education, medical or health and human services. The clinical experience is designed to enrich didactic coursework experiences through directed observation and participation in selected aspects of the occupational therapy process.

Prerequisites: OCTH 710<sup>C</sup> and OCTH 724<sup>C</sup> and OCTH 744<sup>C</sup> and OCTH 765<sup>C</sup>  
<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 750 - OT Process IV- Adult Applications**

Adults with a wide variety of illnesses and injuries who require occupational therapy will be analyzed. Screening, evaluation, intervention and outcomes in acute care, rehabilitative and the home setting will be examined with a variety of therapeutic perspectives and professional responsibilities explored. The client and their family/ significant others will be analyzed given their specific culture and environment and how the effect of disability impacts on participation and recovery.

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 753 - Applied Clinical Case Studies C**

Students will research, disseminate and discuss related adult-oriented clinical cases that connect with their current didactic topics from current course work in seminar groups.

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 755 - Level I Fieldwork C**

This experience provides an opportunity for the student to gain guided clinical experience in settings with an adult or geriatric orthopedic or neurological focus in the areas of education, medical or health and human services. The clinical experience is designed to enrich didactic coursework experiences through directed observation and participation in selected aspects of the occupational therapy process.

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 760 - Educational Strategies in Clinical & Academic Settings**

This course will introduce the theories and concepts of adult teaching and learning. Students will apply basic theories of instruction to learn best practices when preparing to provide instruction to patients and families in the clinical setting, care-takers in the community setting, and professional colleagues in the course of clinical practice. Students will also explore the practice of teaching and learning as applied in the context of higher and professional education. Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 765 - Leadership, Advocacy & Policy**

Knowledge, understanding and application of leadership theory and principles will be examined and discussed in relation to strengthening program delivery, outcomes and supervision of personnel. Models of service delivery and contexts in which professional services are provided will be identified, discussed and assessed along with current policy issues that influence the practice of occupational therapy. Strategies for advocating for clients and the profession will be explained and demonstrated.

Prerequisites: OCTH 625<sup>C</sup> and OCTH 650<sup>C</sup> and OCTH 655<sup>C</sup> and OCTH 665<sup>C</sup> and OCTH 715<sup>C</sup> and OCTH 730<sup>C</sup> and OCTH 731<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 770 - Advanced Theory and Practice**

This course will prepare students for practice at the level of generalist while focusing on advanced theories and practice skills needed for in a variety of settings. Advanced topics across the lifespan will be highlighted including pediatric and adult feeding impairments, orthoses assessment and fabrication, trauma informed approaches, and interprofessional collaboration. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**OCTH 775 - Technology in Rehabilitation**

This course is designed to introduce a multitude of environmental adaptations and rehabilitation technology options. Technologies include but are not limited to telehealth, electronic medical records, assistive technologies and environmental controls. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 780 - Scholarship in OT III**

Students will finalize and present their research project and will identify potential journals for publication and conferences for presentation of their completed work with the mentoring of their assigned advisor.

Prerequisites: OCTH 720<sup>C</sup> and OCTH 725<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 781 - Scholarship in OT Seminar III**

This course is designed to initiate components of students' doctoral capstone project by developing and identifying their research question and completing a systemic literature review. Students analyze existing literature to become informed consumers of existing research while applying evidence-based methods to guide their capstone project. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DOT program.

Enrollment is limited to Graduate level students.

**OCTH 785 - Securing External Funding**

Knowledge and understanding of the process of locating and securing grants and how this funding can serve as an important resource for scholarly or clinical practice activities in occupational therapy will be the primary focus. Students will learn how to develop a grant proposal seeking funding for an identified relevant professional activity.

Prerequisites: OCTH 720<sup>C</sup> and OCTH 735<sup>C</sup> and OCTH 740<sup>C</sup> and OCTH 745<sup>C</sup> and OCTH 760<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 790 - Experimental Instruction in OT II**

This course is the second in a series and will focus on innovative contemporary approaches utilized in occupational therapy professional practice by clinicians, educators, researchers or consultants and is a special departmental offering. Due to the specialized nature of this course it may not be able to be offered on a yearly basis by the program.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 791 - Scholarship in OT Seminar IV**

This course is designed to continue to support the students' doctoral capstone project by developing and creating their specific project prior to implementation. Students will apply information from the literature and evidence-based methods to guide the design of their capstone project including the identification of methods and outcomes measures. Prerequisites: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Students in a Doctor of Occupational Therapy degree may **not** enroll.

**OCTH 792 - Professional Practice Seminar**

This experience will further prepare the student for completion of comprehensive examinations and full-time fieldwork based on noted strengths and areas for improvement identified by the student and faculty members. Important didactic topics and clinical skill processes will be reinforced and further practiced. All aspects of the occupational therapy process will be examined and documentation will be included.

Prerequisites: OCTH 750<sup>C</sup> and OCTH 753<sup>C</sup> and OCTH 755<sup>C</sup> and OCTH 775<sup>C</sup> and OCTH 780<sup>C</sup> and OCTH 785<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 795 - Workshop in OT II**

This course is a second in a series that will provide intensive study that will connect professional theory to practice in occupational therapy. This is a special departmental offering and due to its specialized nature it may not be offered on a yearly basis by the program.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 798 - Selected Topics in OT II**

A Selected Topics II is a second course in a series of special departmental offerings that is related to the discipline of occupational therapy, but due to its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 810 - Level II Fieldwork A**

This initial supervised 12-week experience will provide the student with an in-depth opportunity in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services in an approved setting. Students are required to demonstrate ethical behavior, sound judgment and clinical reasoning throughout the occupational therapy process.

Prerequisite: OCTH 792<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 9

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 815 - Level II Fieldwork B**

This final supervised 12-week experience will provide the student with an in-depth opportunity in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services in an approved setting. Students are required to demonstrate ethical behavior, sound judgment and clinical reasoning throughout the occupational therapy process.

Prerequisite: OCTH 810<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 9

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 820 - Doctoral Capstone Practicum**

This final supervised 12-week experience will provide the student with an in-depth opportunity in delivering occupational therapy services to clients focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services in an approved setting. Students are required to demonstrate ethical behavior, sound judgment and clinical reasoning throughout the occupational therapy process.

Prerequisite: OCTH 815<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 8

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 825 - Post-Doctoral Practicum Seminar**

This experience will provide opportunity for dialogue between cohort students and faculty members to review recently completed full-time fieldwork and capstone experiences and to prepare for state licensure, national certification and provide important program evaluation information.

Prerequisite: OCTH 820<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

**OCTH 890 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**OCTH 895 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 897 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 898 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**OCTH 899 - Dissertation in OT**

This is a special dissertation course that is offered to support individual occupational therapy program students the opportunity to participate in advanced discipline-related scholarship in occupational therapy with faculty and/or off-site supervision by an identified professional scholar.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

## Parks & Conservation (PCRM)

**PCRM 541 - Design Graphics and Problem Solving**

The application of design and graphic fundamentals to sustainable systems.

Credits: 3

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PCRM 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**PCRM 595 - Recreation Workshops**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PCRM 598 - Selected Topics in Parks and Recreation/Environmental Education**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PCRM 612 - Open Space Planning**

The fundamentals of open space planning, including feasibility studies, site analysis, resource analysis, and planning consideration.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 613 - Analysis of Professional Literature**

A "how to" course in understanding and using statistical analysis for reading and research and techniques for analyzing research publications and writing literature reviews. Offered only as an on-line course.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 615 - Issues in Parks and Recreation/Resource Management**

An integrative course for detailed study of current and future challenges facing the parks and recreation professional.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 616 - Aquatic Systems**

Using aquatic environments as a thematic focus, this course provides foundational information and teaching techniques related to aquatic systems. The course will cover resource related information, as well as formal and non-formal teaching techniques about amphibians, reptiles, aquatic macro invertebrates and fish. This course includes training in Aquatic Wild.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 617 - Terrestrial Systems**

This course focuses on resource management, sustainability and educational teaching techniques as they apply to terrestrial systems. Emphasis will be placed on forests, endangered systems, and the development of associated natural history skills. The course includes training in Project Learning Tree.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 618 - Wildlife Education**

This course provides an overview of wildlife and associated teaching techniques. Emphasis will be placed on current issues in conservation, management and identification. Topics will include ornithology and mammalogy. Students will utilize field studies and hands-on, problem solving activities. This course will include training in Project Wild and other associated teaching aids.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 621 - Green Schools**

This course provides an overview of specific practices and technologies used in green school facilities and grounds. Course participants will investigate the role that school facilities play in shaping the student's awareness of the natural environment and ways of living sustainably. Through conducting case studies of existing schools, course participants will learn how to evaluate school facilities. Course participants will develop proposals recommending changes to the structure or operation of school facilities, which would create more environmentally-focused educational settings.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 631 - Design for Sustainable Landscapes**

Focuses on sustainable and regenerative design/spec projects at residential and homestead scales. Selected assignments require students to research and develop creative solutions that span the boundary between house and garden, and reflect the interrelationships among human and natural systems. The course is founded on permaculture principles, including zoning and stacking functions, but it is expanded to provide practical tools for planning, detailing and implementing small site design projects. Projects may be chosen in urban and rural settings.

Prerequisites: PREE 541<sup>C</sup> or PCRM 541<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 632 - Group Facilitation and Leadership**

This course will cover the concepts related to working with groups as a facilitator. Hands-on approaches to program design, sequencing activities, and processing experiences will be examined. Students will facilitate their classmates as well as possible REACH Program participants through a group development experience making use of SRU's low and high challenge courses and the Leadership Reaction Course. Students will participate in course/equipment set-up and risk management practices

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 642 - Sustainable Agriculture Techniques**

This course presents the concepts of agroecology and applies them to on-farm practices. Integrates principles of crop, animal, weed, and insect biology with whole farm management practices, such as use of crop rotation, agroforestry, cover-cropping and conservation techniques.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 643 - Sustainable Agricultural Practices in Plant and Animal Husbandry**

This course provides an overview of biology as it applies to sustainable crop management, with a strong emphasis on genetic resource conservation. The course provides numerous opportunities for hands-on practice of sustainable agriculture.

Credits: 3

Enrollment is limited to Graduate level students.



**PCRM 644 - Fertility Considerations in Regenerative Agriculture**

This is a follow-up to Soils as a Resource (645), focusing on sustainable management of the soil fertility base through cropping system development and use of organic amendments.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 645 - Soils as a Resource**

This course is designed to provide students with an analysis of the soil resource as a pivotal component of agricultural and natural ecosystems. This synthesis of historic and scientific information will enable students to critically evaluate the sustainability of soil management systems.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 654 - Natural and Cultural Resources Law**

Provides students with advanced knowledge of public land laws regarding natural and cultural resources. Topics of student include history and associated laws concerning water, mineral, timber, range, wildlife, recreation, and cultural resources.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 655 - Social Science Research Methods in Conservation**

A practical course in using research to study recreation, park, and resource management problems.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 656 - Environmental Issues**

A course designed to develop skills in the identification, investigation, evaluation, and solution of environmental problems and issues. Students will learn how to use these skills, in formal and non-formal educational situations, in the development of an environmentally literate citizenry.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 657 - Environmental Grant Writing**

Grant writing is a specialized skill that can supplement and enhance projects and programming. This course is designed to provide basic information and skills in grant writing, with emphasis on the environmental and educational grant potential. Students will learn how to search for appropriate grant sources, the intricacies of grant writing from both the scientific and sociological venues, as well as grant-related nuances.

Prerequisites: PCRM 655 (may be taken concurrently)<sup>C</sup> or PCRM 799<sup>\*C</sup> or PREE 799<sup>C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 658 - Environmental Education**

A study of the history, philosophy, and theory of environmental education; problems and trends in environmental education; and relationships of environmental education to the total school program.

Prerequisites: PCRM 656 (may be taken concurrently)<sup>C</sup> or PCRM 681<sup>\*C</sup> or PREE 681<sup>C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment limited to students in the MED 9625, MED 9626, MS 966B or MS 966D programs.

Enrollment is limited to Graduate level students.

**PCRM 661 - Design and Resource Development for Energy Conservation**

This course provides an introduction to the concepts and practices of environmentally conscious design. With an emphasis on understanding the natural and cultural context, the course will address the environmental issues related to the development of a small-scale design project.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 662 - Healthy Building Systems and Materials**

This course provides an introduction to the theories and practices related to the design of healthy buildings. The course examines the impacts of the built environment on both human health and environmental health, and the role of the designer in addressing these issues.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 663 - Alternative Energy and Engineering for Sustainable Systems**

The course will explore environmental technology and energy efficiency as they relate to buildings. Topics will include passive and active techniques for thermal comfort, day-lighting and alternative energy resources.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 673 - Ecosystem Ecology**

This course examines the principles and practices of ecosystem management. An examination of the ecological concepts and processes that underlie ecosystem integrity is followed by an analysis of the role of humans in shaping and managing ecosystems, including institutional and socioeconomic considerations.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 675 - Recreation Resources Management**

The principles and practices of recreational land and water management.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 676 - Site and Building Feasibility Studies**

This course is designed to develop a comprehensive feasibility study for selected land-based sustainable enterprises. The course will include an on-site inventory and analysis, market evaluation, preliminary planning and cost-return analysis. Three project tracks recreation resource management, community development and sustainable agriculture.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 677 - Cultural Resource Management**

The course presents information on current cultural resource preservation efforts and protection strategies for wildland recreation areas. The course covers: current trends and strategies for identifying cultural resource looting and vandalism; protection strategies for managing cultural and historic resources; and methods for developing a proactive cultural and historic resources protection and management program.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 678 - Restoration Ecology**

Restoration ecology is an emerging discipline that addresses ecological healing, and this course examines the principles and practices underlying this growing field. Exploration of conceptual issues is followed by a review of key ecological concepts pertinent to successful restoration of biodiversity and other ecological features. Practical issues for implementation of a restoration project are also thoroughly addressed. A prior understanding of ecological principles is required.

Credits: 3

**PCRM 683 - Parks and Recreation/Environmental Education Administration**

A study of education administration and curricular development for programs; duties and responsibilities of the coordinator or director; and operation and administration of the areas and facilities.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 686 - Management Strategy in Parks and Recreation**

A study of administrative and managerial strategy focused on the needs of a parks and recreation professional. Offered only as an on-line course.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 688 - Interpretive Media**

A study of various media useful in an interpretive situation, interpretive planning and analysis, and interpretive programming for park and recreation professionals.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 689 - Applied Ecology**

This course is an integration of ecology, resource management, and environmental education to promote an understanding of the application of ecological principles as they relate to sustainability. Emphasis is placed on ecological principles that relate to social value orientations and directly apply to resource management practices.

Credits: 3

Enrollment is limited to Graduate level students.

**PCRM 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

**PCRM 695 - Recreation Workshops**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**PCRM 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

**PCRM 700 - Independent Study**

A special study opportunity for students to investigate, in depth, approved topics in recreation, environmental education, or sustainable systems. Topics and credit are established by student and supervising instructor. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Enrollment is limited to Graduate level students.

**PCRM 750 - Parks and Recreation/Environmental Education Internship**

Individually designed experiential learning intended to provide the student with an opportunity for observation and participation in an array of parks, recreation, and/or environmental education activities in an approved setting.

Credits: 3-6

Enrollment is limited to Graduate level students.

**PCRM 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**PCRM 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**PCRM 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment is limited to Graduate level students.

**PCRM 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

Enrollment is limited to Graduate level students.

## Parks & Recreation (PREE)

**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

Enrollment is limited to Graduate level students.

## Physical and Health Education (PE)

**PE 502 - Foundations of Online Teaching and Learning**

The course is designed to provide learners opportunities to understand the foundations of distance education. Students will be able to demonstrate competencies and skills to apply instructional strategies to develop curriculum that meets the needs of distant learners. In addition, students will be able to use various assessment methods to evaluate student learning through distance education.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

**PE 503 - Using Educational Technology to Enhance Learning**

This course is designed to provide students with the knowledge and skills necessary to effectively use educational technology to enhance learning in both a traditional face-to-face classroom and also through distance or cyber education.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

**PE 504 - Teaching Physical Education through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach physical education through distance or cyber education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

**PE 505 - Teaching Health Education through Distance Education**

This course is designed to provide students with the knowledge and skills necessary to effectively teach health education through distance or cyber education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

**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: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PE 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PE 595 - Physical Education Workshops**

The workshops will present information on timely issues in the field of physical education. The role and responsibility of the profession in the solution of current problems will be emphasized. The workshops are designed to be of short-term and variable in topic content. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**PE 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 622 - Assessment for Online Instruction**

This course is designed to introduce basic concepts and strategies to assess student learning through online education. Students will be able to design and apply appropriate assessment measures to evaluate learner's performance. Students will also be able to identify issues related to online assessment administration and explore solutions to promote academic honesty.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**PE 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, emediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**PE 662 - Disability Sport in the 21st Century: A Global Perspective**

This course is designed to introduce the students to the study of Disability Sport across the world. Students will study the history, current movement, and future developments of Disability Sport in an ever changing and emerging field of sport for persons with disabilities.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 673 - Advanced Study of Disability in Physical Activity**

This course is designed to actively engage the learners in discussion and dialogue of new and emerging high-incidence disabilities that are prevalent in the schools, communities, and physical activity facilities. The course will provide students with an understanding and an ability to assess, design, implement, and evaluate individualized programs of physical activity for individuals with emerging disabilities that face the community.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**PE 678 - Lifespan Physical Activity and Disability**

This course is designed to investigate the physical, social, psychological, and emotional needs of individuals with disabilities at key developmental milestones across the lifespan. Students will study the concept of transition from one life event to another related to health promotion and physical activity.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**PE 685 - Fundraising/Grant Writing in Adapted Physical Activity**

This course is designed to develop competencies in fund raising strategies utilizing grant writing skills geared toward corporations and charitable foundations. Students will study the specific skills needed to develop a funding concept, preparation of the proposal, and the establishment of relationships with potential donors.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**PE 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Prerequisite: PE 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 694 - Health Promotions for Persons with Disabilities**

This course is designed to address changes in international and national trends in public health related to health promotion and physical activity for individuals with disabilities. Students will study emerging and critical trends and research in adapted physical activity related to health promotion and physical activity of individuals with disabilities.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**PE 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**PE 700 - Independent Study**

With the prior approval of the student's advisor and the written approval of the sponsoring professor, a student may pursue an individual project especially suited to meet the student's interests and needs. A topic may receive from one to three semester hours credit. A student may enroll in separate Independent Studies (different topics of study) up to a total of six semester hours' credit. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 740 - Application of Research for Practicing APA Specialists**

This course is designed to provide the learners with the competencies, skills, and abilities to read, understand, and interpret current and emerging research in the field of adapted physical activity. Students will study the analysis, synthesis, and evaluation of the results of research and its impact on the application of physical activity for individuals with disabilities will be discussed.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 745 - Leadership Training in Adapted Physical Activity**

This course is designed to prepare professionals for a variety of emerging and expanding leadership opportunities in physical activity, wellness, and health promotion for athletes, and the physically active, and physical activity for individuals with disabilities. Students will study conflict resolution, negotiation skills, and teamwork skills in developing leadership qualities.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**PE 750 - Internship**

Supervised in-depth practical experience which provides the opportunity to practice and/or apply Exercise Science career-oriented skills in selected agencies or institutions.

Credits: 3-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PE 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PE 800 - Thesis**

In Thesis, the candidates for the Master of Education degree writes the last two chapters of their thesis with the assistance of the thesis committee. In addition, the candidates must make a successful oral defense of the thesis.

Credits: 6

Term(s) Typically Offered: Offered as Needed

# Physical Therapy (PHTH)

**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

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**PHTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**PHTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**PHTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate or Undergraduate level students.

**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

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 631<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 645 - Clinical Experience I**

The purpose of this course is to provide students with first hand knowledge of the multi-faceted role of the profession of physical therapy through an introductory two-week full-time clinical experience. Students will have the opportunity to practice basic examination and intervention skills under the direct supervision of a licensed physical therapist.

Prerequisites: PHTH 545<sup>C</sup> and PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 540<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 654 - Pathology I**

This course examines dysfunction of the body at the cellular, tissue, organ and system levels. This course will include an introduction to microanatomy and histopathology. Special emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 655 - Pathology II**

This course examines dysfunction of the body at the cellular, tissue, organ and system levels. This course will include an introduction to microanatomy and histopathology. Special emphasis will be placed on the etiology of disease states and disorders that are commonly encountered by physical therapists practicing in various clinical settings.

Prerequisite: PHTH 654<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 656 - Gross and Applied Anatomy I**

This is the first of two anatomy and movement science courses, and focuses on the anatomy of the upper and lower limbs. The course includes full cadaver dissection as well as a discussion of anatomical structures from developmental and functional perspectives. Biomechanics of the body will be discussed, in parallel with regional focus of dissection.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 658 - Gross and Applied Anatomy II**

This is the second of two anatomy and movement science courses and focuses on the anatomy of the head, neck, deep back, spinal column and body cavities. The course includes full cadaver dissection as well as a discussion of anatomical structures from developmental and functional perspectives. In this course, biomechanics of the axis and gait will be discussed.

Prerequisite: PHTH 656<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 659 - PT Assessment and Procedures I/Lab**

This course is an introductory clinical skills course that introduces the student to the American Physical Therapy Association's Guide to Physical Therapist Practice approach to physical therapy practice and documentation, body mechanics, positioning and draping, infection control, basic range of motion exercise, manual muscle testing, goniometry, reflex assessment, sensory testing, assessment of soft tissue and barriers to motion especially as applied to the appendicular skeleton.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

**PHTH 660 - PT Assessment and Procedures II**

This course is a clinical skills course that further develops the knowledge and skills in manual muscle testing, goniometry, reflexes, sensory testing, assessment of soft tissue and barriers to motion applied to the axial skeleton. It also focuses on introductory clinical skills such as vital signs, clinical emergencies, basic wheelchair prescription, transfers, bed mobility and gait training.

Prerequisite: PHTH 659<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Students in the DPT 9D6C or DPT 9D6D programs may **not** enroll.

**PHTH 661 - Environmental Considerations for Physical Therapists**

This 2 credit course addresses the role and responsibilities of the physical therapist in environmental assessment and implementation of strategies to improve client/patient function at home, school, work and community.

Prerequisites: PHTH 545<sup>C</sup> and PHTH 659<sup>C</sup> and PHTH 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Prerequisites: PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup> and PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 702 - Musculoskeletal: Upper Extremity**

This is the first of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the upper extremity.

Prerequisites: PHTH 659 (may be taken concurrently)<sup>C</sup> and PHTH 660<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 703 - Musculoskeletal: Spine**

This is the second of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the temporomandibular joint, spine, and sacroiliac joint.

Prerequisites: PHTH 702<sup>C</sup> or PHTH 704<sup>P</sup>

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 704 - Musculoskeletal: Lower Extremity**

This is the third of three sequential courses that focuses on the physical therapy patient/client management model applied to the musculoskeletal practice pattern with emphasis on the lower extremity.

Prerequisites: PHTH 659<sup>C</sup> and PHTH 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 710 - Clinical Experience II**

The purpose of this course is to provide students with the opportunity for professional development through a five-week full-time clinical experience. Students will have the opportunity to practice basic patient/client management skills under the direct supervision of a licensed physical therapist.

Prerequisites: PHTH 645<sup>P</sup> and PHTH 702<sup>\*C</sup> and PHTH 717<sup>\*C</sup> (may be taken concurrently).

<sup>P</sup> Requires minimum grade of P.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 717 - Neuromuscular I**

This is the first of two sequential courses on neuromuscular physical therapy in which the students is required to integrate material from prior physical therapy coursework. This course focuses on the examination of patients with neuromuscular dysfunction and the differential process. Emphasis will be placed on rehabilitation of the patient with hemiparesis due to stroke. Practical application of appropriate interventions will be introduced with an emphasis on motor learning, balance, transfers, bed mobility and gait.

Prerequisites: PHTH 636<sup>C</sup> and PHTH 660<sup>C</sup> and PHTH 658<sup>C</sup> and PHTH 702<sup>\*C</sup> and PHTH 719<sup>\*C</sup> and PHTH 729<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 718 - Neuromuscular II**

This is the second of two sequential courses on neuromuscular physical therapy in which the student is required to integrate material from prior PT coursework. This course focuses on the examination of patients with neuromuscular dysfunction and interventions for specific diagnoses, which include brain injury, concussion, multiple sclerosis, vestibular dysfunction, cerebellar disorders, amyotrophic lateral sclerosis and spinal cord injury.

Prerequisites: PHTH 702<sup>C</sup> and PHTH 710<sup>P</sup> and PHTH 717<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 732<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 719 - Therapeutic Adaptations with Lab**

This three credit lecture and laboratory based course focuses on orthoses, prostheses, assistive technology, adaptive equipment, and environmental assessment and modifications.

Prerequisites: PHTH 636<sup>C</sup> and PHTH 658<sup>C</sup> and PHTH 660<sup>C</sup> and PHTH 717<sup>\*C</sup> and PHTH 729<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.



**PHTH 729 - Foundations of Therapeutic Exercise/Lab**

Therapeutic Exercise will include information relative for creating, analyzing, modifying, and progression of activity training regimens utilized throughout rehabilitation. Students will learn how to manage individualized and group therapeutic exercise programs; determine the precautions, indications, and contraindications of various techniques; identify common conditions where therapeutic strategies are employed.

Emphasis is placed on clinical application of muscle strengthening, stretching, conditioning, and aquatic therapy. Principles of exercise prescription will be discussed.

Prerequisites: PHTH 659<sup>C</sup> and PHTH 660<sup>C</sup> and PHTH 658<sup>C</sup> and PHTH 655<sup>C</sup> and PHTH 636<sup>C</sup> and PHTH 645<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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: PHTH 548<sup>C</sup> and PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 732 - Cardiopulmonary**

Cardiopulmonary Physical Therapy is a lecture and laboratory course focusing on the fundamental components of cardiopulmonary physical therapy for entry-level physical therapists. Concepts of exercise physiology and practical application in cardiopulmonary physical therapy are addressed. Emphasis is placed on clinical application of cardiac and pulmonary rehabilitation and management of patients during critical illnesses and integration of pathophysiology, anatomy, and pharmacotherapy.

Prerequisites: PHTH 651<sup>C</sup> and PHTH 635<sup>C</sup> and PHTH 549<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 733 - Integumentary PT**

This course will focus on integumentary physical therapy and the patient/client management model. The course will encompass burns and wounds with emphasis on differential diagnosis, burn/wound examination, evaluation, diagnosis, prognosis, and intervention.

Prerequisites: PHTH 630<sup>C</sup> and PHTH 635<sup>C</sup> and PHTH 548<sup>C</sup> and PHTH 549<sup>C</sup> and PHTH 702<sup>C</sup> and PHTH 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 734 - Geriatric PT**

This course is designed to prepare physical therapists to work effectively with the older adult in a variety of settings. The emphasis is placed on examination, treatment, and interactions with individuals after middle-age. Laboratory sessions complement lectures.

Prerequisites: PHTH 704<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 733<sup>\*C</sup> and PHTH 653<sup>C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 735 - Pediatric PT**

This course is designed to prepare physical therapists to apply the patient/client management model to the pediatric population. Emphasis is placed on typical and atypical growth and development of the major body systems and developmental disorders.

Prerequisites: PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 704<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 736 - Special Topics in PT**

Special Topics is a one credit course focusing on women's health, labor and delivery, breast cancer, lymphedema, incontinence, bariatrics, and oncology. Through case studies this course explores niche practice arenas.

Prerequisites: PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup> and PHTH 743<sup>C</sup> and PHTH 734<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 737 - Physical Therapy Business Practices**

This two-credit course focuses on business practices in physical therapy. Emphasis is placed on direction, delegation and supervision, jurisdictional law, documentation, risk management, human resources, financial management, marketing and public relations, regulatory and legal requirements, and professional advocacy. The student will work on preparing for entering the job market. In small groups, establish a business plan on a programmatic level within a practice.

Prerequisites: PHTH 710<sup>P</sup> and PHTH 742<sup>C</sup>

<sup>P</sup> Requires minimum grade of P.

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 545<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 743 - Education, Prevention, and Wellness**

This course focuses on the role of the physical therapist in the areas of education, prevention, and practice. Emphasis is placed on authentic assessment and application of knowledge through the development of patient educational materials, professional educational presentation, behavioral change, theory and practice related to patient education.

Prerequisite: PHTH 710<sup>P</sup>

<sup>P</sup> Requires minimum grade of P.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 751 - Electroneuromyography**

This course provides an overview of the anatomical and neurophysiological foundations, basic principles, and common techniques associated with electrophysiologic evaluation of the peripheral nervous system utilizing electromyography (EMG) and nerve conduction studies (NCS). Emphasis is placed on developing the student's skills in correlating patient history and clinical examination findings used in formulation of differential working diagnoses with EMG/NCS findings in the evaluation of the differential diagnoses.

Credits: 2

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 752 - Pediatric Elective**

This course expands on the material presented in Pediatric PT (PHTH 735). Emphasis is placed on the following topics: assessment, cognitive development, the high risk infant, adaptive equipment for the physically challenged, physical therapy in the school setting, special topics, issues and concerns of parents with children with disabilities, maturation of the child with disabilities into adulthood.

Prerequisites: PHTH 646<sup>C</sup> and PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 704<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 754 - Sports PT**

This course focuses on the evaluation and management of athletic injuries. Emphasis is placed on the physical therapy diagnosis for acute and overuse injuries to the musculoskeletal system, and the recognition and on-site care of life-threatening conditions and injuries to the head and spinal column.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 755 - Geriatric Elective**

Geriatrics focuses on the study of all aspects of aging: biological, psychological, and social. The study of diseases in the elderly and rehabilitation of older adult are emphasized.

Prerequisites: PHTH 702<sup>C</sup> and PHTH 703<sup>C</sup> and PHTH 717<sup>C</sup> and PHTH 718<sup>C</sup> and PHTH 719<sup>C</sup> and PHTH 729<sup>C</sup> and PHTH 732<sup>C</sup> and PHTH 733<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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 complement the entry-level DPT curriculum.

Prerequisite: PHTH 646<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PTH 757 - Concepts of Evidence-Based Practice**

This course will introduce the evidence-based practice process and emphasize formulating focused clinical questions and searching the literature for various levels of evidence for all aspects of physical therapy practice. Emphasis will also be placed on basic concepts of measurement and critical analysis of literature.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PTH 758 - Evidence-based Practice: Appraising the Literature with Lab**

This course is designed to develop skill in identifying appropriate research designs and analysis for each element of the patient/client management model (diagnosis and screening, prognosis, intervention, outcome) and in critically appraising various levels of evidence for all elements. Students will contribute to the evidence for practice for by writing a critical appraisal of an element of patient care

Prerequisite: PTH 757<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PTH 759 - Evidence-based Practice Application**

This is the final course in the evidence-based practice series. Emphasis is placed on synthesizing skills from the various phases of evidence-based practice and self-assessing utilization of the evidence-based practice process. Students will complete a project that includes formulating and answering an original clinical question, using multiple sources of evidence, and then deliver a formal presentation of their work.

Prerequisite: PTH 758<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PTH 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

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PTH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PTH 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PTH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PTH 802 - Clinical Internship I**

The purpose of this course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient/client management under the direct supervision of a licensed physical therapist in one or more clinical settings.

Prerequisites: PTH 548<sup>C</sup> and PTH 549<sup>C</sup> and PTH 645<sup>P</sup> and PTH 652<sup>C</sup> and PTH 653<sup>C</sup> and PTH 710<sup>P</sup> and PTH 743<sup>C</sup> and PTH 744<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 9

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PTH 804 - Clinical Internship II**

The purpose of this final clinical education course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient/client management under the direct supervision of a licensed physical therapist in one or more clinical settings.

Prerequisites: PTH 548<sup>C</sup> and PTH 549<sup>C</sup> and PTH 652<sup>C</sup> and PTH 653<sup>C</sup> and PTH 743<sup>C</sup> and PTH 744<sup>C</sup> and PTH 645<sup>P</sup> and PTH 710<sup>P</sup> and PTH 802<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

<sup>P</sup> Requires minimum grade of P.

Credits: 9

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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).

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Prerequisite: PHTH 816<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**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.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the DPT 9D6C or DPT 9D6D programs.

Enrollment is limited to Graduate level students.

**PHTH 890 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PHTH 895 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PHTH 897 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PHTH 898 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Physician Assistant Studies (PA)

**PA 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PA 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 601 - The Physician Assistant Profession**

This course provides an historical perspective of the Physician Assistant profession, as well as an investigation of current trends and issues. The course stresses the professional responsibilities in relation to the Physician Assistant's role as a health care provider. Content relating to medical ethics and the NCCPA code of ethics, Physician Assistant professional organizations, professionalism, the medical team, program accreditation, graduate certification and re-certification, employment considerations and professional liability are included. This course will also include Health Insurance Portability and Accountability Act (HIPAA) competency acquisition.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 603 - Clinical Skills Lab I**

In this course, students will employ the knowledge, technical skills and procedures based on current professional practice to be successful practicing physician assistants. In this course, students employ knowledge, skills, and techniques needed to perform clinical skills needed to evaluate surgical and ambulatory patients. Students learn to perform procedures throughout this course including: Sterile technique, injections and immunizations, treatment of abscesses, removal of foreign bodies, and clinical procedure involved with the dermatological, otolaryngology, male genitourinary, obstetric & gynecological, urinary, and neurological systems. Clinical procedure involving treatment of the abdomen will also be covered.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 604 - Emergency Medicine**

In this course, students learn treatments of trauma and medical disorders that commonly present to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with life-threatening trauma or illness and selecting appropriate diagnostic and therapeutic measures. Prerequisites: Successfully passed all courses 2nd semester, meeting minimum progression standards.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 607 - Clinical Skills Lab II**

This course is a continuation of Clinical Skills Lab I. In this course, students employ knowledge, skills, and techniques needed to perform clinical skills needed to evaluate surgical and ambulatory patients. This course will focus on learning clinical procedures involve with the: cardiovascular system, phlebotomy, pulmonary system, musculoskeletal system, wound management and closure, and skills involved with the operating room.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 612 - Clinical Anatomy and Physiology with Lab I**

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the: otolaryngology, ophthalmology, integumentary, and musculoskeletal body systems. Lecture will focus on histology, physiology, and cell biology of the stated body systems, while the laboratory component of the course will focus on the gross anatomy of the body systems through examination of the cadaver. Clinical correlations to common pathologies will also be discussed for each body system.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 616 - Clinical Pharmacology and Pharmacotherapeutics I**

In this course, students are introduced to pharmacodynamics, pharmacokinetic and Pharmacotherapeutics principles that provide a foundation for the study of pharmacology and pharmacotherapeutics. Students will also learn how to write prescriptions. Combined lecture and active learning exercises help students to demonstrate skills that a Physician Assistant needs to enhance patient care in clinical practice. This course focuses on pharmacology and therapeutics related to otolaryngological, ophthalmological, integumentary and musculoskeletal diseases and disorders.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 621 - Geriatrics**

This course will focus on the geriatric population from age 65 to death, surveying disorders common to the geriatric population. Fundamental elements of clinical medicine as the elements relate to health maintenance and wellness of this patient population will be covered as appropriately indicated. Physician Assistant students will have a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Wellness and preventative medicine will be discussed. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns wellness and enhancing positive responses to illnesses in this patient population. Special topics include death and dying, giving bad news, hospice care, palliative care and facilitating end-of-life care.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 622 - Clinical Anatomy & Physiology with Lab II**

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the: nervous, endocrine, gastrointestinal, urinary, and reproductive body systems. Lecture will focus on histology, physiology, and cell biology of the stated body systems, while the laboratory component of the course will focus on the gross anatomy of the body systems through examination of the cadaver. Clinical correlations to common pathologies will also be discussed for each body system.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.



**PA 626 - Clinical Pharmacology and Pharmacotherapeutics II**

In this course, students will continue to build a foundation in pharmacology and pharmacotherapeutics principles learned in Clinical Pharmacology and Pharmacotherapeutics I. Students will also continue to write prescriptions. Combined lecture and active learning exercises will continue to help students demonstrate skills that a Physical Assistant needs to enhance patient care in clinical practice. This course focuses on pharmacology and pharmacotherapeutics related to neurological psychosocial/psychiatric, endocrinological, gastrointestinal, genitourinary and reproductive diseases and disorders.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 630 - Pediatrics**

This course will focus on the pediatric population from birth through adolescence, surveying disorders common to the pediatric population. Fundamental elements of clinical medicine as the elements relate to health maintenance and wellness from birth through adolescence are covered as appropriately indicated. Normal growth and development are reviewed, together with suggestions for effective parent-child communication and interaction. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns and enhancing positive responses to illnesses in this patient population.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 632 - Clinical Anatomy & Physiology with Lab III**

This course provides students with a working knowledge of the major anatomical regions and structures of the body in relation to the: cardiovascular and respiratory systems, additionally genetic anomalies and infectious disease will be covered in this course. Lecture will focus on histology, physiology, and cell biology of the stated body systems, while the laboratory component of the course will focus on the gross anatomy of the body systems through examination of the cadaver. Clinical correlations to common pathologies will also be discussed for each body system.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 636 - Clinical Pharmacology and Pharmacotherapeutics III**

In this course, students will solidify and understanding of pharmacology and pharmacotherapeutics principles learned in Clinical Pharmacology and Pharmacotherapeutics I and II. Students will become proficient at writing prescriptions. Combined lecture and active learning exercises will continue to help students demonstrate skills that a Physical Assistant needs to enhance patient care in clinical practice. This course focuses on pharmacology and pharmacotherapeutics related to hematological, cardiovascular and pulmonary diseases and disorders. Pharmacological treatments related to infectious disease will also be covered this semester. Treatment options involving genetic anomalies will be addressed in this course as well.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 640 - Clinical History and Physical Diagnosis with Lab I**

This course teaches the foundational knowledge required to systematically obtain an accurate patient history and perform a comprehensive physical examination, setting the course for best-practice clinical approaches. The lecture component focuses on approaching and diagnosing diseases and disorders in relation to otolaryngology, ophthalmology, integumentary and musculoskeletal body systems. The lab component introduces the student to obtaining and performing a history and physical examination based upon patient complaint and presentation, as well as differential diagnosis. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned.

Corequisite(s): PA 641

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 642 - Clinical History and Physical Diagnosis with Lab II**

This course builds on skills learned in Clinical History and Physical Diagnosis I, continuing to focus on relevant history and physical examination skills needed to pragmatically approach and diagnose diseases and disorders. The lecture component focuses on approaching and diagnosing diseases and disorders in relation to the neurological, psychosocial/psychiatric, endocrine, gastrointestinal, genitourinary and reproductive body systems. The lab component includes the continuation of obtaining and performing a history and physical examination based upon patient complaint and presentation, as well as differential diagnosis. Documentation on problem-oriented SOAP (subjective, objective, assessment, plan) notes, pre-and postoperative encounters, hospital orders, consultations, progress notes and discharge summaries will be learned. Proper use of diagnostic equipment and techniques for performing a physical examination will be learned. Students will also cover Basic Life Support (BLS) to obtain their (re)certification in cardiopulmonary resuscitation (CPR).

Corequisite(s): PA 643

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 644 - Clinical History and Physical Diagnosis with Lab III**

This course builds on skills learned in Clinical History and Physical Diagnosis I and II, continuing to focus on relevant history and physical examination skills needed to pragmatically approach and diagnose diseases and disorders. The lecture component focuses on approaching and diagnosing diseases and disorders in relation to the hematological, cardiovascular and pulmonary body systems. The lab component includes the continuation of obtaining and performing a history and physical examination based upon patient complaint and presentation, as well as differential diagnosis. Students will learn components of a well-person geriatric history and physical examination and well-child pediatric history and physical examination. Other topics covered in this course include challenges associated with diversity, and handling the difficult patient, preceptor, coworker, or supervisor. Students are required to become Advanced Cardiovascular Life Support (ACLS) certified or recertified in anticipation of clerkships.

Corequisite(s): PA 645

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment limited to students in the MS 9PAS program.

**PA 646 - Evidence Based Public Health**

This course will cover evidence-based medicine, basic statistics, research methods, and public health. Major topics covered will include design of medical and health studies, description of data, data analysis used in health-related journals, screening tests for disease, and the ethics of research and handling of data. This course will also examine the field of public health, the role of evidence-based medicine in public health, and the evolution of the US public health service and its relationship to patient care.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 651 - Clinical Medicine with Lab I**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls, and differential diagnoses as appropriately indicated are covered. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Blood-borne pathogen competency acquisition is also covered and students will also learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers, solidify medical concepts through collaborative learning experiences, and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on disorders in relation to otolaryngology, ophthalmology, integumentary and musculoskeletal body systems.

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 654 - Special Populations I**

The course is intended to help students learn about and become comfortable with the special populations they will encounter as a medical care provider. This course will include populations affected by socioeconomic disparities in health care, the incarcerated population, and issues surrounding immigrants and refugees.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 661 - Clinical Medicine with Lab II**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls, and differential diagnoses as appropriately indicated are covered. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Students will learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers solidify medical concepts through collaborative learning experiences and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on neurological, psychosocial/psychiatric, endocrine, gastrointestinal, genitourinary and reproductive body systems.

Credits: 5

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 664 - Special Populations II**

The purpose of this course is for students to continue to learn about and become comfortable with the special populations they will encounter as a medical care provider. This course will cover persons with genetic and/or developmental disabilities, members of the minority sexual and gender identities community, and victims of abuse.

Credits: 1

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 671 - Clinical Medicine with Lab III**

This course teaches the pathology of disease by body system and specialty. Fundamental elements of clinical medicine such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, red flags, diagnostics, clinical intervention, management of diseases and disorders, clinical pearls, and differential diagnoses as appropriately indicated are covered. Students will learn how primary and differential diagnoses are used to order laboratory tests, imaging and other diagnostic studies such as pathology reports in order to rule in or rule out disease processes and disorders. Students will learn how to calculate needed values from given values when necessary. This course also involves the interactive practical application of acquired knowledge and is designed to develop critical thinkers solidify medical concepts through collaborative learning experiences and to appropriately interpret the results of the laboratory testing and to know what to do with the findings. Correlated reviews of relevant pathology and radiology are also incorporated. This course specifically focuses on hematology, cardiovascular and pulmonary body systems in addition to infectious disease and genetic anomalies.

Credits: 5

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 674 - Special Populations III**

The purpose of this course is for students to continue to learn about and become comfortable with the special populations they will encounter as a medical care provider. Specifically, this course will cover individuals of the homeless population, individuals belonging to the HIV population, and veterans of the armed forces.

Credits: 1

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 677 - Clinical Exposure Practicum**

This course continues to incorporate experiential learning to prepare the student for clerkships and eventually clinical practice. It also continues to facilitate the transition of knowledge and skills from the academic phase to the clinical phase, giving students the opportunity to hone skills. Students will once again be placed in clinic and hospital settings for half a day multiple times throughout the semester, have other health-related community experiences and activities and discuss these experiences in class.

Credits: 0.5

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PA 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 701 - From Theory to Practice I**

This course is designed to transition students from their academic experiences to clinical experiences to clinical practice. Topics will include issues students will encounter during clerkships, including medical ethics, patient safety principles, clinical setting communications, Occupational Safety and Health Administration (OSHA), Health Insurance Portability and Accountability Act (HIPAA), professionalism, quality improvement, prevention of medical errors, risk management and an in-depth discussion of program and professional requirements for progressing through the clinical year. Delivery of healthcare influences will be explored in how it relates to the practicing Physician Assistant. Healthcare legislations and policies will be examined for their impact on national and local delivery of healthcare. Students will also review electronic medical records, billing and coding that will be correlated with their clinical clerkship experience.

Credits: 2

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 702 - From Theory to Practice II**

This course will focus on current Physician Assistant licensing and credentialing, health care law, and medical malpractice. Students will focus on requirements for state licensure, NCCPA certification, DEA licensing and hospital credentialing procedures. Medical malpractice insurance, risk management, regulations of Physician Assistants and PA Scope of practice will be covered. Students will review CME requirements for State licensure and National Certification. This course will largely focus on medical malpractice and Physician Assistant credentialing in relation to the Commonwealth of Pennsylvania. Opportunities will be provided for students to research credentialing laws/requirement in other localities well.

Credits: 2

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 703 - From Theory to Practice III**

This course will focus on preparing MSPAS students to take the Physician Assistant National Certification Examination (PANCE). Preparation for PANCE will be covered to include review topics, test taking skills and scheduling the PANCE. This course will include the accreditation required Summative Examination and Summative OSCE. Students will focus on the transition of a Physician Assistant student to the new graduate Physician Assistant in clinical practice. Students will also learn tips on resume and CV writing as well as job interviewing skills. Students will be required to pass a Summative Written Examination and OSCE to pass the course.

Credits: 2

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

**PA 771 - Clinical Clerkships Experience I**

The first in a series of four clinical clerkship experiences, starting in the summer semester for 13-weeks in duration, this course is designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups. Students will be assigned to a minimum of two clinical rotation sites for 4.5-weeks in length, with a mandatory one-day call back session. The rotations can occur in any of the following disciplines: family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. During Clinical Clerkships Experience I students will also complete a 3-week Special Populations rotation.

Credits: 12.6

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 772 - Clinical Clerkships Experience II**

The second in a series of four clinical clerkship experiences, during fall semester for 15-weeks in duration. Students will be assigned to a minimum of three clinical rotation sites for 4.5-weeks in length, in any of the following disciplines: family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. At the conclusion of each 4.5-week rotation students will return to campus for a one-day call back session.

Credits: 14.4

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 773 - Clinical Clerkship Experience III**

The third in a series of four clinical clerkship experiences, offered during the winter semester. This rotation is 3-weeks in length and is a special populations rotation which can encompass a variety of clinical specialties with a focus on patients within special populations.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 774 - Clinical Clerkships Experience IV**

The fourth in a series of four clinical clerkship experiences, offered during spring semester for 15-weeks in duration. Students will be assigned to a minimum of three clinical rotation sites for 4.5-weeks in length, in any of the following disciplines: family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. Upon completion of each 4.5-week rotation students will return to campus for a one-day call back session.

Credits: 14.4

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science PA Studies degree.

**PA 776 - Clerkship General Rotation**

A 4.5 week clinical rotation with a mandatory one-day call back session. The rotation can be in any of the following disciplines; family medicine, general surgery, internal medicine, pediatrics, women's health, emergency medicine, behavioral health or any elective discipline. MSPAS majors only. Satisfactory completion of all Didactic year Curriculum of MSPAS program.

Credits: 4.5

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Physician Assistant Studies.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**PA 777 - Clerkship Special Population Rotation**

A 3-week clinical rotation caring for patients in special populations, which can encompass a variety of clinical specialties with a focus on patients within special populations. MSPAS majors only. Satisfactory completion of all Didactic year Curriculum of MSPAS program.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Physician Assistant Studies.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**PA 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**PA 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**PA 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Recreation Therapy (RCTH)

**RCTH 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**RCTH 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 610 - Applied Research and Theory**

This course equips students to be able to read and apply clinical research to recreational therapy practice. The course summarizes various methodologies and theoretical constructs that students need to effectively read, Interpret, analyze, and synthesize research. In becoming better consumers of clinical research, students will learn how to categorize research based on quality indicators.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 612 - Settings of Service for Emerging Populations**

This course engages students in study and discussion of service settings for emerging populations that are prospective recipients of Recreational Therapy (RT) services. It provides opportunities to apply past learning related to Standards of Practice to various service settings, to determine differences and similarities that may impact the way service is provided. Students will learn about scope of practice, coverage and reimbursement, risk management and the manner of implementing all phases of the Assessment, Planning, Implementation, Evaluation, and Documentation (APIED) process in several emerging service settings. Students will also explore private practice and waiver program options.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.



**RCTH 615 - Advanced Professionalism and Advocacy**

This course engages students in study and discussion of current trends in Recreational Therapy (RT) service provision. It provides opportunities for advocacy on behalf of RT professionals and stakeholders. Students will learn methods of advocacy and apply these new skills in interactions with inter-professional teams, government officials, public and/or private healthcare agencies, and other government-run entities. Students will discover the impacts of societal, political and governmental intervention on the practice of Recreational Therapy and in the lives of prospective constituencies. Through a variety of learning activities, students will learn to apply knowledge to effectively address challenges and trends in Recreational Therapy.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 620 - Assessment and Program Evaluation**

In this course, students will gain advanced practice skills in methods for designing and evaluating assessment tools for quality recreational therapy in diverse settings. Students will gain advanced skills in interdisciplinary client assessment and current methods of program evaluation. The course will focus on integrating appropriate assessment tools into the outcomes evaluation process of settings that serve individuals throughout the lifespan in physical medicine/rehabilitation, behavioral health, community-based, and long-term care.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 623 - Advanced Facilitation Techniques**

This course will take students to the next level in terms of their ability to facilitate interventions with some expertise. Students will gain a deeper understanding of various theories of counseling, the psychological concepts of self-efficacy, locus of control, optimal experience (flow), and attribution. The course will offer opportunities for practicing and applying skills related to the counseling theories and concepts, as well as various facilitation techniques.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 625 - Advanced Recreational Therapy Clinician for Older Adults**

In this course, students will gain advanced practice skills in recreational therapy for older adults with diverse needs to include assessment, program design, and evaluation for all levels of long term care and community practice. A focus on both chronic disease and geriatric syndromes will allow students to apply current theory and research in geriatrics and gerontology for evidence-based practice in the older adult continuum of care.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

**RCTH 630 - Clinical Supervision and Leadership**

This course introduces students to leadership theories and clinical supervisory models that are applicable to various Recreational Therapy settings. Students will apply theories and practices to real life scenarios and learn how to implement these practices in their individual settings by practicing clinical supervision. Course content will include cross-cultural clinical supervision, ethics in clinical supervision, models of clinical supervision, clinical supervision practices in related healthcare fields, and clinical supervision research and leadership theories that are applicable to the field of Recreational Therapy.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 640 - Advanced Recreational Therapy Clinician for Veterans and Active Military**

In this course, students will gain advanced practice skills in recreational therapy for veterans and active military to include assessment, program design, and evaluation in Veterans Affairs. This class will integrate knowledge and skills based on evidence-based practice with specific interventions such as adaptive sports, animal-assisted interventions, creative art therapies, and PTSD treatment specific to all ages of veterans.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks,Conserv&RecreationTherpy.

**RCTH 645 - Recreational Therapy for Need-Driven Behaviors in Dementia**

In this course, students will gain advanced skills in recreational therapy for need-driven behaviors in dementia. A focus on current approaches for distress reactions and behavioral manifestations of need will allow students to apply current theory and research on recreational therapy specifically for care of people with dementia. The course will cover need-driven model, validation theory, trauma-informed care, and person-centered care.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks, Conserv& RecreationTherpy.

**RCTH 650 - Recreational Therapy Capstone**

The intent of the RT Capstone course is for graduate students to engage in a project that represents new work/ideas and demonstrates the students' knowledge, skills and abilities related to RT practice. The capstone project will require that students demonstrate outcomes of learning from each of the master-level core classes. The project will also require a practical application and incorporation of an evidence-based process. This course will be completed in the final semester of the graduate program.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the Coll of Health, Engineer & Sci college.

Enrollment limited to students with department of Parks, Conserv& RecreationTherpy.

**RCTH 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**RCTH 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**RCTH 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**RCTH 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Secondary Education/Foundations Education (SEFE)

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SEFE 522 - Teaching of Middle Level and Secondary Social Studies and the Engl Language Arts for the Humanities**

This course gives secondary teachers in the social studies and English language arts the theories and methodologies of teaching in the area of the Humanities. recommendations of professional and governmental bodies are studied with an emphasis on research-based strategies for increasing student motivation and achievement. The course will deal specifically with the nature of the social studies and the nature of the English language arts with ideas, strategies and techniques for teaching them at the appropriate licensure level (4-8 or 7-12) based upon a common foundation of reading and writing.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in Sec Education-English(7-12), Mid Level-Eng&Lang Arts (4-8), Mid Level-Social Studies (4-8) or Sec Education-Social Studies.

**SEFE 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SEFE 595 - Graduate Workshops**

Special topics of interest to graduates, upper level undergraduates, and selected community members. A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SEFE 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department. Special courses offered on a one-time basis.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SEFE 601 - Educational Administration: Concepts and Practices**

Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences. Restricted to consent of department.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**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

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 605 - School Community Relations and Politics of School Governance**

Exploration of major principles and skills of school leaders in the related areas of school community relations and school governance/politics in our democracy.

Credits: 2

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 607 - The Theories and Teaching of English Language Learners**

This course presents theories and offers instructional strategies based on research and practical experience that will help mainstream teachers include ELLs in activities with English-dominant students.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**SEFE 608 - Research Methods for Teacher**

This is a graduate level course that provides a thorough overview of research methods for beginning educational researchers or consumers of educational research. The course will cover areas such as developing a research topic, writing research questions and hypotheses, conducting a review of the literature, data collection, analysis, interpretation, critiquing research articles.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Masters level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 612 - Instructional Supervision for the Administrator**

An in-depth exploration of instructional supervision through a review of teaching and learning theory, human development, human relations, staff development, administration, and evaluation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 614 - School Finance**

An in-depth exploration of the basic principles of school finance, accounting procedures, and school business management in educational settings.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 615 - Administrative Ethics and School Law**

An introduction to school law through an analysis of the legal and ethics regulatory factors that are exercised over the school district by federal, state and local governments.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 617 - Practicum in School Administration**

This course is required for the Principalship Certificate. The course is designed to provide candidates with practical experiences under supervision from an in-field mentor administrator and a university mentor. The candidate will be engaged in a one hundred-fifty hour (150 hr.) practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 621 - The Principalship**

This course will emphasize the central role and focus of the principal. Students will study the heightened demands on the principal and the recent emphasis on student learning, coupled with federal legislation. This course is designed to develop and enhance skills and competencies necessary to be an effective educational leader of the school unit at the elementary, middle, and senior high levels.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, mediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 630 - Advanced Pedagogy for Teacher**

Current research-based practices in classroom communication skills, delivery of instruction, questioning techniques, lesson design and behavior management will be reviewed. This course will provide students with an introduction to effective, research-based strategies for instructional delivery. Students will demonstrate their understanding of these strategies through class presentations and written work.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Masters level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 647 - Technology-Based Inquiry in Middle & Secondary Schools**

This course introduces students to various technologies that can be used for inquiry-based activities in middle and secondary classrooms. through hands-on experiences with the graphing calculators, calculator-based labs (CBLs), personal digital assistants (PDAs), global positioning systems GPS/graphical information systems GIS systems, and other emerging technologies, students will develop skills that can be used with students for inquiry-based learning. Participants will explore the practical applications of each tool and create a variety of products and materials to be used in the classroom. Technology and its classroom applications are interwoven into research and evaluation.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 644<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 650 - Strategic Leadership**

This course will emphasize the theories, principles and practices used in school supervision.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**SEFE 652 - Organizational Leadership**

This course will emphasize the staff leadership function in working with professional school personnel and the instructional program.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**SEFE 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 660 - Program Evaluation**

Univariate Statistics or equivalent or consent of instructor. Contexts, purposes and techniques for evaluating educational or other programs. Evaluation design, information collection, analysis, reporting and uses of results of programs ranging from individual lessons to nation-wide, multi-year projects. Special emphasis on evaluation requirements of local, state, and federally funded programs.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 671 - Measurement, Testing, and Assessment**

An examination of prescribed methodologies for the teaching assessment of higher-order thinking skills within the school curricula, sequentially followed by a survey of relevant standardized achievement and aptitude tests, as well as an in-depth study of the various teacher-made tests and alternative methods of assessing both the cognitive and the affective constructs of K-12 students.

Credits: 3

Term(s) Typically Offered: Offered Spring & Summer Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.



**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.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**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: SEFE 602<sup>C</sup> and SEFE 676<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 679 - Psychology of Learning and Instruction for Diverse Learners**

This course examines the processes of learning, instruction, and development, aimed at impacting the design, development, implementation, and evaluation of these processes in the context of diverse learners.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Prerequisite: SEFE 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

**SEFE 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**SEFE 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SEFE 677<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 9

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment is limited to Graduate level students.

**SEFE 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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 711 - Foundations, School Reform, and Alignment of School Curriculum**

An introduction to curriculum development through a historical analysis of various school reform movements and the roles of the local, state, and federal government in creating and regulating standards.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 713 - School Facilities and Plant Operation**

This course is designed to provide the candidate with an examination of the physical building issues facing school administrators. Topics covered include: transportation, managing renovation and construction, food service operation and custodial operations.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 720 - The Law and Special Education**

This course is designed to provide the candidate with an examination of the legal issues regarding special education programs that face school administrators. Topics covered include: all aspects of Special Education Law as it pertains to school administrators.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 721 - Special Education Program Administration and Evaluation**

This course provides an overview of special education administration and evaluation processes and procedures to candidates pursuing the principal certification.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 722 - Personnel Selection and Supervision**

This course focuses on the personnel functions and responsibilities of school leaders. Students will develop skills in forecasting personnel needs; recruiting, selecting, orienting, assigning, developing, compensating and evaluating personnel. Attention is given to major federal and state legislation, executive orders and court decisions that provide direction in the development of human resource programs that address the rights of diverse groups within the work force.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 723 - Staff Development from Induction to Continuous Staff**

This course is designed to provide the candidate with an examination of the staff development issues facing school administrators. Topics covered include: working with new staff members, mentoring new staff members, developing the initial and ongoing staff development plan.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 724 - Mediating Conflict in Organizations**

This course assists students in understanding ways of managing conflict in schools and community. Attention is given to the consequences of intergroup and intragroup conflict and ways to establish productive, collaborative intergroup and intragroup relations. Case studies of conflict are used to foster skills in conflict mediation and alternative dispute resolution.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 725 - Oral and Written Communication for the School Administrator**

This course is designed to provide the candidate with an examination of the issues related to working with the public facing school administrators. Topics covered include: communications within the school, faculty, staff and students, and communications with the public through various media.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 726 - Developing Positive Relationships with the Stakeholders**

This course is designed to provide the candidate with an examination of the issues related to working with the public facing school administrators. Topics covered include: conflict resolution, working with diverse populations within the school and community, working with the structure of the district and community, developing strategies to resolve conflicts between students, students and faculty, and with members of the community.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 727 - Practicum in School Administration II**

This course provides supervised application of leadership competencies to the resolution of problems in a school setting. It is the second of a two course, two credit field experience sequence in the Principalship Certification Program. The candidate will be engaged in a seventy-five (75) hour practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor. This course is designed to be ongoing throughout the second semester. It is separate from the field experiences required of each theme, but hours from the Practicum can be utilized to gain a deeper practical understanding of any of the themes or their corresponding modules.

Credits: 1

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SEFE 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 801 - Educational Administration: Concepts and Practices**

Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences. Restricted to consent of department.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**SEFE 802 - Univariate Statistical Methods**

Descriptive and inferential univariate statistics commonly used in education research are studied with emphasis on deciding which statistical analyses to use in practical situations and emphasis on interpreting the results of statistical analyses. Both parametric and nonparametric methods are included. Calculator and computer usage are required.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SEFE 803 - Multivariate Statistical Methods**

Multivariate statistics (analysis of variance, linear regression, factor analysis, canonical correlation, and discriminate analysis) are studied with emphasis on deciding which statistical analyses to use in practical situations and emphasis on interpreting the results of statistical analyses. Calculator and computer usage are required.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

**SEFE 808 - Research Methods for Teacher Leadership**

This is a graduate level course that provides a thorough overview of research methods for beginning educational researchers or consumers of educational research. The course will cover areas such as developing a research topic, writing research questions and hypotheses, conducting a review of the literature, data collection, analysis, interpretation, critiquing research articles.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the EDD 9DSE program.

**SEFE 809 - History of Western Education**

A study of the historical development of western education. The course will trace educational practices such as: educational goals and aims, organizations, curriculum and learning theories, textbooks and other tools of learning, great educators and teachers and their views, educational opportunities of minority groups from the earliest western cultures to the present. Special emphasis will be given to the European influences upon American education and on the approaches taken by American educators to common educational problems.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 812 - Instructional Supervision for the Administrator**

An in-depth exploration of instructional supervision through a review of teaching and learning theory, human development, human relations, staff development, administration, and evaluation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 814 - School Finance**

An in-depth exploration of the basic principles of school finance, accounting procedures, and school business management in educational settings.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 815 - Administrative Ethics and School Law**

An introduction to school law through an analysis of the legal and ethics regulatory factors that are exercised over the school district by federal, state and local governments.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 817 - Practicum in School Administration**

This course is required for the Principalship Certificate. The course is designed to provide candidates with practical experiences under supervision from an in-field mentor administrator and a university mentor. The candidate will be engaged in a one hundred-fifty hour (150 hr.) practicum experience with his/her field mentor based on the results of the assessment center and other areas agreed upon between the university mentor and field mentor.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 821 - The Principalship**

This course will emphasize the central role and focus of the principal. Students will study the heightened demands on the principal and the recent emphasis on student learning, coupled with federal legislation. This course is designed to develop and enhance skills and competencies necessary to be an effective educational leader of the school unit at the elementary, middle, and senior high levels.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 844 - Instructional Design: Principles and Practice**

This course includes the knowledge base, principles and procedures utilized in designing instructional strategies and materials. In-depth analysis of the various components of instructional design as well as case studies from the basis for discussion. Students will be able to design and develop effective classroom instructional strategies.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

**SEFE 847 - Technology-Based Inquiry in Middle & Secondary Schools**

This course introduces students to various technologies that can be used for inquiry-based activities in middle and secondary classrooms. through hands-on experiences with the graphing calculators, calculator-based labs (CBLs), personal digital assistants (PDAs), global positioning systems GPS/graphical information systems GIS systems, and other emerging technologies, students will develop skills that can be used with students for inquiry-based learning. Participants will explore the practical applications of each tool and create a variety of products and materials to be used in the classroom. Technology and its classroom applications are interwoven into research and evaluation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 850 - Strategic Leadership**

This course will emphasize the theories, principles and practices used in school supervision.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 852 - Organizational Leadership**

This course will emphasize the staff leadership function in working with professional school personnel and the instructional program.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 860 - Program Evaluation**

Univariate Statistics or equivalent or consent of instructor. Contexts, purposes and techniques for evaluating educational or other programs. Evaluation design, information collection, analysis, reporting and uses of results of programs ranging from individual lessons to nation-wide, multi-year projects. Special emphasis on evaluation requirements of local, state, and federally funded programs.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 871 - Measurement, Testing, and Assessment**

An examination of prescribed methodologies for the teaching assessment of higher-order thinking skills within the school curricula, sequentially followed by a survey of relevant standardized achievement and aptitude tests, as well as an in-depth study of the various teacher-made tests and alternative methods of assessing both the cognitive and the affective constructs of K-12 students.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 887 - Dissertation Prospectus**

Dissertation Prospectus focuses on the initial stages of the writing of the doctoral dissertation. The student meets periodically with the three-member dissertation committee and receives guidance leading to the completion of the dissertation prospectus. The prospectus is defined as the first three chapters of the dissertation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 890 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SEFE 892 - Dissertation**

In Dissertation, the candidates for the Doctor of Education degree write their dissertation with the assistance of the dissertation committee. In addition, the candidates must make a successful oral defense of the dissertation. Students pursuing a doctoral program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Prerequisite: SEFE 887<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 895 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 896 - Elements of Qualitative Education**

A concentration on the theoretical and practical applications of qualitative research within the broad framework of formal education.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the EDD 9DSE program.

**SEFE 897 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**SEFE 898 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SEFE 899 - Elements of Quantitative Educational Research**

Analysis of diverse methods of research; evaluation of research reports; selection and definition of a personal research problem; review of related literature; development of a research plan; application of sampling techniques; selection and application of data gathering instruments; analysis and interpretation of research data; preparation of an individual research report in collaboration with instructor and other academic advisor.

Prerequisite: SEFE 602<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Social Work (SOWK)

**SOWK 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SOWK 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SOWK 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SOWK 600 - Human Behavior & the Social Environment**

Human Behavior and the Social Environment. This course will provide students with an introduction to the theories and knowledge of human bio-psycho-social development including theories and knowledge about the range of social systems impacting individuals, families, groups, organizations, agencies, and communities.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science or Master of Social Work degrees.

**SOWK 601 - Foundations of Social Work**

This course will provide students with foundational knowledge of social work. Students will gain critical information about the values and ethics associated with this profession as well as an understanding of the expected competencies.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 605 - Social Welfare System**

This online asynchronous course introduces the history, philosophy, development and current perspectives of social welfare and the social work profession. Study of the emergence of the profession of social work and the way it has and is currently responding to social problems. The course introduces public policy development and social welfare policies. This course traces the history of social welfare and within it, the evolving role of social work and social welfare. An analytic approach is used to highlight the forces that facilitate or inhibit changes in social policies.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 610 - Macro Social Work**

Macro Social Work Practice introduces students to the knowledge, skills, and competencies for practice in communities, organizations and large social systems. This is a required course for student entering the MSW program without advanced standing.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 615 - Clinical Social Work & the DSM**

Clinical Social Work and the DSM. This course will provide students with an introduction to the specialized practice of clinical social work. Emphasis on assessment, diagnosis, treatment and prevention of mental illness will prepare students to enter clinical practice.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 620 - Human Rights, Social Justice & Policy**

The course applies a rights-based approach to policy practice and will provide the theoretical and experiential human behavior and social environment knowledge base related to difference, dominance (oppression and privilege), social justice, and liberation. Students will learn a practice framework that integrates a human rights perspective promoting the dignity, respect, and wellbeing of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. This course aims to help students apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 630 - Clinical Practice With Children & Families**

Clinical Practice with Children and Families. Evidence-based Social Work clinical practice including the problems and DSM disorders of Children, Couples, and Families, using assessment instruments, implemented interventions, and evaluated programs of treatment; i.e., Anxiety and Depression in Children and Adolescents, Conduct Disorder and ADHD in Children and Adolescents, Distressed Couples, Child Abuse and Neglect, Eating Disorders, and Substance Abuse and Co-occurring Problems in Adolescents and Young Adults.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 635 - Clinical Practice With Adults**

Clinical Practice with Adults. Evidence-based Social Work practice including the DSM assessment, intervention, and evaluation of the adult disorders of schizophrenia spectrum disorders, depressive and bipolar disorders, substance use disorders, panic disorder, agoraphobia, obsessive-compulsive disorder, post-traumatic stress disorder, antisocial and borderline personality disorders.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 650 - Field Education I**

This foundational internship will place students in human service agencies. It is designed to help students learn and implement social work skills with clients in need.

Credits: 3

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students with department of Public Health & Social Work.

**SOWK 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**SOWK 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**SOWK 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment is limited to Graduate level students.

**SOWK 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Enrollment is limited to Graduate level students.

**SOWK 705 - Research Methods in Social Work**

This course is designed for students to become competent in understanding research for professional social work practice. Students are introduced to the systematic approach to research including: research terminology, the scientific method, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, quantitative and qualitative approaches, program evaluation and data collection.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 710 - Qualitative Research**

The course is designed to provide substantive methodological content for various phases of the qualitative research process accompanied by experiential learning opportunities. The purpose of this course is to prepare students to select and implement qualitative research designs that are appropriate and adequate for answering contemporary social work practice and social welfare policy research questions.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 730 - Practice Skills Following Crises**

This course will provide students with the ability to effectively intervene and resolve crisis situations in social work practice. Students will apply crisis intervention models to various simulated crises.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 731 - Practice Skills in Forensic Social Work**

This course will provide graduate students with social work knowledge and skills required for working with clients involved in various aspects of the legal system. Students will be introduced to practice skills in areas including child welfare, juvenile justice, corrections, addiction, and diversion including treatment with both victims of crime and perpetrators.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 732 - Post Traumatic Stress Disorder**

Post-Traumatic Stress Disorder. This course will provide students with an indepth look at post-traumatic stress disorder, the etiology, symptomology, assessment, diagnosis, and treatment interventions. Students will also explore the impact and challenges for families.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 733 - Disaster Management**

This course will provide students with an understanding of the roles of disaster managers. Students will apply this knowledge to all phases of disaster management.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 734 - Trauma-Informed Care**

This course will provide students with an understanding of trauma-informed care and how to apply these concepts in their social work practice and effectively assist those impacted by trauma.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 735 - Military Culture**

In this course students will learn about the uniqueness of military culture which is a dominant influence in the lives of military personnel and their families. This culture is highly structured and regulated by rules and traditions. Different military contexts (i.e., active duty, guard/reserve, veteran) and all branches of service are explored. Ethical issues are considered. Students completing this course will have an in-depth understanding of individuals and military families.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 736 - Social Work With Families Impacted By Trauma**

This course explores the impact of violence/crime, natural disasters, combat, and other trauma causing events on families. The changing relationship dynamics between adult partners and children and parents from initial events through recovery is given special emphasis. The course content includes an overview of the multiple consequences of trauma from a bio-psycho-social perspective, including resiliency and traumatic growth. Students will be introduced to evidence based interventions.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 737 - Behavioral Health Services in Child Welfare and Juvenile Justice**

Students will learn to identify adverse childhood experiences and assess the impact of these experiences on children and adolescents' emotional and behavioral functioning. Students will acquire the ability to identify risks for recurring adverse experiences in the child welfare and the juvenile justice systems. Evidenced-based practices and pathways to recovery will be learned. Students will learn how to identify opportunities for collaboration between systems, understand the barriers to collaboration, develop skills to overcome barriers and maintain collaborative relationships. The course will discuss current evidenced based and promising behavioral health practice approaches currently being use in child welfare and juvenile justice settings.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 738 - Intervention for Sexual Assault and Interpersonal Violence**

This course will focus on social forces, prevalence, dynamics, types, effects, assessment and interventions specific to trauma in interpersonal violence. Students will learn about individual and group intervention strategies specific to trauma and violence, including evidence-based models, crisis intervention, and cognitive-behavioral models.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 739 - Forensic Social Work in Corrections**

Students will gain and demonstrate knowledge and skills to effectively assist those involved in the criminal justice system. This course applies social work processes to clients in correctional settings. Students will learn how to assess and treat various issues common to those who are incarcerated, such as needs of female offenders, substance abuse, mental health, personality disorders and sex offenses.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 740 - Animal-Assisted Social Work**

Animal-Assisted Social Work Practice. This course will provide students with a foundation of animal-assisted social work practice. Integration of therapy animals into all aspects of practice will be discussed, to include assessment, intervention, evaluation as well as individual, group, family, and community levels of practice.

Credits: 3

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students with department of Public Health & Social Work.

**SOWK 742 - Animal-Assisted Social Work with Kids**

This course will provide students with practice skills to implement AASW with children and adolescents. Individual and group intervention applicable to various clinical issues and settings will be explored as well as special considerations when working with this population.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 743 - Animal-Assisted Social Work With Seniors**

This course will provide students with practice skills to implement AASW with the aging population. Individual and group intervention applicable to various clinical issues and settings will be explored as well as special considerations when working with this population.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 744 - Animal-Assisted Crisis Response**

This course will provide students with an understanding of animal-assisted crisis response and how to provide this special intervention to those impacted by crises and disasters.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work-Advanced Standing.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 750 - Field Education II**

This advanced internship experience will provide students with direct client intervention experience in a human service agency.

Prerequisite: SOWK 650<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Enrollment is limited to students with a program in Social Work.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

**SOWK 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Enrollment limited to students with a semester level of Graduate.

**SOWK 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Enrollment is limited to Graduate level students.

**SOWK 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Enrollment is limited to Graduate level students.

## Special Education (SPED)

**SPED 530 - Nursing Issues in Special Education**

This course examines the roles of the school nurse as they pertain to the student with disabilities. Various exceptionalities are explored and activities provided to the school nurse candidate to learn about the student with disabilities and how to meet his/her needs in and out of the classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SPED 545 - Technology in Special Education**

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement instructional and assistive technology effectively. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students. Students who register for the 500 level course will be assigned projects and assessments that involve a higher level of critical thinking and implementation.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SPED 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SPED 595 - Workshop**

Varies.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SPED 598 - Selected Topics**

Varies. A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SPED 601 - Advanced Studies in 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

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.



**SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities**

This course is designed to provide graduate students an in-depth examination of an integrated (culturally relevant) language system. In particular graduate students will understand the essential components of reading including phonological awareness, fluency, vocabulary, comprehension, language, and word study. Students will determine how these areas of reading pose challenges for students with identified disabilities. Graduate students will also develop competency in assessing students suspected of having reading and language deficits as well as plan appropriate individualized instruction for students using scientifically research based instructional practices. Because reading is only one part of an integrated language system, students will also develop a conceptual understanding of the components of writing and plan effective instruction for students with disabilities in the area of writing and expressive communication.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Fall & Summer Terms

Enrollment is limited to Graduate level students.

**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

Enrollment is limited to Graduate level students.

**SPED 624 - Synchronous and Asynchronous Technology for K-12 Education**

Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, emediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Credits: 3

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Enrollment is limited to Graduate level students.

**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

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

Enrollment is limited to Graduate level students.

**SPED 637 - Graduate Portfolio I**

This course is designed to provide the information necessary to begin the graduate portfolio.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SPED 637<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**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.

Prerequisite: SPED 638<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Enrollment is limited to Graduate level students.

**SPED 640 - Advanced Study of Autism Spectrum Disorders**

This course is designed to provide students with an overview of characteristics and learning traits, classification systems, assessment strategies/issues, approaches, and interventions related to individuals with autism spectrum disorder (ASD). Special emphasis will be given to selecting evidence-based practices and enhancing collaboration among individuals with ASD, their families, and supporting professionals.

Credits: 3

Term(s) Typically Offered: Offered Every Term

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 641 - Applied Behavior Analysis/Single Subject Experimental Design**

In this course students will be provided an in-depth review of applied behavior analytic techniques including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. In addition, students will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. Students will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 642 - Curriculum and Instruction for Autism Spectrum Disorders**

Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 643 - Communication and Social Competency**

This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 644 - Advanced Study of Emotional and Behavioral Disorders**

This course is designed to provide graduate students the opportunity to deeply examine the various psychiatric and emotional disorders than can afflict children during the developmental period between birth and 18 years of age. Both internalizing and externalizing behavior disorders will be analyzed including such disorders as Conduct Disorder, Oppositional Defiant Disorder, Anxiety Disorder, Depression, Bipolar Disorder, etc. that are all found within the pages of the Diagnostic and Statistical Manual of Mental Disorders. A connection between these disorders and the need for special education services in school settings will be made as well as strategies provided for specially designed instruction for students with these disorders. A 48 hour field experience will be required as part of this course.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 645 - Early Intervention for Young Learners with Special Needs**

Early Intervention for Young Children with Special Needs is designed to comprehensively address procedures that link theory and research to best practices in serving infants and toddlers who are disabled or at-risk. The course will be organized and presented with a multidisciplinary approach to early intervention. There will also be a strong focus on evidence-based early intervention programs.

Credits: 3

Term(s) Typically Offered: Offered Winter, Spring&Summer

Enrollment is limited to Graduate level students.

**SPED 646 - Assessment and Evaluation**

This course is designed to provide graduate students with the skills and knowledge necessary to conduct educational assessment of diverse students and interpret assessment results in order to plan an educational program (i.e., determine eligibility and develop an individualized education program). The course will provide graduate students with an understanding of the assessment process; an understanding of the assessment procedures and terminology; the ability to interpret selected assessment instruments; and the skills needed to create, modify, and/or adapt assessments.

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

**SPED 647 - Transition for Persons with Disabilities**

This course is designed to offer graduate students enrolled in the Masters in Special Education Certification Program an understanding of what services are required, needed, and available to adults with disabilities through local community agencies. Major developmental needs and philosophical approaches provided by various community agencies will be explored. The course is based on a life-cycle approach using a Self-Determination Model to track the exceptional person as they begin the transition from secondary education in the world of work, adulthood and their elderly years. The course will examine recent social issues such as choice, individual control, dignity/respect and vocational programs that have dramatically altered the lives of exceptional adults.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment is limited to Graduate level students.

**SPED 648 - Clinical Practicum in Special Education**

The practicum is designed to extend the student's professional preparation beyond the resources of the college to include the resources of the community and region. The practicum is intended to permit the graduate student to engage in supervised professional activities in selected cooperating community agencies and resources.

Credits: 3

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to Graduate level students.

**SPED 653 - Emerging Web Technologies and Learning**

Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 659 - Issues and Ethics in Online Teaching**

Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 660 - Basic Behavior Principles**

This course is an introduction to behavior analysis. Everyday behavior is examined as a part of the natural world and behavior change is explained by behavioral principles derived from scientific research. Students will have many opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and will get some practice in implementing those procedures. Principles and procedures included in the course content are reinforcement, extinction, differential reinforcement, punishment, discrimination training, generalization, shaping, fading, and programming. Classical conditioning, conditioned reinforcement, schedules of reinforcement, behavioral definitions, reliability and direct observation are also addressed.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 661 - Techniques in Applied Behavior Analysis**

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 663 - Ethical Issues in the Science and Practice of Behavior Analysis**

The purpose of this course is to provide students with an ethical framework in which to provide both applied behavior analytic services and positive behavior support services. Behavior Analysts work in a variety of settings, but the ethical standards remain constant. However, due to the various settings Behavior Analysts must recognize how to generalize those ethical guidelines within that context. Students in this course will examine the Behavior Analyst Certification Board (BACB) Guidelines for Responsible Conduct in the context of: (a) responsible conduct; (b) responsibility towards clients, (c) assessing behavior, (d) providing treatment, (e) acting as a teacher and/or supervisor, (f) conduct in their workplace, (g) their ethical responsibility to the field of behavior analysis, (h) their responsibility to colleagues, (i) their ethical responsibility to society, and (j) research. In addition, students will analyze those guidelines relative to how they address the principles of improving problem behavior by making it irrelevant, ineffective, and inefficient. Students will also become familiar with potential disciplinary possibilities through the BACB (Professional Disciplinary and Ethical Standards). Finally, students will also examine evidence-based practices and how they apply to their application of behavior analytic treatment. Throughout the course students will be guided through a process of examining ethical dilemmas and deciding how those dilemmas might be addressed in relation to the ethical guidelines in their professional field, including risk assessment. Students will access information through the texts, position papers, research review, online information, review and development of case studies, and discussions with behavior analysts.

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 664 - Issues in the Behavioral Treatment of Autism**

This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach the students techniques in the behavioral treatment of autism but, rather, to provide a professional context for understanding some of the history, content, and complexities of behavioral interventions. A majority of the information presented and discussed falls under the umbrella of the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have had training and experience in behavior analysis. This course is divided into three sections 1) Understanding the treatment of autism and scientific evidence, 2) Designing autism interventions across the lifespan, and 3) Creating systems that support successful interventions in autism.

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup>  
<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 665 - Research in ABA**

Single subject design methodology has developed primarily within the field of behavior analysis but has wider application beyond that theoretical orientation. It represents an intervention-oriented methodology that is idiographic in nature, requires frequent measurement of the dependent variable, and employs replications within and across participants. In addition, single subject design studies frequently use direct observational methodology as the dependent variable. In this course, we will begin with an overview of single subject design research methods and their application within special education. We will next examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology will be discussed.

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup>  
 and SPED 664<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 666 - Practicum in applied Behavior Analysis I**

The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com). The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup>  
 and SPED 664<sup>B</sup> and SPED 665<sup>B</sup> and SPED 602<sup>C</sup> and SPED 611<sup>C</sup> and  
 SPED 640<sup>C</sup> and SPED 643<sup>C</sup> and (SPED 645<sup>C</sup> or SPED 647<sup>C</sup>)

<sup>B</sup> Requires minimum grade of B.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 667 - Practicum in Applied Behavior Analysis II**

The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com). The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup>  
 and SPED 664<sup>B</sup> and SPED 665<sup>B</sup> and SPED 666<sup>B</sup> and SPED 602<sup>C</sup>  
 and SPED 611<sup>C</sup> and SPED 640<sup>C</sup> and SPED 643<sup>C</sup> and (SPED 645<sup>C</sup> or  
 SPED 647<sup>C</sup>)

<sup>B</sup> Requires minimum grade of B.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 668 - Thesis in ABA**

This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach the students techniques in the behavioral treatment of autism but, rather, to provide a professional context for understanding some of the history, content, and complexities of behavioral interventions. A majority of the information presented and discussed falls under the umbrella of the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have had training and experience in behavior analysis. This course is divided into three sections 1) Understanding the treatment of autism and scientific evidence, 2) Designing autism interventions across the lifespan, and 3) Creating systems that support successful interventions in autism.

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup> and SPED 665<sup>B</sup> and SPED 602<sup>C</sup> and SPED 611<sup>C</sup> and SPED 640<sup>C</sup> and SPED 643<sup>C</sup> and SPED 645<sup>C</sup> and SPED 647<sup>C</sup>

<sup>B</sup> Requires minimum grade of B.

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students with department of Special Education.

**SPED 669 - Applications in Applied Behavior Analysis**

This course is part of a series of courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB) and are based on the 4th edition task list as specified by the BACB.

Prerequisites: SPED 660<sup>C</sup> and (SPED 661<sup>C</sup> or SPED 861<sup>C</sup>)

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 687 - Integration of Web-based Technologies to Create Online Courses**

Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the program. The module is expected to be delivered to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Prerequisite: SPED 653<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one (face-to-face or online) or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 750 - School Supervision: Political and Community Leadership**

This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**SPED 754 - Practicum**

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Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**SPED 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.



**SPED 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 800 - Research Project**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPED 801 - Advanced Studies in 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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 802 - Special Education Foundations**

This course introduces the student to the physical, social, emotional and educational characteristics, incidence, prevalence and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the PK-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 805 - Legal Issues and Special Populations**

This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in Pennsylvania state legislation with particular emphasis on school practices in special education.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 806 - Assessment Methods in Special Education**

This course is designed to provide doctoral students with the skills and knowledge necessary to interpret educational assessments with an emphasis on planning educational programs. The course will provide students with practical knowledge of the assessment process to determine eligibility, placement and programming in special education. This course will provide an overview of common compliance issues relating to special education.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

**SPED 807 - Positive Classroom Interventions**

This course addresses symptoms and behavior patterns that signal disturbances in the psychological functioning of the individual. It will also deal with the meaning of this behavior in a school setting, at home, and with peers.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 808 - Applied Behavior Analysis Single-Subject Experimental Design II**

This course provides an in-depth review of applied behavior analytic techniques. It covers areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 841<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students in the College of Education college.

Enrollment limited to students with department of Special Education.

**SPED 809 - Transition Planning for Students with Disabilities**

This purpose of this course is to provide graduate students with an overview of interagency and community services and systems for adolescents and young adults with disabilities including an examination of relevant legislation and recommended practices related to person-centered transition planning including postsecondary education, employment, community participation and independent living. Emphasis is placed on theory and practice related to collaboration, systems change efforts in transition services, and state-of-the-art practices regarding supporting individuals in their lives.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 820 - Contemporary Issues in Special Education**

A study of basic conditions operating in the educational and psychological development of disabled children and the general problems these create in education. Methods, materials, personnel, and techniques are critically analyzed.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 841 - Applied Behavior Analysis/Single-Subject Experimental Design I**

In this course students will be provided an in-depth review of applied behavior analytic techniques including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. In addition, students will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. Students will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Education degree.

**SPED 842 - Program Development for Students with ASD**

Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 843 - Communication and Social Competency for Students with ASD**

This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 844 - Neuropsychiatric Disorders of Childhood**

This course will present students an opportunity to examine neuropsychiatric disorders of childhood found in the DSM-V. Specifically students will examine psychopathology associated with disruptive behavior disorders such as ADHD, Oppositional Defiant Disorder, Pediatric Bipolar Disorder, Conduct Disorder, etc. as well as internalizing behavior disorder such as subtypes of Anxiety Disorder, Eating Disorders, Depression, Elimination Disorders, etc. Students will research a group of disorders known as PANDAS (Pediatric Autoimmune Neuropsychiatric Disorders Associated with Strep Virus) and look at current brain research to determine possible causation of these disorders. An emphasis on psychopharmacology as one form of treatment will be explored as well as the role of the professional educator as part of a multi-modal treatment approach for children with mental health disorders.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 845 - Instructional Technologies for Exceptional Learners**

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help future special education administrators become familiar with instructional and assistive technology. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 850 - School Supervision: Community and Political Leadership**

This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 852 - 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.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 861 - Techniques in Applied Behavior Analysis**

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 660<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 865 - Research in ABA**

Single subject design methodology has developed primarily within the field of behavior analysis but has wider application beyond that theoretical orientation. It represents an intervention-oriented methodology that is idiographic in nature, requires frequent measurement of the dependent variable, and employs replications within and across participants. In addition, single subject design studies frequently use direct observational methodology as the dependent variable. In this course, we will begin with an overview of single subject design research methods and their application within special education. We will next examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology will be discussed.

Prerequisites: SPED 660<sup>B</sup> and SPED 661<sup>B</sup> and SPED 669<sup>B</sup> and SPED 663<sup>B</sup> and SPED 664<sup>B</sup>

<sup>B</sup> Requires minimum grade of B.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 869 - Applications in Applied Behavior Analysis**

This course is part of a series of courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB) and are based on the 4th edition task list as specified by the BACB.

Prerequisites: SPED 660<sup>C</sup> and (SPED 661<sup>C</sup> or SPED 861<sup>C</sup>)

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate or Post Baccalaureate level students.

Enrollment limited to students in a Doctor of Education or Master of Education degrees.

Enrollment limited to students with department of Special Education.

**SPED 881 - Dissertation Seminar**

Dissertation Seminar is intended to assist doctoral students in the preparation of a dissertation proposal and to facilitate the transition from course work to dissertation. The purpose of this course is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy and drafting of framing chapters. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. The chief task is to draft complete framing chapters, giving a full description of the motivation for the project and the research strategy.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 888 - Extended Dissertation**

The doctoral extended dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisites: SPED 881<sup>C</sup> and SPED 899<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Enrollment limited to students in the EDD 9DSE program.

**SPED 890 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 895 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 897 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 898 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

**SPED 899 - Dissertation**

The doctoral dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisite: SPED 881<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 1-12

Term(s) Typically Offered: Offered Fall, Spring, & Summer

Enrollment limited to students in the EDD 9DSE program.

## Sport Management (SPMT)

**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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SPMT 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SPMT 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**SPMT 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 669 - Sociocultural Aspects of Sport Management**

The major emphasis of this course is on sport in North America. Informed by some basic ideas from sociology, the course examines how sport socializes young people and adults and considers the role of sport in perpetuating and dismantling gender, race and class inequalities. Additionally, the course considers social, economic, political and cultural issues involved with viewing and participating in sport.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 696 - Sport Governance**

The major emphasis of this course is on governance issues in the sport industry. Informed by basic concepts developed in other classes, the course examines how governing bodies function in the sport industry.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 700 - Independent Study**

With the prior approval of the student's advisor and the written approval of the sponsoring professor, a student may pursue an individual project especially suited to meet the student's interests and needs. A topic may receive from one to three semester hours credit. A student may enroll in separate Independent Studies (different topics of study) up to a total of six semester hour credit. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 769 - Current Issues in Sport Management**

The major emphasis of this course is on current global issues in the sport industry. Informed by basic concepts developed in other classes, the course examines how current issues in sport are based on historical decisions, and how these decisions impact the current and future role of the sport industry.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 779 - Sport Marketing Research**

This course is designed to provide the student with the basic knowledge and understanding of promotional, marketing and fund-raising considerations of sport organizations. It will offer a thorough understanding of the key concepts, principles and procedures as related to sport promotions and fund-raising. The course will attempt to provide guidelines for organizing successful promotional, marketing and fund-raising events.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.



**SPMT 786 - Legal Liability in Sport and Sport Facilities**

This is a graduate level course relating to the application of constitutional law, contract law, and tort law to the sport industry. The course will also provide a legal framework concerning negligence, liability, and risk management issues pertaining to the venues where sport/entertainment takes place.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**SPMT 794 - Management & Ethics**

The major emphasis of this course is on the management of sport organizations and ethical issues within the sport industry. Information presented in this course will examine managerial and ethical theories, management functions, styles, skills, roles and principles. Through practical application exercises, the student will apply managerial and ethical theories, principles as well as concepts of management. Ultimately, the student will develop essential managerial competencies and skills for ethical decision making appropriate for today's complicated and complex sport industry.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 795 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**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.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**SPMT 800 - Thesis**

Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

## Statistics (STAT)

**STAT 590 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**STAT 595 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 598 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 603 - Statistical Methods**

Statistical methods such as descriptive statistics, probability, Central Limit Theorem, probability distributions, statistical inference, hypothesis testing, Analysis of Variance (ANOVA), nonparametric methods and Linear regression will be covered. These topics may be taught using health/public health/epidemiology examples as well as applications to business, engineering and finance.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**STAT 630 - Regression Methods**

Regression methods including simple linear regression, multiple linear regression, logistic regression, survival analysis, repeated measures, principal component analysis and inferential statistics applied to regression models.

Corequisite(s): STAT 603

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

**STAT 656 - Statistical Computing**

Computational data analysis is an essential part of modern statistics. Topics concerning computing and advanced statistics will be covered. Statistical analysis packages (such as SAS R, and SPSS) will be discussed and compared. Background information and computational issues in various areas of statistics will be included.

Prerequisite: STAT 630<sup>C</sup>

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Winter Terms

Enrollment is limited to Graduate level students.

**STAT 660 - Advanced Statistical Methods**

Statistics is used in computer algorithms (machine learning) to enhance computer decision-making and prediction capabilities. This course will cover a wide variety of topics in statistical learning methods. Major statistical methods used in machine learning such as linear regression, survival analysis and others will be discussed. Additional topics include unsupervised learning and supervised techniques such as principal component analysis, nearest neighbor, random forest, support vector machines and neural networks. Simulation methods, such as the EM algorithm, Metropolis-Hasting algorithm and the Markov Chain Monte Carlo method will also be discussed.

Prerequisites: STAT 630<sup>C</sup> and STAT 656<sup>\*C</sup> (may be taken concurrently).

<sup>C</sup> Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**STAT 668 - Decision Theory**

An introduction to decision theory applied to complex and dynamic business, industry and health care problems. Topics include multi-criteria decision theory, Bayesian decision theory, decision analysis under uncertainty and risk, simulation, utility theory, decision trees, analytic hierarchy process, marginal analysis, choice functions, forecasting models and ethics and social responsibility in decision making. Applications to business, engineering, health care, supply chain management, quality control, inventory control, etc. Appropriate software tools for decision theory.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 672 - Forecasting and Time Series**

An introduction to creating, solving, analyzing and interpreting real-world time-series and forecasting models. Topics include linear, autoregressive, moving average and other forecasting and time-series techniques, transfer functions, multivariate model building, stationary and nonstationary techniques. Applications may include all areas where forecasting is required including transportation, finance, scheduling, networks and supply chains. Appropriate software tools for analyzing forecasting models including software such as SAS and spreadsheet software will be taught.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

**STAT 690 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

**STAT 695 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 698 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 700 - Independent Study**

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 790 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

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Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

**STAT 798 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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## Slippery Rock University Faculty

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M.S., Mosul University  
B.S., Mosul University

**Philip VanOuse**

Instructor  
Music  
M.M., Carnegie Mellon University  
B.M., Cincinnati College

**John Vera**

Instructor  
Music  
M.M., Mannes College  
B.M., Southern Methodist University

**Steven Verba**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., Slippery Rock University

**Linda Veronie**

Assistant Professor  
Psychology  
Ph.D., Kent State University  
M.A., Oklahoma City University  
B.A., University of Toledo

**Lindsay Viatori**

Assistant Professor  
Dance  
M.F.A., University of Iowa  
B.F.A., University of North Carolina School of the Arts

## W

**Linda Wagner-Pine**

Instructor  
Secondary Ed/Foundations Ed  
M.Ed., Slippery Rock University  
B.Ed., Slippery Rock University

**Abdullah Wahbeh**

Assistant Professor  
Computer Science  
D.S., Dakota State University  
M.S., Dakota State University  
M.S., Yarmouk University  
B.S., Yarmouk University

**Theresa Wajda Soltis**

Professor  
Management & Marketing  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

**Christophas Walker**

Assistant Professor  
Public Health & Social Work  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

**Mary Walsh**

Associate Professor  
Elementary Ed/Early Childhood

Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

**Jialing Wang**

Associate Professor  
Geography, Geology & Environm  
Ph.D., Florida State University  
M.M.S., Nanjing University (China)  
B.S., Nanjing University (China)

**Xintong Wang**

Assistant Professor  
Accounting, Economics & Finance  
Ph.D., SUNY at Binghamton  
M.A., SUNY at Binghamton  
B.A., Nankai University

**Paul Webster**

Instructor  
Homeland/Corporate Sec Studies

**Xinchao Wei**

Professor  
Physics and Engineering  
Ph.D., West Virginia University  
M.S., West Virginia University  
M.S., Northeastern University  
B.S., Northeastern University

**Deborah Wells**

Professor  
Elementary Ed/Early Childhood  
Ph.D., Arizona State University  
M.Ed., Auburn University  
B.S., Auburn University  
B.A., Auburn University

**Judy Werner**

Associate Professor  
Elementary Ed/Early Childhood  
Ph.D., University of South Carolina  
M.Ed., Queens College  
B.A., Michigan State University

**Breanne Westendorf**

Assistant Professor  
Physician Assistant Studies  
M.P.A., Chatham University  
B.S., Slippery Rock University of PA

**Barbara Westman**

Professor  
Art  
M.F.A., Academy of Fine Arts-Poland  
B.A., Schola Posnaniensis/School of Applied Art

**Carlis White**

Associate Professor  
History  
Ph.D., University of Illinois  
M.A., University of Illinois  
M.D., Southern Baptist Theological Seminary

B.A., Johnson Bible College

**Frederick White**

Associate Professor  
English  
Ph.D., University of California at Los Angeles  
M.A., Azusa Pacific University  
B.A., Azusa Pacific University

**Krista White**

Instructor  
English  
M.A., Youngstown State University  
B.A., Youngstown State University

**Deborah Whitfield**

Professor  
Computer Science  
Ph.D., University of Pittsburgh  
M.S., University of Pittsburgh  
B.S., Youngstown State University

**Jennifer Willford**

Associate Professor  
Psychology  
Ph.D., University of Kentucky  
M.S., University of Kentucky  
B.S., Muskingum College

**Adelle Williams**

Professor  
Public Health & Social Work  
Ph.D., University of Pittsburgh  
M.Ed., University of Pittsburgh  
B.A., University of Pittsburgh

**Jacqueline Williams**

Associate Professor  
Exercise & Rehabilitative Sci  
Ph.D., University of Idaho  
M.S., Central Washington University  
B.S., Minnesota State University

**Sarah Williams**

Instructor  
Modern Languages & Cultures  
M.A., University of Southern California  
B.A., University of Pittsburgh

**Timothi Williams**

Instructor  
Music  
M.M., Penn State University  
B.M., West Liberty University

**Brian Wisneski**

Instructor  
Homeland/Corporate Sec Studies  
Ed.D., Creighton University  
M.S., Boston University  
B.A., Spring Arbor University

**X**

**Liang Xu**

Associate Professor  
 Management & Marketing  
 Ph.D., University of Missouri  
 M.B.A., University of Missouri  
 E.E., Nanjing Institute of Technology

## Y

### **Junko Yamamoto**

Associate Professor  
 Secondary Ed/Foundations Ed  
 Ed.D., Duquesne University  
 M.P.A., University of Pittsburgh  
 B.A., University of Japan

### **Amanda Young**

Assistant Professor  
 Physical and Health Education  
 Ph.D., Texas Christian University  
 M.S., Texas Christian University  
 B.S., Texas Christian University

## Z

### **Linda Zane**

Professor  
 Elementary Ed/Early Childhood  
 Ed.D., Duquesne University  
 M.A., University of Pittsburgh  
 B.S., University of Pittsburgh

### **Alessia Zanin Yost**

Instructor  
 Library  
 M.L.I.S., San Jose State University  
 M.A., University of California Davis  
 B.A., California State University

### **Donald Zapien**

Professor  
 Chemistry  
 Ph.D., University of California at Santa Barbara  
 B.S., University of Santa Clara

### **Matthew Zarit**

Instructor  
 Political Science  
 Ph.D., University of Pittsburgh  
 M.A., University of Pittsburgh  
 M.S., Carnegie Mellon University  
 B.A., Syracuse University

### **Terry Zeigler**

Instructor  
 Healthcare Adm & Info Systems  
 M.S., University of Maryland  
 B.S., Penn State University

### **Mark Zeltner**

Associate Professor  
 Strategic Comm and Media  
 Ph.D., University of Missouri at Columbia  
 M.A., University of Tulsa  
 B.S., Northwest Missouri State University

### **Shawn Zeffoss**

Instructor  
 Criminology & Criminal Justice

### **Jun Zhang**

Associate Professor  
 Physics and Engineering  
 Ph.D., Old Dominion University  
 M.S., Nanchang University  
 B.S., Nanchang University

### **Hongbo Zhou**

Associate Professor  
 Computer Science  
 Ph.D., Michigan State University  
 M.S., Xi'an Jiaotong University (China)  
 B.S., Xi'an Jiaotong University (China)

### **Michael Zieg**

Professor  
 Geography, Geology & Environm  
 Ph.D., John Hopkins University  
 M.A., John Hopkins University  
 B.S., Michigan State University

### **Traci Zillifro**

Professor  
 Physical and Health Education  
 Ph.D., Pennsylvania State University  
 M.A., Edinboro State University  
 B.S., Kent State University

### **Susan Zirpoli**

Assistant Professor  
 Chemistry  
 Ph.D., Pennsylvania State University  
 B.A., Franklin and Marshall College

## Faculty/Administrative Emeriti

## A

### **Richard Altenbaugh**

Secondary Ed/Foundations Ed

### **Henry Anna**

Government & Public Affairs

### **Patricia Archibald**

Biology

### **Robert Arnhold**

Physical and Health Education

## B

### **Deborah Baker**

University Advancement

### **Elliott Baker**

Acad. Records & Registration

### **Stephen Banjak**

Physical and Health Education

### **William Barnett**

Strategic Comm and Media

**Nancy Barta-Smith**  
English

**Francis Bires**  
McKeever Center

**Paul Black**  
Secondary Ed/Foundations Ed

**William Boggs**  
English

**Bruce Boliver**  
Hospitality & Tourism Manage

**Robert Bost**  
Special Education

**Kathleen Boykin**  
Modern Languages & Cultures

**Roberta Braden**  
Physical and Health Education

**Frances Brannon**  
Physical and Health Education

**Bernice Brown**  
Elementary Ed/Early Childhood

**Beverly Buchert**  
Elementary Ed/Early Childhood

**Edwin Buchert**  
Geography, Geology & Environm

**John Burtch**  
Elementary Ed/Early Childhood

**Kent Bushnell**  
Geography, Geology & Environm

## C

**Hannah Case**  
Modern Languages & Cultures

**Wilma Cavill**  
Safety Management

**William Chapman**  
Geography, Geology & Environm

**Shium Chen**  
Counseling & Educational Psychology

**Gerald Chesin**  
Curriculum & Instruction

**Jerry Chmielewski**  
Biology

**Larry Cobb**  
Government & Public Affairs

**Louis Como**

Library

**Joan Condrary**  
English

**Michael Conlon**  
Computer Science

**Cornelius Cosgrove**  
English

**Robert Crafton**  
English

**John Craig**  
History

**J Crayne**  
Art

**David Culp**  
School of Business

## D

**Thomas Daddesio**  
Modern Languages & Cultures

**David Dailey**  
Computer Science

**Maryann Dailey**  
Nursing

**Robert Davis**  
Geography, Geology & Environm

**Carmine Decarlo**  
Elementary Ed/Early Childhood

**Michael Detlefsen**  
Mathematics & Statistics

**Cynthia Dillon**  
Academic Affairs

**Diana Dreyer**  
English

**Sherry Dupont**  
Elementary Ed/Early Childhood

**Daniel Dziubek**  
Parks and Recreation

## E

**William Elliott**  
Administrative Affairs

## F

**Hans Fellner**  
Physics

**Susan Ferrandiz**  
Library

**Richard Findler**  
Philosophy

**George Force**  
Government & Public Affairs

**Bernard Freydberg**  
Philosophy

## G

**Thomas Gaither**  
Biology

**Stephen Glinsky**  
Modern Languages & Cultures

**Anita Gorman**  
English

**Gary Grabner**  
Mathematics & Statistics

**Anne Griffiths**  
College of Health & Human Services

## H

**Jean Hamilton**  
Physical and Health Education

**Susan Hannam**  
College of Health, Environment & Science

**Kenneth Harris**  
Theatre

**James Hathaway**  
Geography, Geology & Environm

**Stephen Hawk**  
Music

**Francis Hensler**  
Information Technology

**Susan Herman**  
Exercise & Rehabilitative Sci

**William Herman**  
Physical and Health Education

**Jay Hertzog**  
College of Education

**John Hicks**  
Elementary Ed/Early Childhood

**George Highland**  
Physics

**Robert Hinds**  
Geography, Geology & Environm

**William Hotchkiss**  
Physical and Health Education

**James Hughes**

Geography, Geology & Environm

**Frank Hulick**  
Computer Science

## J

**Patricia Johnson**  
Secondary Ed/Foundations Ed

**Stanley Johnson**  
Parks and Recreation

**Diana Jones**  
Nursing

**Sharadchandra Joshi**  
Computer Science

## K

**Thomas Kandl**  
Elementary Ed/Early Childhood

**Brian Kearney**  
Physics

**Bradley Keith**  
Physical and Health Education

**Donald Kelly**  
History

**Stanley Kendziorski**  
Allied Health

**Ahmad Khalili**  
Interdisciplinary Programs

**Maribeth Knaub**  
Music

**Theodore Kneupper**  
Philosophy

**Akiko Kotani**  
Art

**Parameswar Krishnakumar**  
Management & Marketing

## L

**James Laux**  
Strategic Comm and Media

**Jeffrey Lehman**  
Secondary Ed/Foundations Ed

**Henry Lenz**  
Secondary Ed/Foundations Ed

**Ruth Leo**  
Nursing

**Ann Liedel-Rice**  
Elementary Ed/Early Childhood



**William Lindgren**  
Mathematics & Statistics

**Lawrence Lowing**  
Allied Health

**Paul Lueken**  
Athletics

## M

**Francis Manfredi**  
Special Education

**Srinivasa Mani**  
Professional Study&Inter Prgms

**Joseph Marks**  
Developmental Programs

**Richard Martin**  
Political Science

**Clair McClure**  
Mathematics & Statistics

**Mary McKay**  
Elementary Ed/Early Childhood

**Joanne McKeag**  
Physical and Health Education

**Barbara McNeal**  
English

**Donald Megnin**  
Political Science

**James Mennell**  
History

**George Mihalik**  
Safety Management

**Carl Miller**  
Information Technology

**Pamela Miller**  
Elementary Ed/Early Childhood

**Catherine Morsink**  
College of Education

**Richard Myers**  
Special Education

**Karin Myers-Tillotson**  
Secondary Ed/Foundations Ed

## N

**Ramona Nelson**  
Nursing

**John Nichols**  
History

**Abbas Noorbakhsh**

School of Business

**Joseph Normand**  
Strategic Comm and Media

## O

**Chester O'Bannon**  
Music

**William Oman**  
Philosophy

**Monica Ondrusko**  
Special Education

**Bruce Orvis**  
Management & Marketing

## P

**Nicholas Papanikolaou**  
Chemistry

**Leona Parascenzo**  
Nursing

**Mary Paul**  
Elementary Ed/Early Childhood

**Gary Pechar**  
Exercise & Rehabilitative Sci

**Joyce Penrose**  
Nursing

**Rachela Permenter**  
English

**William Polk**  
Elementary Ed/Early Childhood

**Charles Porter**  
Counseling & Educational Psychology

**Fred Powell**  
Physical and Health Education

**Carolyn Prorok**  
Geography, Geology & Environm

## R

**Herb Reinhard**  
President

**Charles Rice**  
Elementary Ed/Early Childhood

**Joseph Riggs**  
Strategic Comm and Media

**Melinda Ristvey**  
Modern Languages & Cultures

**Paul Rizza**  
Sociology, Anthropology & Social Work

**Carolyn Rizza**  
Geography, Geology & Environm

**F Rose**  
History

**Larry Rotge**  
History

**Bruce Russell**  
College of Business

**S**  
**Lucy Sack**  
Dance

**Robert Sattler**  
Special Education

**W Sayre**  
Chemistry

**Claire Schmieler**  
Health Services

**Jane Scott Cleary**  
Library

**Charles Shaw**  
History

**Robert Shrader**  
Physical and Health Education

**Charles Shultz**  
Geography, Geology & Environm

**William Sigmund**  
Biology

**Esther Skirboll**  
Sociology, Anthropology and Social Work

**Robert Smith**  
President

**Nanette Solomon**  
Music

**Donald Stauffer**  
Special Education

**Stacey Steele**  
Music

**Terry Steele**  
Music

**Carolyn Steglich**  
Biology

**Thomas Stewart**  
Strategic Comm and Media

**Michael Stowe**  
Sociology, Anthropology & Social Work

**K James Strickland**  
English

**Kathleen Strickland**  
College of Education

**Constantine Stroumbakis**  
Secondary Ed/Foundations Ed

**Wendy Stuhldreher**  
Public Health & Social Work

**Valerie Swarts**  
Strategic Comm and Media

**T**  
**Frederick Tannery**  
School of Business

**David Taylor**  
Chemistry

**Rhoda Taylor**  
Biology

**William Taylor**  
Sociology, Anthropology & Social Work

**Charles Tichy**  
Modern Languages & Cultures

**Frank Treccase**  
Modern Languages & Cultures

**Eva Tsuquiashi-Daddesio**  
College of Liberal Arts

**Genevieve Tvrdik**  
Biology

**V**  
**David Valentine**  
School of Business

**Mary Vetere**  
Elementary Ed/Early Childhood

**Paulette Viola**  
Parks and Recreation

**Hubert Voltz**  
Mathematics & Statistics

**W**  
**Raymond Wallace**  
Theatre

**Frances Walsh**  
Elementary Ed/Early Childhood

**Amy Walters**  
Strategic Comm and Media

**Albert Ward**

Geography, Geology & Environm

**Robert Watson**

Student Affairs

**Gene Wilhelm**

Sociology, Anthropology & Social Work

**A Williams**

Elementary Ed/Early Childhood

**William Williams**

Academic Affairs

## Z

**Patricia Zimmerman**

Physical and Health Education

## Financial Aid and Scholarships

**Office:** 107 Maltby Center

**Phone:** 724-738-2044

**Email:** financial.aid@sru.edu

The Office of Financial Aid and Scholarships is responsible for the coordination of sources of financial assistance for graduate students at Slippery Rock University. Graduate students who plan to attend Slippery Rock University may be eligible for various types of financial aid. If a student interested in obtaining a graduate degree needs financial assistance, the possibilities for a graduate assistantship, part-time employment and/or a loan should be considered. For more information, please visit the Financial Aid Office at 107 Maltby Center, or visit the Financial Aid Office (<https://www.sru.edu/admissions/financial-aid/>) website.

## Graduate Enrollment - Full-Time and Part-Time Status (based on financial guidelines)

For financial aid purposes including scholarships, your enrollment will be defined as:

- Half-Time = 3-6 credits
- Full-Time = 6 credits or above

Definitions for academic programs may vary. If you have questions about financial aid, please contact the Financial Aid Office.

## Graduate Admission

A student desiring to take graduate courses must apply for admission through the Office of Graduate Admissions. Applications for admission are available online at [www.sru.edu/graduate](http://www.sru.edu/graduate) (<http://www.sru.edu/graduate/>). To be eligible for admission to a graduate degree program, a student must have completed the requirements for a bachelor's degree at an accredited college or university. Admission to graduate studies is a rolling admission process, though some programs of study vary. Applicants should review specific programs of study for details.

An application for admission to graduate study for degree, certification, or certificates includes:

- A completed online application form, which can be found at [www.sru.edu/graduate](http://www.sru.edu/graduate) (<http://www.sru.edu/graduate/>).
- Official transcripts sent directly, by mail or electronically, from each institution of all graduate and undergraduate work taken at colleges and/or universities other than Slippery Rock University.
- Payment of the non-refundable application fee except for transient student applicants and non-degree applicants.
- Official scores from the specific degree program's approved standardized test, if required. See individual programs for admission criteria or contact the Office of Graduate Admissions.
- Additional criteria for specific programs of study (please refer to program fact sheet and website for information).

Credentials submitted in support of an application for admission become the property of the university and will not be returned.

Admission to graduate study is governed by policies recommended by the Graduate Council and approved by the President. Admission to graduate studies does not constitute admission to a degree program. A student may be admitted to graduate study unconditionally, conditionally, or as a non-degree student. Upon acceptance to degree graduate studies, students are assigned a graduate adviser. It is the responsibility of the adviser to answer program specific questions and advise students on the graduate program. It is the responsibility of the student to contact his/her adviser prior to beginning, and throughout their program of study, to program plan and from time to time thereafter, to report on their progress. The final responsibility for meeting all degree requirements rests with the student (See Admission to Degree Candidacy).

## Unconditional Admission

An applicant who holds a baccalaureate degree from an accredited institution, has earned an undergraduate grade point average of 2.750 based on a 4.000 scale, meets the standards established for the specific degree program's approved standardized test, and other established admissions requirements may be admitted unconditionally to graduate studies. Programs leading to teacher certification require a minimum 2.8 GPA. Most graduate programs require a minimum undergraduate GPA of a 3.0 or higher. Please check the program admission requirements.

## Conditional Admission

An applicant who does not meet all standards for unconditional admission may be granted conditional admission upon recommendation of the appropriate departmental coordinator and approval of the director of Graduate Admissions. The student's initial admission letter will include requirements for achieving unconditional status.

## Special Admission SRU Undergraduate

Undergraduate students with 90 earned credits or more, enrolled in courses at Slippery Rock University, may register for up to two graduate courses each semester (maximum of 4 courses or 12 credits) upon recommendation of their adviser, appropriate department coordinator, and their dean. An instruction sheet and special application for graduate admission is available from the Office of Graduate Admissions or Office of Academic Records and Registration. Credits earned under this status will be recorded as part of a separate graduate level record and will not be used as part of the student's undergraduate record or degree requirements.

SRU seniors who wish to take a 500 level graduate course as part of their undergraduate degree should request information and an application

form from the Office of Academic Records and Registration, Room 107, Old Main Building.

## Non-Degree Admission

Students who wish to participate in graduate, non-degree coursework, for one semester may submit a completed non-degree application, and official college transcript(s) confirming an earned bachelor's or higher degree. No application fee is required and no financial aid is available.

Students may apply for this status more than once, but cannot exceed 12 credit hours under this status. Students who enroll as a non-degree student are not guaranteed enrollment into a degree program. A completed non-degree application is required for each session. In addition, not all graduate programs allow non-degree students to take graduate courses. Please check with the Office of Graduate Admission.

## International Admission.

Please see International Graduate Admissions (<http://www.sru.edu/academics/enrollment/graduate/Pages/GraduateInternationalStudents.aspx>) page for specific instructions on how to apply.

## Transfer Credit

A maximum of 12 semester hours of graduate coursework earned at other accredited institutions may be accepted for transfer to Slippery Rock University. In some programs, the maximum hours that may be transferred is less than 12 because a maximum of one-third of the program's required total credit hours may be taken at institutions other than Slippery Rock University. For example, in a 30 credit hour graduate program, no more than 10 credits may transfer. These credits must carry at least a "B" grade, and be approved by the appropriate graduate program coordinator and the Director of Graduate Admissions. Those grades received for courses other than Slippery Rock University's will be recorded but will not be included in the student's cumulative grade point average. Credits earned in extension courses and in off-campus centers of other institutions will be reviewed for acceptance. Transfer of credits from other institutions will be recommended by the graduate coordinator and be approved/disapproved by the Director of Graduate Admissions. No more than six semester hours shall be transferred from another institution after a student has been admitted to a graduate program at Slippery Rock University. Any request to transfer credits should be made in writing at the time of admission to graduate study.

## Transient Students from Another Institution

Students pursuing a graduate program at another accredited institution may enroll in graduate courses for the purpose of transferring the credits earned to that institution. Such students should complete and have signed the appropriate transient student approval form, available from the Graduate Admissions Office at:

1 Morrow Way  
105 North Hall Welcome Center  
Slippery Rock, PA 16057

## Transient Students Enrolled in a Degree Program at Slippery Rock University

Students enrolled in a graduate degree program at Slippery Rock University who wish to take courses elsewhere as part of their degree

should have a Graduate Transient Student Clearance Form (<https://www.sru.edu/admissions/graduate-admissions/graduate-forms/>) approved and signed by their adviser and coordinator. After completion of the course(s), an official transcript must be sent directly from that institution to the Office of Graduate Admission at Slippery Rock University in order to have the credit accepted and posted to the university record. (Note: Provided a grade of "B" or better is earned, the credits will be accepted by transfer to apply to the student's degree requirements at Slippery Rock. However, only quality points earned at Slippery Rock University will be used in computing the student's grade point average.) No more than 6 semester hours of transient credits shall be transferred from another institution after a student has been admitted to a graduate program at SRU.

## Auditing Courses

Auditing of graduate courses is authorized if class size permits. No credits of any kind may be earned by auditing. Auditors are classified as non-degree students and must pay the same tuition and fees charged to students enrolled in the class for credit.

## Campus Resources and Services

Each student is a person of dignity, worth and responsibility who has elected to attend the university for the purposes of attaining an education and to grow and mature through additional learning experiences outside of the classroom.

The goal of Academic and Student Affairs is to assist in the total development of each student by providing appropriate, life-centered educational programs and services. Primary concerns of the various departments focus on helping students to develop leadership skills, decision-making competencies, self-discipline, respect for others, skills of self-evaluation, and the learning and development of social responsibility and human relations skills.

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- Bailey Library (p. 361)
- Campus Recreation (p. 361)
- Career Education and Development (p. 361)
- Dining Services (AVI) (p. 362)
- Disability Services (p. 362)
- Global Engagement (p. 362)
- Grants and Sponsored Research (p. 363)
- Housing and Residence Life (p. 363)
- ID Office (p. 364)
- Inclusive Excellence (p. 364)
- Leadership Development Program (p. 364)
- Musical Organizations (p. 364)
- Off-Campus Housing (p. 364)
- Parking Office (p. 364)
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- President's Commissions (p. 365)
- Pride Center (p. 365)
- Publications (p. 365)
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- Women's Center (p. 367)

## Academic Honor Societies

Slippery Rock University offers a number of academic and professional honor societies (<https://www.sru.edu/life-at-sru/student-activities/clubs-and-organizations/honor-societies/>) that recognize students who excel academically, or in their leadership, within specific disciplines. Honor society membership provides opportunity to interact with other students with similar academic and professional interests, as well as a co-curricular experience to enhance professional development. Log into CORE (<http://sru.edu/core/>) to view a listing of SRU's active honor societies (<https://sru.campuslabs.com/engage/organizations/?categories=12980>). For more information contact the Office for Student Engagement and Leadership at 724-738-2092 or [leadership@sru.edu](mailto:leadership@sru.edu).

## Athletics

For information about the intercollegiate Athletics programs at SRU, please visit the Athletics Website (<https://rockathletics.com/>).

## Bailey Library

Bailey Library supports the mission of Slippery Rock University by developing collections and services that make the Library integral to the learning process, both within and beyond the classroom. The University has committed to an ongoing, multi-phased, renovation of Bailey Library to enhance the facility and better serve the needs of the 21st century academic student.

### Services and resources include (but are not limited to):

- Personal Librarians
- Holdings which include print and electronic books, government documents, print and electronic journals, newspapers, DVDs, audio books, archival records and special collections
- Group and individual learning spaces for scholarly work and recreational reading
- Interlibrary loan and document delivery services
- The Technology Learning Center (TLC)
- The Instructional Materials Center (IMC)
- University Archives and Special Collections Room

For specific details and information, visit the Bailey Library website at <http://www.sru.edu/academics/bailey-library> (<http://www.sru.edu/academics/bailey-library/>).

Library hours of operation are posted on the Bailey Library homepage (<http://tinyurl.com/z8g8vsq/>).

Bailey Library Faculty provide university faculty and students with research and reference services for all courses and subjects in the Academic Catalog. Information on how to contact them may be found on

the library website, or via Bailey Library's Ask A Librarian portal: <http://sru.libguides.com/aalportal> (<http://sru.libguides.com/aalportal/>).

### Bailey Library Contact Information

724-738-2058 (Main office)

## Campus Recreation

Campus Recreation facilities include the Aebersold Student Recreation Center (ARC), McFarland Outdoor Recreation Complex (MAC), Ski Lodge, Disc Golf Course, Campground, High Rope and Low Rope Courses. The ARC has a fitness center, 5 gymnasiums, indoor track, indoor climbing wall, swimming pool, group fitness studios, and pool patio. The MAC has 4 multi-purpose fields, 2 softball fields, and exterior lightning. The ski lodge has seating for 100 people and inside and outside fire pits. The campground has 6 sites with picnic tables and fire rings. These facilities are used for informal recreation and structured programming. Some of the major programs offered are personal training, group fitness, outdoor adventures, aquatics, intramurals, sport clubs, and REACH programming (high rope and low rope elements). For more information, please visit the Campus Recreation Website (<https://www.sru.edu/life-at-sru/health-and-wellness/campus-recreation/>).

## Career Education and Development

108 Bailey Library  
724-738-2028

**Director**  
John Rindy

**Associate Director**  
Renee Coyne

**Senior Career and Scholarship Coach**  
Jesse DeFazio

**Secretary**  
Lisa Theodorson

The Office of Career Education and Development encourages a four-year career development continuum so that students are developing professionally in their employment documents, their transferable skills, and their work related learning experiences, while they develop academically in the classroom. Ultimately, career staff members engage students in building their level of professionalism and self-knowledge, guiding them on a pathway to a meaningful and joy filled career. Basic services include major and career exploration, resumes, cover letters, interview preparation, graduate school applications, and professional network development. Extended support is available on topics such as personal budgets, understanding benefits, negotiating salary, relocating to a new area and understanding employment contracts. The career office also oversees the McKay Testing Center, a computer-based testing center which administers exams such as Praxis, MAT, and the GRE Subject tests. The career office provides access for all students to the Handshake career management system. Through Handshake students can schedule career appointments, register for the many job fairs and learning events led by the career team, search for full time jobs and internships, and search for on-campus jobs (which are managed by the Office of Payroll and Student Employment). The Office of Career Education and Development Website (<http://www.sru.edu/life-at-sru/>



career-education-and-development/) provides more details about services and staff.

## Dining Services (AVI)

The dining program at Slippery Rock University offers a variety of services throughout the campus for students and their guests. Food service is available at traditional locations 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). Booze Express is open 24/7 when school is in session.

**Weisenfluh Hall**, located across from the North Hall parking lot, features The Restaurants at Weisenfluh, developed to offer the campus community and guests an innovative and international dining experience. The four restaurant concepts offer Mexican and Pan-Asian cuisine, signature burgers, chicken sandwiches, fusion wraps, pub food, and healthier fast-food options. A coffee shop features a variety of pastries, specialty coffee drinks and smoothies. Dine in or purchase food to go. The facility provides lounge and table seating, wireless environment, student gathering spaces, and meeting rooms.

**Booze Dining Hall**, located on the lower end of campus, provides a variety of menu options in a restaurant-style atmosphere. Food stations with open kitchens offer made-to-order items along with home-style and international entrees, vegan/vegetarian and healthy choice options, deli and grille sandwiches, pizza and pasta, soup/salad, and a variety of desserts and beverages. A food intolerance line provides specialty items for those customers with food allergies/intolerances. This all-you-care-to-eat facility also features Booze Express a take-out option located in the lobby, special events, holiday celebrations, and monotony breakers.

**Robert M. Smith Student Center**, located on lower campus, houses the following food service operations:

- Starbucks - a full-service store featuring breakfast items, pastries, sandwiches, Starbucks full beverage line, and merchandise.
- Rocky's - a food court offering Mexican cuisine, pizza/pasta, wraps, chopped salads, hoagies, and grab-n-go items.
- Quaker Steak & Lube - Western PA regional favorite, featuring their signature wings, burgers, and appetizers.

**T & B Naturally**, a coffee shop located in Bailey Library, features organic and fair-trade products, pastries and grab-n-go items. A walk-up window provides quick service for those students hurrying through the quad.

**Flatz at Watson Hall**, located in the residential village, offers a variety of to-go food items and beverages.

There are a number of meal plan options available to Slippery Rock University students. Students residing in a university-managed residence hall sign a housing/food service contract. Once signed, these become binding contracts. The only reason for exemption from the meal contract will be suspension or withdrawal from the university. Meal contracts are optional for off-campus/commuter students.

For more information, please visit [www.aviserves.com/sru](http://www.aviserves.com/sru) (<https://www.aviserves.com/sru/>).

## Disability Services

105 University Union  
724-738-4877

### Director, Office of Disability Services

Dr. Natalie E. Burick

### Assistant Director, Office of Disability Services

Kim Coffaro

### Secretary

Suzanne Sandrock

### Email

[disabilityservices@sru.edu](mailto:disabilityservices@sru.edu)

The Office of Disability Services provides accommodations and services to ensure equal access to education as intended by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA) for students with disabilities including but not limited to learning, physical, hearing, vision or psychological disabilities. At Slippery Rock University we want all students to achieve academic success and are interested in making every effort to accommodate and serve students with disabilities. To be eligible for services, appropriate documentation must be provided. Documentation may include medical diagnosis, psychological evaluations, etc. Upon acceptance to Slippery Rock, students with disabilities are encouraged to make an appointment with the Director to schedule a personal interview. Also, students wishing to receive accommodations can start by filling out the public request link at:

[https://sru-accommodate.symplicity.com/public\\_accommodation/](https://sru-accommodate.symplicity.com/public_accommodation/)

## Global Engagement

002 Spotts World Culture Building (Ground Floor)  
724-738-2057

Office for Global Engagement (<http://www.sru.edu/offices/global-engagement-office-for/>)

### Vision

The vision of the Office for Global Engagement is a Slippery Rock University community of students, faculty, staff, and alumni who see beyond national borders and cultural differences, embrace the rich diversity of the world for educational and personal growth, and contribute to the greater good of our global society.

### International Student Services

In recognition of the unique needs of students who are not US citizens/permanent residents, the Office for Global Engagement coordinates the recruitment, admission, and support services for international students such as orientation to the United States and Slippery Rock University; immigration and legal matters (documentation for visas, passport renewal, extensions of stay, travel and reentry, work permits, etc.); support for the International Club; course registration; cultural/academic/personal adjustment; and community liaison.

### Student Abroad Opportunities

Study abroad is available to all Slippery Rock University students varying in length from one week to one year. These opportunities offer students the chance to explore different educational systems, cultures, and ways of life, as well as, to foster personal growth, cultural enrichment and enhanced employment opportunities.

For more information about study abroad at SRU, please visit <https://www.sru.edu/academics/study-abroad> (<https://www.sru.edu/academics/study-abroad/>)

## Grants and Sponsored Research

Office: Old Main

Phone: 724-738-2045

Email: [grantsoffice@sru.edu](mailto:grantsoffice@sru.edu)

### Interim Director

Casey Hyatt

Research and scholarship are central features of any academic environment. At Slippery Rock University, faculty and students are active in a wide range of internally and externally funded projects that support the research, teaching and public service missions of the university. The Office of Grants, Research and Sponsored Programs (GRASP) is responsible for assisting faculty in the acquisition of external funding for scholarship, research, and other projects; representing the university in pre-award and award transactions with funding sponsors; acting as a liaison between project directors, sponsors, administration, and external groups; and assisting with post-award administration of grants and contracts to assure compliance with federal, state, and university directives. The office also provides the administrative oversight to the Institutional Review Board (IRB) for ethical implementation of research projects involving human subjects and the Institutional Animal Care and Use Committee (IACUC) to ensure that the animal housing, care, and use in research labs meets federal standards and guidelines.

For more information: Grants and Sponsored Research (<https://www.sru.edu/offices/grants-research-and-sponsored-programs/>)

## Housing and Residence Life

The philosophy of university residence halls at Slippery Rock University is educational and intended for student development that maintains that residence halls are not merely places to eat and sleep, but rather, communities in which students grow and develop. This development occurs in out-of-class learning experiences through participation in various activities assisting development at a personal, social and academic level. To achieve these objectives, the Residence Life staff offer opportunities to meet a wide variety of needs. Full-time professional staff members known as Assistant Directors of Residence Life supervise the on-campus residence halls. These Assistant Directors have a master's degree in college student personnel, counseling or related field. Additionally, each residence hall is staffed by a live-in Graduate Resident Director. These students, who are enrolled in graduate programs including Student Affairs in Higher Education, or other related program at SRU, reside in the residence hall and assist with the supervision of the Community Assistant staff. These Graduate Resident Directors are available to handle emergency situations because of their hall residency. Each residence hall floor section has a Community Assistant available to provide educational and social programs to assist in the operation of the facility, offer support for the residents, and be available for emergency purposes. These staff members are full time students who have been selected for their skills and ability to be academic and personal role models.

There are eight university-managed residence halls and one apartment complex, housing approximately 2,800 students. Six of the eight residence halls offer suite style housing with a variety of room styles. Each of the residential suite units provide in room bathroom facilities for the residents of that unit. The remaining two halls are traditional style with double and triple rooms and communal restroom facilities. All SRU residence hall and apartments are air-conditioned.

Residence hall rooms and apartments are furnished with beds, chairs, desks, and window covers (shades). The beds are supplied with a mattress only. Students furnish their own blankets, pillows, towels, bedspreads, dresser covers, pillowcases, and sheets. Students may bring their own drapes and other accessories to personalize their living environment. Self-service laundries are available in each apartment building and residence hall. Lounges and recreation areas are available in each hall. A refrigerator and microwave are provided in each of the residential suite style units (Building A-F; Rock Apartments). Common kitchens equipped with microwaves and oven is available in each of the residence halls for students to cook snacks.

Residence Life is responsible for housing students who select to live in a university-owned residence hall. All freshmen, except those who live with their parents or legal guardians within a reasonable commuting distance, are required to live on campus. While the University provides housing for non-traditional students, freshmen over the age of 21 may request permission to live off campus. All such requests must be sent in writing to the Office of Residence Life. The Housing Appeals Committee will review all requests. During the month of January, current students submit housing agreements for the following year. These materials are provided to all residence hall students

Slippery Rock University has a diverse student population living in university residences. Therefore, in compliance with the Pennsylvania Fair Education Practice Act, all residence assignments are made without regard to race, religion, color or national origin. Having accepted the Act, the university believes that a cross section of cultures provides a pluralistic community environment and exceptional opportunities for student development.

The Office of Residence Life provides seven living learning communities for residence hall students. These communities offer an opportunity for students to apply to live with other students who share similar interests and majors. Information regarding the living learning communities is provided along with housing agreement materials.

Students who reside in university-owned residence halls must contract to eat in the university dining facilities. No extensive cooking is permitted in the residence halls.

For Graduate students who wish to live on campus, we offer traditional halls and residential suites. In addition, we do hold 20 beds in our ROCK Apartment area specifically for graduate students. The ROCK Apartment has a full kitchen, shared bathroom area and 4 single bedrooms. The apartments are fully furnished and do not require students to have a meal plan.

Campus residence halls will be closed to all students during university vacation periods and also between summer sessions and semesters. All students will be expected to leave the residence halls no later than 24 hours after their last examination. A designated residence hall will be open for summer sessions. Break housing is made available for an extra per night fee for those who sign up during certain break periods (such as Thanksgiving and Spring Break).

Students must vacate their rooms within 12 hours of withdrawal from the university, unless written permission is received to remain for a longer time period.

The Housing and Residence Life staff is always pleased to offer help and assistance! Please visit our website (<https://www.sru.edu/life-at-sru/housing/>) for a variety of resources or find us on Facebook at

SRUResidenceLife. Our central office staff is available Monday-Friday 8:00AM-4:30PM to receive your call at 724.738.2082.

## ID Office

For information about the ID Office at SRU, please visit the ID Office Website (<https://www.sru.edu/offices/id-office/>).

## ID Cards

The SRU Rock ID card is your official Slippery Rock University photo identification card and more! It offers you a convenient, easy, and safe way to make purchases and utilize campus services. The SRU One Card is your meal card; library card and activity card all rolled into one. For those students living in a residence hall, it provides access to your building. The ID card is also used as identification for cashing checks at the SGA Bookstore or in town and to withdraw materials from the library. The ID Card Office is located in the University Union along with the Parking Office.

## Inclusive Excellence

The Office for Inclusive Excellence (OIE) serves as an impetus for positive interactions with all cultures while also providing academic and social support through diverse learning opportunities.

OIE is established in an understanding of diversity that welcomes people of all abilities, ages, ethnicities, genders, nationalities, races, religions, spiritual traditions, socio-economic classes, and sexual orientations. OIE consists of the student success coaches (<https://www.sru.edu/life-at-sru/diversity/inclusive-excellence/student-success-coaches/>), student transition programs (<https://www.sru.edu/life-at-sru/diversity/inclusive-excellence/jump-start/>), campus-wide diversity programming (<https://www.sru.edu/life-at-sru/diversity/inclusive-excellence/programs-and-workshops/>), Women's Center (<https://www.sru.edu/life-at-sru/diversity/womens-center/>), Pride Center (<https://www.sru.edu/life-at-sru/diversity/lgbtq/>) and the Veterans Center (<https://www.sru.edu/veterans/>).

Our goal is to practice inclusive excellence so that it is implemented and accomplished consistently throughout the institution.

### The Office for Inclusive Excellence:

- Provides mentoring and coaching designed to offer academic and social support, build individual capacity and self-efficacy, and connect students to the University community
- Creates opportunities for all students to explore and celebrate cultures and identities in a safe and supportive atmosphere
- Gives voice to the needs of students while teaching them to be positive advocates for change

### The Office for Inclusive Excellence has four primary concentrations:

1. Student Transitions
2. Mentoring
3. Inclusion
4. Advocacy

For more information on any areas of the Office for Inclusive Excellence, please visit us on the web at Office for Inclusive Excellence (<https://www.sru.edu/life-at-sru/diversity/inclusive-excellence/>).

## Leadership Development Program

Leadership Development Center

**Office:** 302 North Road, Slippery Rock, PA 16057

**Phone:** 724-738-4334

### Director

Erin Strain

SRU's Leadership Development Center (LDC) provides exceptional programs that engage students, faculty, staff, and community members through experiential learning opportunities. The staff at the LDC is comprised of both professional and student workers who bring a variety of expertise, knowledge, and diversity to our team. Programming at the LDC includes experience-based academic labs, student engagement, leadership & professional development workshops, and staff retreats, just to name a few! Each of these experiences is unique and customized for the groups we serve.

Our programming is complemented by our facilities: a 2,200 sq. ft. training center, a military designed leadership reaction course, a wooded leadership trail, and a 35' climbing tower and challenge course - with a zip line! As a resource to the entire campus and the greater Slippery Rock community, the LDC is here for your group. Lodging is also available in the summer.

## Musical Organizations

For information about the ensembles at SRU, please visit <https://www.sru.edu/academics/colleges-and-departments/cla/departments/music/music-ensembles> (<https://www.sru.edu/academics/colleges-and-departments/cla/departments/music/music-ensembles/>).

## Off-Campus Housing

Off-campus housing is available in privately owned apartment complexes, rooming houses and homes. The University does not inspect or approve off-campus housing. Housing within the borough of Slippery Rock must comply with the housing code for property maintenance of the borough, which sets legal standards for safety (sanitation, freedom of hazards, etc.) and livability (water, ventilation, heat, etc.). Housing in the township does not fall under the jurisdiction of the Slippery Rock Borough zoning laws, but it must meet minimal health standards as determined by Butler County.

In addition to this housing, a number of rooms and apartments are available in the community. Off-campus housing lists are available via [www.places4students.com](http://www.places4students.com) (<http://www.places4students.com>). Students who live off campus may contract to eat in the university dining facilities.

## Parking Office

For information about the Parking Office at SRU, please visit the Parking Office Website (<https://www.sru.edu/offices/parking/>).

## Preschool Child Care Center

The SRU/SGA Preschool and Child Care Center is a state licensed, nationally accredited non-profit program managed by the Student Government Association, Inc. of Slippery Rock University. Services are available for children age three to five of students, faculty, staff, and

members of the Slippery Rock community. Children through age 12 are welcome for before and after-school care and for summer programs.

The Center is licensed by the Pennsylvania Department of Human Services and Department of Education and is accredited by the National Association for the Education of Young Children. It is a Keystone Stars STAR 4 rated site. The Center is the recipient of the PA Pre-K Counts and Federal CCAMPIS grants which provide free or reduced preschool to children based on financial need. The CCAMPIS grant is only available to the children of University enrolled students. In 2016, the Center was approved as a child care provider for both the Child Care Aware and GSA Subsidy military fee assistance programs. The Center employs one Master's level Director, three Master's level Head Teachers, three Graduate Assistants, and several undergraduate students majoring in education.

The Center is located at 007 McKay Education Building, and is open from 7:00 a.m. to 6:00 p.m., Monday through Friday. Service is provided year round. To contact, please call 724-738-2102.

## President's Commissions

Slippery Rock University has the following Presidential Commissions:

- Commission for Disability Issues
- Commission for Racial and Ethnic Diversity
- Commission on Women
- Commission for Gender Identity & Expression and Sexual Orientation
- Commission on Wellness
- Commission on Sustainability
- Commission for Veterans and Military Affairs
- Commission for Mental Health

To view information about the President's Commissions at SRU, please visit the President's Commission website (<https://www.sru.edu/about/administration/office-of-the-president/presidents-commissions/>).

## Pride Center

For information about the Pride Center at SRU, please visit the Pride Center Website (<http://www.sru.edu/life-at-sru/diversity/lgbtq/>).

## Publications

### SLAB

SLAB is an award winning, nationally recognized literary magazine published by students from the English Department. SLAB publishes fiction, poetry, creative nonfiction, and graphic novel excerpts from established and emerging writers including winners of NEA Fellowships, Pushcart Prizes, and Eisner Awards. Staff members gain valuable publications experience in manuscript selection, editing, creative writing, and layout. Founded in 2005, SLAB receives funding through the Student Government Association. To view SLAB, please visit [slablitmag.org](http://www.slablitmag.org) (<http://www.slablitmag.org/>)

### The Rocket

The Rocket is the independent, student-run newspaper serving Slippery Rock University. The staff publishes digital content daily on [www.theonlinerocket.com](http://www.theonlinerocket.com) (<http://www.theonlinerocket.com/>) and print editions on a monthly basis. The Rocket produces award-winning news, sports, and feature content covering the campus community and

beyond, and serves as an outlet for student opinion through the editorial and letter-to-the-editor features. The Rocket provides an excellent experience for students whose career goals are in the areas of print, broadcast or converged journalism, social media, advertising, layout and design, and general digital content or news management.

## Radio and Television

### WSRU Radio

WSRU RADIO - 88.1 FM is a student-owned and student-operated NCE radio station serving the campus community. Its format consists of popular contemporary artists, rock and roll, progressive rock, music and concert news, special features and local, national, and international news and sports. WSRU operates at 100 watts serving the Slippery Rock area 24/7, 365 days a year. <https://wsrufm.wordpress.com/>

### WSRU-TV

The Maltby Converged Media Center is home to the student-run digital news team, WSRU-TV, and serves as an experiential learning environment for broadcast production courses offered from the Communication Department. The center features a multicamera studio space, control room, Mac-based editing bays, podcast stations and professionally maintained, state-of-the-art equipment that is updated regularly to meet industry standards. Students at the center gain hands-on experience in every phase of the production process and build their portfolios as they prepare for internships and careers in the media industry.

## Student Center and Conference Services

The mission of the Slippery Rock University Student Center and Conference Services department is to provide assistance to anyone seeking to hold an event on campus. Through our efforts, we create a welcoming community that fosters student learning and provides a valuable, regional resource.

- The Robert M. Smith Student Center is a community gathering space where we create opportunities for learning and engagement through informal interaction and programmed events. In addition to various lounges and meeting spaces, the following offices and services are located in the Robert M. Smith Student Center: Student Center Operations, Dining Services, Conference Services, PNC Bank, Electronic Technology Center, Starbucks, SGA Bookstore, Rocky's Food Court, Quaker Steak & Lube, and the Student Development Suite including Student Engagement & Leadership, Inclusive Excellence, Women's Center, Student Success, Cooperative Activities, Student Government Association, University Program Board, Pride Center, Veteran's Lounge and other student organization offices.
- Students are our primary stakeholders, yet we also aim to serve the needs of the university and the community through support for events and programs.
- We train and empower our student employees to think critically, solve problems, and engage positively with diverse constituents.
- We create experiences for youth and adults to utilize our facilities and services through summer camps and conferences leading to positive benefits for the campus.
- We create learning environments that are inclusive, accessible, adaptable, and equipped with appropriate technology for a variety of events.



The variety of event spaces makes Slippery Rock University the venue of choice for student, staff, faculty, and community members to hold meetings, workshops, banquets, weddings, conferences, summer camps, and other special events. For additional information, stop by the Student Center Information Desk or call 724-738-4926.

## Student Conduct

Slippery Rock University is an academic community in which there is mutual respect and trust of the persons who learn, teach, and work within it. Students of Slippery Rock University are entitled to certain rights and privileges which must be protected through fair and orderly processes and which are best safeguarded when each student acts responsibly. All students of the university community are equally entitled to the protection of the code of conduct. Students are expected to be familiar with the provisions of the Student Code of Conduct which is available at [www.sru.edu/studentconduct](http://www.sru.edu/studentconduct) (<http://www.sru.edu/studentconduct/>).

## Student Counseling Center

### Clinical Director

Dr. Ken Messina LPC

### Phone

724.738.2034

### Email

[scc@sru.edu](mailto:scc@sru.edu)

The Student Counseling Center (SCC) strives to facilitate the total development of students by reducing distress, enhancing mental health, well-being, quality of life, and supporting aspirations. Our primary focus is on providing brief, confidential counseling aimed at helping students to succeed academically and interpersonally. When students require mental health services that are beyond the role or scope of the SCC, we will make appropriate referrals to campus and community resources. See our website for services and contact information.

<https://www.sru.edu/life-at-sru/health-and-wellness/counseling-center>  
(<https://www.sru.edu/life-at-sru/health-and-wellness/counseling-center/>)

## Student Engagement and Leadership

The Office for Student Engagement and Leadership serves as the premier outlet for students to learn about and explore opportunities to connect with peers and engage in co-curricular and leadership experiences at SRU.

### Mission

The mission of the Office for Student Engagement & Leadership is to empower students in pursuit of their own developmental growth and achievements, through purposefully cultivated co-curricular opportunities and leadership experiences.

The Office for Student Engagement and Leadership oversees the following involvement areas:

- Student Organizations (<https://www.sru.edu/life-at-sru/student-activities/clubs-and-organizations/>)
- Fraternity and Sorority Life (<https://www.sru.edu/life-at-sru/student-activities/clubs-and-organizations/fraternity-and-sorority-life/>)
- Leadership Programs (<https://www.sru.edu/life-at-sru/student-activities/leadership-programs/>)

- Emerging Leadership Experience (<https://www.sru.edu/life-at-sru/student-activities/leadership-programs/emerging-leadership-experience/>)
- Student Government Association (<https://www.srsga.org/>)
- University Program Board (<https://www.srupb.com/>)
- Homecoming (<https://sru.campuslabs.com/engage/organization/homecoming/>)

## CORE

CORE is the University's online student engagement platform, and the ultimate way to Connect, Organize, Reflect, and Engage in leadership and involvement opportunities at SRU. Students can explore hundreds of ways to get involved at SRU. Students can learn about student organizations, find volunteer experiences, and discover leadership opportunities. They can also stay up-to-date with the latest happenings on campus through the Events Calendar and personal news feed. CORE also provides features for students to organize and manage their own involvement through a co-curricular transcript.

To learn more about the various involvement areas and what's happening on campus, log into CORE at [www.sru.edu/core](http://www.sru.edu/core) (<http://www.sru.edu/core/>), using your SRU username and password. For more information regarding the Office for Student Engagement and Leadership contact 724-738-2092 or [leadership@sru.edu](mailto:leadership@sru.edu).

## Student Health Services

For information about Student Health Services at SRU, please visit the Student Health Services Website (<https://www.sru.edu/offices/student-health-services/>).

## Student Support

For information about Student Support at SRU, please visit the Student Support Website (<http://www.sru.edu/life-at-sru/health-and-wellness/care-network/>).

## Theatre Productions

The Department of Theatre sponsors an active co-curricular program, and encourages students from across the university community to participate in productions. Each year, it presents a season of faculty-directed productions: a balance of Broadway hits, new plays, and classics of the world theatre. An additional lab theatre space allows students to direct and produce their own work as well.

Participation in the program is open to any interested student and is not confined to theatre majors. Auditions for productions are held throughout the academic year.

## University Advancement - Alumni Engagement

**Office:** Russell Wright Alumni House

**Phone:** 724-738-2018

**Email:** [alumni@sru.edu](mailto:alumni@sru.edu)

### Director

Kelly Bailey

### Secretary



Lisa Luntz

Slippery Rock University has more than 70,000 graduates living throughout the country. Alumni are encouraged to join the Slippery Rock University Alumni Association, a separately incorporated organization that is devoted to serving the university and its alumni.

The Slippery Rock University Alumni Association hosts several events in the region and across the country to engage alumni. A variety of benefits are associated with membership to the association, including discounts on insurance, partnerships with national travel partners and savings at campus entities including the SGA bookstore. Significantly, the Alumni Association manages and awards eighteen scholarships. Seventeen of the scholarships, the Alumni Association Scholarship, Past Presidents' Scholarship, the Madeline F. Stoops Scholarship, the the Nancy Angell/Hallie Dugan Smith Scholarship, the Eisaman Alumni Scholarship for sophomore students, the Maree McKay/ Esther Smiley Scholarships, the Carl and Norma Laughner Scholarship, the Maggie Meise Fellowship, the Watson Family Scholarship, Jeanne Powell Furrie Scholarships, the Anna Brua Williams Scholarships for women elementary education majors, and the Addison Scholarships are for academic excellence. The N. Kerr Thompson Scholarship is for student athletes.

The Association also sponsors Homecoming and Alumni Weekend, as well as special events throughout the year. Additional information on the Alumni Association as well as upcoming events can be found on the alumni web site at [www.rockalumni.com](http://www.rockalumni.com) (<http://www.rockalumni.com/>) or at [www.sru.edu](http://www.sru.edu) (<http://www.sru.edu/>) and then clicking on Alumni.

## University Police

For information about the University Police at SRU, please visit the University Police Website (<https://www.sru.edu/life-at-sru/safety/university-police/>).

## Veteran's Services

For information about Veteran's Services at SRU, please visit the Veteran's Services Website (<http://www.sru.edu/veterans/>).

## Women's Center

For information about the Women's Center at SRU, please visit the Women's Center Website (<http://www.sru.edu/life-at-sru/diversity/womens-center/>).

## Tuition, Fees, & Financial Policies

**Note:** The most current information on graduate tuition and fees may be found online at the Office of Student Accounts (<https://www.sru.edu/offices/accounting-services/student-accounts/>).

By accepting admission to the Slippery Rock University, the student agrees to pay the fees and charges assessed by the university. Tuition, fees and other charges are subject to change at any time. Students cannot enroll in classes, receive transcripts of coursework taken while at the university, or graduate from the university unless all fees are paid. Past due account balances are submitted to the Attorney General's office for collection. If any account is submitted to a collection agency to assist in collecting the account, the student is responsible for any/all collection costs associated with this account. Payment of fees can be made in a

variety of ways either in full or through installment payment plans (fee involved).

- Tuition Fees & Financial Policies (<http://www.sru.edu/financeandadministrativeaffairs/studentaccounts/Pages/home.aspx>)

## The University

### The University

Slippery Rock University of Pennsylvania, one of 14 state-owned institutions that comprise Pennsylvania's State System of Higher Education, has a long tradition of providing quality education to students. Started in 1889 as a teacher education institution, the university developed into a multi-purpose institution with approximately 8,500 students and with approximately 135 programs in the College of Business, College of Education, College of Health, Engineering, and Science and College of Liberal Arts.

## Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

## Mission

The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services. SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

## Core Values

### Student Success

We value students as the center of all that we do and support a climate that celebrates each person's success. We believe that, as a public regional university, our role is to transform our students to enable them to be economically and socially mobile.

### Excellence

We value excellence in teaching, research, scholarship, creative endeavors, student services and in all aspects of the University's operations to ensure institutional effectiveness and efficiency. We value excellent curricula and co-curricular experiences, together with high expectations of our students, in order to stimulate student success.

## Intellectual Freedom, Integrity and Free Expression

We value and uphold the right of all in our academic community to speak and write freely. We expect all who study, teach and work within the University to uphold the highest ideals of scholarly responsibility. We value honesty, integrity, fairness, and respect in creating, debating and disseminating intellectual and creative works. As such, we believe that all perspectives deserve fair scrutiny in the marketplace of ideas in a civil, fair and thoughtful manner.

## Innovation

We value the discovery and application of knowledge in teaching and learning and in developing innovative systems. We believe in offering educational programs that anticipate future needs, teach state-of-the-art competencies and use modern evidence-based pedagogies. We strive to promote and adopt productive cutting-edge curriculum, technology, structures and processes throughout the enterprise.

## Diversity, Inclusion and Equity

We value a diverse campus community that enriches our students' intellectual and social growth. We strive to build and support a community that fully reflects the rich diversity of the commonwealth. We welcome all qualified individuals to SRU and will work to ensure that our enrollment, employment and advancement processes are open, unhindered and free of barriers. We seek an inclusive campus and equitable outcomes for students and employees alike.

## Openness, Shared Governance and Accountability (Combines Two Concepts)

We value shared decision making and promote a campus culture in which information is widely shared, broad participation is encouraged, decision making processes are clear and feedback is valued. We uphold our commitments to shared governance. We value transparency of information and process, collaboration in resolving significant issues of mutual interest and ethical decision-making. We will be publicly accountable for the quality of our work and will seek to steward University resources effectively.

## Social Responsibility

We value the importance of fostering citizenship to promote the public good, environmental sustainability, global understanding and informed civic engagement. We will leverage our intellectual and financial resources in order to educate our students and the public about sustainability, global awareness and civic responsibility and operate the University as sustainably as possible.

## Accreditation

Slippery Rock University is accredited by the following accrediting agencies:

### Institutional Accreditation

- Accreditation Association for Ambulatory Health Care, Inc.
- International Association of Counseling Services
- Middle States Commission on Higher Education
- Professional Association of Therapeutic Horsemanship International

## College of Health, Engineering and Science

- Accreditation Association for Ambulatory Health Care, Inc.
- Accreditation Board for Engineering and Technology (ABET)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Commission on Collegiate Nursing Education (CCNE)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- Provisional Accreditation as of 03/2016
- American Chemical Society
- American Physical Therapy Association (APTA)
- Commission on Accreditation of Allied Health Education (CAAHEP)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Council on Social Work Education
- North American Association for Environmental Education (NAAEE)

## College of Education

- American Council on the Teaching of Foreign Languages
- Council for the Accreditation of Educator Preparation (CAEP)
- Pennsylvania Department of Education (PDE)

## College of Business

- Accreditation Council for Business Schools and Programs (ACBSP)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Sport Management Accreditation (COSMA)

## College of Liberal Arts

- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Dance (NASD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)

## Location

Slippery Rock University's campus is located in Slippery Rock, a borough in northern Butler County, Pennsylvania, that is a safe and friendly community of approximately 3,500 residents. SRU is less than an hour's drive north of Pittsburgh, one hour south of Erie and 45 minutes east of Youngstown, Ohio. Two major interstate highways, I-79 and I-80, intersect seven miles from the University, making the campus easily accessible.

## Students

Three quarters of SRU's more than 8,800 students are from western Pennsylvania, including the largest number of students hailing from Pittsburgh and other cities in Allegheny County. Another 13% of students come from central and eastern Pennsylvania. The remaining 11% are

out-of-state students, as students from 46 states and 35 countries are represented among the student population..

## Faculty

The approximately 464 full- and part-time faculty members at SRU are teachers, scholars and contributors to the University and community. The typical faculty member teaches four undergraduate courses each semester, engages in scholarly research and creative endeavors and serves in a variety of decision-making roles. Of the current full-time or tenure-track faculty, 49% are male and 51% are female and 19% are members of underrepresented racial and ethnic groups. In addition, 85% of all full-time faculty are tenured or occupy tenure-track positions, and 92% of full-time tenure or tenure-track faculty have earned a doctoral or other terminal degree.

## Campus

SRU's gorgeous 660-acre campus is located in the rolling countryside of western Pennsylvania. More than 30 major buildings and 64 total facilities, which blend traditional and modern architecture, contributes to an optimal living and learning environment.

Bailey Library ranks as one of the most comprehensive public or private university libraries in Pennsylvania. The library website and online catalog allows easy searching of more than 400,000 print volumes in the library's collection, as well as approximately 76,000 online journals, magazines, newspapers and other electronic resources. Print and electronic materials at the other Pennsylvania's State System of Higher Education university libraries, as well as the collections of thousands of libraries nationwide, are accessible through interlibrary loan.

Other facilities include Swope Music Hall, designed as both a performing and learning center; Vincent Science Center, with laboratories, classrooms and a greenhouse; and Morrow Field House, an instructional and recreational facility that houses a gymnasium, swimming pool, handball court, dance studio, tennis court and track. McKay Education, Spotts World Cultures and Eisenberg Classroom buildings are examples of standard educational facilities that have small and large classrooms, auditoria and other specialized classrooms.

Buildings erected since 2001 include the School of Physical Therapy Building and the Advanced Technology and Science Hall, which houses the Computer Science; Chemistry; and Geography, Geology and the Environment departments. Recent renovations include the Strain Safety Building, which underwent a \$6.5-million upgrade in 2018 and the Performing Arts Center which underwent a \$29.2-million renovation and is slated to be completed in 2020. The University opened the Harrisville Building in 2016 in nearby Harrisville, Pennsylvania, to house the physician assistant and occupational therapy programs.

Students reside in eight on-campus residence halls: six newer buildings housing students on the lower end of campus and two traditional halls located on the upper end of campus. Additionally, upperclass students can reside at the ROCK Apartments, an eight-building complex with 188 beds. Privately owned residence halls, apartments and other types of living accommodations are available off-campus.

There are two dining halls, Boozel and Weisenfluh, as well as dining options including Starbucks and Quaker Steak and Lube inside the 107,000-square-foot Smith Student Center. That building also houses a ballroom, theater, book store, conference rooms, a PNC Bank branch and other offices and amenities.

## Campus Resources and Services

For information about resources and services at Slippery Rock University, please visit the Campus Resources and Services page (p. 360).

## Archived Graduate Catalogs

### Archived Catalogs

2004-2006 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20042006GraduateCatalog.pdf>)

2006-2008 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20062008GraduateCatalog.pdf>)

2008-2010 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20082010GraduateCatalog.pdf>)

2010-2012 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20102012GraduateCatalog.pdf>)

2012-2014 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20122014GraduateCatalog.pdf>)

2014-2016 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20142016GraduateCatalog.pdf>)

2016-2018 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20162018GraduateCatalog.pdf>)

2018-2020 Graduate Catalog (<https://catalog.sru.edu/graduate/archived-graduate-catalogs/20182020GraduateCatalog.pdf>)

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