

SLIPPERY ROCK UNIVERSITY

2024-2025

GRADUATE CATALOG



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GRADUATE

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/>)

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."

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College of Business

Dean's Office Staff

Dr. Lawrence Shao

Dean, College of Business

Phone: 724.738.2008

Email: lawrence.shao@sru.edu

Mr. Larry J. McCarthy

Assistant to the Dean

Phone: 724.738.2552

Email: larry.mccarthy@sru.edu

Vonda Kuhn

Administrative Assistant

Phone: 724.738.2206

Email: vonda.kuhn@sru.edu

Cheryl Dolan

Clerical Assistant 3

Phone: 724.738.2094

Email: cheryl.dolan@sru.edu

The following academic programs and units are in the College of Business:

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School of Business

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- Business Administration, Master of Business Administration (MBA) - Concentration in Finance (p. 7)
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- Business Administration, Master of Business Administration (MBA) - Concentration in Management (p. 9)

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

Our department offers an all-encompassing Master of Business Administration (MBA) program. We recognize the paramount importance of flexibility and convenience in today's fast-paced world. To cater to the diverse demands of our students, we provide the online MBA, which offers unparalleled flexibility in effectively managing both professional and personal commitments.

The content and expectations reflect the skills required in the corporate world. You will be prepared to compete with other MBAs in the job market and manage challenging situations that arise as you climb the corporate ladder, start your own business, or tackle complex problems.

The Accounting concentration is designed for those interested in accounting leadership roles. Students are required to take two elective courses specific to the concentration, for a total of 36 credit hours.

Program Learning Outcomes

- **Leadership (G1, G2, G3):** Effectively set and achieve team goals, leading and supporting others, and collaborating and resolving conflicts among team members.
- **Critical Thinking & Business Analysis (G1, G2, G3):** Interpret financial/business statements and analyze and apply business data using quantitative techniques.
- **Communication (G3):** Clearly and professionally communicate complex concepts and business documents through writing and oral presentation skills.
- **Global Citizenship (G1, G2, G3):** Understand and demonstrate ethical individual/group behaviors for organization to sustain in local as well as global market.

Related Links

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

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
MBA Core Requirements		
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 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
Accounting Concentration Requirements		
<i>Required Course:</i>		
MGMT 651	Organizational Dynamics	3
<i>Accounting Concentration Electives</i>		
Select two classes from the following:		6
ACCT 620	Forensic Accounting	
ACCT 626	Budgeting, Performance Management, and Cost Analysis	
ACCT 628	Financial Statement Analysis	
ACCT 629	Accounting Data Analytics	
ACCT 630	Risk Analysis and Internal Control	
ACCT 640	Business Law	
Total Hours		36

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: 9MBO

Concentration Code: ACCO

UCC: 04.05.2022

Revised: 06.30.2022

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

Our department offers an all-encompassing Master of Business Administration (MBA) program. We recognize the paramount importance of flexibility and convenience in today's fast-paced world. To cater to the diverse demands of our students, we provide the online MBA, which offers unparalleled flexibility in effectively managing both professional and personal commitments.

The content and expectations reflect the skills required in the corporate world. You will be prepared to compete with other MBAs in the job market

and manage challenging situations that arise as you climb the corporate ladder, start your own business, or tackle complex problems.

The Finance concentration is designed for those interested in financial leadership roles. Students are required to take two elective courses specific to the concentration, for a total of 36 credit hours.

Program Learning Outcomes

- **Leadership (G1, G2, G3):** Effectively set and achieve team goals, leading and supporting others, and collaborating and resolving conflicts among team members.
- **Critical Thinking & Business Analysis (G1, G2, G3):** Interpret financial/business statements and analyze and apply business data using quantitative techniques.
- **Communication (G3):** Clearly and professionally communicate complex concepts and business documents through writing and oral presentation skills.
- **Global Citizenship (G1, G2, G3):** Understand and demonstrate ethical individual/group behaviors for organization to sustain in local as well as global market.

Related Links

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

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CURRICULUM GUIDE

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
MBA Core Requirements		
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 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
Finance Concentration Requirements		
<i>Required Course:</i>		
MGMT 651	Organizational Dynamics	3
<i>Finance Concentration Electives</i>		
ACCT 640	Business Law	3
FIN 636	Advanced Corporate Finance	3
Total Hours		36

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBO

Concentration Code: FINO

UCC: 04.05.2022

Revised: 06.30.2022

Business Administration, Master of Business Administration (MBA) - Concentration in Human Resources

Our department offers an all-encompassing Master of Business Administration (MBA) program. We recognize the paramount importance of flexibility and convenience in today's fast-paced world. To cater to the diverse demands of our students, we provide the online MBA, which offers unparalleled flexibility in effectively managing both professional and personal commitments.

The content and expectations reflect the skills required in the corporate world. You will be prepared to compete with other MBAs in the job market and manage challenging situations that arise as you climb the corporate ladder, start your own business, or tackle complex problems.

The Human Resources concentration is for professionals and managers who seek to acquire expertise in enhancing talent management and leadership development capabilities, and managing organizational transformations in business, industry, government, and non-profit organizations. Students are required to take two required courses and one elective course specific to the concentration, for a total of 36 credit hours.

Program Learning Outcomes

- **Leadership (G1, G2, G3):** Effectively set and achieve team goals, leading and supporting others, and collaborating and resolving conflicts among team members.
- **Critical Thinking & Business Analysis (G1, G2, G3):** Interpret financial/business statements and analyze and apply business data using quantitative techniques.
- **Communication (G3):** Clearly and professionally communicate complex concepts and business documents through writing and oral presentation skills.
- **Global Citizenship (G1, G2, G3):** Understand and demonstrate ethical individual/group behaviors for organization to sustain in local as well as global market.

Related Links

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

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

CURRICULUM GUIDE

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
MBA Core Requirements		
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 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
Human Resources Concentration Requirements		
Human Resources Required Coursework		
MGMT 651	Organizational Dynamics	3
MGMT 655	Strategic Human Resource Management	3
Human Resources Concentration Electives		
Select one of the following:		3
MGMT 650	Master's Project	
MGMT 656	Leadership and Talent Development	
MGMT 657	Managing Change for Competitive Advantage	
Total Hours		36

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: 9MBO

Concentration Code: HUMO

UCC: 03.01.2022 & 3.22.22

REVISED: 02.06.2023

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

Our department offers an all-encompassing Master of Business Administration (MBA) program. We recognize the paramount importance of flexibility and convenience in today's fast-paced world. To cater to the diverse demands of our students, we provide the online MBA, which offers unparalleled flexibility in effectively managing both professional and personal commitments.

The content and expectations reflect the skills required in the corporate world. You will be prepared to compete with other MBAs in the job market and manage challenging situations that arise as you climb the corporate ladder, start your own business, or tackle complex problems.

The Management concentration is designed with an interest in managerial leadership roles. Students are required to take two elective courses specific to this interest for a total of 36 credit hours.

PROGRAM LEARNING OUTCOMES

- **Leadership (G1, G2, G3):** Effectively set and achieve team goals, leading and supporting others, and collaborating and resolving conflicts among team members.
- **Critical Thinking & Business Analysis (G1, G2, G3):** Interpret financial/business statements and analyze and apply business data using quantitative techniques.
- **Communication (G3):** Clearly and professionally communicate complex concepts and business documents through writing and oral presentation skills.
- **Global Citizenship (G1, G2, G3):** Understand and demonstrate ethical individual/group behaviors for organization to sustain in local as well as global market.

RELATED LINKS

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

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

CURRICULUM GUIDE

Code	Title	Hours
MBA Core Requirements		
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 658	Strategic Management	3

MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
Management Concentration Requirements		
<i>Required Course:</i>		
MGMT 651	Organizational Dynamics	3
<i>Management Concentration Electives</i>		
Select two classes from the following:		6
MGMT 650	Master's Project	
MGMT 653	Management Science Methods	
MGMT 654	Management Seminar	
MGMT 657	Managing Change for Competitive Advantage	
Total Hours		36

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: 9MBO

Concentration Code: MANO

UCC: 3.22.2022

Revised: 06.30.2022

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

Our department offers an all-encompassing Master of Business Administration (MBA) program. We recognize the paramount importance of flexibility and convenience in today's fast-paced world. To cater to the diverse demands of our students, we provide the online MBA, which offers unparalleled flexibility in effectively managing both professional and personal commitments.

The content and expectations reflect the skills required in the corporate world. You will be prepared to compete with other MBAs in the job market and manage challenging situations that arise as you climb the corporate ladder, start your own business, or tackle complex problems.

The Management concentration is designed with an interest in marketing leadership roles. Students are required to take two elective courses specific to this interest for a total of 36 credit hours.

PROGRAM LEARNING OUTCOMES

- **Leadership (G1, G2, G3):** Effectively set and achieve team goals, leading and supporting others, and collaborating and resolving conflicts among team members.

- **Critical Thinking & Business Analysis (G1, G2, G3):** Interpret financial/business statements and analyze and apply business data using quantitative techniques.

- **Communication (G3):** Clearly and professionally communicate complex concepts and business documents through writing and oral presentation skills.

- **Global Citizenship (G1, G2, G3):** Understand and demonstrate ethical individual/group behaviors for organization to sustain in local as well as global market.

RELATED LINKS

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

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

Code	Title	Hours
MBA Core Requirements		
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 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MRKT 658	Strategic Marketing Management	3
Marketing Concentration Requirements		
<i>Required Course:</i>		
MGMT 651	Organizational Dynamics	3
<i>Marketing Concentration Electives</i>		
Select two classes from the following:		6
MGMT 650	Master's Project	
MRKT 632	Marketing Seminar	
MRKT 636	Sales Management	
MRKT 698	Selected Topics	
Total Hours		36

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBO

Concentration Code: MARO

UCC: 3.22.2022

Revised: 06.30.2022

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

Our department offers an all-encompassing Master of Business Administration (MBA) program. We recognize the paramount importance of flexibility and convenience in today's fast-paced world. To cater to the diverse demands of our students, we provide the online MBA, which offers unparalleled flexibility in effectively managing both professional and personal commitments.

The content and expectations reflect the skills required in the corporate world. You will be prepared to compete with other MBAs in the job market and manage challenging situations that arise as you climb the corporate ladder, start your own business, or tackle complex problems.

Program Learning Outcomes

- **Leadership (G1, G2, G3):** Effectively set and achieve team goals, leading and supporting others, and collaborating and resolving conflicts among team members.
- **Critical Thinking & Business Analysis (G1, G2, G3):** Interpret financial/business statements and analyze and apply business data using quantitative techniques.
- **Communication (G3):** Clearly and professionally communicate complex concepts and business documents through writing and oral presentation skills.
- **Global Citizenship (G1, G2, G3):** Understand and demonstrate ethical individual/group behaviors for organization to sustain in local as well as global market.

Related Links

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

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
MBA Core Requirements		
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
Total Hours		30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBO

Concentration Code: GENO

UCC: 11.27.18

Revised: 06.14.2023

Business Analytics, Certificate ABOUT THE PROGRAM

The Business Analytics Certificate will help prepare students as a competitive advantage with the offered knowledge and skill set. The accounting industry has a need for graduates who understand data analytics and how to generate and use them in their work.

PROGRAM HIGHLIGHTS

Slippery Rock University's Certificate in Business Analytics offers:

A 12-credit certificate that can be completed along with the Masters degree in Accountancy

Flexible enrollment: full-time or part-time (fall, spring, summer)

Classes offered 100% online in the summer and winter terms

This certificate permits graduate students interested in Business Analytics to pursue related courses

ADMISSION REQUIREMENTS:

All applicants must submit the following materials along with the completed online graduate application form and non-refundable application fee:

Official undergraduate degree transcript(s) and any graduate transcripts

Bachelors degree with a 3.0 or higher GPA

Two Recommendation Forms

Resume'

Students with a grade point average below 3.0 may be required to submit official Graduate Record Examination (GRE) scores

PREREQUISITE REQUIREMENTS

The SRU Business Analytics Certificate requires the completion of the following prerequisite courses prior to the start of the certificate:

Business Analytics course (probability and statistics)

Productivity Software course (spreadsheet and database)

To access Certificate Requirements, please view the Curriculum Guide tab.

RELATED LINKS

Data Analytics Program Page (<https://www.sru.edu/academics/graduate-programs/data-analytics-master-of-science/>)

Data Analytics Fact Page (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-data.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

GPA Requirement

- Certificate GPA: 2.00 or higher

Code	Title	Hours
Required Courses		
ACCT 629	Accounting Data Analytics	3
CPSC 605	Data Mining and Data Analysis	3
CPSC 606	Data Visualization	3
CPSC 623	Database Systems, Modeling and Security	3
Total Hours		12

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Certificate in Business Analytics Code: 9BUA

Revised:10.29.21

UCC 04.13.21

College of Education

Dean's Office Staff

Dr. Keith Dils

Dean, College of Education

Phone: 724.738.2007

Email: keith.dils@sru.edu

Dr. James Preston

Assistant to the Dean

Phone: 724.738.2293

Email: james.preston@sru.edu

Penny (Julia) Dean

Administrative Assistant

Phone: 724.738.4154

Email: julia.dean@sru.edu

Tara Gothe

Clerical Assistant 2

Phone: 724.738.2288

Email: tara.gothe@sru.edu

Cathy Fuhs

Management Technician

Phone: 724.738.4350

Email: catherine.fuhs@sru.edu

The following academic programs and units are in the College of Education:

- Counseling and Development (p. 12)
- Elementary Education/Early Childhood Education (p. 17)
- Physical and Health Education (p. 24)
- Secondary Education/Foundations of Education (p. 25)
- Special Education (p. 35)

Counseling and Development Programs

Majors

- Clinical Mental Health Counseling, Master of Arts (MA) (p. 12)
- School Counseling, Master of Education (MEd) (p. 14)
- Student Affairs in Higher Education with College Counseling, Master of Arts (MA) (p. 15)
- Student Affairs in Higher Education, Master of Arts (MA) (p. 16)

Endorsements

- Clinical Mental Health, Endorsement (p. 13)
- School Counseling, Endorsement (p. 14)
- Student Affairs in Higher Education, Endorsement (p. 16)

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/>)

Clinical Mental Health Counseling Fact Sheet

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Basic Knowledge		
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
Advanced Professional Knowledge		
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
Total Hours		60

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

Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
CDEV 614	Helping Relationships	3
CDEV 615	Introduction to Counseling	3
CDEV 670	Counseling Theory	3
CDEV 699	Introduction to Research	3
Hours		12
Spring		
CDEV 610	Lifespan Development	3
CDEV 621	Social and Cultural Diversity	3
CDEV 628	Ethics in Counseling	3
CDEV 680	Assessment in Counseling	3
Hours		12
Second Year		
Fall		
CDEV 603	Career Development and Counseling	3
CDEV 612	Group Counseling	3
CDEV 644	Advanced Counseling Theory and Practice	3
Elective		3
Hours		12
Spring		
CDEV 607	Contextual Dimensions of Diagnosis	3
CDEV 611	Family Counseling	3
Select one of the following:		3
CDEV 617	Advanced Adult Counseling	
CDEV 636	Advanced Addictions Counseling	
CDEV 685	Advanced Youth Counseling	
Elective		3
Hours		12
Third Year		
Fall		
CDEV 703	Practicum in Counselor Supervision	3
CDEV 751	Internship in Clinical Mental Health Counseling	3-6
Hours		6-9
Spring		
CDEV 751	Internship in Clinical Mental Health Counseling	3-6
Hours		3-6
Total Hours**		57-63

**** 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.**

Clinical Mental Health, Endorsement

The Department of Counseling & Development offers a non-degree Clinical Mental Health Counseling Endorsement option. This option allows non-degree-seeking students the opportunity to design an individualized path of study. The Clinical Mental Health Counseling

Endorsement is particularly suited to those who already hold a master's degree in counseling or a related field and require additional coursework to pursue licensure and/or certification.

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

Counseling and Development Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-CDEV-CMHC.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

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/)))

School Counseling Fact Sheet

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

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
Core I - Foundations		
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

Core II - Advanced Knowledge

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

Core III - Fieldwork

CDEV 704	School Counseling Practicum	3
CDEV 750	School Based Counseling Internship	6
Subtotal		9

Core IV - Electives

Select one of the following:	9
Three elective courses ¹	
Chapter 49-2 requirements ²	
Subtotal	9

Total Hours **48**

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

² 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

Total Hours **9**

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
First Year		
Fall		
CDEV 613	Introduction to School Counseling	3
CDEV 614	Helping Relationships	3
CDEV 670	Counseling Theory	3
CDEV 699	Introduction to Research	3
Hours		12
Spring		
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
Hours		12
Second Year		
Fall		
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
Hours		12
Spring		
CDEV 750	School Based Counseling Internship	6
Elective or Chapter 49-2 Course		6
Hours		12
Total Hours**		48

*** 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 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/>)

Student Affairs in Higher Education with College Counseling Fact Sheet

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Core I - Basic Knowledge		
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
Subtotal		12
Core II - Professional Knowledge		
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
Subtotal		24
Core III - Advanced Knowledge		
CDEV 646 or CDEV 756	Student Affairs Capstone College Counseling Internship	3
CDEV 705 or CDEV 707	Student Affairs Practicum College Counseling Practicum	3
Subtotal		6
Core IV - Advanced Counseling Knowledge		
CDEV 603	Career Development and Counseling	3
CDEV 607	Contextual Dimensions of Diagnosis	3
CDEV 612	Group Counseling	3
CDEV 670	Counseling Theory	3
CDEV 756	College Counseling Internship	3
Elective		3
Subtotal		18
Total Hours		60

Important Curriculum Guide Notes

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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/COLC

Revised: 10.12.2022

Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
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
Hours		12
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
Hours		12
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
Hours		12
Spring		
CDEV 607	Contextual Dimensions of Diagnosis	3
CDEV 639	Students in American Higher Education	3
CDEV 707	College Counseling Practicum	3
Elective		3
Hours		12
Third Year		
Fall		
CDEV 699	Introduction to Research	3
CDEV 756	College Counseling Internship	3
Hours		6
Spring		
CDEV 756	College Counseling Internship	3
Elective		3
Hours		6
Total Hours**		60

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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, Endorsement

The knowledge and skills needed to engage effectively with college students can be valuable no matter what role one has within the university. Coursework provided through the Student Affairs Higher Education Endorsement gives individuals the tools to work with diverse student bodies, effectively advise and mentor students, design and implement effective programs and services, and deepen your understanding of the higher-education landscape.

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

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

Counseling and Development Fact Page (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-CDEV-SA-MA.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Student Affairs in Higher Education, Master of Arts (MA)

The Master of Arts in Student Affairs in Higher Education at Slippery Rock University is designed to provide students the knowledge, skills, and dispositions required for exemplary professional practice in colleges, universities, and other related settings. For over 50 years, the Student Affairs in Higher Education (SAHE) program has been preparing future higher education leaders to effectively design and implement programs and services that promote student success. Our graduates serve as administrative leaders throughout the country in a variety of campus roles and services.

The SAHE program offers coursework in a blended learning format that includes a mixture of face-to-face, hybrid, and online classes. The program provides students with the opportunity to engage with classmates and faculty in person while managing the convenient class schedule that busy graduate students prefer. The SAHE program includes an off-campus fieldwork placement where students can obtain the necessary practical experience to be successful on the job market.

The curriculum focuses on assisting students in linking theory to professional practice, as well as the development of professional skills.

Students engage actively with course material through case studies, professional guest presenters, simulations, and campus visits. The program aligns with the standards established by the Council for the Advancement of Standards in Higher Education (CAS) and the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. All faculty hold degrees in student affairs/higher education, have worked extensively in the field, and are highly committed to teaching.

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/>)

Student Affairs in Higher Education Fact Sheet

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Core I - Basic Knowledge		
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
Core II - Professional Knowledge		
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
CDEV 631	College Student Learning and Development 1	3
CDEV 632	College Student Learning and Development 2	3
CDEV 639	Students in American Higher Education	3
CDEV 643	Organizational Behavior & Leadership in Higher Education	3
Elective Credit		3
Core III - Field Experience		
CDEV 705	Student Affairs Practicum	3
CDEV 646	Student Affairs Capstone	3
Total Hours		42

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9439

Revised: 07.25.2022

Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
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
Hours		12
Spring		
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
Hours		12
Second Year		
Fall		
CDEV 632	College Student Learning and Development 2	3
CDEV 643	Organizational Behavior & Leadership in Higher Education	3
CDEV 705	Student Affairs Practicum	3
Hours		9
Spring		
CDEV 608	Ethical and Legal Issues in Student Affairs	3
CDEV 646	Student Affairs Capstone	3
Elective		3
Hours		9
Total Hours**		42

*** 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

Programs

Majors

- Elementary Education: K-8 Math and Science, Master of Education (MEd) (p. 18)
- Reading with K-12 Reading Specialist and Instructional Coaching: Literacy Endorsement, Master of Education (MEd) (p. 20)
- Reading with K-12 Reading Specialist, Master of Education (MEd) (p. 22)

Endorsements

- Gifted Education, Endorsement (p. 19)
- Instructional Coaching: Literacy, Endorsement (p. 19)
- Reading Specialist, Certification (p. 20)

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/>)

K-8 Math/Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs%20-%20ELED%20K-8.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Professional Core		
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
Elementary Education - K-8 Math/Science		
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
Total Hours		30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9153

Recommended Course Sequence

Summer Term Start

Code	Title	Hours
Summer 1		
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
Subtotal		9
Winter Term 1		
ELEC 601	Introduction to Educational Research	3
ELEC 638	Curriculum Materials for K-8 Science	3
Subtotal		6
Summer 2		
ELEC 636	A Survey of the Mathematics Curriculum K-8	3
ELEC 660	Advanced Technologies for the Teaching of Mathematics and Science	3
ELEC 699	Teacher Action Research in the Mathematics/Science Classroom	3
Subtotal		9
Winter Term 2		
ELEC 691	History of Mathematics Education	2

ELEC 692	History of Science	2
ELEC 705	Seminar in Mathematics and Science Education Research	2
Subtotal		6
Total Hours		30

*** 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.*

Winter Term Start

Course	Title	Hours
First Year		
Winter		
ELEC 601	Introduction to Educational Research	3
ELEC 638	Curriculum Materials for K-8 Science	3
	Hours	6

Summer		
ELEC 636	A Survey of the Mathematics Curriculum K-8	3
ELEC 660	Advanced Technologies for the Teaching of Mathematics and Science	3
ELEC 699	Teacher Action Research in the Mathematics/Science Classroom	3
	Hours	9

Second Year

Winter		
ELEC 691	History of Mathematics Education	2
ELEC 692	History of Science	2
ELEC 705	Seminar in Mathematics and Science Education Research	2
	Hours	6

Summer		
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
	Hours	9
	Total Hours**	30

*** 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.*

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.

To access Endorsement Requirements, please view the Curriculum Guide tab.

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/)))

Gifted Education Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-gifted.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Minimum GPA: 3.0

- Minimum Grade of B required in all coursework

Code	Title	Hours
Required Courses		
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
Total Hours		12

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Gifted Education Endorsement (Code 919E)

Revised 8.29.23

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.

To access Endorsement Requirements, please view the Curriculum Guide tab.

Related Links

Elementary Education Literacy Endorsement Program Page (<https://www.sru.edu/academics/graduate-programs/elementary-education-k-12-reading-specialist-and-instructional-coaching-literacy-endorsement-master-of-education/>)

Reading Specialist Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-READSPEC.pdf>) (<https://catalog.sru.edu/graduate/education/elementary-education-early-childhood/instructional-coaching-literacy-endorsement/FS-READINSTCOACH-1.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

- Minimum GPA: 3.0
- Minimum grade of B required in all coursework

Code	Title	Hours
Required Courses		
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
Total Hours		12

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Instructional Coaching: Literacy Endorsement (918E)
Revised 08.29.2023

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/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

- Certificate GPA: 3.0
- Minimum grade of B required in all coursework

Code	Title	Hours
Required Courses		
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
Total Hours		21

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Certification in Reading Specialist (919C)
Revised 08.29.2023

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/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Professional Core		
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
Educational Foundations Courses		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
Research and Statistics Courses		
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	
Coaching Practicum		
ELEC 643	Advanced Literacy Coaching Practicum	3
Total Hours		33

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9194

Recommended Course Sequence

Fall-Start Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
Hours		6
Winter		
ELEC 612	The Reading Program in the Middle/Secondary School	3
Hours		3
Spring		
ELEC 614	Foundations of Instructional Coaching	3
Hours		3
Summer		
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
Hours		12
Second Year		
Fall		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
ELEC 627	Current Issues in Reading Research	3
Hours		6
Winter		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
Hours		3
Total Hours**		33

**** 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
First Year		
Summer		
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
Hours		12
Fall		
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
Hours		3
Winter		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
Hours		3
Spring		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
Hours		3
Second Year		
Summer		
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
ELEC 643	Advanced Literacy Coaching Practicum	3
Hours		12
Total Hours**		33

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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/)))

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Professional Core		
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
Educational Foundations		
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	
Research and Statistics Courses		
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

Total Hours 30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9190

Recommended Course Sequence

Fall-Start Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
ELEC 608	Historical, Psychological & Linguistic Foundations of Literacy	3
ELEC 610	The Reading Program in the Elementary School	3
Hours		6
Winter		
ELEC 612	The Reading Program in the Middle/Secondary School	3
Hours		3
Spring		
ELEC 614	Foundations of Instructional Coaching	3
Hours		3
Summer		
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
Hours		12
Second Year		
Fall		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
ELEC 627	Current Issues in Reading Research	3
Hours		6
Total Hours**		30

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Major Code: 9190

Revised Date: 02.25.2021

Summer-Start Recommended Course Sequence

Course	Title	Hours
First Year		
Summer		
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
Hours		12
Fall		
ELEC 622	Literacy Assessment Analysis & Instructional Decision Making	3
Hours		3
Winter		
ELEC 615	Teacher Leadership & School Change for Instructional Coaches	3
Hours		3
Spring		
ELEC 629	Practicum: Organization and Administration of School Reading Programs	3
Hours		3
Second Year		
Summer		
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
Hours		9
Total Hours**		30

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Major Code: 9190

Revised Date: 02.25.2021

Physical and Health Education

Programs

Majors

- Lifelong Wellness Through Innovative Leadership, Master of Science (MS) - Concentration in Adapted Physical Activity (p. 24)
- Lifelong Wellness Through Innovative Leadership, Master of Science (MS) - Concentration in School Wellness Education (p. 24)

Lifelong Wellness Through Innovative Leadership, Master of Science (MS) - Concentration in Adapted Physical Activity

The graduate program in Adapted Physical Activity is structured to address public policy and health promotion initiatives as described by legislators and health care personnel at the federal and the state levels. The curriculum is issue-oriented and prepares its graduates for professional, advocacy, and leadership (PAL) roles in the community and across the state.

- A 30-credit hour program that can be completed in 12 months beginning either fall or spring term.
- Courses are 100% online with flexibility to learn from anywhere.
- A non-thesis program which includes a research project and culminates in a required six-credit hour internship experience.

Concentration-Specific Outcomes

- **Communication and Technology:** Communicate effectively using appropriate tools and techniques with individuals with disabilities their families and other constituents in the community.
- **Professional Proficiency:** Apply knowledge, skills, and abilities to meet professional competencies to be effective service providers, supervisors, and consultants in physical activity for individuals with disabilities.
- **Critical Thinking and Problem Solving:** Locate and evaluate information and situations from multiple perspectives in decision making regarding health promotion and physical activity for individuals with disabilities.
- **Advocacy:** Apply advocacy skills to assist in the support of health promotion, healthy lifestyles, physical activity, and wellness for individuals with disabilities.
- **Leadership:** Assume leadership roles to effectively promote healthy and physically active lifestyles for individuals with disabilities.

Related Links

Lifelong Wellness Through Innovative Leadership, MS Program Page (<https://www.sru.edu/academics/graduate-programs/adapted-physical-activity-master-of-science/>)

Lifelong Wellness Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-Lifelong%20Wellness.pdf?1633534623676&1633534623676>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Required Courses		
PE 685	Fundraising and Grant Writing	3
PE 740	Application of Research for Physical Activity and Wellbeing	3
PE 745	Leadership Training in Physical Activity and Well-Being	3
PE 750	Internship ¹	6
Subtotal		15
Concentration - Adapted Physical Activity Requirements		
PE 662	Disability Sport	3
PE 673	Advanced Study of Disability in Physical Activity	3
PE 678	Physical Activity and Disability Across the Lifespan	3
PE 694	Health Promotions for Persons with Disabilities	3
PE 698	Selected Topics	3
Subtotal		15
Total Hours		30

¹ Optionally students may select two elective courses in consultation with academic adviser.

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major in Lifelong Wellness Through Innovative Leadership - (9LWO)
Concentration in Adapted Physical Activity (APHO)
Revised 06.28.2022
UCC: 02.15.2022

Lifelong Wellness Through Innovative Leadership, Master of Science (MS) - Concentration in School Wellness Education

The School Wellness Education concentration is ideal for teachers and other professional that are interested in creating a healthier society through schools by placing the student and their wellbeing at the

forefront of the curriculum. This concentration will prepare graduates to implement the School Wellness Education model, a unique approach to teaching health and physical education in schools, that is based on current national standards.

- A 30-credit hour program with a flexible option for learners who prefer to go at their own pace or need to fit the program into their unique schedule as a working professional.
- Courses are 100% online with flexibility to learn from anywhere.
- Core courses during the fall or spring semester and remaining credits offered during the winter and summer terms.

PROGRAM LEARNING OUTCOMES

- **Communication and Technology:** Demonstrate effective communication in speech and in writing, using appropriate tools, techniques, and technologies (GSLO 3)
- **Professional Proficiency:** Acquire and apply knowledge and skills to meet professional competencies in physical activity and wellbeing. (GSLO 1,2)
- **Critical Thinking and Problem Solving:** Evaluate information and ideas to utilize well-supported evidence to create programming for physical activity and wellbeing. (GSLO 1,2)
- **Advocacy:** Integrate social ecological determinants of physical activity and wellbeing to contribute to the betterment of society through inclusion, empowerment, and civic engagement. (GSLO 1,2,3)
- **Leadership:** Develop leadership skills to make interdisciplinary connections and promote healthy and physically active lifestyles for all. (GSLO 1,2,3)

RELATED LINKS

Lifelong Wellness Through Innovative Leadership, MS Program Page (<https://www.sru.edu/academics/graduate-programs/adapted-physical-activity-master-of-science/>)

Lifelong Wellness Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-Lifelong%20Wellness.pdf?1633534623676&1633534623676>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
Required Courses		
PE 685	Fundraising and Grant Writing	3
PE 740	Application of Research for Physical Activity and Wellbeing	3
PE 745	Leadership Training in Physical Activity and Well-Being	3
PE 750	Internship ¹	6
Subtotal		15
Concentration - School Wellness Education Requirements		
PE 601	Pedagogy in School Wellness Education	3
PE 602	Advocating for School and Community Wellness	3

PE 603	Educational Technology for School Wellness	3
PE 604	Personalizing Learning in Health and Physical Education	3
Graduate Elective		3
Subtotal		15
Optional Teacher Certification Courses		
PE 605	Field Experience in School Wellness Education	3
PE 755	Student Teaching	9
Total Hours		42

¹ Optionally students may select two elective courses in consultation with academic adviser.

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major in Lifelong Wellness Through Innovative Leadership - (9LW0)
Concentration in School Wellness Education (SCWO)
Revised 11.03.2022
UCC: 10.11.2022

Secondary Education/Foundations of Education

Programs

Majors

- Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Administrative Studies and Policies (p. 26)
- Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Higher Education Leadership (p. 27)
- Teaching English, Master of Education (MEd) - Advanced Concentration (p. 28)
- Teaching English, Master of Education (MEd) - Basic Concentration Leading to Certification (p. 29)
- Teaching History, Master of Education (MEd) - Advanced Concentration (p. 30)
- Teaching History, Master of Education (MEd) - Basic Concentration Leading to Certification (p. 31)
- Teaching Math/Science with STEM, Master of Education (MEd) - Advanced Concentration (p. 32)
- Teaching Math/Science with STEM, Master of Education (MEd) - Basic Concentration Leading to Certification (p. 33)

Certificates

- Applied Research, Statistics and Measurement, Certificate (p. 26)
- PK-12 Principal Certification, Certificate (p. 28)

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.

To access Certificate Requirements, please view the Curriculum Guide tab.

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/>)

Applied Research, Statistics and Measurement Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-Applied-Research.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 3.00 or higher

Code	Title	Hours
Core Courses		
SEFE 602 or SEFE 802	Univariate Statistical Methods	3
SEFE 603 or SEFE 803	Multivariate Statistical Methods	3
Elective Courses		
Select two of the following:		6
SEFE 608 or SEFE 808	Research Methods for Teacher	3
SEFE 699	Research Methods for Teacher Leadership	
SEFE 671	Elements of Quantitative Educational Research	
SEFE 671	Measurement, Testing, and Assessment	3
Total Hours		12

* 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/)))

Educational Leadership and Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-EdLeadership.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Core Courses		
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
Research and Statistics		
SEFE 802	Univariate Statistical Methods	3
SEFE 803	Multivariate Statistical Methods	3
SEFE 896	Elements of Qualitative Education	3
SEFE 899	Elements of Quantitative Educational Research	3
Subtotal		12
Administrative Studies and Policies Concentration		
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
Dissertation Prospectus/Dissertation		
SEFE 887	Dissertation Prospectus	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
Subtotal		15
Total Hours		60

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9ELO

Concentration Code: ASPO

Effective: FALL 2020

Revised: 06.28.2022

UCC: 02.01.2022

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/)))

Educational Leadership and Administration Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-EdLeadership.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Core Courses		
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
Research and Statistics		
SEFE 802	Univariate Statistical Methods	3
SEFE 803	Multivariate Statistical Methods	3
SEFE 896	Elements of Qualitative Education	3
SEFE 899	Elements of Quantitative Educational Research	3
Subtotal		12
Higher Education Leadership Concentration		
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
Dissertation Prospectus/Dissertation		
SEFE 887	Dissertation Prospectus	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
SEFE 892	Dissertation	3
Subtotal		15
Total Hours		60

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: 9ELO

Concentration Code: HELO

Revised: 07.06.2022
UCC: 02.01.2022

PK-12 Principal Certification, Certificate

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

PK-12 Principal Certification Program Page (<https://www.sru.edu/academics/graduate-programs/principal-certification/>)

PK-12 Principal Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-Principal-Cert.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 3.00 or higher

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 ¹	3
SEFE 617 or SEFE 817	Practicum in School Administration	3
SEFE 615 or SEFE 815	Administrative Ethics and School Law	3
SEFE 621 or SEFE 821	The Principalship	3
Total Hours		21

¹ SEFE 617/817 is taken twice for a total of 6 credit hours.

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

PK-12 Principal Certification (9PRN)
UCC 03.03.2020
Revised 03.08.2021

Teaching English, Master of Education (MEd) - Advanced Concentration

The Advanced Teaching Concentration

The Advanced Teaching Concentration 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 Concentration

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 SEFE 338 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20338>), Standards-Based Instruction & Assessment in the Inclusionary Classroom and SEFE 342 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20342>), Educational Psychology for Diverse Learners 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 Concentration, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-english-master-of-education/>)

Secondary Education English Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-EN.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Pedagogy		
SEFE 630	Advanced Pedagogy for Teacher	3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
Subtotal		6
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
Educational Foundations		
SEFE 680	Crucial Issues in Education	3
or SEFE 604	Philosophical Foundations of Education	
Subtotal		3
Research And Statistics		
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
Electives		
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
Total Hours		36

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: 9256

Teaching English, Master of Education (MEd) - Basic Concentration Leading to Certification

The Basic Teaching Concentration

The Basic Teaching Concentration 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 concentration

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 SEFE 338 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20338>), Standards-Based Instruction & Assessment in the Inclusionary Classroom and SEFE 342 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20342>), Educational Psychology for Diverse Learners 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 Concentration Undergraduate Competencies

Students in the basic concentration 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 Concentration, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-english-master-of-education/>)

Secondary Education English Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-EN.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide		
Code	Title	Hours
Pedagogy		
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
Technology		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
Subtotal		3
Education Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
Educational Foundations		
Select one of the following:		3
SEFE 604	Philosophical Foundations of Education	3
SEFE 606	Social Foundations of Education	
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
Subtotal		3
Research And Statistics		
SEFE 602	Univariate Statistical Methods	3
Select one of the following:		3
SEFE 608	Research Methods for Teacher	3
SEFE 696	Elements of Qualitative Educational Research	
SEFE 699	Elements of Quantitative Educational Research	
Subtotal		6
Special Education		
Select one of the following:		3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	3
SPED Course at 600, 700, or 800 level		
Subtotal		3
Supervised Student Teaching		

SEFE 701	Seminar and Supervised Teaching in the Secondary School	9
Subtotal		9
Total Hours		36

¹ 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: 9250
UCC 09.11.2024
Updated: 10.15.2024

Teaching History, Master of Education (MEd) - Advanced Concentration

The Advanced Teaching concentration

The Advanced Teaching Concentration 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 concentration

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 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20338>), Standards-Based Instruction & Assessment in the Inclusionary Classroom and SEFE 342 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20342>), Educational Psychology for Diverse Learners, 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 Concentration, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-history-master-of-education/>)

Secondary Education History Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-SSH.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Pedagogy		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
SEFE 630	Advanced Pedagogy for Teacher	3
Subtotal		6
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
Educational Foundations		
SEFE 680	Crucial Issues in Education	3
or SEFE 604	Philosophical Foundations of Education	
Subtotal		3
Research and Statistics		
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
Electives		
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
Total Hours	36

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9258

Teaching History, Master of Education (MEd) - Basic Concentration Leading to Certification

The Basic Teaching Concentration

The Basic Teaching Concentration 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 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20338>), Standards-Based Instruction & Assessment in the Inclusionary Classroom and SEFE 342 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20342>), Educational Psychology for Diverse Learners, 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 concentration Undergraduate Competencies

Students in the basic concentration 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 Concentration, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-history-master-of-education/>)

Secondary Education History Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-SSH.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Pedagogy		
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
Technology		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
Subtotal		3
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
Educational Foundations		
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
Research And Statistics		
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
Special Education		
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
Supervised Student Teaching		
SEFE 701	Seminar and Supervised Teaching in the Secondary School	9
Subtotal		9
Total Hours		36

¹ 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: 9290
UCC 09.11.2024
Revised 10.15.2024

Teaching Math/Science with STEM, Master of Education (MEd) - Advanced Concentration

The Advanced Teaching Concentration 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 Concentration: 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 Concentration, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-math/science-with-stem-concentration-master-of-education/>)

Secondary Education Math/Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-MS.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Pedagogy		
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
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Educational Foundations		
SEFE 680	Crucial Issues in Education	3
Research And Statistics		
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	
Electives		
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
Total Hours	36

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9254

Teaching Math/Science with STEM, Master of Education (MEd) - Basic Concentration Leading to Certification

"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 Concentration 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 Concentration: 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 SEFE 338 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20338>), Standards-Based Instruction & Assessment in the Inclusionary Classroom and SEFE 342 (<https://sru-curr.courseleaf.com/search/?P=SEFE%20342>), Educational Psychology for Diverse Learners,

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 Concentration Undergraduate Competencies

Students in the basic concentration 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 Concentration, MEd Program Page (<https://www.sru.edu/academics/graduate-programs/secondary-education-math/science-with-stem-concentration-master-of-education/>)

Secondary Education Math/Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SEFE-MS.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Pedagogy		
SEFE 576	Teaching Integrated Science and Mathematics for Middle and Secondary Education	3
SEFE 607	The Theories and Teaching of English Language Learners	3
SEFE 677	Directed Field Experience in Secondary Schools	3
Subtotal		9
Technology		
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	3
Subtotal		3
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Subtotal		3
Education Foundations		
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
Research And Statistics		
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
Special Education		
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
Supervised Student Teaching		
SEFE 701	Seminar and Supervised Teaching in the Secondary School	9
Subtotal		9
Total Hours		36

¹ 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

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9250

UCC 09.11.2024

Revised 10.15.2024

Special Education

Programs

Majors

- Special Education, Doctor in Education (EdD) (p. 37)
- Special Education, Master of Education (MEd) - Concentration in Applied Behavior Analysis (p. 38)
- Special Education, Master of Education (MEd) - Concentration in Autism Spectrum Disorders (p. 39)
- Special Education, Master of Education (MEd) - Concentration in PK-12 (p. 39)
- Special Education, Master of Education (MEd) - Concentration in School Supervision (p. 40)
- Technology for Online Instruction, Master of Education (MEd) (p. 41)

Certificates

- Special Education Applied Behavior Analysis, Post-Master's Certification (p. 35)
- Teaching Online, Certificate (p. 41)

Endorsements

- Online Instructional, Endorsement (p. 35)
- Special Education Autism, Endorsement (p. 36)
- Special Education School Supervision, Post-Master's Certification (p. 36)

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.

To access Endorsement Requirements, please view the Curriculum Guide tab.

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/)))

Online Instruction Fact Sheet (PDF) (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-PDE-onlineinstruct.pdf?1633100005587>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

- Minimum GPA: 3.0

- Minimum grade of 3.0 required in all coursework

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
Total Hours		9

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PASSHE - Pennsylvania State System of Higher Education Institutions

Online Instructional, Endorsement (939E)

Revised 08.29.23

Special Education Applied Behavior Analysis, Post-Master's Certification

Related Links

Special Education 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 Applied Behavior Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-ABA-CERT.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

- Certificate GPA: 2.75 or higher
- Minimum grade of C required in all coursework

Code	Title	Hours
Area I - Applied Behavior Analysis		
<i>Fall/Spring Only</i>		
SPED 660	Basic Behavior Principles	3
SPED 661	Techniques 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 669	Applications in Applied Behavior Analysis	3
Area II - Research in Applied Behavior Analysis		

Fall/Spring Only

SPED 665	Research in ABA	3
SPED 670	Supervision in Applied Behavior Analysis	3
Total Hours		21

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Applied Behavior Analysis Certificate (9ABA)
UCC 02.02.21
Revised 08.29.2023

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.

To access Endorsement Requirements, please view the Curriculum Guide tab.

Related Links

Special Education - Autism, Endorsement Program Page (<https://www.sru.edu/academics/graduate-programs/special-education-autism-endorsement/>)

Special Education Autism Fact Page (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-Autism.pdf>)

Curriculum Guide

- Major GPA: 3.0
- Minimum grade of B required in all coursework

Code	Title	Hours
Required Courses		
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
Total Hours		12

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Special Education Autism, Endorsement (938E)
Revised: 08.29.2023

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 - School Supervision Fact Page (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-SS.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Major GPA: 3.0
- Minimum grade of B required in all coursework

Code	Title	Hours
Special Education Courses		
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
Practicum		
SPED 754	Practicum	3
Total Hours		15

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Special Education School Supervision, Post-Master's Certification (939D) Revised: 8.29.23

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.

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Research Requirement		
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
Content And Leadership Requirement		
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
Special Education Requirement		
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
Dissertation Core		
SPED 881	Dissertation Seminar	3
SPED 899	Dissertation	12
Subtotal		15
Total Hours		60

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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 - Applied Behavioral Analysis Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-ABA.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Area I - Core Courses In Special Education		
<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
Area II - Concentration In Applied Behavior Analysis		
<i>Fall/Spring Only</i>		
SPED 660	Basic Behavior Principles ²	3
SPED 661	Techniques in Applied Behavior Analysis ²	3
SPED 663	Ethical Issues in the Science and Practice of Behavior Analysis ²	3
SPED 664	Issues in the Behavioral Treatment of Autism ²	3
SPED 665	Research in ABA ²	3
SPED 669	Applications in Applied Behavior Analysis ²	3
Area III - Additional Concentration Courses		
<i>Fall/Spring/Summer/Winter</i>		
SPED 602	Advanced Studies in Exceptionalities	3
SPED 643	Communication and Social Competency	3
Area IV - Practicum		
<i>Fall/Spring/Summer/Winter</i>		
Select one of the following:		3
SPED 648	Clinical Practicum in Special Education ¹	
SPED 666	Practicum in applied Behavior Analysis I	
SPED 667	Practicum in Applied Behavior Analysis II	
SPED 668	Thesis in ABA	
SPED 670	Supervision in Applied Behavior Analysis ²	
Total Hours		36

¹ for students pursuing PA certification in Special Education B-8 or 7-12

² This course is approved for and required under the 5th Edition Task List, as recognized by the BACB. These courses will fulfill

the coursework requirements to sit for the BCBA exam. There are additional requirements that can be reviewed at [www.BACB.com](https://www.bacb.com/examination-information/) (<https://www.bacb.com/examination-information/>).

Major Code: 9 88

Concentration Code: ABAN

Revised: 03.08.2021

UCC: 02.02.2021

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PASSHE - Pennsylvania State System of Higher Education Institutions

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

Curriculum Guide

Code	Title	Hours
Area I - Core Courses In Special Education		
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
Area II - Concentration/Additional Classes		
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
Area III - Practicum		
SPED 648	Clinical Practicum in Special Education ¹	3
Total Hours		36

¹ Students may choose to complete a thesis option (SPED 800) in place of Practicum SPED 648.

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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 PK-12

Related Links

Special Education - PK-12, MEd Program Page ([https://www.sru.edu/academics/graduate-programs/special-education-concentration-in-pk-12-\(master-of-education\)](https://www.sru.edu/academics/graduate-programs/special-education-concentration-in-pk-12-(master-of-education)))

Special Education - PK-12 Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED%20PK-12.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

Code	Title	Hours
Area I - Core Courses		
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
Area II - Concentration		
SPED 602	Advanced Studies in Exceptionalities	3
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 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
SPED 647	Transition for Persons with Disabilities	3
Subtotal		24
Area III - Practicum/Student Teaching		
Subtotal		0
SPED 648	Clinical Practicum in Special Education	3
SPED 701	Student Teaching in Special Education	9
Total Hours		45

- PDE requires a course in ELL if the teaching candidate has not taken a course in a previous undergraduate or graduate program. SEFE 607 meets this requirement.
- Candidates seeking to add a PK-12 Special Education Certification to an existing teaching certification must complete Practicum SEFE 648. Candidates seeking initial certification must also take Practicum SEFE 648.
- Candidates with an existing undergraduate or graduate degree in an area **other than education** and who do not possess a current teaching certification, must complete both SPED 648: Practicum and SPED 701: Student Teaching in Special Education.

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration: PK12

Effective: Fall 2019

Revised 10.28.2022

UCC 09.20.2022

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 - School Supervision Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-SPED-SS.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Area I - Core Courses		
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
Area II - Concentration/Additional Classes		
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
Area III - Practicum		
SPED 754	Practicum	3

Subtotal	3
Total Hours	36

Important Curriculum Guide Notes

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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.

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

Teaching Online, Certificate Program Page (<https://www.sru.edu/academics/graduate-programs/teaching-online-letter-of-completion/>)

Teaching Online Fact Page (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-TeachOnline.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- GPA: 2.75 or higher
- Minimum grade of C required in all coursework

Code	Title	Hours
Required Courses		
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

Total Hours **9**

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Teaching Online, Certificate (9000)

Revised 8.29.2023

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/>)

Technology for Online Instruction Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-techonlineinstr.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Required Coursework		
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
Electives		
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
Total Hours		30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9261

UCC: 4.4.2017

College of Engineering and Science Dean's Office Staff

Dr. Nicole Dafoe

Dean, College of Engineering and Science

Phone: 724.738.4955

Email: nicole.dafoe@sru.edu

Dr. Richard Marchand

Assistant to the Dean

Phone: 724.738.4952

Email: richard.marchand@sru.edu

Mary Caylor

Administrative Assistant

Phone: 724.738.4644

Email: mary.caylor@sru.edu

Lisa Hammers

Clerical Assistant 3

Phone: 724.738.4724

Email: lisa.hammers@sru.edu

The following academic programs and units are in the College of Engineering and Science:

- Computer Science (p. 42)
- Mathematics and Statistics (p. 45)
- Parks and Resource Management (p. 47)

Computer Science Programs Majors

- Health Informatics and Information Management, Master of Science (MS) (p. 43)

Certificates

- Data Science, Certificate (p. 42)
- Digital Health Leadership, Certificate (p. 43)
- Health Informatics, Certificate (p. 44)

Data Science, Certificate

The data science certificate offers students with healthcare industry experience the chance to earn a graduate-level certificate for those who wish to transition into a health informatics career. The certificate will help students learn the skills and knowledge needed to start in the data science field by learning how to analyze, design, and implement relational databases, manipulate data using basic and advanced SQL, visualize data, analyze data using techniques, including but not limited to, descriptive, predictive, and prescriptive techniques. In addition, the certificate would encourage students interested in earning a Master of Science in Health Informatics degree since 9 credits from the certificate can be transferred to the master's program.

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

Data Science, Certificate Program Page ([https://www.sru.edu/academics/certificates/data-science-certificate-\(online/\)](https://www.sru.edu/academics/certificates/data-science-certificate-(online/)))

Data Science Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/certificates/fs-datascictf.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

- Certificate GPA: 3.00 or higher

Code	Title	Hours
CPSC 605	Data Mining and Data Analysis	3
CPSC 606	Data Visualization	3
CPSC 623	Database Systems, Modeling and Security	3
Total Hours		9

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DAS
UCC: 03.30.2021
Revised 07.30.2021

Digital Health Leadership, Certificate

To access Certificate Requirements, please view the Curriculum Guide tab.

PROGRAM LEARNING OUTCOMES

- Apply the major best practices, theories, or research methodologies in digital health leadership
- Apply skills in Digital Health Leadership to address problems in healthcare
- Formulate arguments or explanations to healthcare professionals, academic and general audience, in both oral and written forms about digital health

Related Links

Digital Health Leadership, Certificate Program Page (<https://www.sru.edu/academics/certificates/digital-health-leadership-certificate-online/>)

Digital Health Leadership, Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-digitalhlth.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

- Certificate GPA: 3.0 or higher

Code	Title	Hours
HIM 600	Health Information Systems Technology	3
HIM 635	Healthcare Knowledge Management	3
HIM 630	Healthcare Quality Management and Documentation Improvement	3

HIM 645	Leadership for Health Systems	3
MIS 643	Project Management	3
Total Hours		15

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Certificate in Digital Health Leadership (9DHL)
UCC 04.18.2022
Revised: 07.29.2024

Health Informatics and Information Management, Master of Science (MS)

Program Learning Outcomes

- **Outcome 1: Protect Health Information (Access, Use, Disclosure, Privacy, and Security) (G1, G2, G3)**
 - Develop privacy strategies.
 - Develop security strategies.
 - Determine compliance considerations throughout the health information life cycle.
- **Outcome 2: Develop Healthcare Leadership Skills (G1, G2, G3)**
 - Leverage fundamental leadership skills
 - Recommend strategies for organizational change.
 - Determine human resource strategies for organizational best practices.
 - Formulate data-driven decisions to meet strategic goals.
 - Recommend financial management processes.
 - Recommend strategies that promote cultural diversity.
 - Develop strategies based on ethical standards of practice.
 - Assess consumer engagement activities.
 - Propose a training program for a health care work force.
 - Recommend project management methodologies to meet the intended outcome.
- **Outcome 3: Utilize Health Informatics, Analytics, and Data Skills (G1, G2, G3)**
 - Recommend solutions using health informatics strategies.
 - Perform the data analysis of health information within a statistical application.
 - Present data visually through a computerized application.
 - Propose a research initiative for organizational effectiveness.
 - Create organizational knowledge with database management techniques.
 - Recommend organizational strategies in relation to the exchange of health information.
- **Outcome 4: Utilize Data Structure, Content, and Information Governance Skills (G1, G2, G3)**

- Assess health care delivery systems across diverse stakeholder perspectives.
- Develop strategies for the management of information.
- Develop strategies to achieve data integrity with data governance standards.
- Integrate health record requirements across the health industry.
- Analyze classification systems, clinical vocabularies and nomenclatures and the impact on the health care continuum.
- Design data dictionaries in compliance with governance standards.
- **Outcome 5: Manage Healthcare Revenue Cycle (G1, G2, G3)**
 - 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
- **Outcome 6: Comply with Healthcare Regulations (G1, G2, G3)**
 - Assess legal processes impacting health information.
 - Develop strategies for compliance with external forces.
 - Evaluate risk management strategies across the health continuum.
 - Evaluate the impact of policy on health care.
 - Develop strategies for detecting and preventing fraud.

RELATED LINKS

[Health Informatics and Information Management, MS Program Page](#)

[Health Information Management Fact Sheet](#)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Overall/Major GPA: 3.00 or higher

Code	Title	Hours
CPSC 602	Introduction to Health Informatics	3
CPSC 605	Data Mining and Data Analysis	3
CPSC 620	Healthcare Ethics, Law, Privacy and Information Assurance	3
CPSC 623	Database Systems, Modeling and Security	3
HIM 605	Health Information Vocabularies and Clinical Terminologies	3
HIM 620	Financial Management for Health Professionals	3
HIM 630	Healthcare Quality Management and Documentation Improvement	3
HIM 645	Leadership for Health Systems	3
MIS 603	Healthcare Information Systems	3
Select one from the following:		3
CPSC 720	Health Informatics Capstone	
CPSC 750	Informatics Internship	
HIM 650	Applied Research Project	
Total Hours		30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: Health [Informatics and](#) Information Management, MS 9IIO

Revised 05.17.2024

UCC 10.03.2023

Health Informatics, Certificate

The health informatics certificate offers students with healthcare industry experience the chance to earn a graduate-level certificate for those who wish to transition into a health informatics career. The certificate will teach current experienced healthcare professional the necessary skills and knowledge needed to advance their current career by learning how to understand and evaluate the central role of health information technologies, security and privacy requirements, and the identification and development of information technology plans for projects supporting a health care organization's objective. In addition, the certificate would encourage students interested in earning a Master of Science in Health Informatics degree since 9 credits from the certificate can be transferred to the master's program.

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

[Health Informatics 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/))

[Health Informatics Fact Sheet \(https://www.sru.edu/documents/programs/factsheets/graduate/FS-HealthInfo.pdf\)](https://www.sru.edu/documents/programs/factsheets/graduate/FS-HealthInfo.pdf)

[Professional Licensure/Certification Page \(https://www.sru.edu/students/student-consumer-information/professional-licensure/\)](https://www.sru.edu/students/student-consumer-information/professional-licensure/)

CURRICULUM GUIDE

- Certificate GPA: 3.00 or higher

Code	Title	Hours
CPSC 602	Introduction to Health Informatics	3
CPSC 620	Healthcare Ethics, Law, Privacy and Information Assurance	3
CPSC 668	Software Engineering and Project Management	3
Total Hours		9

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9HEI

UCC: 03.30.2021

Revised 07.30.2021

Mathematics and Statistics

Programs

Majors

- Data Analytics, Master of Science (MS) (p. 45)

Certificates

- Data Analytics, Certificate (p. 45)

Data Analytics, Certificate

Enhance your resume and improve your career prospects with a data analytics certificate. Complex data analysis allows organizations to make data-driven decisions. Demand for skilled data science practitioners is increasing rapidly in all industries. This certificate is designed to provide students with practical, project-based training to effectively apply data analytics techniques to complex data sets.

Graduates from any undergraduate degree program would benefit from this certificate.

SRU's Data Analytics Certificate offers:

- 100% Online Coursework
- A 12-credit program
- Training in modeling, complex data analytics, machine learning, and modern technologies
- Highly accomplished faculty with industry experience

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

Data Analytics, Certificate Program Page (<https://www.sru.edu/academics/certificates/data-analytics-certificate/>)

Data Analytics Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-data.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 2.00 or higher

Code	Title	Hours
STAT 603	Statistical Methods	3
STAT 630	Regression Methods	3
STAT 660	Advanced Statistical Methods	3

STAT 656	Statistical Computing	3
Total Hours		12

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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 demand for data analysts is increasing at an annual growth rate of nearly 30%, and this trend is expected to continue for several years in the future. Data collection has increased significantly in recent years in almost all industries, and the need for data analysts with strong skills to derive actionable decisions from the massive amounts of data is currently unmet. Along with continued demand increase, data analysts' salaries are highly competitive.

The Master of Science in data analytics will provide the training and skills necessary to perform statistical analysis in any field. Types of data analysis include descriptive, diagnostic, predictive, and prescriptive, to answer the questions, "What is currently happening?", "Why did this happen?", "What do we expect to happen in the future?", and "What should we do now?", respectively. These questions can be answered through key program components of statistical modeling and visualization using software such as SAS, R, SQL, Python, Excel, and others. In addition to analytical and technical skills, highly sought soft skills are taught, such as problem solving, collaboration, communication, and presentation.

The MSDA program faculty are highly accomplished in the field and will provide 100% support from the start of the program to beyond graduation. The program is completely online with no set class times. Class recordings, resources, and assignments will be provided asynchronously with weekly due dates to help stay on track. The 33-credits of graduate work can be completed in 10 months full-time or 2 years part-time.

SRU partners with **SAS Institute, Inc.** to provide graduates with a Statistical Analysis System (SAS) Academic Specialization in Data Analytics. **SAS Institute, Inc.** is one of the most widely used software platforms in the world for performing data analytics and statistical analysis.

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/>)

Data Analytics Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-data.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

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
Total Hours		33

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MDA

Recommended Course Sequence

Full-Time Course Sequence

Course	Title	Hours
First Year		
Fall		
STAT 603	Statistical Methods	3
STAT 630	Regression Methods	3
CPSC 605	Data Mining and Data Analysis	3
MATH 611	Optimization Models	3
Hours		12
Winter		
STAT 656	Statistical Computing	3
MATH 678	Data Analytics Capstone I	3
Hours		6
Spring		
STAT 660	Advanced Statistical Methods	3
STAT 672	Forecasting and Time Series	3
CPSC 685	Big Data Analytics	3
MATH 668	Model Analysis	3
Hours		12
Summer		
MATH 688	Data Analytics Capstone II	3
Hours		3
Total Hours**		33

*** 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.*

Part-Time Course Sequence

Course	Title	Hours
First Year		
Fall		
STAT 603	Statistical Methods	3
STAT 630	Regression Methods	3
Hours		6
Winter		
STAT 656	Statistical Computing	3
Hours		3
Spring		
STAT 660	Advanced Statistical Methods	3
STAT 672	Forecasting and Time Series	3
Hours		6
Second Year		
Fall		
CPSC 605	Data Mining and Data Analysis	3
MATH 611	Optimization Models	3
Hours		6
Winter		
MATH 678	Data Analytics Capstone I	3
Hours		3

Spring

CPSC 685	Big Data Analytics	3
MATH 668	Model Analysis	3

Hours	6
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Summer

MATH 688	Data Analytics Capstone II	3
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Hours	3
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Total Hours**	33
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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.**

Parks and Resource Management

Programs

Majors

- Environmental Education, Master of Education (MEd) (p. 47)
- Park and Resource Management Online, Master of Science (MS) (p. 48)

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/>)

Environmental Education Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-PR-EE.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

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
Total Hours		30

Important Curriculum Guide Notes

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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/>)

Park and Resource Management Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-PR-PRM.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

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
Total Hours		30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 966D

College of Health Professions

Dean's Office Staff

Dr. Christine Karshin

Dean, College of Health Professions

Phone: 724.738.2243

Email: christine.karshin@sru.edu

Dr. Patricia Pierce

Assistant to the Dean

Phone: 724.738.2830

Email: patricia.pierce@sru.edu

Christine Williams

Administrative Assistant

Phone: 724.738.4419

Email: christine.williams@sru.edu

Paige Hemmis

Clerical Assistant 3

Phone: 724.738.2151

Email: paige.hemmis@sru.edu

The following academic programs and units are in the College of Health Professions:

- Athletic Training (p. 49)
- Nursing (p. 51)
- Occupational Therapy (p. 51)
- Physical Therapy (p. 53)
- Physician Assistant Studies (p. 56)
- Public Health (p. 58)
- Social Work (p. 60)

Athletic Training

Programs

Majors

- Athletic Training, Master of Science (MS) (p. 49)

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. Because the SRU MSAT program utilizes a cohort model, it does not offer advanced placement or accept athletic training graduate transfer credits.

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

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 740	Advanced Athletic Training Clinical Residency	6
ATTR 755	Advanced Synthesis in Athletic Training	3

ATTR 760	Athletic Training Clinical Experiences III	3
Total Hours		57

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 Revised: 3.15.2024 UCC02.27.2024

Recommended Course Sequence

Course	Title	Hours
First Year		
Summer		
ATTR 601	Athletic Training Foundations and Techniques I	3
Hours		3
Fall		
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
Hours		18
Spring		
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
Hours		18
Second Year		
Fall		
ATTR 725	Athletic Training Administration	3
ATTR 740	Advanced Athletic Training Clinical Residency	6
Hours		9
Spring		
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
Hours		9
Total Hours**		57

**** 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: 07.02.2024

Nursing Programs Endorsements

- School Nurse, Certification (p. 51)

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 BS or BA (in any field) 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:

- A completed BS or BA degree, in any field, from a regionally accredited college or university
- A current, unencumbered 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 (<https://catalog.sru.edu/search/?P=NURS%20622>) / NURS 623 (<https://catalog.sru.edu/search/?P=NURS%20623>) 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/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Required Courses		
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
Total Hours		21

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

MAJOR: 9SNC

Occupational Therapy

Programs

Majors

- Occupational Therapy, Doctor of Occupational Therapy (OTD) (p. 51)

Occupational Therapy, Doctor of Occupational Therapy (OTD)

The Occupational Therapy (OT) Program at Slippery Rock University offers an entry-level Doctor of Occupational Therapy (OTD) program in an on-campus, face-to-face learning format with scheduled off campus fieldwork placements. The curriculum focuses on contemporary practice using evidence-based strategies to provide students with generalist and advanced training learning experiences. Classroom and laboratory learning opportunities are influenced by accreditation standards established by the Accreditation Council for Occupational Therapy Education (ACOTE).

Occupational Therapy Program Mission & Vision Statements

Mission

The program's mission is to 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. The SRU OTD Program received initial maximum accreditation in December 2020.

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.

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Summer Academic-Year 1 Requirements		
OCTH 605	Fundamentals of OT Practice	3
OCTH 610	Body Structures for Occupation	4
OCTH 630	Theories & Tenets in OT	3
Subtotal		10
Fall Academic-Year 1 Requirements		
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
Spring Academic-Year 1 Requirements		
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
Summer Academic-Year 2 Requirements		
OCTH 710	Management Applications in OT	3
OCTH 720	Capstone Preparation Seminar I	1
OCTH 724	Community Health & Wellness	3
OCTH 765	Leadership, Advocacy & Policy	3
Subtotal		10
Fall Academic-Year 2 Requirements		
OCTH 721	Capstone Preparation Seminar II	1
OCTH 740	OT Process III- Children & Youth	4
OCTH 745	Level I Fieldwork B	1
OCTH 775	Technology in Rehabilitation	3
OCTH 777	Impact of Culture on Occupation	3
OCTH 781	Scholarship in OT Seminar III	3
Subtotal		15
Spring Academic-Year 2 Requirements		
OCTH 722	Capstone Preparation Seminar III	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	4
OCTH 791	Scholarship in OT Seminar IV	3
Subtotal		16
Summer Academic-Year 3 Requirements		
OCTH 792	Professional Practice Seminar	4
OCTH 810	Level II Fieldwork A	9
Subtotal		13
Fall Academic-Year 3 Requirements		
OCTH 815	Level II Fieldwork B	9
Subtotal		9

Spring Academic-Year 3 Requirements		
OCTH 820	Doctoral Capstone Practicum	9
OCTH 825	Post-Doctoral Practicum Seminar	3
Subtotal		12
Total Hours		115

¹ Program revisions in process; check with adviser for course requirements

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DOT

UCC: 03.02.21

Revised 07.01.21

Physical Therapy

Programs

Majors

- Physical Therapy, Doctor of Physical Therapy (DPT) (p. 53)

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. (G3)
2. Integration of knowledge of biological, behavioral, and clinical sciences for clinical decision making. (G1,2)
3. Competent performance of each element of the APTA patient/client management model, including clinical decision making for differential diagnosis, intervention and appropriate referral. (G1)
4. Promotion of optimum health and function to a culturally diverse patient/client population. (G1,2)
5. Capability to critically evaluate the professional literature to become evidence-based practitioners and demonstrate basic competence in research processes. (G1,3)
6. Effective leadership and business practices in physical therapy. (G1)
7. Professional behavior consistent with ethical and legal standards of the profession. (G1,2)
8. Continuous professional and personal growth to advance professional competence, career goals and the profession. (G2)

Related Links

Physical Therapy, DPT Program Page (<https://www.sru.edu/academics/graduate-programs/physical-therapy-doctor-of-physical-therapy/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Semester 1 Courses		
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

Semester 2 Courses

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
PHTH 729	Foundations of Therapeutic Exercise/Lab	2
Subtotal		18

Semester 3 Courses

PHTH 545	Health Care Systems I	2
PHTH 645	Clinical Experience I	1
PHTH 650	PT Modalities	2
PHTH 652	Nutrition	1
PHTH 653	Pharmacotherapy	1
PHTH 731	Diagnostic Imaging for PTs	1
PHTH 744	Psychosocial integration	2
PHTH 757	Concepts of Evidence-Based Practice	2
PHTH 780	Clinical Decision Making I	1
Subtotal		13

Semester 4 Courses

PHTH 661	Environmental Considerations for Physical Therapists	2
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 758	Evidence-based Practice: Appraising the Literature with Lab	3
Subtotal		18

Semester 5 Courses

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

Semester 6 Courses

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
PHTH 781	Clinical Decision Making II	1
Select one of the following:		2

PHTH 698	Selected Topics	
PHTH 752	Pediatric Elective	
PHTH 754	Sports PT	
PHTH 755	Geriatric Elective	
PHTH 761	Vestibular and Concussion Physical Therapy	
Subtotal		14

Semester 7 Courses

PHTH 737	Physical Therapy Business Practices	2
PHTH 802	Clinical Internship I	9
Subtotal		11

Semester 8 Courses

PHTH 804	Clinical Internship II	9
PHTH 820	Professional Inquiry	2
Subtotal		11

Total Hours **119**

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9D6C

Effective: Summer 2024

UCC 10.24.2023

Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
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
Hours		17
Spring		
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
Hours		18
Summer		
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
Hours		13

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
Hours		19

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
Hours		17

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	
Hours		13

Third Year		
Fall		
PHTH 737	Physical Therapy Business Practices	2
PHTH 802	Clinical Internship I	9
Hours		11
Spring		
PHTH 804	Clinical Internship II	9
PHTH 820	Professional Inquiry	2
Hours		11
Total Hours**		119

**** 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

Physician Assistant Studies

Programs

Majors

- Physician Assistant Studies, Master of Science in Physician Assistant Studies (MSPAS) (p. 56)

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

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Slippery Rock University Physician Assistant Program** sponsored by **Slippery Rock University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **2030 March**. The review date is contingent upon continued compliance with the *Accreditation Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-slippery-rock-university/>.

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-licensure/>) 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. (Graduate outcomes: 1, 2, 3)
- Demonstrate competency in clinical procedures performed by Physician Assistants. (Graduate outcomes: 1, 2)
- Demonstrate ability to perform a complete history and physical examination. (Graduate outcomes: 1, 2, 3)
- Demonstrate ability to diagnose disease and create an appropriate treatment plan. (Graduate outcomes: 1, 2, 3)
- Demonstrate the use of Evidence-Based Medicine to effectively diagnose and treat patients. (Graduate outcomes: 1, 2, 3)
- Demonstrate cross-cultural and socioeconomic sensitivity in clinical practice settings involving special patient populations. (Graduate outcomes: 1, 2, 3)
- Demonstrate effective communication skills in a healthcare setting. (Graduate outcomes: 1, 2, 3)
- Demonstrate the ability to collaborate within an interprofessional health care team. (Graduate outcomes: 1, 2, 3)
- Demonstrate ethical decision making in the practice of medicine. (Graduate outcomes: 1, 2, 3)
- Participate in professional societies the promote PA practice and advancement. (Graduate outcomes: 1, 2, 3)

Related Links

Physician Assistant Studies, MS Program Page (<https://www.sru.edu/academics/graduate-programs/physician-assistant-studies-master-of-science/>)

Physician Assistant Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-PA.pdf?1633100221619>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

Code	Title	Hours
Summer Didactic-Year Requirements		
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 651	Clinical Medicine with Lab I	5
PA 654	Special Populations I	1
Subtotal		16
Fall Didactic-Year Requirements		
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 646	Evidence Based Practice	1.5
PA 661	Clinical Medicine with Lab II	5
PA 664	Special Populations II	1
Subtotal		20.5
Spring Didactic-Year Requirements		
PA 604	Emergency Medicine	2
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 and Transition	1
Subtotal		20
Summer Clinical-Year Requirements		
PA 701	From Theory to Practice I	1
PA 771	Clinical Clerkships Experience I (Two 4.5-week rotations, and one 3-week rotation.)	12.6
Subtotal		13.6
Fall Clinical-Year Requirements		

PA 702	From Theory to Practice II	2
PA 772	Clinical Clerkships Experience II (Three 4.5-week rotations.)	14.4
Subtotal		16.4
Winter Clinical-Year Requirements		
PA 773	Clinical Clerkship Experience III	3
Subtotal		3
Spring Clinical-Year Requirements		
PA 703	From Theory to Practice III	2
PA 774	Clinical Clerkships Experience IV (Three 4.5-week rotations.)	14.4
Subtotal		16.4
Total Hours		105.9

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
Revised 03.15.2024
UCC 02.13.2024

Recommended Course Sequence

Course	Title	Hours
First Year		
Summer		
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 Practice	1.5
PA 651	Clinical Medicine with Lab I	5
PA 654	Special Populations I	1
Hours		17.5
Fall		
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
Hours		19
Spring		
PA 604	Emergency Medicine	2
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 and Transition	1
Hours		20
Second Year		
Summer		
PA 701	From Theory to Practice I	1
PA 771	Clinical Clerkships Experience I	12.6
Hours		13.6
Fall		
PA 702	From Theory to Practice II	2
PA 772	Clinical Clerkships Experience II	14.4
Hours		16.4
Winter		
PA 773	Clinical Clerkship Experience III	3
Hours		3
Spring		
PA 703	From Theory to Practice III	2
PA 774	Clinical Clerkships Experience IV	14.4
Hours		16.4
Total Hours**		105.9

*** 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
Revised 07.02.2024

Public Health

Programs

Majors

- Public Health, Master of Public Health (MPH) (p. 58)

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 Fact Sheet - HPW Concentration (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-MPH-HPW.pdf?1690992844018>)

Public Health Fact Sheet - EOH Concentration (<https://www.sru.edu/A/24414/>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Required Core Courses		
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
Concentration		

Select one of the following:	12
Health Promotion and Wellness (p. 59)	
Environmental and Occupational Health (p. 59)	
Subtotal	12
Total Hours	42

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
Total Hours		12

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
Total Hours		12

Important Curriculum Guide Notes

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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
First Year		
Fall		
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
Hours		9
Winter		
HLTH 605	Health Services Administration	3
Hours		3

Spring

HLTH 606	Principles of Epidemiology	3
HLTH 607	Designing and Conducting Health Surveys	3
HLTH 610	Occupational and Environmental Health Science	3
Hours		9

Summer

HLTH 608	Planning and Implementation of Public Health Strategies	3
HLTH 609	Practicum in Public Health	3
Hours		6

Second Year

Fall

HLTH 623	Foundations of Environmental and Occupational Toxicology	3
HLTH 630	Environmental and Occupational Exposure Monitoring Analysis Control	3
Hours		6

Spring

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
Hours		9
Total Hours**		42

**** 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
First Year		
Fall		
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
Hours		9
Winter		
HLTH 605	Health Services Administration	3
Hours		3
Spring		
HLTH 606	Principles of Epidemiology	3
HLTH 607	Designing and Conducting Health Surveys	3
HLTH 610	Occupational and Environmental Health Science	3
Hours		9

Summer

HLTH 608	Planning and Implementation of Public Health Strategies	3
HLTH 609	Practicum in Public Health	3
Hours		6

Second Year**Fall**

HLTH 611	Infectious and Chronic Disease	3
HLTH 616	Health and Wellness Coaching	3
HLTH 617	Health Marketing and Communication	3
Hours		9

Spring

HLTH 618	Program Evaluation	3
HLTH 627	Public Health Culminating Experience	3
Hours		6
Total Hours**		42

*** 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

Programs

Majors

- Social Work - Advanced Standing Online, Master of Social Work (MSW) (p. 60)
- Social Work - Advanced Standing, Master of Social Work (MSW) (p. 61)
- Social Work Online, Master of Social Work (MSW) (p. 63)
- Social Work, Master of Social Work (MSW) (p. 64)

Certificates

- Animal Assisted Social Work, Certificate (p. 60)
- Social Work Cognitive Behavioral Therapy, Certificate (p. 62)

Animal Assisted Social Work, Certificate

The animal-assisted social work certificate is a 3 course (9 credit) plan to obtain specialized knowledge and skill in using therapy animals in professional practice settings. Students will obtain hands-on, experiential learning in animal-assisted intervention with a variety of therapy and crisis response dogs. Courses are designed to be manageable for the working professional as well as those who wish to embed these courses in their graduate program. Each course is designed in a hybrid manner with online content and a single weekend in-person attendance requirement. Summer options are also available so that students only come twice to campus for the three courses.

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

Animal Assisted Social Work, Certificate Program Page (<https://www.sru.edu/academics/certificates/animal-assisted-social-work-certificate/>)

Animal Assisted Social Work Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/certificates/FS%20-%20ANIMAL%20ASSISTED%20SW%20CTF.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 2.00 or higher

Code	Title	Hours
Required Courses		
SOWK 740	Animal-Assisted Social Work	3
SOWK 744	Animal-Assisted Crisis Response	3
SOWK 742	Animal-Assisted Social Work with Kids	3
or SOWK 743	Animal-Assisted Social Work With Seniors	
Total Hours		9

Important Curriculum Guide Notes

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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

Social Work - Advanced Standing Online, Master of Social Work (MSW) 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. GO 1,2
- To prepare professionals to effectively identify, apply and evaluate evidence-based interventions. GO 1,2,3
- To prepare committed social work practitioners to assume leadership roles. GO 1,3
- To prepare social workers to recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities. GO 1,2,3

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

Code	Title	Hours
Required Courses		
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
SOWK 750	Field Education II	3
SOWK 750	Field Education II	3
Subtotal		24
Clinical Electives		
Select 5 courses from the following:		15
SOWK 732	Post Traumatic Stress Disorder	
SOWK 733	Disaster Management	
SOWK 734	Trauma-Informed Care	
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 741	Grief & Loss: Theory & Skills for Intervention	
SOWK 742	Animal-Assisted Social Work with Kids	
SOWK 743	Animal-Assisted Social Work With Seniors	
SOWK 744	Animal-Assisted Crisis Response	
Subtotal		15
Total Hours		39

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

ONLINE ADVANCED STANDING, MASTER OF SOCIAL WORK (9SWO)

UCC 02.27.2024

Revised: 04.30.2024

RECOMMENDED COURSE SEQUENCE

Course	Title	Hours
First Year		
Fall		
SOWK 615	Clinical Social Work & the DSM	3
SOWK 620	Human Rights, Social Justice & Policy	3
SOWK 635	Clinical Practice With Adults	3
SOWK Elective		3
SOWK 750	Field Education II	3
Hours		15
Spring		
SOWK 630	Clinical Practice With Children & Families	3
SOWK 710	Qualitative Research	3
SOWK 730	Practice Skills Following Crises	3
SOWK Elective		3
SOWK 750	Field Education II	3
Hours		15
Summer		
SOWK Elective		3
SOWK Elective		3
SOWK Elective		3
Hours		9
Total Hours**		39

*** 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.*

Revised: 07.02.2024

Social Work - Advanced Standing, Master of Social Work (MSW)

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. GO 1, 2
- To prepare professionals to effectively identify, apply and evaluate evidence-based interventions. GO 1,2,3
- To prepare committed social work practitioners to assume leadership roles. GO 1,3
- To prepare social workers to recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities. GO 1,2,3

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Required Courses		
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
SOWK 750	Field Education II	3
SOWK 750	Field Education II	3
Subtotal		24
Clinical Electives		
Select 5 courses from the following:		15
SOWK 732	Post Traumatic Stress Disorder	
SOWK 733	Disaster Management	
SOWK 734	Trauma-Informed Care	
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 741	Grief & Loss: Theory & Skills for Intervention	
SOWK 742	Animal-Assisted Social Work with Kids	
SOWK 743	Animal-Assisted Social Work With Seniors	
SOWK 744	Animal-Assisted Crisis Response	
Subtotal		15
Total Hours		39

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

ADVANCED STANDING, MASTER OF SOCIAL WORK (9SWA)

UCC 02.24.2024

Revised: 04.30.2024

Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
SOWK 615	Clinical Social Work & the DSM	3
SOWK 620	Human Rights, Social Justice & Policy	3
SOWK 635	Clinical Practice With Adults	3
SOWK Elective		3
SOWK 750	Field Education II	3
Hours		15
Spring		
SOWK 630	Clinical Practice With Children & Families	3
SOWK 710	Qualitative Research	3
SOWK 730	Practice Skills Following Crises	3
SOWK Elective		3
SOWK 750	Field Education II	3
Hours		15
Summer		
SOWK Elective		3
SOWK Elective		3
SOWK Elective		3
Hours		9
Total Hours**		39

**** 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.**

Revised: 07.02.2024

Social Work Cognitive Behavioral Therapy, Certificate

To access Certificate Requirements, please view the Curriculum Guide tab.

Social Work Cognitive Behavioral Therapy, Certificate Program Page (<https://www.sru.edu/academics/certificates/cognitive-behavioral-therapy-certificate/>)

Social Work Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS%20-%20CBT%20SW%20CTF.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 2.00 or higher

Code	Title	Hours
Required Courses		
SOWK 630	Clinical Practice With Children & Families	3
SOWK 635	Clinical Practice With Adults	3

SOWK 730	Practice Skills Following Crises	3
Total Hours		9

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Social Work Cognitive Behavioral Therapy - CERT (9SWC)

This program is effective as of Summer 2024

Revised 05.03.2024

UCC 02.27.2024

Social Work Online, Master of Social Work (MSW)

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. GO 1,2
- To prepare professionals to effectively identify, apply and evaluate evidence-based interventions. GO 1,2,3,
- To prepare committed social work practitioners to assume leadership roles. GO 1,3
- To prepare social workers to recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities. GO 1,2,3

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Required Courses		
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	Practice Skills Following Crises	3
SOWK 750	Field Education II	3
SOWK 750	Field Education II	3
Subtotal		45

Clinical Electives

Select 5 courses from the following:		15
SOWK 732	Post Traumatic Stress Disorder	
SOWK 733	Disaster Management	
SOWK 734	Trauma-Informed Care	
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 741	Grief & Loss: Theory & Skills for Intervention	
SOWK 742	Animal-Assisted Social Work with Kids	
SOWK 743	Animal-Assisted Social Work With Seniors	
SOWK 744	Animal-Assisted Crisis Response	
Subtotal		15

Total Hours **60**

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

MASTER OF SOCIAL WORK ONLINE (9SWO)

UCC 10.24.2023

Revised: 07.08.2024

RECOMMENDED COURSE SEQUENCE

Course	Title	Hours
First Year		
Fall		
SOWK 600	Human Behavior & the Social Environment	3
SOWK 601	Foundations of Social Work	3
SOWK 615	Clinical Social Work & the DSM	3
SOWK 620	Human Rights, Social Justice & Policy	3
SOWK 650	Field Education I	3
Hours		15

Spring

SOWK 605	Social Welfare System	3
SOWK 610	Macro Social Work	3
SOWK 730	Practice Skills Following Crises	3
SOWK 650	Field Education I	3
SOWK Elective		3

Hours **15**

Second Year**Fall**

SOWK 630	Clinical Practice With Children & Families	3
SOWK 705	Research Methods in Social Work	3
SOWK 750	Field Education II	3
SOWK Elective		6

Hours **15**

Spring

SOWK 635	Clinical Practice With Adults	3
SOWK 710	Qualitative Research	3
SOWK 750	Field Education II	3
SOWK Elective		6

Hours **15**

Total Hours** **60**

*** 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.*

Revised: 07.02.2024

Social Work, Master of Social Work (MSW)

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. GO 1,2
- To prepare professionals to effectively identify, apply and evaluate evidence-based interventions. GO 1,2,3
- To prepare committed social work practitioners to assume leadership roles. GO 1,3
- To prepare social workers to recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities. GO 1,2,3

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Required Courses		
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	Practice Skills Following Crises	3
SOWK 750	Field Education II	3
SOWK 750	Field Education II	3
Subtotal		45
Clinical Electives		
Select 5 courses from the following:		15
SOWK 732	Post Traumatic Stress Disorder	
SOWK 733	Disaster Management	
SOWK 734	Trauma-Informed Care	
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 741	Grief & Loss: Theory & Skills for Intervention	
SOWK 742	Animal-Assisted Social Work with Kids	
SOWK 743	Animal-Assisted Social Work With Seniors	
SOWK 744	Animal-Assisted Crisis Response	
Subtotal		15
Total Hours		60

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

MASTER OF SOCIAL WORK (9MSW)
UCC 02.27.2024

Revised: 04.30.2024

Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
SOWK 600	Human Behavior & the Social Environment	3
SOWK 601	Foundations of Social Work	3
SOWK 615	Clinical Social Work & the DSM	3
SOWK 620	Human Rights, Social Justice & Policy	3
SOWK 650	Field Education I	3
Hours		15
Spring		
SOWK 605	Social Welfare System	3
SOWK 610	Macro Social Work	3
SOWK 730	Practice Skills Following Crises	3
SOWK 650	Field Education I	3
SOWK Elective		3
Hours		15
Second Year		
Fall		
SOWK 630	Clinical Practice With Children & Families	3
SOWK 705	Research Methods in Social Work	3
SOWK 750	Field Education II	3
SOWK Elective		6
Hours		15
Spring		
SOWK 635	Clinical Practice With Adults	3
SOWK 710	Qualitative Research	3
SOWK 750	Field Education II	3
SOWK Elective		6
Hours		15
Total Hours**		60

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Revised: 07.02.2024

College of Liberal Arts

Dean's Office Staff

Dr. Dan Bauer

Dean, College of Liberal Arts

Phone: 724.738.4262

Email: dan.bauer@sru.edu

Ms. Barbara Westman

Assistant to the Dean, Professor, Art

Phone: 724.738.2345

Email: barbara.westman@sru.edu

Brenda Best

Administrative Assistant

Phone: 724.738.4358

Email: brenda.best@sru.edu

Gabrielle Rizzi

Clerical Assistant 3

Phone: 724.738.2255

Email: gabrielle.rizzi@sru.edu

The following academic programs and units are in the College of Liberal Arts:

- English (p. 65)
- History (p. 67)
- Modern Languages (p. 67)
- Music (p. 70)

English

Programs

Majors

- English, Master of Arts (MA) (p. 65)

Certificates

- Written Literate Practices, Certificate (p. 66)

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. (G 1, G 2)
- 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. (G 1, G 3)
- 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. (G 2)
- Students will effectively demonstrate the ability to access and utilize research in various disciplines and incorporate the research into the production of professional and technical documents. (G 1, G 2, G 3)
- 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. (G1, G2)

RELATED LINKS

English, MA Program Page (<https://www.sru.edu/academics/graduate-programs/english-master-of-arts/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

Code	Title	Hours
Core English Courses		
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 621	The Teaching of Writing and Literature	3
ENGL 627	Evolution of Writing	3
ENGL 642	Digital Writing and Publishing	3
ENGL 659	Researching Academic and Professional Writing	3
ENGL 660	Seminar: Creative Writing	3
Total Hours		30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9527

UCC: 02.14.23

Revised: 02.24.23

RECOMMENDED COURSE SEQUENCE

Course	Title	Hours
First Year		
Fall		
ENGL 601	Introduction to Writing in the Disciplines	3
ENGL 602	Rhetoric Theory	3
Hours		6
Winter		
ENGL 642	Digital Writing and Publishing	3
Hours		3
Spring		
ENGL 603	Literary and Cultural Studies	3
ENGL 627	Evolution of Writing	3
Hours		6
Summer		
ENGL 598 or ENGL 660	Selected Topics or Seminar: Creative Writing	3
ENGL 620	Linguistics and Writing	3
ENGL 659	Researching Academic and Professional Writing	3
Hours		9

Second Year

Fall

ENGL 697	Consultancy in Writing in the Disciplines	6
Hours		6
Total Hours**		30

**** 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: 03.31.2021

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.

To access Certificate Requirements, please view the Curriculum Guide tab.

RELATED LINKS

Written Literate Practices, Certificate Program Page (<https://www.sru.edu/academics/graduate-programs/written-literate-practice-letter-of-completion/>)

Written Literate Fact Page (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-Written-Lit-Cert.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 3.00 or higher

Code	Title	Hours
Required Courses		
ENGL 602	Rhetoric Theory	3
ENGL 620	Linguistics and Writing	3
ENGL 627	Evolution of Writing	3
ENGL 642	Digital Writing and Publishing	3
Total Hours		12

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

Certificate Code: 9WLP

History

Programs

Majors

- History, Master of Arts (MA) (p. 67)

History, Master of Arts (MA)

Related Links

History, MA Program Page (<https://www.sru.edu/academics/graduate-programs/history-master-of-arts/>)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

Code	Title	Hours
Required Course		
HIST 604	Historiography	3
Course Selection		
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 435	Pennsylvania
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
Comprehensive Exam	
Successful completion of a comprehensive exam.	
Total Hours	30

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9A44

Revised 07.09.2021

UCC 03..02.2021

Modern Languages

Programs

Majors

- Teaching English to Speakers of Other Languages, Master of Arts (MA) (p. 69)

Certificates

- Communicative Language Teaching, Certificate (p. 68)
- Teaching English to Speakers of Other Languages, Certificate (p. 68)

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.

To access Certificate Requirements, please view the Curriculum Guide tab.

RELATED LINKS

Communicative Language Teaching Certificate Program Page (<https://www.sru.edu/academics/certificates/tesol-communicative-language-teaching-certificate/>)

TESOL Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-TESOL-CC.pdf?1633098253123&1633098253123>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

- Certificate GPA: 3.00 or higher

Code	Title	Hours
Required Courses		
Select a Selected Topics or Advanced Selected Topics course:		3
MODL 598	Selected Topics	
MODL 698	Selected Topics	
Select a Workshop or Advanced Workshop course:		6
MODL 595	Workshop	
MODL 695	Workshop	
Total Hours		9

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

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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.

To access Certificate Requirements, please view the Curriculum Guide tab.

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/>)

Teaching English to Speakers in Other Languages Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-TESOL.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

- Certificate GPA: 3.00 or higher

Code	Title	Hours
Required Courses		
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
Total Hours		13

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

MAJOR: 9TSL

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/)))

Teaching English to Speakers of Other Languages Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/FS-TESOL.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensures/>)

Curriculum Guide

Code	Title	Hours
Core TESOL Courses		
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
General or Experiential Tracks		
Select one of the following tracks:		6-9
<i>Experiential Track</i>		

Select one elective and one end project

Electives (p. 69)	
Experiential End Projects (p. 69)	
<i>General Track</i>	
Select three electives	
Electives (p. 69)	
Total Hours	30-33

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	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

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9TES

RECOMMENDED COURSE SEQUENCE

Course	Title	Hours
First Year		
Fall		
MODL 602	Principles of Language Learning and Teaching	3

MODL 612	Sociolinguistics	3
MODL 699	Practicum in TESOL	3
End Project via Individualized Instruction:		1
MODL 750	Internship	
MODL 799	Capstone TESOL Project	
MODL 800	Thesis	
Hours		10
Winter		
Electives offered by other departments (ELEC, ENGL, SEFE)		3
Hours		3
Spring		
MODL 604	Methods of TESOL	3
MODL 606	Second Language Acquisition	3
MODL 608	Grammar for TESOL	3
ENGL 620	Linguistics and Writing	3
End Project via Individualized Instruction:		1
MODL 750	Internship	
MODL 799	Capstone TESOL Project	
MODL 800	Thesis	
Hours		13
Summer		
COMM 617	Intercultural Communication	3
End Project via Individualized Instruction:		1
MODL 750	Internship	
MODL 799	Capstone TESOL Project	
MODL 800	Thesis	
Electives offered by other departments (ELEC, ENGL, SEFE)		3
Hours		7
Total Hours**		33

**** 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.**

Music

Programs

Majors

- Music Therapy, Master of Music Therapy (MMT) (p. 70)

Certificate

- Culturally Relevant and Sustaining Music Education, Certificate (p. 70)

Culturally Relevant and Sustaining Music Education, Certificate

This program will provide practicing music educators with the knowledge and skills to create a more culturally relevant and sustaining classroom for their students through focused study in courses designed to meet the needs of today's diverse music classrooms.

To access Certificate Requirements, please view the Curriculum Guide tab.

Related Links

Culturally Relevant and Sustaining Music Education, Certificate Program Page (<https://www.sru.edu/academics/colleges-and-departments/cla/departments/music/programs/>)

Culturally Relevant and Sustaining Music Education Fact Sheet (<https://www.sru.edu/documents/programs/factsheets/graduate/fs-musicedctf.pdf>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

CURRICULUM GUIDE

GPA REQUIREMENT

Certificate GPA: 2.00 or higher

Code	Title	Hours
Select four of the following:		12
MUSI 357	Music Education for Diverse Learners	
MUSI 456	Social Emotional Learning in Music Education	
MUSI 458	Diversity, Equity, and Inclusion in Wind Band Literature	
MUSI 457	Popular Music Pedagogy	
MUSI 356	Culturally Responsive Teaching (CRT) in the Choral Arts	
Total Hours		12

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

Undergraduate Certificate in Culturally Relevant and Sustaining Music Education - CERT (5CME)

Program is effective for Summer 2023

Revised 04.11.2023

UCC 11.08.2022

Music Therapy, Master of Music Therapy (MMT)

The Master of Music Therapy is a 36 credit program or a 48 credit (counseling concentration) 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:

- Master of Music Therapy Program Objectives:
 - Advanced knowledge of, and skills in, music therapy theory (G1, G2, G3)
 - Advanced knowledge of, and skills in, music therapy clinical practice, in the areas of: (G1, G2, G3)
 - Clinical supervision
 - Clinical administration
 - Advanced clinical skills
 - Advanced knowledge of, and skills in, music therapy research (G1, G2, G3)
 - Advanced knowledge of, and skills in, musical and artistic skills for music therapy (G1, G2, G3)
 - Advanced knowledge of, and skills in, personal development and professional role (G1, G2, G3)

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

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

36 Credit MMT

21 credits in Core Music Therapy Courses. 12 credits in electives. 3 credits of thesis/final project. A comprehensive exam is required in addition to the completion of the coursework.

Code	Title	Hours
Core Music Therapy Courses		
MUSI 604	Reading Music Therapy Research	3
MUSI 606	Clinical Assessment: Principles, Procedures, and Tools	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 608	Theories of Supervision in Music Therapy	3
MUSI 610	Ethical and Professional Issues in MT and Related Fields	3
MUSI 611	Social Justice Approaches to Music Therapy	3
MUSI 705	Advanced Music Therapy Practicum	3

Subtotal		21
Electives		
Select 12 credit hours of the following:		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	
MUSI 750	Advanced Music Therapy Internship	
Thesis or Final Project		
MUSI 650	Final Project	3
or MUSI 800	Final Thesis	
Total Hours		36

48 Credit MMT

18 credits in Core Music Therapy Courses. 6 credits in advanced music therapy clinical work. 9 credits in electives. 12 credits in Counseling. 3 credits thesis/final project. A comprehensive exam is required in addition to the completion of the coursework.

Code	Title	Hours
Core Music Therapy Courses		
MUSI 604	Reading Music Therapy Research	3
MUSI 606	Clinical Assessment: Principles, Procedures, and Tools	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 608	Theories of Supervision in Music Therapy	3
MUSI 610	Ethical and Professional Issues in MT and Related Fields	3
MUSI 611	Social Justice Approaches to Music Therapy	3
Advanced Clinical Skills		
MUSI 705	Advanced Music Therapy Practicum	3
MUSI 750	Advanced Music Therapy Internship	3
Electives		
Select 9 Credits -- Music Therapy Courses are recommended as priority		9
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	
CDEV 598	Selected Topics	
CDEV 607	Contextual Dimensions of Diagnosis	
CDEV 617	Advanced Adult Counseling	
CDEV 636	Advanced Addictions Counseling	
CDEV 644	Advanced Counseling Theory and Practice	
CDEV 680	Assessment in Counseling	
CDEV 685	Advanced Youth Counseling	

CDEV 698	Selected Topics	
Counseling Courses		
CDEV 629	Helping Relationships in Music Therapy	3
or CDEV 614	Helping Relationships	
CDEV 633	Career and Lifestyle Development for Music Therapy	3
or CDEV 603	Career Development and Counseling	
CDEV 635	Lifespan Development for Music Therapy	3
or CDEV 610	Lifespan Development	
CDEV 637	Group Counseling for Music Therapists	3
or CDEV 612	Group Counseling	
Thesis or Final Project		
MUSI 650	Final Project	3
or MUSI 800	Final Thesis	
Total Hours		48

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: 9MMT/COUN

Revised: 10.31.2023

UCC 10.24.2023

Recommended Course Sequence

Even-Year Start Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
MUSI 604	Reading Music Therapy Research	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 610	Ethical and Professional Issues in MT and Related Fields	3
Hours		9
Spring		
MUSI 605	Designing Music Therapy Research	3
MUSI 613	Music Psychotherapy	3
MUSI 705	Advanced Music Therapy Practicum	3
Hours		9
Second Year		
Fall		
MUSI 606	Clinical Assessment: Principles, Procedures, and Tools	3
MUSI 608	Theories of Supervision in Music Therapy	3

MUSI 614	Systems Thinking in Music Therapy	3
Hours		9
Spring		
MUSI 611	Social Justice Approaches to Music Therapy	3
MUSI 612	Medical Music Therapy	3
MUSI 750	Advanced Music Therapy Internship	3
MUSI 800	Final Thesis	3
or MUSI 650	or Final Project	
Hours		12
Total Hours**		39

**** 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: 07.29.2021

Odd-Year Start Recommended Course Sequence

Course	Title	Hours
First Year		
Fall		
MUSI 606	Clinical Assessment: Principles, Procedures, and Tools	3
MUSI 608	Theories of Supervision in Music Therapy	3
MUSI 614	Systems Thinking in Music Therapy	3
Hours		9
Spring		
MUSI 611	Social Justice Approaches to Music Therapy	3
MUSI 612	Medical Music Therapy	3
MUSI 705	Advanced Music Therapy Practicum	3
Hours		9
Second Year		
Fall		
MUSI 604	Reading Music Therapy Research	3
MUSI 607	Cultural and Social Foundations of Music Therapy	3
MUSI 610	Ethical and Professional Issues in MT and Related Fields	3
Hours		9
Spring		
MUSI 605	Designing Music Therapy Research	3
MUSI 613	Music Psychotherapy	3
MUSI 750	Advanced Music Therapy Internship	3
MUSI 800	Final Thesis	3
or MUSI 650	or Final Project	
Hours		12
Total Hours**		39

**** 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: 9MMT
Revised Date: 07.29.21

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Slippery Rock University Faculty (p. 73)

Slippery Rock University Faculty/Administrative Emeriti (p. 98)

Slippery Rock University Faculty

A

Kristie Abbs

Assistant Professor
Psyc, Soc Work & Rec Therapy
D.S.W., Capella University
M.Ed., Slippery Rock University
M.S.W., Ohio State University
B.S., Radford University

Robertha Abney

Associate Professor
Comm, Media and Sport Mgmt
Ph.D., University of Iowa
M.Ed., University of Pittsburgh
B.S., South Carolina State College

Michael Adamczyk

Assistant Professor
Safety Management
M.S., Eastern Kentucky University
B.S., Slippery Rock University

Naresh Adhikari

Assistant Professor
Computing and Security
Ph.D., Mississippi State University
M.S., Mississippi State University
B.E., Pokhara University

Nikhil Ahuja

Assistant Professor
Public Health Sciences
Ph.D., University of Memphis School of Public Health
M.D.S., Rajiv Gandhi University
B.D.S., Maharashtra University

Monique Alexander

Associate Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Pennsylvania State University
M.Ed., Teacher's College of Columbia University
B.A., Bucknell University

Frances Amatucci

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

Michelle Amodei

Professor
Curriculum, Instr & Educ Ldshp
Ed.D., Indiana University of Pennsylvania
M.S., Duquesne University
B.S., Indiana University of Pennsylvania

Melanie Anderson

Professor
Fin, Acct, Mrkt and Econ
Ph.D., University of Nebraska-Lincoln
M.B.A., Pennsylvania State University
B.S., Clarion University

Whitney Angelini

Instructor
Psyc, Soc Work & Rec Therapy
D.P.T., Slippery Rock University
B.S., Slippery Rock University

Jonathan Anning

Associate Professor
Exercise Science

Ph.D., University of Toledo
M.A., Central Michigan University
B.A., Central Michigan University

John Anthony

Instructor
Music
M.M., Youngstown State University
B.S., Slippery Rock University

James Anthony

Instructor
Math, Statistics & Physics
M.A., Penn State University
B.S., Lock Haven University

Theresa Antonellis

Art
M.F.A., University of Massachusetts Amherst
B.A., Mount Holyoke College

Stacy Arend

Assistant Professor
Athletics
M.P.H., Mercer University of Medicine
B.S., Western Michigan University

Adaeze Aroh

Assistant Professor
Public Health Sciences
DrPH, University of Kentucky
MSc, Northern Kentucky University
MPH., University of Kentucky
BSc, University of Nigeria

Nicholas Artman

Associate Professor
Comm, Media and Sport Mgmt
Ph.D., Indiana University of PA
M.A., Indiana University of PA
B.S., Indiana University of PA

Lua Augustin

Associate Professor
Fin, Acct, Mrkt and Econ
Ph.D., Texas Tech University
M.Ed., Lamar University
M.B.A., Midwestern State University
B.B.A., Midwestern State University

B

John Bagnato

Instructor
Music
Ph.D., University of Pittsburgh
M.M., University of New Orleans
B.M., Manhattan School of Music

Amy Baker

Instructor
Music
M.M., Eastern Kentucky University
B.M., Cleveland Institute of Music

Joshua Ballew

Associate Professor
Math, Statistics & Physics
Ph.D., University of Maryland College Park
B.A., St. Mary's College of Maryland

Richael Barger-Anderson

Professor
Special Education
D.Ed., Indiana University of PA
M.S., Clarion University
B.S., Clarion University

Brett Barnett

Professor
Comm, Media and Sport Mgmt
Ph.D., Bowling Green State University
M.A., University of Akron
B.A., Ohio State University

Nicky Baumgartner

Instructor
Math, Statistics & Physics
M.S., Cleveland State University
B.S., Cleveland State University

Thomas Bechard

Assistant Professor
Psyc, Soc Work & Rec Therapy
D.S.W., Adelphia University
M.S.W., Barry University
B.A., University of Maine
B.A., Hubertus College

Simon Beeching

Professor
Biology
Ph.D., Indiana University
B.A., University of Maine

Stephen Benacci

Instructor

Melissa Berdell

Instructor
Computing and Security
D.H.E., Duquesne University
M.S., Point Park University
B.A., University of Pittsburgh

Eric Berdis

Instructor
Art
B.F.A., Slippery Rock University
M.F.A., Virginia Commonwealth University

William Bergmann

Associate Professor
History
Ph.D., University of Cincinnati
M.A., University of Cincinnati
B.A., Franklin and Marshall College

Angela Bernardo

Professor
Safety Management
Ph.D., Indiana University of Pennsylvania
M.S., West Virginia University
B.S., Slippery Rock University

Sagar Bhandari

Assistant Professor
Math, Statistics & Physics
Ph.D., Harvard University
M.S., Harvard University
B.S., Trinity College

Akash Bhatia

Instructor
Music

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

Eric Bieniek

Associate Professor
Special Education
Ph.D., Robert Morris University
M.Ed., Indiana University of PA
B.A., Edinboro University

Jennifer Bindernagel

Instructor
Social Sciences
M.S.W., University of Pittsburgh
B.S., Slippery Rock University

Tricia Bishop

Assistant Professor
Art
M.F.A., Syracuse University
B.F.A., Howard University

Breanne Blake

Assistant Professor
Healthcare and Administration
M.P.A., Chatham University
B.S., Slippery Rock University of PA

Elizabeth Boerger

Assistant Professor
Psyc, Soc Work & Rec Therapy
Ph.D., University of Texas at Austin
M.S., University of Pittsburgh
M.A., University of Texas at Austin
B.A., Grinnell College

Kaley Booher

Instructor
Hlth & Rehabilitation Sciences

Michael Boone

Operational/Leadership Profess

B.S., Brockport

Megan Borger

Associate Professor
Healthcare and Administration
M.S., King's College
B.S., King's College

Thaddeus Boron

Professor
Chemistry & Environ Geosci
Ph.D., University of Michigan
M.S., University of Michigan
B.S., University of Pittsburgh

Christa Brahler

Assistant Professor
Exploratory Stud & Acad Prog
M.A., Slippery Rock University
B.A., Indiana University

Natalie Brahm

Instructor
Healthcare and Administration
M.P.A.S., Seton Hill University
B.S., State University of New Jersey-Rutgers

Andre Braz

Assistant Professor
Chemistry & Environ Geosci
Ph.D., Universidad de Alcala
M.S., University of Amsterdam
B.S., University of Lisbon

Boris Brimkov

Associate Professor
Math, Statistics & Physics
Ph.D., Rice University
M.A., Rice University
B.S., State University of New York at Buffalo

Nicole Brockmann

Instructor
Music

Allison Brungard

Assistant Professor
Library
M.L.I.S., University of Pittsburgh
M.Ed., Slippery Rock University
B.A., Youngstown State University

Martin Buckley

Associate Professor
Biology
Ph.D., Michigan State University
M.S., Saint Louis University
B.A., Saint Louis University

Thuy Bui

Professor
Fin, Acct, Mrkt and Econ
M.B.A., Ohio University
Ph.D., University of Pittsburgh

B.B.A., Ohio University

Joseline Burgos

Instructor
Lang, Lit, Cult & Writing

Patrick Burkhardt

Professor
Chemistry & Environ Geosci
Ph.D., Lehigh University
M.S., Wright State University
B.A., Case Western Reserve

Richard Busi

Instructor
Curriculum, Instr & Educ Ldshp
Ph.D., University of Florida
M.E., Slippery Rock University
B.S., Slippery Rock University

Olivia Buterbaugh

Assistant Professor
Healthcare and Administration
M.S., Duquesne University
B.S., Duquesne University

C

Joseph Cali

Ed.D., West Virginia University
M.A., Indiana University of Pennsylvania
B.A., Indiana University of Pennsylvania

Patricia Campbell

Associate Professor
Chemistry & Environ Geosci
Ph.D., University of Pittsburgh
M.S., University of Pittsburgh
B.S., University of Pittsburgh

Cindy Candelaria-Pieve

Assistant Professor
Music
D.M.A., University of Cincinnati College
M.A., CUNY Hunter College
B.A., University of Puerto Rico

Jennifer Carben

Assistant Professor
Biology
M.S., Slippery Rock University
B.A., Slippery Rock University

William Cartagena-Vazquez

Instructor

April Carter

Instructor
Exploratory Stud & Acad Prog
M.A., California University of PA
M.E.D., Slippery Rock University of PA
B.S., Slippery Rock University of PA

Kevin Cassidy

Instructor

Computing and Security

M.A., John Jay College

B.S., John Jay College

Mustafa Casson

Associate Professor
Social Sciences
Ph.D., University of Washington
M.A., University of Washington
B.A., Grinnell College

David Champion

Professor
Criminology & Criminal Justice
Ph.D., Indiana University of Pennsylvania
M.A., Ball State University
B.A., State University of New York at Buffalo

Franklyn Charles

Associate Professor
Comm, Media and Sport Mgmt
PH.D., Ohio University
M.A., Ohio University
B.A., University of South Florida

Anindya Chatterjee

Professor
Fin, Acct, Mrkt and Econ
Ph.D., Temple University
M.M.S., Birla Institute of Technology and Science (India)

Xianfeng Chen

Professor
Chemistry & Environ Geosci
Ph.D., West Virginia University
M.S., Institute of Geography Chinese Academy of Sciences
B.S., Xinjian University (China)

Qi Chen

Associate Professor
Chemistry & Environ Geosci
Ph.D., Auburn University
B.S., East China University of Science & Technology

Weiru Chen

Associate Professor
Management
B.S., Xi'an Technological University
M.S., Lanzhou University of Technology
M.E., Old Dominion University
Ph.D., Old Dominion University

Louis Christensen

Assistant Professor
Engineering
Ph.D., Ohio State University
M.S., Ohio State University
B.S., Valparaiso University

Edwin Christmann

Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Old Dominion University
M.Ed., Pennsylvania State University

B.S.Ed., California University of Pennsylvania

Gary Clark

Associate Professor
Physical and Health Education
Ph.D., University of Pittsburgh
M.S., Western Kentucky University
B.S., Lock Haven University

Rhonda Clark

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

Musiette Clay

Assistant Professor
Exploratory Stud & Acad Prog
M.A., Slippery Rock University
B.S., Slippery Rock University

Dylan Cleveland

Instructor
Military Science (Army ROTC)

Nicole Cochran

Instructor
Music
M.M., Westminster Choir College
B.M., Juilliard School

Gabriel Colby

Instructor
Music
M.M., Carnegie Mellon University
G.P.D., Peabody Institute of the Johns Hopkins University
B.M., Peabody Institute of the Johns Hopkins University

Andrew Colvin

Associate Professor
Philosophy
M.A., Ohio University
Ph.D., University of Hawaii
B.A., Ohio University

Katherine Cooklin

Professor
Philosophy
Ph.D., University of Texas at Austin
M.S., Lewis and Clark College
B.A., University of Southern Maine

Jenna Copper

Assistant Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Robert Morris University
M.Ed., Slippery Rock University
B.A., Slippery Rock University

John Cotter

Instructor
Health Care Admin & Management
Ph.D., Virginia Commonwealth University

M.A., SUNY of Buffalo
B.A., Canisius College

William Covey

Professor
Lang, Lit, Cult & Writing
Ph.D., Purdue University
M.A., Northern Illinois University
B.A., Northern Illinois University

Aaron Cowan

Professor
History
Ph.D., University of Cincinnati
M.A., University of Cincinnati
M.A., Kings College
B.A., Kings College

Rocco Cremonese

Assistant Professor
Library
M.L.I.S., University of Pittsburgh
M.A., Slippery Rock University
B.S., Slippery Rock University

Kara Cremonese

Instructor
Lang, Lit, Cult & Writing
B.A., Franciscan University
M.Ed., Slippery Rock University

Thomas Crissman

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

Robert Crow

Professor
Comm, Media and Sport Mgmt
Ed.D., West Virginia University
M.B.A., West Virginia University
B.S., West Liberty State College

Michele Crytzer

Associate Professor
Healthcare and Administration
Ed.D., Indiana University of PA
M.S., Indiana University of PA
B.S., Slippery Rock University

Jacqueline Crytzer

Assistant Professor
Athletics
M.S., McNeese State University
B.S., Northeastern University

Christopher Cubero

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

Jennifer Culver

Assistant Professor
Counseling & Development
Ph.D., University of Missouri
M.A., Indiana Wesleyan University
B.A., The College of Wooster

D

Stentor Danielson

Associate Professor
Chemistry & Environ Geosci
Ph.D., Clark University
B.A., Colgate University

Shawn Davis

Associate Professor
Biology
Ph.D., Colorado State University
M.S., Colorado State University
B.S., University of Delaware

Rachel DeMaria

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

Dean Denicola

Professor
Biology
Ph.D., Oregon State University
M.S., University of Maine
B.A., University of Vermont

Natalie Dick

Assistant Professor
Health Care Admin & Management
M.H.A., University of Pittsburgh
B.A., Penn State University

Jeremy Dicus

Professor
Exercise Science
Ph.D., Ohio University
M.S., Ohio University
B.S., High Point University

Gisela Dieter

Professor
Lang, Lit, Cult & Writing
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
M.A., Youngstown State University
B.S., Clarion University of Pennsylvania

Daniel Dieter

Assistant Professor
Comm, Media and Sport Mgmt
Ph.D., Indiana University of PA
M.A., Youngstown State University
B.S., Clarion University

Danette Dimarco

Professor

Lang, Lit, Cult & Writing
Ph.D., Duquesne University
M.A., Duquesne University
B.A., Duquesne University

James Dombrosky

Assistant Professor
Management
Ph.D., Iowa State University
M.B.A., University of Pittsburgh
B.S., Slippery Rock University

Martin Donahue

Assistant Professor
Athletics
Ph.D., New Mexico State University
M.S., Indiana State University
B.S., Castleton State College

Douglas Dorio

Instructor
Curriculum, Instr & Educ Ldshp

Natalie Drozda

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

Richelle Dykstra-Crookshanks

Associate Professor
Social Sciences
Ph.D., The University of Akron
M.A., Cleveland State University
B.A., Butler University

E

Amber Eade

Associate Professor
Biology
Ph.D., State University New York Upstate Medical University
M.S., Lake Erie College of Osteopathic Medicine
M.A., Chicago School of Professional Psychology
B.S., Millikin University

Yvonne Eaton-Stull

Associate Professor
Psyc, Soc Work & Rec Therapy
D.S.W., Capella University
M.S.W., Boston College
B.A., Clarion University

Kerry Edwards

Associate Professor
Criminology & Criminal Justice
Ph.D., University of New Mexico
M.A., University of New Mexico
B.A., University of New Mexico

Cassandra Eisenreich

Associate Professor

Music
D.M.A., University of Miami
M.M., University of Miami
B.S., Slippery Rock University of PA

Emily Elliott

Assistant Professor
Art
B.F.A., Columbus State University
M.F.A., University of South Florida

Matthew Erickson

Professor
Special Education
Ed.D., Youngstown State University
M.Ed., California University of Pennsylvania
B.S., Slippery Rock University

Tarek Eshak

Assistant Professor
Public Health Sciences
DrPH., Pennsylvania State University
MPH., Vu University
MBBCH., Cairo University

Christina Esposito

Instructor
Psyc, Soc Work & Rec Therapy
B.S., Gannon University
M.S., University of Pittsburgh
E.D.S., Philadelphia College of Osteopathic Medicine
Psy.D., Philadelphia College of Osteopathic Medicine

F

Saeed Fakhriavari

Instructor
Management
M.S., Southern Connecticut State University
B.S., Southern Connecticut State University

Paul Falso

Professor
Biology
Ph.D., University of California
B.S., Allegheny College

Miranda Falso

Associate Professor
Biology
Ph.D., University of Pittsburgh
B.S., Allegheny College

Samantha Fecich

Instructor
Curriculum, Instr & Educ Ldshp
Ph.D., Penn State University
M.Ed., Penn State University
B.S., California University of PA

Joseph Fiedor

Associate Professor
Hlth & Rehabilitation Sciences
M.S., Clarion University

M.B.A., Clarion University
B.S., Clarion University

Amy Filipowski

Instructor
Special Education
B.A., Carlow University
M.A., Carlow University
Ed.D., Indiana University of PA

Leslie Fine

Instructor
Music
M.A., Central Michigan University
B.M.Ed., Central Michigan University

Brittany Fleming

Associate Professor
Comm, Media and Sport Mgmt
Ph.D., Indiana University of PA
M.A., Indiana University of PA
B.S., Indiana University of PA

Thomas Flynn

Professor
Comm, Media and Sport Mgmt
Ph.D., University of Nebraska
M.A., Ohio University
B.A., University of Toledo

Wayne Forbes

Associate Professor
Biology
Ph.D., University of West Indies
B.S., University of West Indies

Melissa Ford

Associate Professor
History
Ph.D., Saint Louis University
M.A., Saint Louis University
B.A., Wellesley College

Jeffrey Forrest

Professor
Fin, Acct, Mrkt and Econ
Ph.D., Auburn University
M.S., Northwestern University (China)
B.S., Northwestern University (China)

John Franolich

Assistant Professor
Computing and Security
M.S., University of Pittsburgh
B.S., University of Pittsburgh

Heather Frederick

Professor
Political Science
Ph.D., West Virginia University
M.A., West Virginia University
B.A., Hollins College

Heather Fritz

Associate Professor
Healthcare and Administration
M.B.S., University of Toledo
B.A., Bowling Green State University

David Frohnappfel

Instructor
Chemistry & Environ Geosci
Ph.D., University of North Carolina at Chapel Hill
B.S., University of Pittsburgh

Nicole Fuchs

Instructor
Special Education
M.A., University of Pittsburgh
B.S., University of Pittsburgh

G

Diane Galbraith

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

Aaron Galligan-Stierle

Assistant Professor
Theatre
M.F.A., Penn State University
B.F.A., Shenandoah University

Amanda Gault

Assistant Professor
Hlth & Rehabilitation Sciences
O.T.D., Chatham University
M.S., St. Francis University
B.S., St. Francis University

Elizabeth Geib

Assistant Professor
Lang, Lit, Cult & Writing
M.A., Purdue University
B.A., Western Illinois University

Aaron George

Instructor
Counseling & Development
Ph.D., University of Georgia
M.A., University of the Pacific
B.S., University of the Pacific

Heather Getsay

Associate Professor
Library
M.L.I.S., University of Pittsburgh
B.A., Westminster College

Shahriar Gias

Professor
Fin, Acct, Mrkt and Econ
Ph.D., University of Texas at Arlington
M.B.A., Delaware State University
M.A., University of Tasmania

B.B.A., North South University

Heather Gleghorn

Assistant Professor
Psyc, Soc Work & Rec Therapy
M.S., East Carolina University
Ph.D., Clemson University
B.S., Slippery Rock University

David Glover

Associate Professor
Music
D.M.A., University of Texas (Austin)
M.M.E., Florida State University
M.M., Florida State University
B.M., University of North Florida

John Golden

Assistant Professor
Fin, Acct, Mrkt and Econ
J.D., Duquesne University School of Law
B.A., California University of Pennsylvania

Lisa Ann Goldsmith

Instructor
Theatre
M.E.A., Point Park Conservatory of the Performing Arts
B.A., Stony Brook University

Amanda Goodrick

Assistant Professor
Math, Statistics & Physics
Ph.D., Binghamton University
M.S.D.A., Slippery Rock University
M.S.M., Youngstown State University
B.S., Slippery Rock University

Jessica Goodwin

Instructor
Curriculum, Instr & Educ Ldshp
M.Ed., Slippery Rock University
B.S., Slippery Rock University

Andrea Grady

Athletics
M.S., Indiana University of PA
B.S., Slippery Rock University of PA

Rachele Graham

Instructor
Math, Statistics & Physics
M.S., University of Tennessee
B.S., Lambuth University

Carley Greenawalt

Instructor
Hlth & Rehabilitation Sciences
D.P.T., Slippery Rock University
B.S., Slippery Rock University

Corinne Gressang

Assistant Professor
History
B.A., Grove City College

M.A., University of Kentucky
Ph.D., University of Kentucky

Alice Gretch

Assistant Professor
Computing and Security
M.B.A., Robert Morris College
B.S., University of Pittsburgh

Linwu Gu

Associate Professor
Computing and Security
M.S., The University of Mississippi
Ph.D., The University of Mississippi

Evan Guiney

Associate Professor
Biology
Ph.D., Stanford University
B.A., Amherst College

Abel Gyan

Associate Professor
Management
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

H

Kelly Habarka

Instructor
Curriculum, Instr & Educ Ldshp

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
Music
Ph.D., Lesley University
M.Ed., Slippery Rock University
M.S., Radford University
B.M., Appalachian State University

Jane Hale

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

Cynthia Hall

Assistant Professor
Psyc, Soc Work & Rec Therapy
Ph.D., University of Alabama
M.A., Radford University
B.S., Radford University

Jessica Hall-Wirth

Associate Professor
Special Education
Ed.D., Slippery Rock University of PA
M.Ed., Slippery Rock University of PA
B.S., Slippery Rock University of PA

Emmalee Hallinan

Instructor
Dance
B.F.A., Slippery Rock University
M.F.A., University of Iowa

Sajad Hamidi

Associate Professor
Engineering
Ph.D., Tarbiat Modares University
M.S.E., Sharif University of Technology
B.S.E., Sharif University of Technology

Amber Hamilton

Assistant Professor
Exploratory Stud & Acad Prog
M.Ed., University of North Carolina
B.A., University of Virginia

Timothy Hampe

Instructor
Athletics
M.S., Slippery Rock University
B.S., Slippery Rock University

Denise Hanby

Instructor
Curriculum, Instr & Educ Ldshp
Ph.D., Trident University
M.Ed., University of Pittsburgh
B.Ed., Point Park University

Cynthia Harrison

Instructor
Library
M.L.S., Kent State University
M.A., Kent State University
B.A., Kent State University

Heike Hartmann

Professor
Chemistry & Environ Geosci
Ph.D., Justus Liebig University-Germany
M.S., Justus Liebig University-Germany
B.S., University of Wurzburg-Germany

Andrew Hasenpflug

Instructor
Dance
M.M., University of Cincinnati
B.F.A., SUNY

Denna Hays

Assistant Professor
Psyc, Soc Work & Rec Therapy
D.S.W., Capella University
M.S.W., University of Pittsburgh

B.S., Slippery Rock University

Rose Heilman-Houser

Associate Professor
Curriculum, Instr & Educ Ldshp
Ed.D., Indiana University of Pennsylvania
M.A., Indiana University of Pennsylvania
B.A., Indiana University of Pennsylvania

Jonathan Helmick

Professor
Music
D.M.A., University of Southern Mississippi
M.M., University of Akron
B.A., University of Akron
B.M., University of Akron

Dustin Hemphill

Instructor
Engineering
Ph.D., Purdue University
M.S., Purdue University
B.S., Slippery Rock University

Amanda Hemphill

Instructor
Chemistry & Environ Geosci
Ph.D., Purdue University
B.S., Slippery Rock University

James Henderson

Instructor
Math, Statistics & Physics
B.S. Mathematics, University of Oklahoma
M.S. Mathematics, University of Arkansas
Ph.D., SUNY- Buffalo

Athula Herat

Associate Professor
Math, Statistics & Physics
Ph.D., University of Cincinnati
M.S., University of Cincinnati
B.S., University of Colombo (Sri Lanka)

Heather Hertel

Professor
Art
M.F.A., Edinboro University
M.S., Syracuse University
B.F.A., Syracuse University

John Hicks

Associate Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Indiana University of Pennsylvania
M.A., University of Notre Dame
B.A., Slippery Rock University

Kelsy Hill

Associate Professor
Hlth & Rehabilitation Sciences
B.S., Denison University
D.P.T., Arcadia University

Jason Hilton

Professor
Curriculum, Instr & Educ Ldshp
Ph.D., University of Pittsburgh
M.Ed., University of Pittsburgh
B.S., Edinboro University

Mary Hodson

Instructor
Theatre
M.F.A., University of Illinois
B.A., University of Missouri

Mark Hogue

Associate Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Kent State University
M.E., California University of Pennsylvania
M.E., Slippery Rock University
B.S., Slippery Rock University

Hannah Holl

Professor
Physical and Health Education
Ed.D., Indiana University of Pennsylvania
M.Ed., Indiana University of Pennsylvania
B.S., Lock Haven University

Michael Holmstrup

Professor
Exercise Science
Ph.D., Syracuse University
M.S., East Stroudsburg University
B.S., East Stroudsburg University

Micah Holt

Instructor
Music
D.M.A., University of Nevada, Las Vegas
M.M., University of Louisville
B.A., University of Northern Colorado

Stacy Hrizo

Professor
Biology
Ph.D., University of Pittsburgh
B.S., West Chester University

Christopher Hughes

Professor
Hlth & Rehabilitation Sciences
Ph.D., University of Virginia
M.S., Springfield College
B.S., Springfield College

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

I**Kari-Anne Innes**

Assistant Professor
Theatre
Ph.D., Bowling Green State University
M.A., Valparaíso University
B.A., Valparaíso University

Sara Isacco

Instructor
Curriculum, Instr & Educ Ldshp
M.Ed., Slippery Rock University
B.S., Slippery Rock University

Robert Isherwood

Associate Professor
Special Education
Ed.D., University of Pittsburgh
M.Ed., University of Pittsburgh
B.S., Slippery Rock University

Yukako Ishimaru

Instructor
Lang, Lit, Cult & Writing
B.A., Saga University

J**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

Abdou Karim Jallow

Professor
Management
Ph.D., Loughborough University
M.S., Cranfield University
B.S., Cranfield University

James Janacone

Instructor
Special Education

Robabeh Jazaei

Associate Professor
Engineering
Ph.D., University of Nevada
M.S., Azad University
B.S., Shahrood University of Technology

Seth Jenny

Associate Professor
Exercise Science
Ph.D., University of New Mexico
M.S., University of Edinburgh
B.S., Slippery Rock University

Brock Jensen

Professor
Exercise Science
Ph.D., University of Northern Colorado

M.S., Northern Michigan University
B.S., Northern Michigan University

Yoona Jeong

Assistant Professor
Music
D.M.A., University of Texas
M.M., Baylor University
M.M., University of Southern California
B.M., Seoul National University

Benjamas Jirasakuldech

Professor
Fin, Acct, Mrkt and Econ
Ph.D., University of Nebraska-Lincoln
M.S., Texas Tech University
B.A., Assumption University

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

Baek Joo

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

Jessica Jopp

Assistant Professor
Lang, Lit, Cult & Writing
M.F.A., University of Massachusetts
B.A., SUNY-Binghamton

Jessica Jordan

Associate Professor
Library
D.Ed., Slippery Rock University of Pennsylvania
M.L.S., Clarion University of Pennsylvania
B.S., Indiana University of Pennsylvania

David Jordan

Professor
Health Care Admin & Management
Ph.D., Virginia Commonwealth University
M.B.A., University of Pittsburgh
B.S., University of Pittsburgh

K**Jessica Kademenos**

Instructor
Theatre
B.F.A., Penn State University

Nicholas Katsiadas

Assistant Professor
Lang, Lit, Cult & Writing
Ph.D., Indiana University of Pennsylvania
M.A., Slippery Rock University

B.A., Slippery Rock University

Fahad Kayal

Instructor
Management
M.S., Texas A&M University
B.A., University of TX-Pan American

Mohammad Kazemi

Associate Professor
Engineering
Ph.D., West Virginia University
M.S., University of Louisiana
B.S., Petroleum University of Technology

Kimberly Keeley

Associate Professor
Hlth & Rehabilitation Sciences
Ph.D., Rocky Mountain University
M.S., Ohio University
B.S., Slippery Rock University of Pennsylvania

Emily Keener

Associate Professor
Psyc, Soc Work & Rec Therapy
Ph.D., West Virginia University
M.A., Radford University
B.A., Wheeling Jesuit University

Jennifer Keller-Birkes

Professor
Dance
M.F.A., Arizona State University
B.A., Connecticut College

Laura Kelley

Associate Professor
Curriculum, Instr & Educ Ldshp
M.A., Marian University
B.A., DePauw University

Martha Kemeny

Professor
Psyc, Soc Work & Rec Therapy
Ph.D., Indiana University of Pennsylvania
M.S., University of North Carolina at Chapel Hill
B.A., Wake Forest University

David Keppel

Associate Professor
Comm, Media and Sport Mgmt
Ph.D., Indiana University of Pennsylvania
M.S., Rochester Institute of Technology
B.S., Slippery Rock University

Cheryl Kerchis

Assistant Professor
Political Science
M.P.A., University of Pittsburgh
B.S., Georgetown University

David Kershaw

Associate Professor
Political Science

Ph.D., University of North Carolina
M.A., Illinois State University
B.S., West Virginia University
B.A., West Virginia University

Audra Kessler

Assistant Professor
Healthcare and Administration
M.P.A., Duquesne University
B.S.H., Duquesne University

Woosuk Kim

Associate Professor
Math, Statistics & Physics
Ph.D., University of Cincinnati
M.S., University of Cincinnati
M.S., Texas A & M University
B.S., Pusan National University Institution Korea

Bruce Kish

Instructor
Military Science (Army ROTC)

Jordan Kissner

Instructor
Athletics
B.S., Alvernia University
M.S., University of Pittsburgh

Victoria Kochick

Associate Professor
Hlth & Rehabilitation Sciences
D.P.T., Slippery Rock University
B.S., Slippery Rock University

Erin Kouwe

Assistant Professor
Dance
B.A., Point Park University
M.F.A., Smith College

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

David Krayesky

Professor
Biology
Ph.D., University of Louisiana
M.S., Southern Illinois University
B.S., Johnson State College

Christopher Kreiser

Associate Professor
Lang, Lit, Cult & Writing
Ph.D., Texas A & M University
M.A., Texas A & M University
B.A., Tulane University

Samantha Kuchta

Assistant Professor

Theatre

M.F.A., University of Georgia
B.A., Slippery Rock University

Viacheslau Kudrashou

Assistant Professor
Engineering
Ph.D., Texas A&M University
M.S., Texas A&M University
B.S., Gubkin Russian State University of Oil and Gas

Sarah Kuehn

Professor
Criminology & Criminal Justice
Ph.D., Simon Fraser University
M.A., Simon Fraser University

Jason Kush

Professor
Music
D.M.A., University of Miami
M.M., University of Miami
B.S., Slippery Rock University of Pennsylvania

Susan Kushner

Associate Professor
Exploratory Stud & Acad Prog
M.S., Columbia University
B.S., University of Pittsburgh

L**Elizabeth LaGamba**

Associate Professor
Curriculum, Instr & Educ Ldshp
Ed.D., University of Pittsburgh
M.Ed., Slippery Rock University
B.A., John Carroll University

Beth Larouere

Associate Professor
Exercise Science
Ph.D., University of Pittsburgh
M.S., Slippery Rock University
B.S., Slippery Rock University

Stephen Larson

Professor
Management
Ph.D., Virginia Commonwealth University
M.S., Mercer University
M.P.A., Brigham Young University
B.A., Brigham Young University

Brandon Lashure

Instructor
Military Science (Army ROTC)

Jenay Leach

Instructor
Curriculum, Instr & Educ Ldshp
Ph.D., University of Virginia
M.A., George Washington University
B.S., Grove City College

Katie Leckenby

Associate Professor
Special Education
Ed.D., Slippery Rock University
M.Ed., Slippery Rock University
B.S., Slippery Rock University
B.S., Slippery Rock University

Joshua Lee

Assistant Professor
Lang, Lit, Cult & Writing
Ph.D., University of Kentucky
M.A., Virginia Tech University
B.A., Virginia Tech University

Kwang Lee

Assistant Professor
Computing and Security
Ph.D., Rensselaer Polytechnic Institute
M.S., Texas A&M University
M.B.A., Ajou University
B.S., Ajou University

Marcy Leeds

Professor
Public Health Sciences
Ph.D., Rutgers University
M.S., Case Western Reserve University
R.D., American Dietetic Association
B.S., Montclair State University

Sandra Leh

Associate Professor
Healthcare and Administration
Ph.D., Widener University
M.S., West Chester University
B.S., Penn State University

Joanne Leight

Professor
Physical and Health Education
Ed.D., Duquesne University
M.S., Slippery Rock University
B.S., Slippery Rock University

Christopher Leininger

Instructor
Biology
B.A., Iowa State University

George Lengyel

Professor
Chemistry & Environ Geosci
Ph.D., University of Pittsburgh
M.S., University of Pittsburgh
M.A., University of Pittsburgh
B.S., University of Pittsburgh

Yi Li

Associate Professor
Fin, Acct, Mrkt and Econ
Ph.D., Georgia State University
B.A., Renim University of China

B.S., Renim University of China

Min Lim

Associate Professor
Chemistry & Environ Geosci
Ph.D., University of Houston
B.S., Chungnam National University

Shah Limon

Associate Professor
Engineering
Ph.D., North Dakota State University
M.S., North Dakota State University
B.S., Bangladesh University of Engineering & Technology

Kelly Lindenberg

Professor
Hlth & Rehabilitation Sciences
Ph.D., Duquesne University
M.S., College Misericordia
B.S., College Misericordia

John Lisco

Associate Professor
Biology
Ed.D., University of Memphis
M.S., University of Memphis
B.S., Mesa State College

Timothy Little

Assistant Professor
Music
D.M.A., University of Washington
M.M., Louisiana State University
B.M., Shenandoah Conservatory of Music

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)

Hsiang-Wang Liu

Instructor
History
B.A., National Taiwan Normal University
M.A., National Taiwan Normal University
Ph.D., Penn State University

Robert Livingston

Associate Professor
Chemistry & Environ Geosci
Ph.D., University of Kansas
M.A., University of Kansas
B.A., Augusta College

Ashley Loe

Associate Professor
Chemistry & Environ Geosci
Ph.D., University of Kentucky
B.S., Muskingham University

Damarys Lopez

Assistant Professor
Lang, Lit, Cult & Writing
Ph.D., The Pennsylvania State University
M.A., The Pennsylvania State University
B.A., Universidad de Puerto Rico

Joseph Losko

Associate Professor
Safety Management
D.S., Robert Morris University
M.B.A., Waynesburg College
B.S., Slippery Rock University

Fadoua Loudiy

Associate Professor
Comm, Media and Sport Mgmt
Ph.D., Duquesne University
M.A., University of Pittsburgh
B.A., Mohammed V University

Susan Lubinski

Associate Professor
Computing and Security
J.D., Duquesne University
M.S., Grove City College
B.S.B.A., Youngstown State University
C.P.A., Youngstown State University

Melissa Luchynsky

Assistant Professor
Hlth & Rehabilitation Sciences
O.T.D., Rocky Mountain University
B.S., University of Pittsburgh

Roger Lutz

Instructor
Computing and Security
M.B.A., Indiana University of PA
B.S., Robert Morris University

Simonae Lyles

Instructor
Fin, Acct, Mrkt and Econ
B.S., Westminster College
M.B.A., Geneva College

Jeremy Lynch

Professor
Special Education
Ed.D., West Virginia University
M.A., West Virginia University
B.A., West Virginia Wesleyan College

Sararose Lynch

Associate Professor
Special Education
Ed.D., West Virginia University
M.S., West Virginia University
B.S., WV Wesleyan College

Jeffrey Lynn

Professor
Exercise Science
Ph.D., Kent State University

M.A., Kent State University
B.A., Kent State University

Emily Lyon

Associate Professor
Comm, Media and Sport Mgmt
Ph.D., University of Buffalo-SUNY
M.A., Syracuse University
B.A., Slippery Rock University

M

Brett Mack

Instructor
Theatre
M.F.A., Florida State University
B.A., Indiana University of Pennsylvania

Sean Macmillan

Professor
Art
M.F.A., University of Kansas
B.F.A., Edinboro University

Christopher Maltman

Associate Professor
Biology
Ph.D., University of Manitoba
M.S., University of Manitoba
B.S., University of Manitoba

Jaya Mani

Instructor
Dance
M.S., Slippery Rock University
B.A., University of Madres

Richard Marchand

Professor
Math, Statistics & Physics
Ph.D., University of Virginia
B.S., Clarion University

Bonnie Marsh

Assistant Professor
Psyc, Soc Work & Rec Therapy
D.S.W., Kutztown University
M.S.W., University of Pittsburgh
B.S.W., Penn State University

Jennifer Martin

Instructor
Computing and Security
B.A., University of Louisiana
M.S., University of Maryland
EdD., Slippery Rock University of Pennsylvania

Catherine Massey

Professor
Psyc, Soc Work & Rec Therapy
Ph.D., West Virginia University
M.A., West Virginia University
B.S., University of Central Florida in Orlando

John Mathe

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

Frances McAleer

Instructor
Curriculum, Instr & Educ Ldshp
M.Ed., Temple University
B.S.Ed., West Chester University

David McCall

Instructor
Safety Management
M.S., University of Findlay
B.S., Slippery Rock University

Larry McCarthy

Assistant Professor
Fin, Acct, Mrkt and Econ
M.B.A., University of Pittsburgh
C.P.A., University of Pittsburgh
B.S., Slippery Rock University

Kirk McDermott

Associate Professor
Math, Statistics & Physics
Ph.D., Oregon State University
M.S., Oregon State University
B.A., Earlman College

Justin McDonald

Instructor
Counseling & Development
B.A., Messiah College
M.A., Indiana University of PA

Patrick McGinty

Assistant Professor
Lang, Lit, Cult & Writing
M.F.A., Portland State University
B.A., Denison University

Jennifer Sanftner McGraw

Professor
Psyc, Soc Work & Rec Therapy
Ph.D., Kent State University
M.A., Kent State University
B.A., George Mason University

Shannon McKnight

Instructor
Psyc, Soc Work & Rec Therapy
Ph.D., University of Colorado Boulder
M.A., University of Colorado Boulder
B.A., College of Wooster

Cindy Medford

Assistant Professor
Safety Management
Ph.D., Indiana University of Pennsylvania
M.A., University of Phoenix

B.S., Murray State University

Kathleen Melago

Professor
Music

D.M.A., Ohio State University
M.A., Eastern Illinois University
M.A., Loras College
M.M., University of Northern Iowa
B.S., Slippery Rock University

Sharon Melincavage

Associate Professor
Healthcare and Administration
Ed.D., Penn State University
M.S., Bloomsburg University
B.S., Kutztown University

Scott Mensch

Professor
Social Sciences
Ph.D., Capella University
M.B.A., Point Park University
B.A., Indiana University of PA

Kenneth Messina

Associate Professor
Counseling & Development
Ph.D., Duquesne University
M.A., Slippery Rock University of PA
B.A., Waynesburg College

Margaret Michaels

Associate Professor
Hlth & Rehabilitation Sciences
Ph.D., University of Pittsburgh
M.S., Old Dominion University
B.A., MacMurray College

Katherine Mickle

Associate Professor
Art
M.F.A., Ohio State University
M.A., Stephen Austin State University
B.F.A., Slippery Rock University

Tami Micsky

Associate Professor
Psyc, Soc Work & Rec Therapy
D.S.W., Millersville University
M.S.S.A., Case Western Reserve University
B.S., Edinboro University

Toni Mild

Associate Professor
Special Education
Ed.D., Capella University
M.S., Slippery Rock University of PA
B.S., Clarion University of PA

Vern Miller

Assistant Professor
Music
M.M.T., Temple University

B.M., Slippery Rock University

J Lyn Miller

Assistant Professor
Math, Statistics & Physics
Ph.D., University of Maryland
B.S., Slippery Rock University

Alan Minor

Assistant Professor
Healthcare and Administration
Ph.D., Walden University
M.H.A., Walden University
B.S., Penn State University
B.A., Penn State University

Molly Mistretta

Associate Professor
Counseling & Development
Ph.D., University of Pittsburgh
M.S., Indiana University
B.A., Westminster College

Sunita Mondal

Professor
Fin, Acct, Mrkt and Econ
Ph.D., University of Pittsburgh
M.A., Jadavpur University (India)
B.A., Jadavpur University (India)

Dorotha Monfore

Assistant Professor
Special Education
Ph.D., University of North Texas
M.Ed., University of North Texas
B.S., University of North Texas

Donald Mong

Associate Professor
Fin, Acct, Mrkt and Econ
J.D., University of Pittsburgh
M.B.A., University of Pittsburgh
B.A., Haverford College

Rebecca Morrice

Professor
Theatre
M.F.A., University of Illinois
B.A., University of Illinois

Amanda Morrison

Instructor
Music
D.M., Florida State University
M.M., Florida State University
B.M., Duquesne University

Krishna Mukherjee

Assistant Professor
Math, Statistics & Physics
Ph.D., University of Pittsburgh
M.S., University of Kansas
M.Sc., University of Calcutta (India)

B.Sc., University of Calcutta (India)

Jeffrey Musyt

Assistant Professor
Math, Statistics & Physics
Ph.D., University of Oregon
M.S., University of Oregon
B.S., University of Scranton

Senthilkumar Muthusamy

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

N

Melissa Nard-Mitchell

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

Julie Naviaux

Associate Professor
Lang, Lit, Cult & Writing
Ph.D., University of Kentucky
M.A., University of Louisville
B.A., Bellarmine University

Jeananne Nicholls

Professor
Fin, Acct, Mrkt and Econ
D.B.A., Kennesaw State University
M.B.A., Duquesne University
B.S., Carlow University

Randall Nichols

Professor
Physical and Health Education
Ed.D., West Virginia University
M.Ed., Slippery Rock University
B.S., Slippery Rock University

Jennifer Nightingale

Associate Professor
Management
Ed.D., Duquesne University
M.S.I.S.M., Duquesne University
M.Ed., Duquesne University
B.A., University of Pittsburgh

Enoh Nkana

Assistant Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Andrews University
M.Ed., Southern Adventist University
B.A., Southern Adventist University

Jason Noer

Instructor
Dance

Ph.D., University of Minnesota
M.A., University of Minnesota
B.A., University of Minnesota

O

Mark O'Connor

Associate Professor
Lang, Lit, Cult & Writing
Ph.D., University of Houston
M.A., University of Houston
B.A., Georgetown University

Robert Ogoreuc

Assistant Professor
Physical and Health Education
M.Ed., Slippery Rock University
B.S., Indiana University of Pennsylvania

Timothy Oldakowski

Associate Professor
Lang, Lit, Cult & Writing
D.Ed., University of Pittsburgh
B.A., Duquesne University

Amy Orville

Assistant Professor
Curriculum, Instr & Educ Ldshp
B.S., Grove City College
M.A., Malone University

P

Roberta Page

Professor
Athletics
D.Ed., Duquesne University
M.S., Western Maryland College
M.S., Western Maryland College
B.S., Slippery Rock University

Michael Panza

Instructor
Curriculum, Instr & Educ Ldshp
Ed.D., Nova University
M.S., Duquesne University
M.M., Duquesne University
B.S., Duquesne University

Diane Papa

Instructor
Curriculum, Instr & Educ Ldshp
B.S., Slippery Rock University

Molly Parsons

Instructor
Athletics
B.S., Slippery Rock University

Joan Peacock

Professor
Lang, Lit, Cult & Writing
Ph.D., Southern Illinois University
M.A., University of North Texas

B.A., University of Madras (India)

Thomas Percy

Professor

History

Ph.D., University of Miami

M.A., Purdue University

B.A., Purdue University

Christine Pease-Hernandez

Associate Professor

Comm, Media and Sport Mgmt

Ph.D., Bowling Green University M.A.

M.A., Central Michigan University

B.A., Saginaw Valley State University

Allison Peiritsch

Associate Professor

Comm, Media and Sport Mgmt

Ph.D., Duquesne University

M.A., Duquesne University

B.A., Indiana University of PA

Bret Perchaluk

Instructor

Computing and Security

M.S., National Intelligence University

B.A., Rider University

Fred Perkins

Instructor

Music

M.M.T., Slippery Rock University

B.M., Appalachian State University

Marnie Petray-Covey

Associate Professor

Lang, Lit, Cult & Writing

Ph.D., Purdue University

M.A., Purdue University

B.A., Arkansas Tech University

Theresa Phipps

Professor

Fin, Acct, Mrkt and Econ

M.B.A., Wheeling Jesuit University

B.S., Wheeling Jesuit University

Jennifer Piechowski

Assistant Professor

Biology

B.S., Baldwin Wallace University

M.S., Case Western Reserve University

Ph.D., University of Akron

Patricia Pierce

Professor

Exercise Science

Ph.D., University of Pittsburgh

M.S., University of Pittsburgh

B.S., Slippery Rock University

Derrick Pitard

Professor

Lang, Lit, Cult & Writing

Ph.D., University of Rochester

M.A., University of Rochester

M.Phil., University of Oxford (England)

B.A., Washington and Lee University

Kurt Pitluga

Assistant Professor

Art

Ph.D., Pennsylvania State University

M.A., Pennsylvania State University

B.A., Edinboro University

James Preston

Associate Professor

Curriculum, Instr & Educ Ldshp

Ed.D., Indiana University of Pennsylvania

M.Ed., Indiana University of Pennsylvania

B.Ed., Indiana University of Pennsylvania

Li Pu

Associate Professor

Comm, Media and Sport Mgmt

Ph.D., University of Oregon

M.S., Southern Illinois University

B.A., Sichuan International Studies University

Danielle Puhatch

Assistant Professor

Hlth & Rehabilitation Sciences

B.H.S., Duquesne University

M.O.T., Duquesne University

Q

Katrina Quinn

Professor

Comm, Media and Sport Mgmt

Ph.D., Indiana University of Pennsylvania

M.A., Indiana University of Pennsylvania

B.A., University of Notre Dame

R

Sean Radermacher

Instructor

Music

Brandon Radoman-Shaw

Assistant Professor

Chemistry & Environ Geosci

Ph.D., Case Western Reserve University

B.S., Trinity University

Barbara Ragnelli

Assistant Professor

Healthcare and Administration

M.S., LaRoche College

B.S., Penn State University

Heather Rapp

Assistant Professor

Healthcare and Administration

M.P.A., Duquesne University

B.S., Duquesne University

Jessica Read

Assistant Professor
Safety Management
B.S., Slippery Rock University
M.S., Indiana University of PA

Susan Rehorek

Professor
Biology
Ph.D., University of Adelaide (Australia)
B.S., University of Adelaide (Australia)

Kenneth Reichl

Assistant Professor
Hlth & Rehabilitation Sciences
CScD., University of Pittsburgh
M.O.T., Chatham University
B.S., University of Pittsburgh

David Renz

Assistant Professor
Safety Management
Ph.D., Indiana University of Pennsylvania
M.B.A., Northern Illinois University
B.S., Indiana University of Pennsylvania

Heather Rice

Professor
Social Sciences
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
B.S., Clemson University

Beth Ann Rice

Associate Professor
Psyc, Soc Work & Rec Therapy
M.A., University of Kentucky
B.S., Indiana University Southeast

Amy Rickman

Associate Professor
Exercise Science
Ph.D., University of Pittsburgh
M.S., University of Pittsburgh
B.S., University of Pittsburgh

Rebecca Ridener

Associate Professor
Criminology & Criminal Justice
Ph.D., University of Cincinnati
M.S., University of Cincinnati
B.A., Emory University

Paige Riggs

Instructor
Music
D.M.A., SUNY at Stony Brook
M.M., Indiana University
B.M., Eastman School of Music

Ashlea Rineer-Hershey

Associate Professor

Special Education

Ph.D., Robert Morris University
M.A., Eastern Mennonite University
B.S., Millersville University of Pennsylvania

William Rittersdorf

Instructor
Military Science (Army ROTC)

Joseph Robare

Associate Professor
Public Health Sciences
DrPH., University of Pittsburgh
M.S., Indiana University of Pennsylvania
B.S., University of Massachusetts

Stacey Roberts

Instructor
Hlth & Rehabilitation Sciences

Bret Rogowitz

Instructor
Computing and Security
M.S., Eastern Illinois University
B.S., Franklin University

Raymond Rollins

Athletics
M.B.A., Cleveland State University
M.A., Edinboro University
B.S., Edinboro University

Irishia Romaine

Assistant Professor
Dance
M.F.A., University of Utah
B.F.A., University of California
B.A., University of California

Ann Romanczyk

Assistant Professor
Psyc, Soc Work & Rec Therapy
Ph.D., De Paul University
M.A., De Paul University
B.S., State University of New York at Oswego

Md Nazmul Rony

Associate Professor
Comm, Media and Sport Mgmt
M.B.A., Gaylord College
M.B.A., University of Dhaka
B.B.A., University of Dhaka

Anne Rose

Assistant Professor
Special Education
Ph.D., University of Pittsburgh
M.A., Chatham University
B.S., Geneva College

Jeffrey Roth

Associate Professor
Criminology & Criminal Justice
Ph.D., Indiana University of Pennsylvania

M.S., Tiffin University
B.A., Patrick Henry College

John Rovesti

Instructor
Computing and Security
M.S., Carnegie Mellon University
B.S., Lehigh University

Timothy Ruppert

Assistant Professor
Lang, Lit, Cult & Writing
Ph.D., Duquesne University
M.A., Duquesne University
B.A., Duquesne University

Shannon Russell

Instructor
Psyc, Soc Work & Rec Therapy
M.S., Clemson University
B.S., Slippery Rock University

S

Renate Sakins

Instructor
Music
B.M., Temple University
B.S., University of Wisconsin

Lincoln Sandham

Instructor
Theatre
D.M., Florida State University
M.M., University of Louisville
B.M., Baldwin Wallace University

Iuri Santos

Assistant Professor
Engineering
B.S., Polytechnic School of Pernambuco
M.S., West Virginia University
Ph.D., West Virginia University

Thomas Savage

Instructor
Military Science (Army ROTC)

Nichole Scarlett

Instructor
Math, Statistics & Physics
Ed.D., Duquesne University
M.S., Robert Morris University
B.S., Robert Morris University

Youngyol Schanz

Professor
Criminology & Criminal Justice
Ph.D., Indiana University of Pennsylvania
M.A., Wichita State University
B.S., Dankook University (Korea)

Katherine Schenkemeyer

Instructor

Hlth & Rehabilitation Sciences

Kurt Schimmel

Professor
Fin, Acct, Mrkt and Econ
D.B.A., Cleveland State University
M.B.A., Duquesne University
B.A., Duquesne University

Lisa Schoenberg

Associate Professor
Philosophy
Ph.D., Temple University
M.A., Temple University
B.A., Oberlin College

Marketa Schublova

Associate Professor
Hlth & Rehabilitation Sciences
Ph.D., Ohio University
M.S., Ohio University
B.S., Slippery Rock University

Christopher Scott

Associate Professor
Music
D.M.A., University of Cincinnati
M.M., University of Cincinnati
B.A., Augustana College

Edward Scott

Professor
Fin, Acct, Mrkt and Econ
M.B.A., Texas Christian University
B.S., Point Park University

Emily Scott

Instructor
Theatre
M.M., Arizona State University
B.F.A., Carnegie Mellon University

Raed Seetan

Professor
Computing and Security
Ph.D., North Dakota State University
M.S., Jordan University of Science and Technology
B.S., Jordan University of Science and Technology

Lawrence Shao

Calli Shekell

Instructor
Curriculum, Instr & Educ Ldshp

Casandra Sheldon

Assistant Professor
Safety Management
M.S., Gannon University
B.S., Penn State Behrend

Tricia Shelton

Professor
Curriculum, Instr & Educ Ldshp
Ed.D., Indiana University of PA

M.Ed., Indiana University of PA
B.S., Penn State University

Nancy Shipe

Associate Professor
Hlth & Rehabilitation Sciences
D.P.T., MGH Institution of Health Professionals
M.S., University of Pittsburgh
B.S., University of Pittsburgh

Lauren Shoemaker

Associate Professor
Lang, Lit, Cult & Writing
Ph.D., Indiana University
M.A., Gannon University
B.S., Slippery Rock University

Cory Shoemaker

Associate Professor
Biology
Ph.D., Mississippi State University
M.S., Mississippi State University
B.S., Wittenberg University

Doris Short

Assistant Professor
Art
B.F.A., Koge College
B.S., Art Institute of Pittsburgh

Mark Shotwell

Professor
Biology
Ph.D., University of Michigan
B.S., Ohio University

Jon Shumway

Professor
Art
M.F.A., University of Iowa
M.A., University of Iowa
B.A., Luther College

Justin Siebert

Associate Professor
Healthcare and Administration
M.Ed., Lake Erie College of Osteopathic Medicine
M.S., Lake Erie College of Osteopathic Medicine
Ph.D., SUNY Upstate Medical University
B.S., SUNY at Oneonta

Judith Silva

Professor
Library
D.Ed., Indiana University of Pennsylvania
M.L.I.S., University of Pittsburgh
B.A., University of California at Santa Cruz

Christina Silva

Associate Professor
Healthcare and Administration
Ph.D., Indiana University of Pennsylvania
M.S., University of Phoenix

B.S., Penn State University

John Silvestro

Associate Professor
Lang, Lit, Cult & Writing
Ph.D., Miami University
M.A., Northern Kentucky University
B.S., Ohio University

Jodi Sindlinger

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

Dilrukshika Singhabahu

Associate Professor
Math, Statistics & Physics
Ph.D., University of Pittsburgh
B.S., Slippery Rock University

Bonnie Siple

Professor
Hlth & Rehabilitation Sciences
Ed. D., Duquesne University
M.S., Indiana University
B.S., Slippery Rock University

Rona Smeak

Associate Professor
Safety Management
Ph.D., Indiana University of PA
M.B.A., Frostburg State University
B.S., Slippery Rock University

Laura Smiley

Associate Professor
Theatre
M.F.A., University of Pittsburgh
B.F.A., Catholic University of America

Jeffrey Smith

Assistant Professor
Physical and Health Education
M.S., Slippery Rock University
B.S., Slippery Rock University

Timothy Smith

Professor
Hlth & Rehabilitation Sciences
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
B.F.A., Carnegie-Mellon University

Jesse Smith

Assistant Professor
Special Education
Ed.D., University of Pittsburgh
M.Ed., University of Pittsburgh
B.A., University of Pittsburgh

Robert Snyder

Professor

Curriculum, Instr & Educ Ldshp
Ph.D., University of Pittsburgh
M.Ed., Slippery Rock University
B.S., Slippery Rock University

Deborah Snyder

Instructor
Curriculum, Instr & Educ Ldshp

Roger Solano

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

Elise Somers

Associate Professor
Healthcare and Administration
M.P.A.S., Chatham University
B.S., Juniata College

Thomas Sparrow

Associate Professor
Philosophy
Ph.D., Duquesne University
M.A., West Chester University
B.A., East Stroudsburg University

William Spencer

Instructor
Computing and Security
Ph.D., Indiana University of Pennsylvania
M.A., American Military University
B.A., Indiana University of Pennsylvania

Nicholas Spina

Associate Professor
Political Science
Ph.D., University of Missouri
B.A., Michigan State University

Brian Stahurski

Instructor
Music
M.M., Duquesne University
B.A., Duquesne University

Michael Stapleton

Professor
Chemistry & Environ Geosci
Ph.D., University of Delaware
B.S., Wilkes College

Shaun Starke

Instructor
Theatre

Douglas Strahler

Associate Professor
Comm, Media and Sport Mgmt
Ed.D., Duquesne University
M.S., Syracuse University
B.S., Slippery Rock University

Joy Strain

Instructor
Biology
M.S., University of Memphis
B.S., University of Tennessee at Martin

Steven Strain

Professor
Biology
Ph.D., Oregon State University
B.S., Memphis State University

Christopher Streidl

Assistant Professor
Psyc, Soc Work & Rec Therapy
Ph.D., Walden University
M.S.W., Wayne State University
B.S.W., University of Toledo

Laura Strong

Instructor
Curriculum, Instr & Educ Ldshp
D.Ed., Indiana University
M.A., Indiana University
B.A., Cameron University

Ryan Stryffeler

Assistant Professor
Lang, Lit, Cult & Writing
Ph.D., Ball State University
M.A., Northern Arizona University
B.A., Hillsdale College

Jason Stuart

Assistant Professor
Lang, Lit, Cult & Writing
Ph.D., Case Western Reserve University
M.A., Slippery Rock University
B.A., Immaculata University

Jheng-Wun Su

Assistant Professor
Engineering
Ph.D., University of Missouri-Columbia
M.S., National Taipei University of Technology
B.S., Ching Yun University

Nitin Sukhija

Associate Professor
Computing and Security
D.C.Sc., Mississippi State University
M.C.S., National University
M.B.A., San Diego State University
B.E., Maharshi Dayanand University

Xindi Sun

Associate Professor
Engineering
Ph.D., Missouri University
B.S., Missouri University

Shelly Suski

Assistant Professor
Healthcare and Administration

B.S., California University of PA
M.P.A., University of Pittsburgh

Alyssa Swartzfager

Instructor
Curriculum, Instr & Educ Ldshp
Ed.D., Slippery Rock University
M.Ed., Clarion University
B.S., Clarion University

Melissa Swauger

Professor
Social Sciences
B.A., Indiana University of PA
M.A., Duquesne University
M.A., University of Pittsburgh
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh

T

Pavani Tallapally

Associate Professor
Fin, Acct, Mrkt and Econ
Ph.D., Louisiana Tech University
M.B.A., Indiana University
B.A., Osmania University

Burton Tedesco

Assistant Professor
Theatre
M.F.A., University of Southern Mississippi
B.A., University of South Florida

Melissa Teodoro

Professor
Dance
M.F.A., University of Hawaii
M.A., University of California
B.A., Pontificia Universidad Javeriana

Sam Thangiah

Professor
Computing and Security
Ph.D., North Dakota State University
M.S., North Dakota State University
B.S., Slippery Rock University

Rebecca Thomas

Associate Professor
Biology
M.S., Colorado State University
B.S., Pennsylvania State University

Sara Tours

Associate Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Florida State University
M.S., Florida State University
B.S., Florida State University

Chao-Jen Tsai

Associate Professor
Management

Ph.D., Texas Tech University
M.S., Florida International University
B.S., Chinese Culture University

Eric Tuten

Assistant Professor
History
Ph.D., University of Utah
M.A., University of Utah
B.A., Brigham Young University

U

Alexander Ufelle

Associate Professor
Public Health Sciences
Ph.D., University of Pittsburgh
M.P.H., Western Kentucky University
M.B.B.S., Nnamdi Azikiew University

Joyan Urda

Associate Professor
Exercise Science
Ph.D., Rocky Mountain University
M.S., Slippery Rock University
B.S., Slippery Rock 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

V

Manuel Valera

Associate Professor
Math, Statistics & Physics
Ph.D., University of Cincinnati
M.S., University of Cincinnati
B.S., Universidad Simon Boliver (Venezuela)

Salwa Vandegrift

Assistant Professor
Lang, Lit, Cult & Writing
M.S., Mosul University
B.S., Mosul University

Philip VanOuse

Instructor
Music
M.M., Carnegie Mellon University
B.M., University of Cincinnati

Steven Verba

Associate Professor
Exercise Science
Ph.D., University of Pittsburgh
M.S., University of Pittsburgh
B.S., Slippery Rock University

Lindsay Viatori

Associate Professor

Dance
M.F.A., University of Iowa
B.F.A., University of North Carolina School of the Arts

Miranda Virone

Associate Professor
Hlth & Rehabilitation Sciences
B.S., Gannon University
M.S., Gannon University
O.T.D., Chatham University

W

Linda Wagner-Pine

Instructor
Curriculum, Instr & Educ Ldshp
M.Ed., Slippery Rock University
B.Ed., Slippery Rock University

Abdullah Wahbeh

Associate Professor
Computing and Security
D.S., Dakota State University
M.S., Dakota State University
M.S., Yarmouk University
B.S., Yarmouk University

Theresa Wajda Soltis

Professor
Fin, Acct, Mrkt and Econ
Ph.D., University of Pittsburgh
M.Ed., University of Pittsburgh
B.A., University of Pittsburgh

Christophas Walker

Associate Professor
Psyc, Soc Work & Rec Therapy
Ph.D., University of Pittsburgh
M.Ed., University of Pittsburgh
B.A., University of Pittsburgh

Mary Walsh

Professor
Curriculum, Instr & Educ Ldshp
B.A., Mercyhurst College
M.S. Youngstown State University
Ph.D., Kent State University

Maureen Walsh

Assistant Professor
Exercise Science
M.S., Colorado State University
B.S., Slippery Rock University

Jialing Wang

Associate Professor
Chemistry & Environ Geosci
Ph.D., Florida State University
M.M.S., Nanjing University (China)
B.S., Nanjing University (China)

Xintong Wang

Associate Professor
Fin, Acct, Mrkt and Econ

Ph.D., SUNY at Binghamton
M.A., SUNY at Binghamton
B.A., Nankai University

Haifeng Wang

Associate Professor
Engineering
M.B.A., Penn State University
M.B.A., Penn State University
Ph.D., University of Massachusetts
M.S., Shandong University
B.S., Shandong University

Paul Webster

Instructor
Computing and Security
M.S., Colorado Technical University
B.S., Robert Morris College

Deborah Wells

Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Arizona State University
M.Ed., Auburn University
B.S., Auburn University
B.A., Auburn University

Whitney Wesley

Professor
Curriculum, Instr & Educ Ldshp
B.S., Saint Vincent College
M.E.D. Indiana University of PA
D.E.D., Indiana 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
Lang, Lit, Cult & Writing
Ph.D., University of California at Los Angeles
M.A., Azusa Pacific University
B.A., Azusa Pacific University

Krista White

Assistant Professor
Lang, Lit, Cult & Writing
M.A., Youngstown State University
B.A., Youngstown State University

Jennifer Willford

Professor
Psyc, Soc Work & Rec Therapy

Ph.D., University of Kentucky
M.S., University of Kentucky
B.S., Muskingum College

Adelle Williams

Professor
Public Health Sciences
Ph.D., University of Pittsburgh
M.Ed., University of Pittsburgh
B.A., University of Pittsburgh

Jacqueline Williams

Associate Professor
Hlth & Rehabilitation Sciences
Ph.D., University of Idaho
M.S., Central Washington University
B.S., Minnesota State University

Timothi Williams

Instructor
Music
M.M., Penn State University
B.M., West Liberty University

Brian Wisneski

Instructor
Computing and Security
Ed.D., Creighton University
M.S., Boston University
B.A., Spring Arbor University

Hye Ryung Won

Assistant Professor
Curriculum, Instr & Educ Ldshp
Ph.D., Florida State University
M.Ed., The University of Texas at Austin
M.Ed., Chung-Ang University
B.Ed., Korea National Open University

X

Liang Xu

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

Y

Mauricio Yabar

Assistant Professor
Psyc, Soc Work & Rec Therapy
M.S.W., Widener University
M.Ed., Widner University
B.A., Montclair State University

Junko Yamamoto

Professor
Curriculum, Instr & Educ Ldshp
Ed.D., Duquesne University
M.P.A., University of Pittsburgh
B.A., University of Japan

Eunice Yeboah

Assistant Professor
Psyc, Soc Work & Rec Therapy
Ph.D., Southern Illinois University
M.S.W., Southern Illinois University
B.A., University of Ghana

Mingchia Yeh

Assistant Professor
Exercise Science
B.S., National Taiwan Sport University
M.S., National Taiwan Normal University
Ph.D., Florida State University
B.S., National Taipei University of Business

Stephanie Young

Assistant Professor
Hlth & Rehabilitation Sciences
D.P.T., Slippery Rock University
B.S., Slippery Rock University

Z

Alessia Zanin Yost

Assistant Professor
Library
Ph.D., Indiana University of Pennsylvania
M.L.I.S., San Jose State University
M.A., University of California Davis
B.A., California State University

Matthew Zarit

Professor
Social Sciences
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
M.S., Carnegie Mellon University
B.A., Syracuse University

Jun Zhang

Associate Professor
Engineering
Ph.D., Old Dominion University
M.S., Nanchang University
B.S., Nanchang University

Hongbo Zhou

Associate Professor
Computing and Security
Ph.D., Michigan State University
M.S., Xi'an Jiaotong University (China)
B.S., Xi'an Jiaotong University (China)

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 & Environ Geosci
Ph.D., Pennsylvania State University

B.A., Franklin and Marshall College

Robert Zullo

Assistant Professor
Comm, Media and Sport Mgmt
B.A., University of Virginia
M.A., University of North Carolina
Ph.D., University of Georgia

Faculty/Administrative Emeriti

A

Richard Altenbaugh

Secondary Ed/Foundations Ed

Nora Ambrosio

Dance

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

Nancy Barta-Smith

English

Francis Bires

McKeever Center

William Boggs

English

Bruce Boliver

Hospitality & Tourism Manage

Robert Bost

Special Education

Kathleen Boykin

Modern Languages & Cultures

Bernice Brown

Elementary Ed/Early Childhood

Beverly Buchert

Elementary Ed/Early Childhood

Edwin Buchert

Geography, Geology & Environm

Robert Buck

Mathematics & Statistics

John Burtch

Elementary Ed/Early Childhood

Kent Bushnell

Geography, Geology & Environm

C

William Chapman

Geography, Geology & Environm

Aiping Chen-Gaffey

Library

Gerald Chesin

Curriculum & Instruction

Jerry Chmielewski

Biology

Michael Cleary

Public Health & Social Work

Larry Cobb

Government & Public Affairs

Joan Condrary

English

Michael Conlon

Computer Science

Colleen Cooke

Psyc, Soc Work & Rec Therapy

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

Carmine Decarlo

Elementary Ed/Early Childhood

Alice Del Vecchio

Nonprofit Mgt, Empower&Div Stu

Michael Detlefsen

Mathematics & Statistics

Cynthia Dillon

Academic Affairs

Diana Dreyer

English

Sherry Dupont

Elementary Ed/Early Childhood

Daniel Dziubek

Parks and Recreation

E

June Edwards

Art

William Elliott

Administrative Affairs

F

Hans Fellner

Physics

Susan Ferrandiz

Library

Richard Findler

Philosophy

George Force

Government & Public Affairs

Kimberly Forrest

Public Health & Social Work

G

Stephen Glinsky

Modern Languages & Cultures

Anita Gorman

English

Elise Grabner

Mathematics & Statistics

Gary Grabner

Mathematics & Statistics

Colleen Gray

Music

Anne Griffiths

College of Health & Human Services

H

Jean Hamilton

Physical and Health Education

Susan Hannam

College of Health, Environment & Science

Kenneth Harris

Theatre

Joseph Harry

Strategic Comm and Media

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

Catriona Higgs

Sport Mgt, Hospitality & Tour

George Highland

Physics

Robert Hinds

Geography, Geology & Environm

William Hotchkiss

Physical and Health Education

James Hughes

Geography, Geology & Environm

Frank Hulick

Management

Deborah Hutchins

Parks,Conserv&RecreationTherpy

I

Michael Ignelzi

Counseling & Development

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

Nonprofit Mgt, Empower&Div Stu

Maribeth Knaub

Music

Theodore Kneupper

Philosophy

Akiko Kotani

Art

Parameswar Krishnakumar

Management & Marketing

L

Cindy LaCom

Nonprofit Mgt, Empower&Div Stu

James Laux

Strategic Comm and Media

Jack Layne

Biology

Jeffrey Lehman

Secondary Ed/Foundations Ed

Henry Lenz

Secondary Ed/Foundations Ed

Ruth Leo

Nursing

Alan Levy

History

Ann Liedel-Rice

Elementary Ed/Early Childhood

Paul Lueken

Athletics

M

Francis Manfredi

Special Education

Srinivasa Mani

Professional Study&Inter Prgms

Clair McClure

Mathematics & Statistics

Mary McKay

Elementary Ed/Early Childhood

Joanne McKeag

Physical and Health Education

Barbara McNeal

English

James Mennell

History

George Mihalik

Safety Management

Carl Miller

Information Technology

Pamela Miller

Elementary Ed/Early Childhood

Catherine Morsink

College of 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

Lia Paradis

History

Leona Parascenzo

Nursing

Gary Pechar

Exercise & Rehabilitative Sci

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

Charles Rice

Elementary Ed/Early Childhood

Paula Rieder

History

Melinda Ristvey

Modern Languages & Cultures

Paul Rizza

Sociology, Anthropology & Social Work

Larry Rotge

History

Bruce Russell

College of Business

S

Lucy Sack

Dance

Robert Sattler

Special Education

W Sayre

Chemistry

Tamra Schiappa

Geography, Geology & Environm

Claire Schmieler

Health Services

Jane Scott Cleary

Library

Ben Shaevitz

Physics and Engineering

Charles Shaw

History

Charles Shultz

Geography, Geology & Environm

William Sigmund

Biology

David Skeeel

Theatre

Esther Skirboll

Sociology, Anthropology and Social Work

Robert Smith

President

Nanette Solomon

Music

Donald Stauffer

Special Education

Terry Steele

Music

Carolyn Steglich

Biology

Thomas Stewart

Strategic Comm and Media

Michael Stowe

Sociology, Anthropology & Social Work

Donald Strano

Counseling & Development

K James Strickland

English

Kathleen Strickland

College of Education

Wendy Stuhldreher

Public Health & Social Work

Valerie Swarts

Strategic Comm and Media

T

Frederick Tannery

School of Business

David Taylor

Chemistry

Rhoda Taylor

Biology

Mary Ann Thurkettle

Nursing

Charles Tichy

Modern Languages & Cultures

Frank Treccase

Modern Languages & Cultures

Eva Tsuquiashi-Daddesio
College of Liberal Arts

Genevieve Tvrdik
Biology

V

Jesus Valencia
Accounting, Economics & Finance

David Valentine
School of Business

Mary Vetere
Elementary Ed/Early Childhood

Paulette Viola
Parks and Recreation

W

Raymond Wallace
Theatre

Frances Walsh
Elementary Ed/Early Childhood

Amy Walters
Strategic Comm and Media

Robert Watson
Student Affairs

Judy Werner
Elementary Ed/Early Childhood

Gene Wilhelm
Sociology, Anthropology & Social Work

A Williams
Elementary Ed/Early Childhood

William Williams
Academic Affairs

Z

Linda Zane
Elementary Ed/Early Childhood

Mark Zeltner
Strategic Comm and Media

Patricia Zimmerman
Physical and Health Education

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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 is limited to Graduate level students.

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

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. ACCT 620 is dual listed as ACCT 320.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Accountancy, 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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. ACCT 629 is dual listed as ACCT 429.

Prerequisite: ACCT 230^D

^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

ACCT 640 - Business Law

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

Credits: 3

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.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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 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^C

^C 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 College of Engineering & Science 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^C

^C 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 740 - 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^C

^C 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^C

^C 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^C

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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.

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 668 - 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. If the student takes CPSC 468 for the undergraduate program, he/she can take CPSC 668 for additional credits.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

CPSC 680 - Topics in Computer Science: Machine Learning

This course provides an overview of concepts, techniques, algorithms and applications in machine learning, including supervised learning (e.g.: classification and regression), unsupervised learning (e.g.: clustering and dimensionality reduction), and learning theory (e.g.: bias/variance; regularization and feature selection). Moreover, the course will include research projects that will require writing computer code, conduction experiments, and writing papers. 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 course covers the theoretical and practical fundamentals of Big Data. Students will learn the essentials of big data analytics including Big Data Characteristics, Management, Storage, Processing, and Analysis. The course is designed to involve hands-on experience with big data frameworks such as Hadoop MapReduce and Spark. If the student takes CPSC 485 for the undergraduate program, he/she can take CPSC 685 for additional credits.

Prerequisite: CPSC 605^C

^C Requires minimum grade of C.

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 or Hlth Informatics&Info Mgmt(OL).

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^C or PE 502^C

^C 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.

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.

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^C

^C 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.

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^C

^C 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^C

^C 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.

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 645 - Administrative Leadership in Higher Education

Colleges and universities are unique and complex institutions with specialized missions of education and provision of student services with multiple constituencies. This course focuses on leadership and administrative practices within the context of higher education organizations. Emphasis will be placed on supervision of personnel, management of resources, and professional identity.

Credits: 3

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 647 - Managing Conflict and Crises in Higher Education

Higher education professionals are expected to respond to a variety of critical incidents that can occur on and off campus. The course serves as an introduction to managing conflict and crisis in American higher education. Students will explore the nature of conflict and acquire skills for effective mediation. Students will develop the skills to plan ahead, as well as respond when crises arise. The focus on managing critical incidents will concentrate on the planning, prevention, response, and recovery that institutions and their leaders can undertake.

Credits: 3

Enrollment is limited to Graduate level students.

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.

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).

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^C

^C 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.

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^C

^C 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^P

^P 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 668 - Crime & Media

This course will examine images of crime and criminal justice as portrayed and presented by the mass media including popular media (fictional television show, music, novels, etc.) as well as "news" programming and print media. More specifically, the course will analyze how crime and criminals, and criminal justice systems (police, courts and corrections) are portrayed by the mass media. This course will analyze the media's relationship to criminological theories as well as to criminal justice policies and practices. This course will also examine how gender, race and class are related to the way crime is depicted in the mass media.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate.

CRIM 680 - Women & the Criminal Justice System

This course will focus on theoretical and contemporary issues involving female practitioners, victims and offenders in the criminal justice system. Students will have the opportunity to become acquainted with and evaluate the political, legal and social issues of crime relating to women. This course will also examine diversity issues. More specifically, this course will examine how gender, race/ethnicity and class are related to the way they are treated in the criminal justice system in the U.S.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment limited to students with a semester level of Graduate.

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 Administration/Accounting/Finance, Business Administration/Marketing, Business Administration or Business Administration (OL).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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

A Selected Topics course is a normal, departmental offering which is directly 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 605 - Overview of and Immersion in Global Education

The course focuses on global education and an immersive experience in a mediated field experience abroad. Students will develop awareness and skills needed to teach in a culturally responsive classroom. Educational systems from various countries will be explored with a focus on the country of the mediated field experience.

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.

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

Enrollment is limited to Graduate level students.

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^C and ELEC 610^C and ELEC 612^C and ELEC 614^C
^C 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, remediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

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^C and ELEC 612^C and ELEC 622^C

^C 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^C or SEFE 696^C or ELEC 697^C

^C 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^C

^C 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^C and ELEC 614^C and ELEC 615^C and ELEC 629^C
^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Enrollment is limited to Graduate level students.

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^C
^C 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^C
^C 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^C and ELEC 647^C and ELEC 648^C
^C 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^C or ELEC 638^C
^C 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^B

^B 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^C

^C 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

Enrollment is limited to Graduate level students.

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^C

^C 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^C

^C 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 scholars and professionals outside English studies students will develop competencies in interdisciplinary writing methods; sharpen both their conceptual and procedural knowledge of another discipline or profession; amplify their expertise in writing or teaching across the disciplines; improve their skills in working collaboratively; and learn to assess their performances in and contributions to a collaborative relationship.

Credits: 6

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.

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/Management/Mktng, 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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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^C

^C 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, watershed 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^C and (GES 325^D or GES 525^C)

^C Requires minimum grade of C.

^D 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^C

^C 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^C

^C 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

Enrollment is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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, MS 9HIO or MS 9IIO programs.

Enrollment is limited to Graduate level students.

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, MS 9HIO or MS 9IIO programs.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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, MS 9HIO or MS 9IIO programs.

Enrollment is limited to Graduate level students.

HIM 635 - Healthcare Knowledge Management

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.

Prerequisite: HIM 600^C

^C Requires minimum grade of C.

Credits: 3

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

Enrollment is limited to Graduate level students.

HIM 645 - Leadership for Health Systems

This course is to develop a systems-thinking approach to healthcare. It will focus on topics such as healthcare strategic management, 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.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

HIM 650 - Applied Research Project

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

Prerequisites: HIM 635^C or HIM 645^C

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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.

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 535 - Crusading in the Middle Ages

The history and historiography of crusading in medieval Europe and Middle East.

Credits: 3

Enrollment is limited to Graduate level students.

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.

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 653 - Management Science Methods

This course covers the fundamentals of management science and operations research methodologies. Topics include linear programming, integer programming, network optimization, and simulation. The course introduces various mathematical optimization models to focus on data-driven optimization approaches to solve business problems and sensitivity analysis for managerial decision-making. No prerequisites are required.

Credits: 3

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 655 - Strategic Human Resource Management

An overview of theories, research, and practice in strategic human resource management and industrial relations in organizations. Students are introduced to job analysis, recruitment, selection, training, development, performance management, compensation, benefits, labor relations, collective bargaining, and international HRM. Topics also include the legal environment of employment, the evolving nature of work, sustainability and the HR function as a strategic business partner, and the competencies for HR professionals.

Credits: 3

Enrollment is limited to Graduate level students.

MGMT 656 - Leadership and Talent Development

This course provides a broad overview of talent development which is also known as human resource development. This course explores theories and practices in employee learning and development, career development, and leadership development. To support management and leadership development, this course focuses on theoretical foundation of leadership concepts, principles, practices, and competencies.

Credits: 3

Enrollment is limited to Graduate level students.

MGMT 657 - Managing Change for Competitive Advantage

Focusing on HR professional role as a strategic business partner and change agent, this course addresses the history, concepts, theories, and techniques of organization development (OD). This course provides the practical and behavioral science-based skills and techniques in diagnosis, interventions, and evaluation of individual, team, and organization with an emphasis on to lead organization-wide change initiatives creating, managing, and sustaining system-wide change in public and private organizations.

Credits: 3

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 Adm-Accountng/Finance, Business Adm-Management/Mrktng, Business Administration or Business Administration (OL).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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).

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 Adm-Accounting/Finance, Business Adm-Management/Mktng, Business Administration or Business Administration (OL).
Enrollment is limited to Graduate level students.

MIS 613 - System Analysis and Design

This course focuses on the methodologies, techniques and tools in analysis and design of computer information systems. The course will enhance students' skill sets; provide exposure to new information technologies, theories, practices and methodologies. The general objective of this course is to provide concepts related to information systems development in a systematic approach including requirements elicitation, planning, analysis, design, implementation and maintenance. The course will provide students with advanced technical, organizational and managerial skills to becoming become systems or business analysts. Graduates will become skillful contributors to teams that are responsible for developing information systems to support various areas of organizations.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

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^C

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

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

Enrollment is limited to Graduate level students.

MIS 653 - Enterprise Architecture

This course offers advanced concepts and practical application of enterprise architecture and the enterprise architect to analyze, design, implement and maintain lifecycle enterprise solutions that support business operations. Case studies will be used to examine how today's businesses are implementing large-scale enterprise operating models including software platforms and transforming their business models using modern disruptive digital technologies. Concepts to be covered will include architecture frameworks, architecture design principles, governance, integration, operability, system implementation roadmaps to ensure agile enterprise solutions to support changing business strategy.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

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^D or EGEO 361^D

^D 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-Valdez Oil spill and Pfsteria 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

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

MARS 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.

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

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Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Graduate.

MARS 795 - Workshop

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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 will be used.

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 are used.

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)^C

^C 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 - 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 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^C and MODL 604^C
^C 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 556 - Culturally Responsive Teaching (CRT) in the Choral Arts

This course will explore current research and practices of culturally responsive teaching (CRT) in the choral arts. Through detailed analysis of relevant case studies, students will immerse themselves in simulated and situated learning experiences that develop a teaching/conducting pedagogy centered in cultural responsiveness. Students will deepen their understanding and application of personal practice knowledge (PPK), relevant curriculum building, and empathy/social agency that is congruent with the communication and learning styles of ethnically, culturally, and artistically diverse students.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

MUSI 557 - Music Education for Diverse Learners

This course provides an introduction to music education approaches and instructional foundations as well as the application of historical and instructional foundations of music with diverse learners. Major topics and developments in the field of special education, important terminology, curricular issues, and diversity, equity, and inclusion are explored. Students will learn about the characteristics of students with specific needs, the educational effects of these needs, appropriate adaptations, as well as music education approaches with diverse learners. Graduate students will analyze research applicable to music education for the diverse learner and apply it to the music education setting.

Credits: 3

Term(s) Typically Offered: Offered Spring 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

A Selected Topics course is a normal, departmental offering which is directly 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 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^C and PE 503^C

^C 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^C and PE 503^C

^C 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 objectivist, subjectivist, and constructionist research frameworks, as well as an introduction to the methodologies within each of these frameworks.

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 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 - Clinical Assessment: Principles, Procedures, and Tools

This course provides an overview of the basic principles, procedures, and tools of assessment used by music therapists and allied health professionals in clinical work. Students will learn to select, administer, and interpret various forms of formal and informal assessment methods, as well as design their own assessment tool. Students will learn how to integrate the findings of different assessments and communicate the results through oral or written reports.

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. Students will apply knowledge about diverse musical cultures to therapeutic situations.

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 - Theories of Supervision in Music Therapy

This course will explore various theories, concepts and models of clinical supervision and the use of music in supervision. Issues related to pre-professional and professional clinical supervision will be surveyed. 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 - Ethical and Professional Issues in MT and Related Fields

This course focuses on ethical issues in clinical music therapy practice, education of clinical practitioners, clinical supervision, and clinical research. Topics include professional ethics in music therapy and related fields, professional roles and responsibilities, areas and levels of practice, self-care, technology, standards of practice, the history and development of professional organizations in music therapy and related fields, credentialing, licensure, private practice, funding and reimbursement, and crisis management.

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 approaches to music therapy address social problems and promote change through advocacy for individuals, families and communities. We will explore critical theory and transformative learning, feminist theory, queer theory, critical whiteness studies, 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 advanced level 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, societal systems). The course explores the theoretical and historical foundations of systems theory, field theory, and ecological theory. In this course, students will examine the application of systems thinking in areas such as 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: 3

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to students with a program in Music Therapy.

Enrollment is limited to Graduate level students.

MUSI 656 - Social Emotional Learning in Music Education

This course will explore the unique position of music education in addressing the social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Music, by its very nature, is both social and emotional. In this course, you will learn how to integrate the SEL competencies into music education to create an environment where great teaching enriches the lives of students through the fostering of their SEL skills right alongside their musical development.

Credits: 3

Enrollment is limited to Graduate level students.

MUSI 657 - Popular Music Pedagogy

The purpose of this course is to develop student achievement through the exploration of a modern band ensemble. The course will introduce the skills necessary to perform on electric guitar, acoustic guitar, electric bass, keyboard, drums, vocals, and technology. With an emphasis on the music styles of the last 50 years, many of these will be discussed, demonstrated, and performed by the students. The course will also foster peer-to-peer development in the band setting while encouraging each band to perform cohesively as a single unit. Students in Popular Music Pedagogy will also be introduced to the art of composition and improvisation.

Credits: 3

Enrollment is limited to Graduate level students.

MUSI 658 - Diversity, Equity, and Inclusion in Wind Band Literature

This course will focus on issues of diversity, equity, and inclusion in the wind band profession, particularly related to wind band repertoire and equitable programming practices. In this course, students will engage with first-hand accounts from underrepresented communities in the wind band profession contextualized against a brief history of the wind band and its repertoire. Students will identify and analyze historical systems and structures influencing repertoire development. Diverse works by diverse composers at a variety of grade levels will be studied as well as resources to immediately implement equitable programming practices in the classroom today.

Credits: 3

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

A Selected Topics course is a normal, departmental offering which is directly 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 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 (with at least 40 hours of direct client service) beyond the completion of undergraduate/ equivalency clinical training requirements (1200 hours). Translating theory into professional practice is a central focus of this course. Students will utilize advanced musical, verbal and written skills with clients they serve. Students will receive weekly online group supervision with their university supervisor, as well as individual supervision sessions. This course focuses on developing appropriate clinical assessment, treatment, and evaluation methods, as well as clinical case presentations from the student's clinical experiences. Notes: Students practicum placement requires approval by the MMT program director.

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 (at least 240 hours of direct client service) of supervised advanced clinical work beyond the completion of undergraduate/equivalency clinical training requirements (1200 hours) and graduate advanced practicum requirements (100 hours). Students will utilize advanced musical, verbal and written skills with clients they serve. Students will receive weekly online group supervision with their university supervisor, as well as individual supervision sessions. This course focuses on developing appropriate clinical assessment, treatment, and evaluation methods, as well as clinical case presentations from the student's clinical experiences. Prerequisites & Notes: Prerequisite MUSI 705, Advanced Music Therapy Practicum. Students' internship placement requires approval by the MMT program director.

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.

Credits: 3

Term(s) Typically Offered: Offered Every Term

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 promotes self-reflection related to cultural influences and its application to professional practice. Content is designed to increase student awareness of the dimensions and complexities involved in providing care and services to members of diverse cultural backgrounds. The impact of cultural factors on health, illness, and health-seeking behaviors are examined. Emphasis is placed on understanding and responding to cultural diversity to promote positive health outcomes.

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.

NURS 510 - Cardiovascular Function: Nursing Assessment & Treatment

This course focuses on evidence-based practice for the prevention and treatment of cardiac disease. Students appraise cardiac diagnostic studies, treatment, and interventions for effective interprofessional care for patients with cardiac disease. The effect of health disparities on cardiac disease is explored.

Credits: 3

Term(s) Typically Offered: Offered as Needed

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^D

^D 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.

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 Fall, 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.

Enrollment limited to students in the College of Health Professions 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 Fall, 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 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 Fall, 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 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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^C

^C 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.

Prerequisites: NURS 603^D and SEFE 607^D and ((SPED 530^D and SPED 625^D) or (SPED 530^D and SPED 628^D) or (SPED 625^D and SPED 628^D))

^D Requires minimum grade of D.

Corequisite(s): NURS 623

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.

Prerequisites: NURS 603^D and SEFE 607^D and ((SPED 530^D and SPED 625^D) or (SPED 530^D and SPED 628^D) or (SPED 625^D and SPED 628^D))

^D Requires minimum grade of D.

Corequisite(s): NURS 622

Credits: 3

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

Enrollment is limited to Graduate level students.

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^C and NURS 615^C and NURS 620^C
^C 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^C and NURS 615^C and NURS 620^C and NURS 616^C and NURS 621^C and NURS 641^{*C} (may be taken concurrently).

^C 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)^C and NURS 614^C and NURS 615^C and NURS 620^C
^C 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^C and NURS 610^C

^C 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)^C

^C 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^B and NURS 602^B and NURS 605^B and NURS 606^B and NURS 615^B and NURS 616^B and NURS 655^B and NURS 657^B and NURS 658^B and NURS 610^B and NURS 611^B
^B 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^B and NURS 602^B and NURS 605^B and NURS 606^B and NURS 610^B and NURS 611^B and NURS 615^B and NURS 616^B and NURS 655^B and NURS 657^B and NURS 658^B and NURS 710^B
^B 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

This course focuses on central nervous system and peripheral nervous system processes, including the importance of each on the functional performance of occupation. Laboratory activities will focus on clinical reasoning, application and problem solving regarding screening and initial assessment of neurological conditions. Additionally, this course will introduce standardized and non-standardized assessments used with neurological populations and initiate exploration of treatment approaches to address these conditions from an occupational perspective.

Prerequisites: OCTH 605^C and OCTH 610^C and OCTH 630^C
^C 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 typical 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^C and OCTH 610^C and OCTH 630^C

^C 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^C and OCTH 620^C and OCTH 640^C and

OCTH 660^C and OCTH 680^C and OCTH 681^C

^C 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

Enrollment is limited to Graduate level students.

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^C and OCTH 650^C and OCTH 655^C and

OCTH 665^C and OCTH 715^C and OCTH 730^C and OCTH 731^C

^C 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^C and OCTH 620^C and OCTH 640^C and

OCTH 660^C and OCTH 680^C and OCTH 681^C

^C 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^C and OCTH 610^C and OCTH 630^C

^C 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^C and OCTH 620^C and OCTH 640^C and OCTH 660^C and OCTH 680^C and OCTH 681^C

^C 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^C and OCTH 610^C and OCTH 630^C

^C 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^C and OCTH 610^C and OCTH 630^C

^C 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

A Selected Topics course is a normal, departmental offering which is directly 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 DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

OCTH 700 - Independent Study in OT 1

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

This course enables students to demonstrate knowledge of and evaluate the business aspects of OT practice. Requisite skills of attaining and maintaining licensure, marketing OT services, quality management & improvement are explored. Supervision of personnel, professional engagement, and personal professional development skills aligned with ethical practices are addressed. Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

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^C and OCTH 620^C and OCTH 640^C and OCTH 660^C and OCTH 680^C and OCTH 681^C

^C 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 three courses designed to prepare the Occupational Therapy Doctoral Student for the doctoral capstone practicum experience by generating a clear understanding of the ACOTE Standards for the doctoral capstone process and the in-depth areas of focus. The student will, along with the doctoral capstone coordinator and faculty, apply for and finalize a doctoral capstone practicum site agreement, and collaborate with their faculty and site mentors. Finally, students will create a needs assessment tool to administer during OCTH 721. 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 College of Health Professions college.

OCTH 722 - Capstone Preparation Seminar III

This course is the third in a sequence of courses designed to prepare the Occupational Therapy Doctoral Student for the doctoral capstone practicum experience. The student will construct and finalize the memorandum of understanding, which includes the doctoral capstone goals & objectives, doctoral capstone student learning plan, plans for supervision, and responsibilities of all parties; collaborate with faculty and site mentors; and finalize all required documentation prior to the initiation of the doctoral capstone practicum experience.

Credits: 1

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

Enrollment limited to students in the College of Health Professions 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^C and OCTH 650^C and OCTH 655^C and OCTH 665^C and OCTH 715^C and OCTH 730^C and OCTH 731^C
^C 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^C and OCTH 620^C and OCTH 640^C and OCTH 660^C and OCTH 680^C and OCTH 681^C
^C 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^C and OCTH 620^C and OCTH 640^C and OCTH 660^C and OCTH 680^C and OCTH 681^C
^C 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^C and OCTH 724^C and OCTH 744^C and OCTH 765^C
^C 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.

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^C and OCTH 650^C and OCTH 655^C and OCTH 665^C and OCTH 715^C and OCTH 730^C and OCTH 731^C
^C 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^C and OCTH 724^C and OCTH 744^C and OCTH 765^C
^C 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^C and OCTH 725^C and OCTH 735^C and OCTH 740^C and OCTH 745^C and OCTH 760^C
^C 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^C and OCTH 725^C and OCTH 735^C and OCTH 740^C and OCTH 745^C and OCTH 760^C
^C 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^C and OCTH 725^C and OCTH 735^C and OCTH 740^C and OCTH 745^C and OCTH 760^C
^C 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 and outcomes. 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: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

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: 4

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

Enrollment limited to students in the College of Health Professions 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 9D03 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

OCTH 777 - Impact of Culture on Occupation

This course will expand upon the introduction of cultural diversity and ethics by exploring a comprehensive understanding of culture and its influence on occupational performance. This course will provide an environment of dialogue on diversity in terms of inclusiveness for an individual's diverse lived experiences, including multifaceted categories of ethnicity, religion, sexual orientation, gender, socioeconomic, and additional influences. Prerequisites: 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 College of Health Professions college.

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^C and OCTH 725^C and OCTH 735^C and OCTH 740^C and OCTH 745^C and OCTH 760^C

^C Requires minimum grade of C.

Credits: 1

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 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^C and OCTH 735^C and OCTH 740^C and OCTH 745^C and OCTH 760^C

^C Requires minimum grade of C.

Credits: 1

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 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 9D03 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 intensive experience prepares the student for application of all previous coursework within a clinical context to ensure competence before starting full-time clinical placements. Important didactic topics and clinical skill processes will be reinforced and further practices. The occupational therapy process will be examined across a variety of client populations and will include opportunities to build skills in using documentation to advocate for services. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 4

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

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

A Selected Topics course is a normal, departmental offering which is directly 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 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, advancing professional development, focusing on the application of purposeful and meaningful occupation and research, as well as the 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: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 9

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

OCTH 815 - Level II Fieldwork B

This supervised 12-week experience is the second in a series of two and will provide the student with an in-depth opportunity in delivering occupational therapy services to clients, advancing professional development, focusing on the application of purposeful and meaningful occupation and evidence-based practice, as well as the 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 OT fieldwork experience. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 9

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.

OCTH 820 - Doctoral Capstone Practicum

This final supervised doctoral capstone practicum experience (minimum 14 week or 560 hours) will provide the students with a concentrated experience in their designated area of focus. Students will be required to disseminate their doctoral capstone project findings through scholarly proposals, oral & poster presentations to ensure their overall doctoral capstone project relates to their doctoral capstone practicum experience as well as demonstrates synthesis of in-depth knowledge in the established area of study. Prerequisite: Admission to the OTD program and satisfactory completion of previous coursework.

Credits: 9

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 seminar coursework will provide students with opportunities to advance their professional behavior skills as well as prepare them for state licensure and national certification. It will also prepare students for their transition to the workforce by focusing on resume building, interviewing skills, and completion of their professional portfolios. 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.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

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.

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

A Selected Topics course is a normal, departmental offering which is directly 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^C or PCRM 541^C

^C 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)^C or PCRM 799^{*C} or PREE 799^C (may be taken concurrently).

^C 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)^C or PCRM 681^{*C} or PREE 681^C (may be taken concurrently).

^C 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

Enrollment is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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

Enrollment is limited to Graduate level students.

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 601 - Pedagogy in School Wellness Education

This course will empower learners to create a healthier society through schools. Learners will gain skills in pedagogy and curriculum development to create a relevant health and physical program that is based on the school wellness education model. This course is designed to provide learners with the skills to facilitate positive change within their classes, the whole school, and within k-12 health and physical education programs to enhance students' wellbeing.

Credits: 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.

PE 602 - Advocating for School and Community Wellness

A course addressing the importance of addressing health and wellness through outreach and engagement of the individual, family, school, and community. The course addresses promoting wellness to self and others. Content will explore how social determinants of health impact individuals and society. Course will discuss strategies that empower individuals to improve personal wellbeing while developing social and physical environments that promote good health for all. This will include the implementation of student voice concept for wellness in educational settings. Additionally, the course will explore both how to market health and wellness and how our schools and communities are impacted by the marketing of health and wellness.

Credits: 3

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

PE 603 - Educational Technology for School Wellness

This course is designed to empower the learner 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/virtual education. The goal is to help health and physical education (School Wellness) teachers implement technology effectively in their own instruction, as well as assisting their students in utilizing educational technology efficiently and appropriately.

Credits: 3

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

PE 604 - Personalizing Learning in Health and Physical Education

This course will provide participants with conceptual personalized learning, wellness coaching, self empowerment and Universal Design strategies all focused on health and physical activity related behaviors and school-aged learners. This course will apply these strategies to the process of preparing, planning, delivering and evaluating wellness instruction in schools that assists learners in developing and maintaining healthy behaviors

Credits: 3

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

PE 605 - Field Experience in School Wellness Education

This course will provide learners with developmental field experiences in school wellness education. Learners will apply principles of teaching health and physical education through the school wellness education model in physical activity or classroom settings.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

This course is designed to educate students on the role of disability sport across the lifespan in schools, communities and competitive programs. Students will study the impact of sport organizations from a local to national level that provide sports for individuals with disabilities. The students will look at history, the current movement, the sport opportunities and further trends in this ever changing field of study.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

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

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 disabilities that are prevalent in schools and communities. This course will provide students with an in-depth understanding and ability to provide modifications to increase participation and performance in physical activity for individuals with disabilities.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

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

PE 678 - Physical Activity and Disability Across the Lifespan

This course is designed to investigate the physical, psychological, social, and emotional needs of individuals with disabilities at key developmental milestones across the lifespan. Students will study the concept of transition from one lifespan stage to another related to health promotion and physical activity.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

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

PE 685 - Fundraising and Grant Writing

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^C

^C 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 critical trends in adapted physical activity related to research, guidelines, strategies and practices for promoting health and well-being of people with disabilities.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

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

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 Physical Activity and Wellbeing

This course is designed to provide the learner with the competencies, skills, and abilities to read, understand, and interpret current and emerging research in the Students field of study. 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 limited to students with a semester level of Graduate or Post Baccalaureate.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Education college.

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 Physical Activity and Well-Being

This course is designed to prepare professionals for a variety of emerging and expanding leadership opportunities in fields related to physical activity, wellness, and health promotion. Students will develop leadership qualities through the study of conflict resolution, negotiation skills, and teamwork skills and other leadership concepts.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

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

PE 750 - Internship

This course is designed to provide students with an opportunity to apply physical activity and well-being career-oriented skills in a supervised work experience in a university approved agency.

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 755 - Student Teaching

Students seeking teaching certification in health and physical education will complete a supervised student teaching experience in a k-12 school setting.

Credits: 9

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

Enrollment is limited to Graduate level students.

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^C

^C 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^C and PHTH 630^C and PHTH 635^C

^C 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^C

^C 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.

Enrollment is limited to Graduate level students.

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^C

^C 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 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.

Enrollment is limited to Graduate level students.

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^C

^C 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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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^C

^C 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.

Enrollment is limited to Graduate level students.

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^C and PHTH 659^C and PHTH 660^C

^C 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^C and PHTH 635^C and PHTH 702^C and PHTH 703^C and PHTH 719^C and PHTH 717^C and PHTH 718^C and PHTH 729^C and PHTH 732^C and PHTH 733^C

^C 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)^C and PHTH 660^{*C} (may be taken concurrently).

^C 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^C or PHTH 704^P

^C Requires minimum grade of C.

^P 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^C and PHTH 660^C

^C 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^P and PHTH 702^{*C} and PHTH 717^{*C} (may be taken concurrently).

^P Requires minimum grade of P.

^C 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^C and PHTH 660^C and PHTH 658^C and PHTH 702^{*C} and PHTH 719^{*C} and PHTH 729^{*C} (may be taken concurrently).

^C 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^C and PHTH 710^P and PHTH 717^C and PHTH 719^C and PHTH 729^C and PHTH 732^{*C} (may be taken concurrently).

^C Requires minimum grade of C.

^P 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^C and PHTH 658^C and PHTH 660^C and PHTH 717^{*C} and PHTH 729^{*C} (may be taken concurrently).

^C 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^C and PHTH 660^{*C} and PHTH 658^{*C} and PHTH 655^{*C} and PHTH 656^C and PHTH 631^C (may be taken concurrently).

^C 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 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^C and PHTH 630^C and PHTH 635^C
^C 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^C and PHTH 635^C and PHTH 549^C and PHTH 729^C and PHTH 653^C
^C 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^C and PHTH 635^C and PHTH 548^C and PHTH 549^C and PHTH 702^C and PHTH 653^C
^C 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^C and PHTH 718^C and PHTH 732^C and PHTH 719^C and PHTH 729^C and PHTH 733^{*C} and PHTH 653^C (may be taken concurrently).
^C 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^C and PHTH 703^C and PHTH 704^C and PHTH 717^C and PHTH 718^C and PHTH 732^C and PHTH 733^C
^C 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^C and PHTH 733^C and PHTH 743^C and PHTH 734^{*C} (may be taken concurrently).
^C 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^P and PHTH 742^C
^P Requires minimum grade of P.
^C 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^C
^C 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^P

^P 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^C and PHTH 702^C and PHTH 703^C and PHTH 704^C and PHTH 717^C and PHTH 718^C

^C 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^C and PHTH 703^C and PHTH 717^C and PHTH 718^C and PHTH 719^C and PHTH 729^C and PHTH 732^C and PHTH 733^C

^C 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^C

^C 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^C

^C 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^C

^C 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 761 - Vestibular and Concussion Physical Therapy

Vestibular and Concussion Physical Therapy focuses on vestibular and concussion neuromuscular physical therapy and builds on neuromuscular physical therapy coursework. It will enhance the examination and treatment of clients in outpatient physical therapy with an emphasis on peripheral vestibular and concussive disorders. This 2-credit course employs a case-based approach and will build on prior course material by integration of case studies, patient/client education, diagnostic testing, pharmacotherapy and patient progression. Prerequisites for the proposed course are successful completion of fifth semester physical therapy courses.

Credits: 2

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Physical Therapy degree.

PHTH 780 - Clinical Decision Making I

This course provides students with the opportunity to engage in critical thinking and problem solving while integrating the concepts and skills learned throughout the first year of the DPT program. Using case studies, students will be guided through the clinical decision-making process with a focus on patient management, communication, and evidence-informed care.

Prerequisites: PHTH 658^C and PHTH 636^C and PHTH 659^C and PHTH 655^C and PHTH 729^C

^C Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Physical Therapy degree.

PHTH 781 - Clinical Decision Making II

This course is the second in a series that provides students with the opportunity to engage in advanced critical thinking and problem solving while integrating the concepts and skills learned throughout the DPT curriculum. Through complex patient case studies, students will be challenged in the clinical decision-making process with a focus on patient management, communication, and evidence-informed care.

Prerequisites: PHTH 704^C and PHTH 718^C and PHTH 732^C and PHTH 780^C

^C Requires minimum grade of C.

Credits: 1

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Doctor of Physical Therapy degree.

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^C and PHTH 549^C and PHTH 645^P and PHTH 652^C and PHTH 653^C and PHTH 710^P and PHTH 743^C and PHTH 744^C

^C Requires minimum grade of C.

^P 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^C and PHTH 549^C and PHTH 652^C and PHTH 653^C and PHTH 743^C and PHTH 744^C and PHTH 645^P and PHTH 710^P and PHTH 802^C

^C Requires minimum grade of C.

^P 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^C

^C 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. The emphasis is on the priority of stabilizing patients with life-threatening trauma or illness and selecting appropriate diagnostic and therapeutic measures.

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 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 limited to students in the MS 9PA3 or MS 9PAS programs.

Enrollment is limited to Graduate level students.

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.

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).

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.

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 Practice

This course will cover the fundamentals of evidence-based practice and its application to patient care. Major topics covered will include: Framing of a research question, basic biostatistics, design of medical and health studies, description of data, data analysis used in health-related journals, and the ethics of medicine, research, and the handling of data. Prerequisites: Successfully passed all first-semester courses meeting minimum progression standards.

Credits: 1.5

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PA3 or MS 9PAS programs.

Enrollment is limited to Graduate level students.

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: 5

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 and Transition

This course incorporates experiential learning to prepare students for clerkships and clinical practice through facilitation and transition of medical application and skills from the academic phase of the curriculum to the clinical phase. Students are provided the opportunity to foster and refine communication skills, interprofessional responsibilities, and appropriate patient care strategies. Students will be placed in various clinical exposures throughout the semester to learn and evaluate professional behavior and patient care transition. Additionally, students will participate in a series of traditional classroom-based instruction that promotes active learning of clinical year preparation and expectations of the physician assistant student role and performance. Successfully passed all courses in the first and second semesters of Didactic year, and be in good standing in the Physician Assistant program.

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 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 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 legislation and policies will be examined for their impact on the 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: 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 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 limited to students in the MS 9PA3 or MS 9PAS programs.

Enrollment is limited to Graduate level students.

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 limited to students in the MS 9PA3 or MS 9PAS programs.

Enrollment is limited to Graduate level students.

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 limited to students in the MS 9PA3 or MS 9PAS programs.

Enrollment is limited to Graduate level students.

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 limited to students in the MS 9PA3 or MS 9PAS programs.

Enrollment is limited to Graduate level students.

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 College of Health Professions 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 College of Health Professions 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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 College of Health Professions 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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 students with a program in Recreational Therapy, Recreational Therapy or Animal-Assisted Interventions.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Health Professions college.

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 576 - Teaching Integrated Science and Mathematics for Middle and Secondary Education

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, Spring, & Summer

Enrollment is limited to students with a program in Mid Level-Mathematics (4-8), Middle Level-Science (4-8), Sec EducationTch-Math&Science or Sec Ed- Math&Sci with Cert.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the College of Education college.

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.

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^C

^C 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 sustain multi language learners' home cultures and languages while they acquire English.

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, 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.

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^C

^C 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^C

^C 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 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^C and SEFE 676^C

^C 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^C

^C 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^C

^C 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^C

^C 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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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^C

^C 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^C

^C Requires minimum grade of C.

Credits: 1-9

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

SEFE 893 - Extended Dissertation

Doctoral candidates, under the direction of the chairperson of their dissertation committee, will continue to develop, implement, analyze, report and defend a structured research project in the area of educational leadership and administration. Additionally, the doctoral candidate will successfully complete an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisites: SEFE 887^C and SEFE 892^P

^C Requires minimum grade of C.

^P Requires minimum grade of P.

Credits: 1

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

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

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.

Enrollment is limited to Graduate level students.

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^C

^C 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 students with a program in Social Work or Social Work.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

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 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 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 students with a program in Social Work or Social Work.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

SOWK 741 - Grief & Loss: Theory & Skills for Intervention

This course explores the psychosocial process of grief and bereavement following a loss. Divorce, disaster, deployment, death, and other human experiences of loss will be discussed. This course will focus on the experiences of loss, grief, and bereavement as experienced by individuals, families, groups, organizations, and communities. We will consider how grief shapes lives, challenges one's response to change, and can determine how one forms, maintains, and lets go of relationships. This course will examine theories of grief and loss across the lifespan. In addition, we will consider how social factors i.e., culture, ethnicity/race, gender, class, ethics/values, and sexual orientation may impact the grieving process. We will understand and implement evidence based interventions to address grief and loss related issues. In the process of examining these, students will become aware and sensitized to one's own attitudes, beliefs, and reactions to experiences of loss.

Credits: 3

Enrollment is limited to students with a program in Social Work or Social Work.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Social Work degree.

Enrollment limited to students in the College of Health Professions college.

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^C

^C 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

A Selected Topics course is a normal, departmental offering which is directly 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^C

^C 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^C

^C 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 research-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

Enrollment is limited to Graduate level students.

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^C

^C 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^B and SPED 661^B and SPED 669^B

^B 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^B and SPED 661^B and SPED 669^B and SPED 663^B

^B 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^B and SPED 661^B and SPED 669^B and SPED 663^B and SPED 664^B

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

Prerequisites: SPED 660^B and SPED 661^B and SPED 669^B and SPED 663^B and SPED 664^B and SPED 665^B and SPED 602^C and SPED 611^C and SPED 640^C and SPED 643^C and (SPED 645^C or SPED 647^C)

^B Requires minimum grade of B.

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

Prerequisites: SPED 660^B and SPED 661^B and SPED 669^B and SPED 663^B and SPED 664^B and SPED 665^B and SPED 666^B and SPED 602^C and SPED 611^C and SPED 640^C and SPED 643^C and (SPED 645^C or SPED 647^C)

^B Requires minimum grade of B.

^C 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^B and SPED 661^B and SPED 669^B and SPED 663^B and SPED 664^B and SPED 665^B and SPED 602^C and SPED 611^C and SPED 640^C and SPED 643^C and SPED 645^C and SPED 647^C

^B Requires minimum grade of B.

^C 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^C and (SPED 661^C or SPED 861^C)

^C 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 670 - Supervision in Applied Behavior Analysis

The purpose of this course is to provide graduate students with in-depth knowledge of effective supervision strategies in behavior-analytic practice. This course will also provide graduate students with opportunities to systematically apply these supervision strategies in their practicum placements. Topics covered include: identifying behavioral deficits and excesses in the workplace, operationally defining employee behavior, functional assessment of employee behavior, effective feedback strategies, individual and group supervision, troubleshooting supervision challenges, and ethics of supervision.

Prerequisite: SPED 660^C

^C Requires minimum grade of C.

Credits: 3

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

Enrollment limited to students in the MED 9 88 program.

Enrollment limited to students in the College of Education college.

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^C

^C 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 701 - Student Teaching in Special Education

Theory and practice accomplished through the special education classroom teaching experiences under the cooperative supervision of university and public school personnel, culminated with the presentation of an individually selected and faculty approved action research project.

Prerequisites: SPED 648^C and (SPED 618^C or SPED 625^C)

^C Requires minimum grade of C.

Credits: 1-9

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

Enrollment is limited to students with a program in SPED-PK to 12.

Enrollment is limited to Graduate level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students in the College of Education college.

Enrollment limited to students with department of Special Education.

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 753 - Administration of Pupil Services

This course is designed to provide students with information related to the skills required to lead and manage a Pupil Services Department in a public school. Students will examine pupil services programs such as English as a Second Language, Gifted Education, Alternative Education for Disruptive Youth, 504 Service Agreements for chronically ill students, and policies and procedures for school safety programs. Prerequisites for this class include acceptance into the Master's Degree in Special Education Supervision Program which includes an undergraduate G.P.A. of 3.0 and a special education teaching certification.

Credits: 3

Enrollment limited to students with a semester level of Graduate.

Enrollment is limited to students with a program in School Supervision.

Enrollment limited to students in the MED 9 88 program.

Enrollment limited to students in the College of Education college.

SPED 754 - Practicum

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

Credits: 3

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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^C

^C 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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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.

Enrollment is limited to Graduate level students.

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^C

^C 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^B and SPED 661^B and SPED 669^B and SPED 663^B and SPED 664^B

^B 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^C and (SPED 661^C or SPED 861^C)

^C 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.

Enrollment is limited to Graduate level students.

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^C and SPED 899^{*C} (may be taken concurrently).

^C Requires minimum grade of C.

Credits: 1

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

Enrollment limited to students in the EDD 9DSE program.

Enrollment is limited to Graduate level students.

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^C

^C 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.

Enrollment is limited to Graduate level students.

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^C

^C 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^C and STAT 656^{*C} (may be taken concurrently).

^C 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 are used.

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.

Strategic Communication and Media (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).

Enrollment is limited to Graduate level students.

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.

The University

The University

Slippery Rock University of Pennsylvania, one of 10 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 Engineering and Science, College of Health Professions, and College of Liberal Arts.

Our Vision

Slippery Rock University will excel as an accessible, inclusive and engaging community, centered on student learning, positively shaping the future of the region, through the lives of our graduates.

Our Mission

Slippery Rock University offers accessible and affordable, broad-based education, through scholarly and creative endeavors, and empowering community-engagement. Educating learners at both the undergraduate and graduate levels, Slippery Rock University fosters an environment of belonging, while ensuring the economic mobility of our graduates. The university is committed to enhancing the quality of life of our learners and our region.

Our Core Values

Slippery Rock University pursues its vision and accomplishes its mission through the following set of shared values:

- **Community and Belonging** - We champion diversity, support divergent ways of thinking, and offer an inclusive experience so that our students, faculty, staff, and alumni consider SRU their 'extended family'.
- **Student-Centered** - We develop strong connections with our learners and support the development of the whole person.
- **Engagement** - We explore and create multiple ways of learning, including community, global, and workplace engagement.
- **Transformation** - We offer an intentional collection of curricular and co-curricular programs, and experiences designed to foster student learning and growth.
- **Civic-Mindedness** - We encourage students, faculty, and staff to be civically aware and socially responsible.
- **Collaboration** - We promote and expect collegiality, resourcefulness, civil discourse, and solution-driven thinking.
- **Focus on the Future** - We embrace the university's role in contributing to the prosperity of the region and the upward mobility of our graduates.
- **Stewardship** - We make all decisions in the light of our obligation to be responsible stewards of public funds.

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. More information is available here (<https://www.sru.edu/life-at-sru/diversity-equity-and-inclusion/>).

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

Middle States Commission on Higher Education (MSCHE)

nonacademic ACCREDITATION

Accreditation Association for Ambulatory Health Care, Inc. (AAAH)

International Association of Counseling Services (IACS)

Professional Association of Therapeutic Horsemanship International (PATH INTL)

College of Engineering and Science

Accreditation Board for Engineering and Technology (ABET)

American Chemical Society (ACS)

Commission on Accreditation of Athletic Training Education (CAATE)

North American Association for Environmental Education (NAAEE)

COLLEGE OF HEALTH professions

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)

American Physical Therapy Association (APTA)

- Commission on Accreditation in Physical Therapy (CAPTE)

Commission on Accreditation of Allied Health Education (CAAHEP)

- Committee on Accreditation of Recreational Therapy Education (CARTE)
- Committee on Accreditation of Exercise Sciences (CoAES)

Commission on Accreditation of Athletic Training Education (CAATE)

Council on Social Work Education (CSWE)

College of Education

Council for the Accreditation of Educator Preparation (CAEP)

National Program Recognitions

- National Association for the Education of Young Children
- Council for Exceptional Children
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Science Teachers Association
- National Council for the Social Studies

Pennsylvania Department of Education (PDE)

College of Business

Association to Advance Collegiate Schools of Business (AACSB)

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

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 43 states and 30 countries are represented among the student population.

Faculty

The approximately 453 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 tenured or tenure-track faculty, 48% are male and 52% are female and 19% are members of minority racial and ethnic groups. In addition, 91% of all full-time faculty are tenured or occupy tenure-track positions, and 94% of full-time tenured 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 supports the University's mission by developing collections and services that make the library integral to the learning process, both within and beyond the classroom. SRU has completed a multiphased renovation of the library to better serve the needs of the 21st century 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; the Instructional Materials Center; and University Archives and Special Collections Room.

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 Complex which underwent a \$29.2-million renovation and reopened in 2021. 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 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. 225).

Graduate Admission

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

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

- A completed online application form, which can be found at www.sru.edu/graduate (<http://www.sru.edu/graduate/>).
- Official transcripts sent directly, by mail or electronically, from each institution of all graduate and undergraduate work taken at colleges and/or universities other than Slippery Rock University.
- Payment of the non-refundable application fee except for transient student applicants and non-degree applicants.
- Official scores from the specific degree program's approved standardized test, if required. See individual programs for admission criteria or contact the Office of Graduate Admissions.
- Additional criteria for specific programs of study (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 (<https://www.sru.edu/admissions/international-admissions/>) page for specific instructions on how to apply.

Transfer Credit

A maximum of 12 semester hours of graduate coursework earned at other accredited institutions may be accepted for transfer to Slippery Rock University. In some programs, the maximum hours that may be transferred is less than 12 because a maximum of one-third of the program's required total credit hours may be taken at institutions other than Slippery Rock University. For example, in a 30 credit hour graduate program, no more than 10 credits may transfer. These credits must carry at least a "B" grade, and be approved by the appropriate graduate program coordinator and the Director of Graduate Admissions. Those grades received for courses other than Slippery Rock University's will be recorded but will not be included in the student's cumulative grade point average. Credits earned in extension courses and in off-campus centers of other institutions will be reviewed for acceptance. Transfer of credits from other institutions will be recommended by the graduate coordinator and be approved/disapproved by the Director of Graduate Admissions. No more than six semester hours shall be transferred from another institution after a student has been admitted to a graduate program at Slippery Rock University. Any request to transfer credits should be made in writing at the time of admission to graduate study. Please complete the Graduate Transfer of Credit Form (<https://www.sru.edu/Documents/>)

admissions/graduate/Graduate-Student-Transfer-Credit-Form.pdf) and submit to graduate.admissions@sru.edu.

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.

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.

Tuition, Fees, & Financial Policies

The Office of Student Accounts is responsible for tuition assessment, invoicing of charges, accepting payments, disbursing aid released from Financial Aid, and collections management.

Information on tuition and fees may be found online at the **Office of Student Accounts**.

By accepting admission to 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).

Details regarding the student's acknowledgement of responsibility and terms and conditions are available in the **Financial Terms and Conditions Agreement** (<https://www.sru.edu/documents/offices/accounting-services/student-accounts/StudentTermsandConditions.pdf>).

Campus Resources and Services

The university contributes to the development of the whole person by improving students' abilities to successfully manage challenges and by creating an environment in which students are likely to thrive, so that they are retained and graduate. The departments listed below exist to enhance the student experience and provide support for student success.

- Academic Honor Societies (p. 226)
- Athletics (p. 226)
- Bailey Library (p. 226)
- Campus Recreation (p. 226)
- Career Education and Development (p. 227)
- Dean of Students Office, Accessibility/Disability Services (p. 227)
- Dining Services (p. 227)
- Diversity, Equity, Inclusion, and Belonging (DEIB) (p. 228)
- Global Engagement (p. 228)
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- Housing and Residence Life (p. 228)
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- President's Commissions (p. 230)
- Pride Center (p. 230)
- Publications (p. 230)
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- REACH Experiential & Adventure Education Program (p. 231)
- Student Center and Conference Services (p. 231)
- Student Conduct (p. 231)
- Student Counseling Center (p. 231)
- Student Engagement and Leadership (p. 231)
- Student Health Services (p. 232)
- Student Support (p. 232)
- Theatre Productions (p. 232)
- University Advancement - Alumni Engagement (p. 232)
- University Police (p. 232)
- Veteran's Services (p. 232)
- Women's Center (p. 232)

Academic Honor Societies

Slippery Rock University offers a number of **academic and professional honor societies** (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsru.campuslabs.com%2Fengage%2Forganizations%3Fbranches%3D238143%26categories%3D12980&data=05%7C01%7Cchristine.agostino%40sru.edu%7C05a7156668634324ee8b08db410ea6f2%7C86555dba073b4ff7b7d1b73a77c5b092%7C0%7C0%7C05b1f936342536500%7CUnknown%7C2FpBgZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoIv2luMzIiLCJBtIl6k1hawWILG-XV616Mn0%3D%7C3000%7C%7C&sdata=o58Sr4IE7Gc4j4p7q1kpHFSQY10ihLXe1EzUfInfQ5U%3D&reserved=0>) that recognize students who excel academically,

or as leaders, within specific disciplines. Honor society membership provides an opportunity to interact with other students with similar academic and professional interests, as well as a co-curricular experience to enhance professional development. You can visit **CORE** (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsru.campuslabs.com%2Fengage%2F&data=05%7C01%7Cchristine.agostino%40sru.edu%7C05a7156668634324ee8b08db410ea6f2%7C86555dba073b4ff7b7d1b73a77c5b092%7C0%7C0%7C05b1f936342536500%7CUnknown%7C2FpBgZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoIv2luMzIiLCJBtIl6k1hawWILG-XV616Mn0%3D%7C3000%7C%7C&sdata=CYSbASjLGp%2FpPb%2BoRTU1LrOY5v9F%2B8GoXREUUCvYoQA%3D&reserved=0>) to view a listing of all the university recognized clubs and organizations at SRU. For more information contact the Office for Student Engagement and Leadership at 724-738-2092 or leadership@sru.edu. 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 and professional organizations (<https://sru.campuslabs.com/engage/organizations/?branches=238143&categories=12980>). For more information contact

the Office for Student Engagement and Leadership at 724-738-2092 or 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 completed a 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/> (<https://www.sru.edu/academics/bailey-library/>).

Library hours of operation are posted on the Bailey Library web page (<https://www.sru.edu/academics/bailey-library/library-hours/>).

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

Bailey Library Contact Information

BaileyLib@Sru.edu (mailto:BaileyLib@Sru.edu)

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 5 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

Jesse DeFazio

Career and Life Design Coach

Grace Bennett

Clerical Assistant

Rachel Patterson

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.

Dean of Students Office, Accessibility/Disability Services

102 Campus Success Center
724-738-4877

Dr. Natalie Burick

Assistant Dean of Students
natalie.burick@sru.edu
724.738.4810

Kim Coffaro

Associate Director
kim.coffaro@sru.edu
724.738.4245

Ms. Jenny Senko

Assistant Director
jenny.senko@sru.edu

724.738.4364

Mr. Zachery Brown

Assistant Director of Rock Life
zachery.brown@sru.edu
724.738.4739

Suzanne Sandrock

Clerical Support
suzanne.sandrock@sru.edu
724.738.2988

Email

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.symplcity.com/public_accommodation/

Dining Services

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 locations on campus from 7:00 a.m. to 1:00 a.m. (Sunday through Thursday) and 8:00 a.m. to 10:00 p.m. (Friday and Saturday).

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 dining experience. Butter & Honey and Crafted by Commonplace feature a variety of pastries, sandwiches, specialty coffee drinks and smoothies. Burgers + Fries offers gourmet burgers, chicken tenders and other grill favorites. Wild Blue offers Asian cuisine and sushi. We also feature Clean Plate which offers a variety of delicious and nutritious options that are allergen friendly. Dine in or purchase food to go. The facility provides lounge and table seating, wireless environment, student gathering spaces, and meeting rooms.

Boozel Dining Hall, located on the lower end of campus, provides a variety of menu options in a restaurant-style atmosphere. Food stations with open kitchens offer made-to-order items along with home-style and international entrees, vegan/vegetarian and healthy choice options, deli and grille sandwiches, pizza and pasta, soup/salad, and a variety of desserts and beverages. True Balance provides daily menu features that avoid top allergens. This all-you-care-to-eat facility also features special events and holiday celebrations throughout the year. Boozel Express, located in the lobby of Boozel Dining Hall, offers quick-serve take-out options.

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.

Starbucks We Proudly Serve, a coffee shop located in Bailey Library, features a selection of Starbucks beverages and various pastries and grab-n-go items. A walk-up window provides quick service for those students hurrying through the quad.

There are a number of meal plan options available to Slippery Rock University students. Students residing on-campus in either the traditional halls or residential suites are required to participate in the meal plan program with one of the designated on-campus meal plans. We also offer a variety of optional meal plans for off-campus and commuter students such as Rock Apartment residents.

If a student is ever in need of any dietary assistance or allergen advice, please reach out to our General Manager, Lisa Rodgers, rodgers-lisa@aramark.com and she can put you in touch with our Registered Dietitian.

For more information, please visit www.sru.edu/dining.

Diversity, Equity, Inclusion, and Belonging (DEIB)

For information about the Diversity, Equity, Inclusion, and Belonging (DEIB) office, please visit the DEIB (<https://www.sru.edu/life-at-sru/diversity-equity-inclusion-and-belonging/>) page.

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

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.

Under the auspices of the Office of Grants, Research and Sponsored Program, the annual Symposium for Student Research, Scholarship and Creative Activity is held during the spring semester. This day-long event enables students to present their research and scholarship, creative performances and art works to the campus community.

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 Housing and Residence Life staff offer opportunities to meet a wide variety of needs. Full-time professional staff members known as Assistant Directors/Associate Directors of Residence Life supervise the on-campus residence halls, with the Assistance of professional Area Coordinators. Each residence hall floor section has a Community Assistant assigned 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. 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 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 prepare snacks.

Housing and Residence Life is responsible for housing students who select to live in a university-owned residence hall. All freshmen and sophomores, except those who verify they 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. In addition, other exemptions to the two-year requirement may be requested in categories that include, but not limited to: married, dependents in their care, military service. All such requests must be submitted to the Office of Housing and Residence Life via an online request form. During the period of November-January, current students submit housing agreements for the following year. These materials appear on the student's MyHousing portal when the process begins.

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, color, sex, religion, ancestry, national origin, handicap or disability, record of a handicap or disability, or relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals. 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 Housing and Residence Life provides living learning communities for residence hall students. These communities offer an opportunity for students to apply to live with other students who share similar majors. Information regarding the living learning communities is available along with housing agreement materials.

Students who reside in university-owned residence halls must contract to eat in the university dining facilities. No extensive cooking is permitted in the residence halls.

Campus residence halls will be closed to all students during university vacation periods and also between summer sessions and semesters. A designated residence hall will be open for summer school sessions through a separate summer agreement. 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).

The Housing and Residence Life staff is always pleased to offer help and assistance! Please visit our **website** for a variety of resources. 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/>).

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 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-equity-inclusion-and-belonging/inclusive-excellence/programs-and-workshops/>), 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/>).

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.

Off-campus housing lists are available at <https://www.sru.edu/offices/student-affairs> (<https://www.sru.edu/offices/student-affairs/>). 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. For information and to fill out an on line application, please visit our web page at www.slipperyrockchildcare.com (<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.slipperyrockchildcare.com%2F&data=05%7C01%7Cchristine.agostino%40sru.edu%7C69850e3ef2e5497886c108db40efe0de%7C86555dba073b4ff7b7d1b73a77c5bd92%7C0%7C0%7C638175171244578817%7CUnknown%7CTWFPbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhawWILCjXVCi6Mh0%3D%7C3000%7C%7C&sdata=zn%2FZoyMAVqWGG4Ilc60Tq8Uefdd13Y93ZHuYt%2FhdQs%3D&reserved=0>).

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/>) 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-FM 88.1 is a student owned and operated FCC regulated radio station and podcast studio on campus. It gives students hands-on experience in all aspects of radio and audio production including on-air, sports play-by-play promotions, and event planning all under the guidance of a faculty advisor. WSRU-FM operates out of 213 Eisenberg Classroom Building and is open to students from any major.

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.

REACH Experiential & Adventure Education Program

Ski Lodge

Office: 207 Rock Pride Drive, Slippery Rock, PA 16057

Phone: 724-738-2883

Andrew Loue, Assistant Director of Adventure

Through experiential and adventure activities, SRU's REACH Program provides students, faculty and staff the opportunity to explore topics such as leadership, teamwork, communication, problem solving and fun. We challenge participants to tap into their adventurous side and live in the moment. The program serves academic classes, student organizations and clubs, athletic teams and other various groups in the campus community. All activities are designed to meet the goals and objectives that are unique to each group. The program is based at the Ski Lodge and utilizes our high and low challenge (ropes) courses.

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, FNB 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/>).

Student Counseling Center

Clinical Director

Dr. Ken Messina LPC

Phone

724.738.2034

Email

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/>)
- Rock the Weekend (<https://sru.campuslabs.com/engage/organization/rtw/>)
- Week of Welcome (<https://www.sru.edu/life-at-sru/student-activities/wow/>)

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/>), 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.

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 – both onstage and backstage. Each year, SRU Theatre 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 mainstage productions is open to any interested student and is not confined to theatre majors. Auditions for productions are held throughout the academic year and are regularly announced on CORE. Students are encouraged to check CORE regularly or contact the Theatre Department for additional information.

University Advancement - Alumni Engagement

Office: Russell Wright Alumni House
Phone: 724-738-2018
Email: alumni@sru.edu

Director
 Kelly Bailey

Assistant Director
 Hope Pietrocarlo

Clerical Assistant
 Lisa Luntz

Slippery Rock University has more than 75,000 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 twenty-three 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/>) or at 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 (<https://www.sru.edu/life-at-sru/diversity-equity-inclusion-and-belonging/inclusive-excellence/programs-and-workshops/>).

ACADEMIC CALENDAR

Academic Calendars

- 2023-2024 Academic Calendar (<https://catalog.sru.edu/academic-calendar/2023-2024/>)
- 2024-2025 Academic Calendar (<https://catalog.sru.edu/academic-calendar/2024-2025/>)
- 2025-2026 Academic Calendar (<https://catalog.sru.edu/academic-calendar/2025-2026/>)

ACADEMIC POLICIES

Academic procedures and policies are subject to change at any time. Changes may involve course content, credit hours, program requirements, and program admission requirements among others. It is the students' responsibility to review their My Rock Audit Report and confer with their academic advisers, the appropriate academic department, and the Office of Academic Records and Registration regarding current academic procedures and policies.

A

- Absence and Attendance (<https://catalog.sru.edu/academic-policies/absence-and-attendance-policy/>)
- Academic Advisers (Undergraduate) (<https://catalog.sru.edu/academic-policies/academic-advisers-undergraduate/>)
- Academic Certificates (<https://catalog.sru.edu/academic-policies/academic-certificates/>)
- Academic Complaints (<https://catalog.sru.edu/academic-policies/academic-complaints/>)
- Academic Integrity (<https://catalog.sru.edu/academic-policies/academic-integrity/>)
- Academic Majors (Undergraduate) (<https://catalog.sru.edu/academic-policies/academic-majors/>)
- Academic Minors (Undergraduate) (<https://catalog.sru.edu/academic-policies/academic-minors/>)
- Academic Restart (Undergraduate) (<https://catalog.sru.edu/academic-policies/academic-restart/>)
- Academic Standing (<https://catalog.sru.edu/academic-policies/academic-standing/>)
- Accelerated Three-Plus (3+) Program (Undergraduate) (https://catalog.sru.edu/academic-policies/three-plus_program/)
- Admission To Degree Candidacy (Graduate) (<https://catalog.sru.edu/academic-policies/admission-to-degree-candidacy/>)
- Application for Certification (Graduate) (<https://catalog.sru.edu/academic-policies/application-for-certification/>)
- Applying For Graduation (<https://catalog.sru.edu/academic-policies/application-for-graduation/>)
- Auditing Courses (Undergraduate) (<https://catalog.sru.edu/academic-policies/auditing-courses/>)

C

- Change of Major (Undergraduate) (<https://catalog.sru.edu/academic-policies/change-of-major/>)
- Classification of Students (Undergraduate) (<https://catalog.sru.edu/academic-policies/classification-of-students/>)
- Comprehensive Examinations (Graduate) (<https://catalog.sru.edu/academic-policies/comprehensive-examinations/>)
- Course Drop, Add, Withdrawal (<https://catalog.sru.edu/academic-policies/course-drop-add-withdrawal/>)
- Course Information (Graduate) (<https://catalog.sru.edu/academic-policies/course-information/>)
- Course Levels (<https://catalog.sru.edu/academic-policies/course-levels/>)
- Credit By Examination (Undergraduate) (<https://catalog.sru.edu/academic-policies/credit-by-examination/>)

- Credit For Military Service (Undergraduate) (<https://catalog.sru.edu/academic-policies/credit-for-military-service/>)
- Credit Hour (<https://catalog.sru.edu/academic-policies/credit-hour-policy/>)

D

- Dean's List (Undergraduate) (<https://catalog.sru.edu/academic-policies/deans-list/>)
- Degree/Certificate Requirements (<https://catalog.sru.edu/academic-policies/degree-certificate-requirements/>)
- Dissertation (Graduate) (<https://catalog.sru.edu/academic-policies/dissertation/>)

E

- Earning 2 Degrees or 2 Majors (Undergraduate) (<https://catalog.sru.edu/academic-policies/earning-2-degrees-or-2-majors/>)
- Enrollment Status (<https://catalog.sru.edu/academic-policies/enrollment-status/>)

F

- Final Examinations (<https://catalog.sru.edu/academic-policies/final-examinations/>)
- Four-Plus (4+) Program (Undergraduate) (<https://catalog.sru.edu/academic-policies/four-plus-program/>)
- Freshman Cohort and Student Athlete Graduation Rate (Undergraduate) (<https://catalog.sru.edu/academic-policies/freshman-cohort-student-athlete-graduation-rate/>)

G

- General Education Requirements (Undergraduate) (<https://catalog.sru.edu/academic-policies/general-education-requirements/>)
- Grade Appeal (<https://catalog.sru.edu/academic-policies/grade-appeal-policy/>)
- Grade Change (<https://catalog.sru.edu/academic-policies/grade-change/>)
- Grade Release (<https://catalog.sru.edu/academic-policies/grade-release-policy/>)
- Grading Procedures and Policies (<https://catalog.sru.edu/academic-policies/grading-procedures-and-policies/>)
- Grading System (<https://catalog.sru.edu/academic-policies/grading-system/>)
- Graduation Requirements (<https://catalog.sru.edu/academic-policies/graduation-requirements/>)

H

- Honors at Graduation (<https://catalog.sru.edu/academic-policies/honors-at-graduation/>)

I

- Incomplete Grades (<https://catalog.sru.edu/academic-policies/incomplete-grades/>)
- Instructional Method (<https://catalog.sru.edu/academic-policies/instructional-method/>)
- Internships (Undergraduate) (<https://catalog.sru.edu/academic-policies/internships/>)

M

- Math Placement (Undergraduate) (<https://catalog.sru.edu/academic-policies/math-placement/>)
- Military Absence (<https://catalog.sru.edu/academic-policies/military-absence-policy/>)
- Military Withdrawal (<https://catalog.sru.edu/academic-policies/military-withdrawal/>)
- Minimum Credit Hour and Quality Point Requirements (Undergraduate) (<https://catalog.sru.edu/academic-policies/minimum-credit-hour-quality-point-requirements/>)
- Modern Language Language for BA Degree (Undergraduate) (<https://catalog.sru.edu/academic-policies/modern-language-requirement-ba-degree/>)

N

- Name Change - Chosen (<https://catalog.sru.edu/academic-policies/name-change-chosen/>)
- Name Change - Legal (<https://catalog.sru.edu/academic-policies/name-change-legal/>)
- Non-Degree Student (<https://catalog.sru.edu/academic-policies/non-degree-student/>)
- Notice Designating Directory Information (<https://catalog.sru.edu/academic-policies/notice-designating-directory-information/>)
- Notice of Consumer Information Web Site and Annual Security Report (<https://catalog.sru.edu/academic-policies/notice-consumer-information-web-site-annual-security-report/>)

P

- Pass-No Credit Grades (Undergraduate) (<https://catalog.sru.edu/academic-policies/pass-no-credit-grades/>)
- Posthumous Conferral of Degree (<https://catalog.sru.edu/academic-policies/posthumous-conferral-degree/>)
- Prerequisites and Co-Requisites (<https://catalog.sru.edu/academic-policies/prerequisites-co-requisites/>)

R

- Readmission (<https://catalog.sru.edu/academic-policies/readmission/>)
- Records Privacy (<https://catalog.sru.edu/academic-policies/records-privacy-policy/>)
- Registration Procedures (<https://catalog.sru.edu/academic-policies/registration-procedures/>)
- Repeat of Courses (<https://catalog.sru.edu/academic-policies/repeat-of-courses/>)
- Research Requirements (Graduate) (<https://catalog.sru.edu/academic-policies/research-requirements/>)
- Residency (<https://catalog.sru.edu/academic-policies/residency/>)

S

- Second Degree (<https://catalog.sru.edu/academic-policies/second-degree/>)
- Semester Credit Load (Undergraduate) (<https://catalog.sru.edu/academic-policies/semester-credit-load/>)
- Senior Citizens (<https://catalog.sru.edu/academic-policies/senior-citizens/>)

- Senior Undergraduate Students Earning Graduate Credit (Undergraduate) (<https://catalog.sru.edu/academic-policies/senior-undergraduate-students-earning-graduate-credit/>)
- Statute of Limitations (Graduate) (<https://catalog.sru.edu/academic-policies/statute-of-limitations/>)
- Student Identity Verification in Distance Learning (<https://catalog.sru.edu/academic-policies/student-identity-verification-distance-learning-policy/>)
- Student Responsibility (<https://catalog.sru.edu/academic-policies/student-responsibility/>)
- Summer and Winter Sessions (<https://catalog.sru.edu/academic-policies/summer-and-winter-sessions/>)

T

- The Rock/Basic Course Requirements (Undergraduate) (<https://catalog.sru.edu/academic-policies/the-rock-basic-course-requirements/>)
- Theses (Graduate) (<https://catalog.sru.edu/academic-policies/thesis/>)
- Total Semester Hours of Credit and GPA (Graduate) (<https://catalog.sru.edu/academic-policies/total-semester-hours-of-credit-and-gpa/>)
- Transcripts (<https://catalog.sru.edu/academic-policies/transcripts/>)
- Transfer Credit (<https://catalog.sru.edu/academic-policies/transfer-credit/>)
- Transient Student Status (Undergraduate) (<https://catalog.sru.edu/academic-policies/transient-student-status/>)

U

- Upper Division Course Work (Undergraduate) (<https://catalog.sru.edu/academic-policies/upper-division-course-work/>)

V

- Veteran Students Course Scheduling (<https://catalog.sru.edu/academic-policies/veteran-student-course-scheduling/>)
- Visiting Students (PASSHE) (<https://catalog.sru.edu/academic-policies/visiting-students/>)

W

- Withdrawal From The University (Undergraduate) (<https://catalog.sru.edu/academic-policies/withdrawal-from-the-university/>)
- Writing Outcomes For Slippery Rock University Graduates (Undergraduate) (<https://catalog.sru.edu/academic-policies/writing-outcomes/>)

X

- X Grades (<https://catalog.sru.edu/academic-policies/x-grades/>)

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