

SLIPPERY ROCK UNIVERSITY
2025-2026
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

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

- School of Business (p. 7)

School of Business

Programs

Majors

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- Business Administration, Master of Business Administration (MBA) - Concentration in Finance (p. 8)
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- Business Administration, Master of Business Administration (MBA) - Concentration in Management (p. 10)

- Business Administration, Master of Business Administration (MBA) - Concentration in Marketing (p. 11)
- Business Administration, Master of Business Administration (MBA) - General Concentration (p. 12)

Certificates

- Business Analytics, Certificate (p. 12)

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
FINA 603	Global Dynamics of Business	3
or MKTG 603	Global Dynamics of Business	
FINA 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MKTG 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: 09.24.2025

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/>)

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
FINA 603	Global Dynamics of Business	3
or MKTG 603	Global Dynamics of Business	
FINA 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MKTG 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
FINA 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: 09.24.2025

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
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ECON 619	Quantitative Analysis	3
FINA 603	Global Dynamics of Business	3
or MKTG 603	Global Dynamics of Business	
FINA 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
MKTG 658	Strategic Marketing Management	3
Human Resources Concentration Requirements		
Human Resources Required Coursework		
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

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MBO

Concentration Code: HUMO

UCC: 03.01.2022 & 3.22.22

REVISED: 09.23.2025

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
FINA 603	Global Dynamics of Business	3
or MKTG 603	Global Dynamics of Business	
FINA 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 658	Strategic Management	3

MIS 610	Business Analysis and Decision Support	3
MKTG 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: 09.24.2025

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
FINA 603	Global Dynamics of Business	3
or MKTG 603	Global Dynamics of Business	
FINA 620	Financial Management	3
MGMT 620	Supply Chain Management	3
MGMT 658	Strategic Management	3
MIS 610	Business Analysis and Decision Support	3
MKTG 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	
MKTG 632	Marketing Seminar	
MKTG 636	Sales Management	
MKTG 698	Selected Topics	
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: MARO

UCC: 3.22.2022

Revised: 09.24.2025

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
FINA 603	Global Dynamics of Business	3
FINA 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
MKTG 658	Strategic Marketing Management	3
Total Hours		30

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: GENO

UCC: 11.27.18

Revised: 09.24.2025

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

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

- Counseling and Development (p. 13)
- Elementary Education/Early Childhood Education (p. 18)
- Physical and Health Education (p. 25)
- Secondary Education/Foundations of Education (p. 26)
- Special Education (p. 39)

Counseling and Development

Programs

Majors

- Clinical Mental Health Counseling, Master of Arts (MA) (p. 13)
- School Counseling, Master of Education (MEd) (p. 15)
- Student Affairs in Higher Education with College Counseling, Master of Arts (MA) (p. 16)
- Student Affairs in Higher Education, Master of Arts (MA) (p. 17)

Endorsements

- Clinical Mental Health, Endorsement (p. 14)
- School Counseling, Endorsement (p. 15)
- Student Affairs in Higher Education, Endorsement (p. 17)

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

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: 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

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report

and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9439/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

**** This document is meant to serve as a guide. Please consult with your academic adviser and refer to your curriculum guide prior to registering for**

courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.

Major Code:

Revised Date: 02.25.2021

Student Affairs in Higher Education, 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

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

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9439

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. 19)
- Reading with K-12 Reading Specialist and Instructional Coaching: Literacy Endorsement, Master of Education (MEd) (p. 21)
- Reading with K-12 Reading Specialist, Master of Education (MEd) (p. 23)

Endorsements

- Gifted Education, Endorsement (p. 20)
- Instructional Coaching: Literacy, Endorsement (p. 20)
- Reading Specialist, Certification (p. 21)

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

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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

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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>)

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. 25)
- Lifelong Wellness Through Innovative Leadership, Master of Science (MS) - Concentration in School Wellness Education (p. 25)

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		
PHED 685	Fundraising and Grant Writing	3
PHED 740	Application of Research for Physical Activity and Wellbeing	3
PHED 745	Leadership Training in Physical Activity and Well-Being	3
PHED 750	Internship ¹	6
Subtotal		15
Concentration - Adapted Physical Activity Requirements		
PHED 662	Disability Sport	3
PHED 673	Advanced Study of Disability in Physical Activity	3
PHED 678	Physical Activity and Disability Across the Lifespan	3
PHED 694	Health Promotions for Persons with Disabilities	3
PHED 698	Selected Topics	1-3
Subtotal		13-15
Total Hours		28-30

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 09.24.2025
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		
PHED 685	Fundraising and Grant Writing	3
PHED 740	Application of Research for Physical Activity and Wellbeing	3
PHED 745	Leadership Training in Physical Activity and Well-Being	3
PHED 750	Internship ¹	6
Subtotal		15
Concentration - School Wellness Education Requirements		
PHED 601	Pedagogy in School Wellness Education	3
PHED 602	Advocating for School and Community Wellness	3

PHED 603	Educational Technology for School Wellness	3
PHED 604	Personalizing Learning in Health and Physical Education	3
Graduate Elective		3
Subtotal		15
Additional Requirements if Seeking Teaching Certification ²		
PHED 605	Field Experience in School Wellness Education	0-3
PHED 755	Student Teaching	0-9
Total Hours		30-33

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

² 'Additional Requirements if Seeking Teaching Certification' are based on current teacher certification status. Work with your advisor to determine your program requirements.

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 School Wellness Education (SCWO)
Revised 10.24.2025
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. 27)
- Educational Leadership and Administration, Doctor of Education (EDd) - Concentration in Higher Education Leadership (p. 28)
- Teaching English, Master of Education (MEd) - Advanced Concentration (p. 29)
- Teaching English, Master of Education (MEd) - Basic Concentration Leading to Certification (p. 30)
- Teaching History, Master of Education (MEd) - Advanced Concentration (p. 32)
- Teaching History, Master of Education (MEd) - Basic Concentration Leading to Certification (p. 34)
- Teaching Math/Science with STEM, Master of Education (MEd) - Advanced Concentration (p. 35)

- Teaching Math/Science with STEM, Master of Education (MEd) - Basic Concentration Leading to Certification (p. 37)

Certificates

- Applied Research, Statistics and Measurement, Certificate (p. 27)
- PK-12 Principal Certification, Certificate (p. 29)

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	3
	Measurement, Testing, and Assessment	
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 or CDEV 870	Higher Education Leadership and Strategic Planning Academic Culture and Learning in Higher Education	3
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: 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 ¹	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

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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

PROGRAM LEARNING OUTCOMES

Standard 1 — Knowledge of Language (G: 1,2,3)

Candidates demonstrate knowledge of:

- Language structure (grammar, syntax, semantics)
- Language acquisition and development
- Language variation, dialects, and linguistics
- How language affects communication and learning

Standard 2 — Knowledge of Literature (G: 1,2,3)

Candidates understand:

- Major literary genres (fiction, nonfiction, poetry, drama)
- Diverse, multicultural, and global texts
- Literary theory and analysis
- How literature supports student identity and engagement

Standard 3 — Knowledge of Reading (G: 1,2,3)

Candidates demonstrate understanding of:

- Reading processes and comprehension strategies
- Vocabulary development
- Fluency and word recognition
- Reading theory and research-based practices

Standard 4 — Knowledge of Writing (G: 1,2,3)

Candidates understand and can teach:

- Writing processes (planning, drafting, revising, editing)
- Multiple genres of writing
- Writing for authentic purposes and audiences
- Assessment of writing using clear criteria and feedback

Standard 5 — Knowledge of Research and Inquiry (G: 1,2,3)

Candidates:

- Engage students in inquiry-based learning
- Teach research skills and information literacy
- Integrate media and digital literacies
- Support critical evaluation of sources

Standard 6 — Knowledge of Literacy Instruction and Assessment (G: 1,2,3)

Candidates can:

- Plan instruction aligned to standards
- Differentiate for diverse learners
- Use formative and summative assessments
- Integrate technology meaningfully
- Reflect on teaching effectiveness

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
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 18 credit hours of the following:		18
SEFE 607	The Theories and Teaching of English Language Learners	
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
SEFE 650	Strategic Leadership	
SEFE 652	Organizational Leadership	
SEFE 653	Emerging Web Technologies and Learning	
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	

Total Hours **36**

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9256

Revised: 02.17.2026

UCC: 01.17.2026

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

PROGRAM LEARNING OUTCOMES

Standard 1 — Knowledge of Language (G: 1,2,3)

Candidates demonstrate knowledge of:

- Language structure (grammar, syntax, semantics)
- Language acquisition and development
- Language variation, dialects, and linguistics
- How language affects communication and learning

Standard 2 — Knowledge of Literature (G: 1,2,3)

Candidates understand:

- Major literary genres (fiction, nonfiction, poetry, drama)
- Diverse, multicultural, and global texts
- Literary theory and analysis
- How literature supports student identity and engagement

Standard 3 — Knowledge of Reading (G: 1,2,3)

Candidates demonstrate understanding of:

- Reading processes and comprehension strategies
- Vocabulary development
- Fluency and word recognition
- Reading theory and research-based practices

Standard 4 — Knowledge of Writing (G: 1,2,3)

Candidates understand and can teach:

- Writing processes (planning, drafting, revising, editing)
- Multiple genres of writing
- Writing for authentic purposes and audiences
- Assessment of writing using clear criteria and feedback

Standard 5 — Knowledge of Research and Inquiry (G: 1,2,3)

Candidates:

- Engage students in inquiry-based learning
- Teach research skills and information literacy
- Integrate media and digital literacies
- Support critical evaluation of sources

Standard 6 — Knowledge of Literacy Instruction and Assessment (G: 1,2,3)

Candidates can:

- Plan instruction aligned to standards
- Differentiate for diverse learners
- Use formative and summative assessments
- Integrate technology meaningfully
- Reflect on teaching effectiveness

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-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
Technology		
Select one of the following:		3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
SEFE 653	Emerging Web Technologies and Learning	
Education Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Educational Foundations		
Select one of the following:		3
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
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	
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		
Supervised Student Teaching		
SEFE 701	Seminar and Supervised Teaching in the Secondary School	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.

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9270
UCC 01.17.2026
Revised: 02.17.2026

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

PROGRAM LEARNING OUTCOMES

Standard 1 — Content Knowledge (G: 1,2,3)

Candidates demonstrate understanding of the social studies disciplinary domains, including:

- History
- Geography
- Civics and government
- Economics
- Psychology and sociology
- Anthropology and political science

Candidates understand how these disciplines integrate to support civic competence.

Standard 2 — Disciplinary Inquiry (G: 1,2,3)

Candidates can engage students in inquiry-based social studies, including:

- Developing compelling and supporting questions
- Using primary and secondary sources
- Applying disciplinary tools and concepts
- Constructing arguments and explanations

Aligned with the C3 Framework.

Standard 3 — Instructional Practice and Pedagogy (G: 1,2,3)

Candidates:

- Plan and implement meaningful social studies instruction
- Use culturally responsive and inclusive practices
- Promote discussion, debate, and multiple perspectives
- Integrate literacy and technology effectively

Standard 4 — Assessment (G: 1,2,3)

Candidates can:

- Design formative and summative assessments
- Assess disciplinary thinking and inquiry skills
- Use assessment data to guide instruction
- Provide feedback that supports civic reasoning

Standard 5 — Professional Responsibility and Ethics (G: 1,2,3)

Candidates:

- Demonstrate ethical practice
- Engage in reflective teaching

- Collaborate with colleagues and communities
- Advocate for social studies education

Standard 6 – Civic Engagement and Democratic Practice (G: 1,2,3)

Candidates promote:

- Civic participation and democratic values
- Media literacy and critical consumption of information
- Respectful dialogue on controversial issues
- Student engagement in civic life

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 630	Advanced Pedagogy for Teacher	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 18 credits of the following:		18
SEFE 607	The Theories and Teaching of English Language Learners	
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
SEFE 650	Strategic Leadership	
SEFE 652	Organizational Leadership	
SEFE 653	Emerging Web Technologies and Learning	
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	
Total Hours		36

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9258

Revised: 02.17.2026

UCC: 01.17.2026

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

PROGRAM LEARNING OUTCOMES

Standard 1 — Content Knowledge (G: 1,2,3)

Candidates demonstrate understanding of the social studies disciplinary domains, including:

- History
- Geography
- Civics and government
- Economics
- Psychology and sociology
- Anthropology and political science

Candidates understand how these disciplines integrate to support civic competence.

Standard 2 — Disciplinary Inquiry (G: 1,2,3)

Candidates can engage students in inquiry-based social studies, including:

- Developing compelling and supporting questions
- Using primary and secondary sources
- Applying disciplinary tools and concepts
- Constructing arguments and explanations

Aligned with the C3 Framework.

Standard 3 — Instructional Practice and Pedagogy (G: 1,2,3)

Candidates:

- Plan and implement meaningful social studies instruction
- Use culturally responsive and inclusive practices
- Promote discussion, debate, and multiple perspectives
- Integrate literacy and technology effectively

Standard 4 — Assessment (G: 1,2,3)

Candidates can:

- Design formative and summative assessments
- Assess disciplinary thinking and inquiry skills
- Use assessment data to guide instruction
- Provide feedback that supports civic reasoning

Standard 5 — Professional Responsibility and Ethics (G: 1,2,3)

Candidates:

- Demonstrate ethical practice
- Engage in reflective teaching
- Collaborate with colleagues and communities
- Advocate for social studies education

Standard 6 — Civic Engagement and Democratic Practice (G: 1,2,3)

Candidates promote:

- Civic participation and democratic values
- Media literacy and critical consumption of information
- Respectful dialogue on controversial issues
- Student engagement in civic life

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-licensures/>)

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
Technology		
Select one of the following:		3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
SEFE 653	Emerging Web Technologies and Learning	
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Educational Foundations		
Select one of the following:		3
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
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	
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		
Supervised Student Teaching		

SEFE 701	Seminar and Supervised Teaching in the Secondary School	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 01.17.2026
Revised 02.17.2026

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.

NCTM Standards

Standard 1 — Content Knowledge (G: 1,2,3)

Candidates demonstrate understanding of:

- Major concepts, procedures, and structures of mathematics
- Connections among mathematical topics
- Appropriate use of mathematical representations
- Mathematical reasoning and problem solving

Candidates possess depth beyond the level they will teach.

Standard 2 — Mathematical Practices (G: 1,2,3)

Candidates can:

- Engage students in problem solving
- Promote reasoning and sensemaking

- Support multiple solution strategies
- Facilitate mathematical discourse
- Encourage justification and explanation

Aligned with Standards for Mathematical Practice.

Standard 3 — Instructional Planning and Implementation (G: 1,2,3)

Candidates:

- Plan standards-aligned lessons
- Use research-based instructional strategies
- Build conceptual understanding and procedural fluency
- Differentiate instruction for diverse learners
- Use tools and technology appropriately

Standard 4 — Assessment (G: 1,2,3)

Candidates can:

- Design formative and summative assessments
- Interpret student thinking and misconceptions
- Use assessment data to inform instruction
- Provide meaningful feedback

Standard 5 — Professional Responsibility (G: 1,2,3)

Candidates:

- Reflect on practice
- Collaborate with colleagues
- Engage in continuous professional learning
- Uphold ethical and equitable teaching practices

NSTA Standards

Standard 1 — Content Knowledge (G: 1,2,3)

Candidates demonstrate understanding of:

- Disciplinary core ideas in their science field(s)
- Crosscutting concepts
- Appropriate use of mathematics and computational thinking
- Nature and history of science

Candidates must show deep understanding beyond memorization.

Standard 2 — Instructional Planning and Implementation (G: 1,2,3)

Candidates can:

- Plan NGSS-aligned lessons
- Engage students in science and engineering practices
- Use phenomena-based instruction
- Integrate the three dimensions of NGSS
- Use instructional strategies that promote sensemaking

Standard 3 — Learning Environment (G: 1,2,3)

Candidates:

- Create safe, inclusive, and equitable science learning environments
- Promote collaboration, discourse, and inquiry

- Support culturally responsive science instruction
- Manage laboratory and classroom safety effectively

Standard 4 — Assessment (G: 1,2,3)

Candidates can:

- Design and use formative and summative assessments
- Assess three-dimensional learning
- Analyze student data to inform instruction
- Use feedback to support student growth

Standard 5 — Professional Responsibility (G: 1,2,3)

Candidates:

- Engage in reflective practice
- Collaborate with colleagues
- Follow ethical and legal responsibilities
- Participate in ongoing professional learning
- Advocate for science education

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
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 15 credits of the following:		15
ELEC 660	Advanced Technologies for the Teaching of Mathematics and Science	
SEFE 607	The Theories and Teaching of English Language Learners	
SEFE 650	Strategic Leadership	
SEFE 652	Organizational Leadership	
SEFE 653	Emerging Web Technologies and Learning	
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	
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: 9254

Revised: 02.17.2026

UCC: 01.17.2026

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.

NCTM Standards

Standard 1 – Content Knowledge (G: 1,2,3)

Candidates demonstrate understanding of:

- Major concepts, procedures, and structures of mathematics
- Connections among mathematical topics
- Appropriate use of mathematical representations
- Mathematical reasoning and problem solving

Candidates possess depth beyond the level they will teach.

Standard 2 – Mathematical Practices (G: 1,2,3)

Candidates can:

- Engage students in problem solving
- Promote reasoning and sensemaking
- Support multiple solution strategies
- Facilitate mathematical discourse
- Encourage justification and explanation

Aligned with Standards for Mathematical Practice.

Standard 3 – Instructional Planning and Implementation (G: 1,2,3)

Candidates:

- Plan standards-aligned lessons
- Use research-based instructional strategies
- Build conceptual understanding and procedural fluency
- Differentiate instruction for diverse learners
- Use tools and technology appropriately

Standard 4 – Assessment (G: 1,2,3)

Candidates can:

- Design formative and summative assessments
- Interpret student thinking and misconceptions
- Use assessment data to inform instruction
- Provide meaningful feedback

Standard 5 – Professional Responsibility (G: 1,2,3)

Candidates:

- Reflect on practice
- Collaborate with colleagues
- Engage in continuous professional learning
- Uphold ethical and equitable teaching practices

NSTA Standards

Standard 1 — Content Knowledge (G: 1,2,3)

Candidates demonstrate understanding of:

- Disciplinary core ideas in their science field(s)
- Crosscutting concepts
- Appropriate use of mathematics and computational thinking
- Nature and history of science

Candidates must show deep understanding beyond memorization.

Standard 2 — Instructional Planning and Implementation (G: 1,2,3)

Candidates can:

- Plan NGSS-aligned lessons
- Engage students in science and engineering practices
- Use phenomena-based instruction
- Integrate the three dimensions of NGSS
- Use instructional strategies that promote sensemaking

Standard 3 — Learning Environment (G: 1,2,3)

Candidates:

- Create safe, inclusive, and equitable science learning environments
- Promote collaboration, discourse, and inquiry
- Support culturally responsive science instruction
- Manage laboratory and classroom safety effectively

Standard 4 — Assessment (G: 1,2,3)

Candidates can:

- Design and use formative and summative assessments
- Assess three-dimensional learning
- Analyze student data to inform instruction
- Use feedback to support student growth

Standard 5 — Professional Responsibility (G: 1,2,3)

Candidates:

- Engage in reflective practice
- Collaborate with colleagues
- Follow ethical and legal responsibilities
- Participate in ongoing professional learning
- Advocate for science education

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
Technology		
Select one of the following:		3
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools	
SEFE 653	Emerging Web Technologies and Learning	
Educational Measurement		
SEFE 671	Measurement, Testing, and Assessment	3
Education Foundations		
Select one of the following:		3
SEFE 609	History of Western Education	
SEFE 680	Crucial Issues in Education	
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	
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		
Supervised Student Teaching		
SEFE 701	Seminar and Supervised Teaching in the Secondary School	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 01.17.2026
Revised 02.17.2026

Special Education

Programs

Majors

- Special Education, Doctor in Education (EdD) (p. 41)
- Special Education, Master of Education (MEd) - Concentration in Applied Behavior Analysis (p. 42)
- Special Education, Master of Education (MEd) - Concentration in Autism Spectrum Disorders (p. 43)
- Special Education, Master of Education (MEd) - Concentration in PK-12 (p. 44)
- Special Education, Master of Education (MEd) - Concentration in School Supervision (p. 45)
- Technology for Online Instruction, Master of Education (MEd) (p. 46)

Certificates

- Special Education Applied Behavior Analysis, Post-Master's Certification (p. 40)
- Special Education School Supervision, Post-Master's Certification (p. 41)
- Teaching Online, Certificate (p. 45)

Endorsements

- Online Instructional, Endorsement (p. 39)
- Special Education Autism, Endorsement (p. 40)

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
PHED 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

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Online Instructional, Endorsement (939E)
Revised 10.31.2025

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-licensure/>)

Curriculum Guide

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

Code	Title	Hours
Area I - Applied Behavior Analysis		
Fall/Spring Only		
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

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

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

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

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

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

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

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DSE

Special Education, Master of Education (MEd) - Concentration in Applied Behavior Analysis

Program Learning Outcomes

Upon completion of this course sequence / concentration, students will be able to:

1. Completed required the coursework requirements to be able to complete the examination to recognized internationally as Board Certified Behavior Analyst (BCBA).
2. Demonstrate expertise across all relevant dimensions of the provision of Applied Behavior Analytic services; including: behavioral measurement, assessment procedures, utilize evidenced based best practices and interventions in an objective, data driven manner.
3. Practice within one's limits of professional competence in applied behavior analysis.
4. Conduct oneself in accordance with the BACB's Guidelines for Responsible Conduct and the Disciplinary Standards.

Related Links

Special Education - Applied Behavioral Analysis, MEd Program Page ([https://www.sru.edu/academics/graduate-programs/special-education-applied-behavioral-analysis-\(master-of-education/\)](https://www.sru.edu/academics/graduate-programs/special-education-applied-behavioral-analysis-(master-of-education/)))

Special Education - 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/>).

Major Code: 9 88

Concentration Code: ABAN

Revised: 03.08.2021

UCC: 02.02.2021

Important Curriculum Guide Notes

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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.

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9 88

Concentration Code: AUTS

Special Education, Master of Education (MEd) - Concentration in 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		
PHED 502	Foundations of Online Teaching and Learning	3
Select two of the following:		6
CDEV 531	Teaching Through Distance Education in Higher Education	
PHED 503	Using Educational Technology to Enhance Learning	
PHED 504	Teaching Physical Education through Distance Education	
PHED 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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earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Teaching Online, Certificate (9000)
Revised 10.31.2025

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		
PHED 502	Foundations of Online Teaching and Learning	3
PHED 503	Using Educational Technology to Enhance Learning	3
PHED 622	Assessment for Online Instruction	3
PHED 653	Emerging Web Technologies and Learning	3
or SEFE 653	Emerging Web Technologies and Learning	
or SPED 653	Emerging Web Technologies and Learning	
PHED 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	
SEFE 608	Research Methods for Teacher	3
SEFE 679	Psychology of Learning and Instruction for Diverse Learners	3
SPED 545	Technology in Special Education	3

Subtotal	24
Electives	
Select two of the following:	
MUSI 602	Teaching General Music Through Distance Education
MUSI 603	Teaching Music Performance Through Distance Education
PHED 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
SEFE 647	Technology-Based Inquiry in Middle & Secondary Schools
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 Revised: 10.31.2025

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

- Computer Science (p. 47)
- Mathematics and Statistics (p. 49)
- Parks and Resource Management (p. 51)

Computer Science Programs

Majors

- Health Informatics and Information Management, Master of Science (MS) (p. 47)

Certificates

- Data Science, Certificate (p. 47)
- Health Informatics, Certificate (p. 48)

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

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 \(https://www.sru.edu/students/student-consumer-information/professional-licensure/\)](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 9110
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. 49)

Certificates

- Data Analytics, Certificate (p. 49)

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

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DAN

UCC Date: 12.03.2019

Data Analytics, Master of Science (MS)

The 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
Hours		3

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 678	Data Analytics Capstone I	3
MATH 688	Data Analytics Capstone II	3
Hours		6
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

Spring

CPSC 685	Big Data Analytics	3
MATH 668	Model Analysis	3
Hours		6

Summer

MATH 678	Data Analytics Capstone I	3
MATH 688	Data Analytics Capstone II	3
Hours		6
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.*

Revised: 05.19.2025

Parks and Resource Management

Programs

Majors

- Environmental Education, Master of Education (MEd) (p. 51)
- Park and Resource Management Online, Master of Science (MS) (p. 52)

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-licensures/>)

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-licensures/>)

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

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

- Athletic Training (p. 53)
- Nursing (p. 55)
- Occupational Therapy (p. 55)

- Physical Therapy (p. 57)
- Physician Assistant Studies (p. 60)
- Public Health (p. 62)
- Social Work (p. 64)

Athletic Training

Programs

Majors

- Athletic Training, Master of Science (MS) (p. 53)

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
ATHT 601	Athletic Training Foundations and Techniques I	3
ATHT 602	Athletic Training Foundations and Techniques II	3
ATHT 603	Evidence-Based Practice in Athletic Training	3
ATHT 604	Clinical Anatomy and Kinesiology in Athletic Training - I	3
ATHT 605	Lower Extremity Evaluation and Rehabilitation	6
ATHT 606	Upper Extremity Evaluation and Rehabilitation	6
ATHT 607	General Medicine Concepts in Athletic Training	3
ATHT 608	Clinical Anatomy and Kinesiology in Athletic Training - II	3
ATHT 609	Head and Spine Evaluation and Rehabilitation	3
ATHT 610	Athletic Training Clinical Experiences I	3
ATHT 710	Athletic Training Clinical Experience II	3
ATHT 715	Advanced Interventions and Techniques in Athletic Training	3
ATHT 725	Athletic Training Administration	3
ATHT 740	Advanced Athletic Training Clinical Residency	6
ATHT 755	Advanced Synthesis in Athletic Training	3
ATHT 760	Athletic Training Clinical Experiences III	3
Total Hours		57

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9MAT Revised: 09.24.2025 UCC 02.27.2024

Recommended Course Sequence

Course	Title	Hours
First Year		
Summer		
ATHT 601	Athletic Training Foundations and Techniques I	3
Hours		3
Fall		
ATHT 602	Athletic Training Foundations and Techniques II	3
ATHT 603	Evidence-Based Practice in Athletic Training	3
ATHT 604	Clinical Anatomy and Kinesiology in Athletic Training - I	3
ATHT 605	Lower Extremity Evaluation and Rehabilitation	6
ATHT 610	Athletic Training Clinical Experiences I	3
Hours		18
Spring		
ATHT 606	Upper Extremity Evaluation and Rehabilitation	6
ATHT 607	General Medicine Concepts in Athletic Training	3
ATHT 608	Clinical Anatomy and Kinesiology in Athletic Training - II	3
ATHT 609	Head and Spine Evaluation and Rehabilitation	3
ATHT 710	Athletic Training Clinical Experience II	3
Hours		18
Second Year		
Fall		
ATHT 725	Athletic Training Administration	3
ATHT 740	Advanced Athletic Training Clinical Residency	6
Hours		9
Spring		
ATHT 715	Advanced Interventions and Techniques in Athletic Training	3
ATHT 755	Advanced Synthesis in Athletic Training	3

ATHT 760	Athletic Training Clinical Experiences III	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: 09.24.2025

Nursing Programs Endorsements

- School Nurse, Certification (p. 55)

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. 55)

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 7501 Wisconsin Avenue, Suite 510E, North Bethesda, MD 20814. 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-licensures/>)

Curriculum Guide

Code	Title	Hours
Semester 1 Courses		
OCTH 605	Foundations of Occupational Therapy	3
OCTH 615	Neurological Applications in Occupational Therapy	4
OCTH 625	Factors that Impact Occupation	3
OCTH 635	Movement Applications and Occupational Performance	4
OCTH 640	Introduction to the Occupational Therapy Process	3
Subtotal		17
Semester 2 Courses		
OCTH 620	Development and Occupation	3
OCTH 650	Psychosocial Applications in Occupational Therapy	4
OCTH 665	Therapeutic Media in Occupational Therapy	3
OCTH 670	Adult Applications in Occupational Therapy	4
OCTH 675	Level I Fieldwork A: Adults	1
Subtotal		15
Semester 3 Courses		
OCTH 645	Level I Fieldwork B: Community and Psychosocial	1
OCTH 685		3
OCTH 688		2
OCTH 696		3
Subtotal		9
Semester 4 Courses		
OCTH 720	Capstone Preparation Seminar I	1
OCTH 730	Scholarship in OT II	3
OCTH 740	OT Process III- Children & Youth	4
OCTH 745	Level I Fieldwork B	1
OCTH 770	Advanced Theory and Practice	4
OCTH 775	Technology in Rehabilitation	2
Subtotal		15
Semester 5 Courses		
OCTH 721	Capstone Preparation Seminar II	3
OCTH 735	Applied Clinical Case Studies B	2
OCTH 781	Scholarship in OT Seminar III	4
OCTH 791	Scholarship in OT Seminar IV	4
OCTH 792	Professional Practice Seminar	2
Subtotal		15
Semester 6 Courses		
OCTH 765	Leadership, Advocacy & Policy	3
OCTH 788		6
Subtotal		9
Semester 7 Courses		
OCTH 865		3
OCTH 888		6
Subtotal		9
Semester 8 Courses		
OCTH 820	Doctoral Capstone Practicum	9

OCTH 825	Post-Doctoral Practicum Seminar	2
Subtotal		11
Total Hours		100

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

Important Curriculum Guide Notes

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

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9DOT

UCC: 02.11.2025

Revised 04.16.2025

Physical Therapy

Programs

Majors

- Physical Therapy, Doctor of Physical Therapy (DPT) (p. 57)

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

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

PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9D6C

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. 60)

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-licensure/>)

Curriculum Guide

Code	Title	Hours
Summer Didactic-Year Requirements		
PHYA 601	The Physician Assistant Profession	1
PHYA 612	Clinical Anatomy and Physiology with Lab I	3
PHYA 616	Clinical Pharmacology and Pharmacotherapeutics I	2
PHYA 640	Clinical History and Physical Diagnosis with Lab I	4
PHYA 651	Clinical Medicine with Lab I	5
PHYA 654	Special Populations I	1
Subtotal		16
Fall Didactic-Year Requirements		
PHYA 603	Clinical Skills Lab I	1
PHYA 621	Geriatrics	1
PHYA 622	Clinical Anatomy & Physiology with Lab II	3
PHYA 626	Clinical Pharmacology and Pharmacotherapeutics II	3
PHYA 630	Pediatrics	1
PHYA 642	Clinical History and Physical Diagnosis with Lab II	4
PHYA 646	Evidence Based Practice	1.5
PHYA 661	Clinical Medicine with Lab II	5
PHYA 664	Special Populations II	1
Subtotal		20.5
Spring Didactic-Year Requirements		
PHYA 604	Emergency Medicine	2
PHYA 607	Clinical Skills Lab II	1
PHYA 632	Clinical Anatomy & Physiology with Lab III	3
PHYA 636	Clinical Pharmacology and Pharmacotherapeutics III	3
PHYA 644	Clinical History and Physical Diagnosis with Lab III	4
PHYA 671	Clinical Medicine with Lab III	5
PHYA 674	Special Populations III	1
PHYA 677	Clinical Exposure and Transition	1
Subtotal		20
Summer Clinical-Year Requirements		
PHYA 701	From Theory to Practice I	1
PHYA 771	Clinical Clerkships Experience I (Two 4.5-week rotations, and one 3-week rotation.)	12.6
Subtotal		13.6
Fall Clinical-Year Requirements		

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

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Major Code: 9PAS
Revised 09.24.2025
UCC 02.13.2024

Recommended Course Sequence

Course	Title	Hours
First Year		
Summer		
PHYA 601	The Physician Assistant Profession	1
PHYA 612	Clinical Anatomy and Physiology with Lab I	3
PHYA 616	Clinical Pharmacology and Pharmacotherapeutics I	2
PHYA 640	Clinical History and Physical Diagnosis with Lab I	4
PHYA 646	Evidence Based Practice	1.5
PHYA 651	Clinical Medicine with Lab I	5
PHYA 654	Special Populations I	1
Hours		17.5
Fall		
PHYA 603	Clinical Skills Lab I	1
PHYA 621	Geriatrics	1
PHYA 622	Clinical Anatomy & Physiology with Lab II	3
PHYA 626	Clinical Pharmacology and Pharmacotherapeutics II	3
PHYA 630	Pediatrics	1
PHYA 642	Clinical History and Physical Diagnosis with Lab II	4
PHYA 661	Clinical Medicine with Lab II	5

PHYA 664	Special Populations II	1
Hours		19
Spring		
PHYA 604	Emergency Medicine	2
PHYA 607	Clinical Skills Lab II	1
PHYA 632	Clinical Anatomy & Physiology with Lab III	3
PHYA 636	Clinical Pharmacology and Pharmacotherapeutics III	3
PHYA 644	Clinical History and Physical Diagnosis with Lab III	4
PHYA 671	Clinical Medicine with Lab III	5
PHYA 674	Special Populations III	1
PHYA 677	Clinical Exposure and Transition	1
Hours		20
Second Year		
Summer		
PHYA 701	From Theory to Practice I	1
PHYA 771	Clinical Clerkships Experience I	12.6
Hours		13.6
Fall		
PHYA 702	From Theory to Practice II	2
PHYA 772	Clinical Clerkships Experience II	14.4
Hours		16.4
Winter		
PHYA 773	Clinical Clerkship Experience III	3
Hours		3
Spring		
PHYA 703	From Theory to Practice III	2
PHYA 774	Clinical Clerkships Experience IV	14.4
Hours		16.4
Total Hours**		105.9

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Major Code: 9PAS
Revised 09.24.2025

Public Health

Programs

Majors

- Public Health, Master of Public Health (MPH) (p. 62)

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. 63)	
Environmental and Occupational Health (p. 63)	
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: 9MPO

Concentration Code: WELO, ENOO

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. 65)
- Social Work - Advanced Standing, Master of Social Work (MSW) (p. 66)
- Social Work Online, Master of Social Work (MSW) (p. 67)
- Social Work, Master of Social Work (MSW) (p. 68)

Certificates

- Animal Assisted Social Work, Certificate (p. 64)
- School Social Work, Certificate (p. 64)
- Social Work Cognitive Behavioral Therapy, Certificate (p. 67)

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 or SOWK 743	Animal-Assisted Social Work with Kids Animal-Assisted Social Work With Seniors	3
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

School Social Work, Certificate PROGRAM LEARNING OUTCOMES

1: To prepare professionals to be competent and ethical in social work practice settings through demonstrated mastery of nine CSWE core competencies (GO 1,2).

2: To prepare professionals to effectively identify, apply and evaluate evidence-based interventions. (GO 1,2,3)

3: To prepare committed social work practitioners to assume leadership roles. (GO 1,3)

4: To recognize the impact of globalization on society and advocate for social, economic and environmental justice in diverse communities. (GO 1,2,3)

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

School Social Work, Certificate Page

School Social Work Fact Sheet

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 748	School Social Work	3
SOWK 750	Field Education II (Students will take this course twice for a total of 6 credits)	6
SPED 625	Instructional Strategies for Learning and Behavioral Problems	3
SPED 646	Assessment and Evaluation	3
SEFE 607	The Theories and Teaching of English Language Learners	3
Total Hours		18

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

School Social Work - CERT (9SSW) / CIM 535

Program is effective for Summer 2025

Revised 01.22.2025

UCC 11.13.2024

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-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

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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

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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

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Revised: 07.02.2024

Social Work, Master of Social Work (MSW)

Program Learning Outcomes

1. 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
2. To prepare professionals to effectively identify, apply and evaluate evidence-based interventions. GO 1,2,3
3. To prepare committed social work practitioners to assume leadership roles. GO 1,3
4. 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	
SOWK 748	School Social Work	
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) / CIM 390

UCC 11.12.2024

Revised: 12.05.2024

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

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

- English (p. 70)
- History (p. 71)
- Modern Languages (p. 72)
- Music (p. 75)

English Programs Majors

- English, Master of Arts (MA) (p. 70)

Certificates

- Written Literate Practices, Certificate (p. 71)

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

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled

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

PASSHE - Pennsylvania State System of Higher Education Institutions

Certificate Code: 9WLP

History

Programs

Majors

- History, Master of Arts (MA) (p. 71)

History, Master of Arts (MA)

PROGRAM LEARNING OUTCOMES

Program Outcome 1 Critical Writing: Competence in a variety of skills common to historical writing and proficiency standards of documentation.

This program outcome relates to the **Graduate University Wide Outcome G 1** - Apply the major best practices, theories, or research methodologies in the fields/s of study.

Program Outcome 2 Historiographical Competency: Comprehension of the purpose of history as a discipline: interpretation, argumentation, and the application of methodological approaches.

This program outcome relates to the **Graduate University Wide Outcome G 2** - Apply knowledge from the area/s of study to address problems in the field.

Program Outcome 3 Textual Analysis: Effective analysis, synthesis, and/or evaluation of information.

This program outcome relates to the **Graduate University Wide Outcome G 3** - Formulate arguments or explanations to both an academic and general audience, in both oral and written forms.

Program Outcome 4 Historical Knowledge: Ability to use historical information in a plausible manner.

This program outcome relates to the Graduate University Wide Outcome G 3 - Formulate arguments or explanations to both an academic and general audience, in both oral and written forms.

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-licensure/>)

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 543	American Urban History	
HIST 550	Public History: Theory and Practice	
HIST 623	The Atlantic World to 1850	
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 606	Genocide & Massacre in the Modern World	
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 535	Crusading in the Middle Ages	
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 623	The Atlantic World to 1850	
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 / CIM 243

Revised 1.10.2025

UCC 11.26.2024

Modern Languages

Programs

Majors

- Teaching English to Speakers of Other Languages, Master of Arts (MA) (p. 73)

Certificates

- Communicative Language Teaching, Certificate (p. 72)
- Teaching English to Speakers of Other Languages, Certificate (p. 73)

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. 74)		
Experiential End Projects (p. 74)		
<i>General Track</i>		
Select three electives		
Electives (p. 74)		
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. 75)

Certificate

- Culturally Relevant and Sustaining Music Education, Certificate (p. 75)

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/cia/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-licensures/>)

CURRICULUM GUIDE

Code	Title	Hours
Select three of the following:		9
MUSI 501	Course MUSI 501 Not Found	
MUSI 556	Culturally Responsive Teaching (CRT) in the Choral Arts	
MUSI 557	Music Education for Diverse Learners	
MUSI 656	Social Emotional Learning in Music Education	
MUSI 657	Popular Music Pedagogy	

MUSI 658	Diversity, Equity, and Inclusion in Wind Band Literature
MUSI 634	Course MUSI 634 Not Found
Total Hours	9

Important Curriculum Guide Notes

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PASSHE - Pennsylvania State System of Higher Education Institutions

Graduate Certificate in Culturally Relevant and Sustaining Music Education - CERT (9CME)

Program is effective for Summer 2022

Revised 06.29.2022

UCC 03.01.2022

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

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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 or MUSI 650	Final Thesis or Final Project	3
Hours		12
Total Hours**		39

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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 or MUSI 650	Final Thesis or Final Project	3
Hours		12
Total Hours**		39

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Major Code: 9MMT

Revised Date: 07.29.21

Graduate Academic Programs and Units

College of Business

- School of Business (p. 7)

College of Education

- Counseling and Development (p. 13)
- Elementary Education/Early Childhood Education (p. 18)
- Physical and Health Education (p. 25)
- Secondary Education/Foundations of Education (p. 26)
- Special Education (p. 39)

College of Engineering and Science

- Computer Science (p. 47)
- Mathematics and Statistics (p. 49)
- Parks and Resource Management (p. 51)

College of Health Professions

- Athletic Training (p. 53)
- Nursing (p. 55)
- Occupational Therapy (p. 55)
- Physical Therapy (p. 57)
- Physician Assistant Studies (p. 60)
- Public Health (p. 62)
- Social Work (p. 64)

College of Liberal Arts

- English (p. 70)
- History (p. 71)
- Modern Languages (p. 72)
- Music (p. 75)

Faculty

Slippery Rock University Faculty (p. 78)

Slippery Rock University Faculty/Administrative Emeriti (p. 92)

Slippery Rock University Faculty

A

Kristie Abbs

Assistant Professor
Psyc, Soc Work & Rec Therapy

Robertha Abney

Associate Professor
Comm, Media and Sport Mgmt

Michael Adamczyk

Assistant Professor
Safety Management

Naresh Adhikari

Associate Professor
Computing and Security

Nikhil Ahuja

Assistant Professor
Public Health Sciences

Frances Amatucci

Associate Professor
School of Business

Michelle Amodei

Professor
Curriculum, Instr & Educ Ldshp

Melanie Anderson

Professor

School of Business

Whitney Angelini

Instructor
Psyc, Soc Work & Rec Therapy

Jonathan Anning

Associate Professor
Exercise Science

James Anthony

Instructor
Math, Statistics & Physics

John Anthony

Instructor
Music

Theresa Antonellis

Art

Stacy Arend

Assistant Professor
Athletics

Adaeze Aroh

Assistant Professor
Public Health Sciences

Nicholas Artman

Associate Professor
Comm, Media and Sport Mgmt

Katie Ashbaugh

Instructor
Hlth & Rehabilitation Sciences

Lua Augustin

Associate Professor
School of Business

B

John Bagnato

Instructor
Music

Amy Baker

Instructor
Music

Elysia Balavage

Instructor
Lang, Lit, Cult & Writing

Joshua Ballew

Associate Professor
Math, Statistics & Physics

Richael Barger-Anderson

Professor
Special Education

Brett Barnett

Professor
Comm, Media and Sport Mgmt

Nicky Baumgartner

Instructor
Math, Statistics & Physics

Juan Baus Dobronsky

Assistant Professor
Engineering

Thomas Bechard

Assistant Professor
Psyc, Soc Work & Rec Therapy

Stephen Benacci

Instructor

Melissa Berdell

Instructor
Computing and Security

William Bergmann

Associate Professor
History

Angela Bernardo

Professor
Safety Management

Sagar Bhandari

Assistant Professor
Math, Statistics & Physics

Wei Bian

Associate Professor
Modern Languages & Cultures

Eric Bieniek

Associate Professor
Special Education

Jennifer Bindernagel

Instructor
Social Sciences

Tricia Bishop

Associate Professor
Art

Breanne Blake

Assistant Professor
Healthcare and Administration

Elizabeth Boerger

Assistant Professor
Psyc, Soc Work & Rec Therapy

Kaley Booher

Instructor
Hlth & Rehabilitation Sciences

Michael Boone

Operational/Leadership Profess

Megan Borger

Associate Professor
Healthcare and Administration

Jeremy Borkowski

Instructor
Curriculum, Instr & Educ Ldshp

Thaddeus Boron

Professor
Chemistry & Environ Geosci

Christa Brahler

Assistant Professor
Exploratory Stud & Acad Prog

Natalie Brahm

Instructor
Healthcare and Administration

Boris Brimkov

Associate Professor
Math, Statistics & Physics

Nicole Brockmann

Instructor
Music

Morton Brown

Instructor
Art

Allison Brungard

Assistant Professor
Library

Martin Buckley

Associate Professor
Biology

Thuy Bui

Professor
School of Business

Joseline Burgos

Instructor
Lang, Lit, Cult & Writing

Patrick Burkhart

Professor
Chemistry & Environ Geosci

Olivia Buterbaugh

Assistant Professor
Healthcare and Administration

C**Cindy Candelaria-Pieve**

Assistant Professor
Music

Jennifer Carben

Assistant Professor
Biology

William Cartagena-Vazquez

Instructor

April Carter

Instructor
Exploratory Stud & Acad Prog

Kevin Cassidy
Instructor
Computing and Security

Mustafa Casson
Associate Professor
Social Sciences

David Champion
Professor
Criminology & Criminal Justice

Franklyn Charles
Associate Professor
Comm, Media and Sport Mgmt

Anindya Chatterjee
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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-Accounting/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.

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Summer

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-Accountng/Finance, Business Adm-Management/Mrktng, 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 (ATHT)

ATHT 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.

ATHT 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.

ATHT 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 in the MS 9AT3 or MS 9MAT programs.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 601^C or ATHT 601^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 603 - Evidence-Based Practice in Athletic Training

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

Prerequisites: (ATTR 601^C or ATHT 601^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 601^C or ATHT 601^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 601^C or ATHT 601^C)

^C Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 605^C or ATHT 605^C)

^C Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 605^C or ATHT 605^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 604^C or ATHT 604^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 605^C or ATHT 605^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 601^C or ATHT 601^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

ATHT 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.

ATHT 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.

ATHT 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.

Prerequisites: (ATTR 610^C or ATHT 610^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 750^C or ATHT 750^C) or (ATTR 740^C or ATHT 740^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

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 Engineering & Science college.

ATHT 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.

Prerequisites: (ATTR 710^C or ATHT 710^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 710^C or ATHT 710^C)

^C Requires minimum grade of C.

Credits: 6

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 750^C or ATHT 750^C) or (ATTR 740^C or ATHT 740^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to students with a program in Athletic Training.

Enrollment is limited to Graduate level students.

ATHT 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.

Prerequisites: (ATTR 750^C or ATHT 750^C) or (ATTR 740^C or ATHT 740^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

ATHT 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.

ATHT 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 the topics of data selection and preparation, model selection, model building and implementation, model testing and evaluation, and results interpretation. If students take CPSC 405 for the undergraduate program, they 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 students take CPSC 406 for the undergraduate program, they 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 projects inherently involve numerous stages, processes, and stakeholders, each contributing to the development and delivery of a software product. This course is designed to bridge the gap between theoretical knowledge and practical application in managing software, IT, cybersecurity, or informatics projects proficiently from inception to completion. The course solidifies foundational knowledge and ensures applicability within the relevant industry. If students take CPSC 468 for the undergraduate program, they 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 students take CPSC 480 for the undergraduate program, they 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 students take CPSC 485 for the undergraduate program, they 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 PHED 302^C) or (PE 502^C or PHED 502^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 constructionsist epistemology.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 620 - Management in Higher Education

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 621 - Social and Cultural Diversity

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 622 - Behavior Modification

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 623 - Higher Education Environments, Cultures, and Students

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 624 - Foundations of Aging

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 625 - Assessment in Student Affairs

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

CDEV 627 - Practicum in Group Leadership

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

Prerequisite: CDEV 612^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 with Col Counsel.

Enrollment is limited to Graduate level students.

CDEV 628 - Ethics in Counseling

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

CDEV 629 - Helping Relationships in Music Therapy

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 688 - Counseling in the Schools

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

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 690 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 695 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 698 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 699 - Introduction to Research

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

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 700 - Independent Study

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 701 - Clinical Mental Health Counseling Practicum

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

Credits: 1-3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

Enrollment limited to students with the SPECIAL APPROVAL attribute.

CDEV 702 - Advanced Supervised Practicum and Seminar in Counseling

The advanced practicum provides an opportunity for the student to perform under supervision of a variety of activities that a regularly employed staff member in the setting would be expected to perform. Although individual counseling is emphasized, there are opportunities for group counseling, the administration and/or interpretation of tests, consulting with the client's significant others, and the utilization of referral sources. Students regularly meet both individually with the on site supervisor as well as in a seminar setting with a faculty member.

Prerequisite: CDEV 701^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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

CRIM 690 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

CRIM 695 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

CRIM 698 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

CRIM 700 - Independent Study

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

CRIM 750 - Internship in Criminology

This course consists of field placement in a criminal justice agency involving administrative, research, teaching, and related activities. It will give students the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating agencies and organizations.

Credits: 3-6

Term(s) Typically Offered: Offered Every Term

Enrollment is limited to Graduate level students.

CRIM 790 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

ECON 595 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

ECON 598 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

ECON 602 - Managerial Economics

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

Credits: 3

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

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

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 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.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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, mediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

ELEC 627 - Current Issues in Reading Research

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

Prerequisites: SEFE 602^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 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 in the MA 9525 or MA 9527 programs.

Enrollment is limited to Graduate level students.

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 swriters 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 in the MA 9527 program.

Enrollment is limited to Graduate level students.

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 in the MA 9525 or MA 9527 programs.

Enrollment is limited to Graduate level students.

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 in the MA 9525 or MA 9527 programs.

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 (EVGE)

EVGE 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.

EVGE 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.

EVGE 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.

Finance (FINA)

FINA 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.

FINA 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.

FINA 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.

FINA 603 - Global Dynamics of Business

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

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

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

FINA 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.

FINA 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 idstress, 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.

FINA 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.

FINA 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.

FINA 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.

FINA 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.

FINA 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.

FINA 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.

FINA 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 (GERT)

GERT 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 is limited to Graduate level students.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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.

GERT 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

HIST 543 - American Urban History

Explores significant topics in the development and transformation of American cities from the colonial era to the present.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms Odd, Offerings Vary

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 606 - Genocide & Massacre in the Modern World

This course will address the historiography of genocide and the difficulties in defining the terms "genocide" and "massacre" and then consider the historical-political contexts of select genocides and cases of massacre, both through readings (books, articles, and primary sources) and watching and analyzing historical films, from the eighteenth century to the present. Students will consider the regional and international challenges involved in trying to prevent potential genocide and stop genocides already occurring.

Credits: 3

Term(s) Typically Offered: Offerings Vary

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 623 - The Atlantic World to 1850

By breaking traditional geographic boundaries, the course examines the histories of early modern empires, commodities, and the trans-Atlantic slave trade from 1550-1850.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms Even, Offerings Vary

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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

Credits: 3

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

Enrollment is limited to Graduate level students.

MGMT 690 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

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

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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-Accountng/Finance, Business Adm-Management/Mrktng, 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 (MRSC)

MRSC 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 is limited to Graduate level students.

MRSC 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 is limited to Graduate level students.

MRSC 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 MRSC 362^D) or (EGEO 361^D or EVGE 361^D)
^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

MRSC 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 is limited to Graduate level students.

MRSC 551 - Coastal Environment Oceanography

This course examines the interaction of biological, chemical, physical, geological and ecological ocean processes as applied to coastal environments. Emphasis is placed on environmental management issues of the coastal zone. Topics include water quality analysis, barrier island geology and ecology, estuarine pollution, beach defense and biological implications in areas of coastal up welling and coastal fronts. Specific cases in coastal pollution will be examined from coastal environments around the U.S., including Kepone in the James River, VA, DDT on the Palos Verde Shelf, CA., Eutrophication on the North Carolina Coast, The Exxon-Valdex Oil spill and Pfiesteria in the coastal waters of N.C. and VA. Cross listed as MARS451.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

MRSC 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 is limited to Graduate level students.

MRSC 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.

MRSC 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.

MRSC 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.

MRSC 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.

MRSC 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.

MRSC 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.

MRSC 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.

MRSC 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.

MRSC 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 (MKTG)

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 of Other Lang.

Enrollment is limited to Graduate level students.

MODL 700 - Independent Study

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

MODL 750 - Internship

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

MODL 790 - Experimental

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

MODL 795 - Workshop

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

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

MODL 798 - Selected Topics

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

MODL 799 - Capstone TESOL Project

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

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

MODL 800 - Thesis

The thesis is a scholarly project based on innovative research and/or creative study pertinent to TESOL or a related area. A research advisor and committee supervise the thesis. Students wishing to pursue a thesis project should consult with their research advisor after completing one-half of their coursework. The advisor will assist the student with the necessary steps to proceed such as preliminary selection of a topic and arranging for the appointment of a committee. Students opting to do a thesis register for a minimum of 3 credits and complete the scholarly project in one calendar year. Students who do not complete the thesis in one calendar year must register for 1 additional credit each consecutive term until completion, up to a maximum of 6 credits.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to students with a program in Tch Engl to Spkrs of Other Lang.

Enrollment is limited to Graduate level students.

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 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 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 or PHED 502^C) and (PE 503^C or PHED 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 or PHED 502^C) and (PE 503^C or PHED 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 is limited to Graduate level students.

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 or Post Baccalaureate.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 - Foundations of Occupational Therapy

The Foundations of Occupational Therapy course serves as an essential entry point for students, providing a comprehensive overview of the core principles that guide the practice of occupational therapy. This course integrates key threads of health, wellness, and the OT process with a strong emphasis on community engagement and occupational justice. Students will explore various theoretical and conceptual frameworks that inform occupational therapy practice, while also examining professional standards and ethics that underpin ethical decision-making. Focusing on client-centered and culturally effective care, the course prepares students to deliver services that respect and respond to the diverse backgrounds and needs of clients. Collaborative practice is a significant theme, as students learn to work effectively within both interprofessional and intraprofessional teams, enhancing their ability to deliver holistic care. Additionally, the course emphasizes the importance of professional development and competence, encouraging students to engage in lifelong learning and reflection. By addressing health promotion and occupational justice, students will gain a deeper understanding of how to advocate for equitable access to services and empower clients within their communities. Through this foundational knowledge, students will be well-prepared to apply their learning in subsequent courses and practical experiences, laying the groundwork for impactful occupational therapy practice.

Corequisite(s): OCTH 615, OCTH 625, OCTH 635 and OCTH 640

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 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 in Occupational Therapy

The Neurological Applications in Occupational Therapy course provides an in-depth exploration of the intricate relationship between neurological function and occupational performance, with a strong emphasis on health, wellness, and the OT process. This course integrates transformational learning and innovation, guiding students through neuroanatomy, motor learning, and neuroplasticity, and their application in rehabilitation. Students will engage with various assessment and intervention strategies designed to support individuals with neurological conditions, while gaining insights into the OT's role in promoting recovery and improving quality of life. The curriculum focuses on key areas such as pain management, sensory processing, balance, and postural control, all crucial for optimal daily functioning. Through clinical reasoning and evidence-based practice, students will develop and implement effective interventions tailored to clients' unique needs, applying these approaches across diverse settings. Emphasizing community and population-specific challenges, the course empowers students to foster well-being, overcome barriers to occupational participation, and contribute to the advancement of occupational therapy practice in neurological care.

Corequisite(s): OCTH 605, OCTH 625, OCTH 635 and OCTH 640

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 Development and Occupation course offers a comprehensive exploration of the intricate relationship between development and occupational engagement across the lifespan. This course integrates the threads of health, wellness, and the OT process with scholarship and professional reasoning, providing students with a robust framework to understand typical and atypical developmental trajectories. Students will examine frameworks of typical development, learning to assess developmental milestones and the complexity of occupation within various contexts. Through interdisciplinary perspectives, the course emphasizes the influence of cultural factors on occupation, encouraging students to consider how diverse backgrounds shape individual experiences and developmental outcomes. By engaging the role of occupational science, students will gain insights into the foundational theories that inform practice and enhance their understanding of how occupation contributes to overall well-being. The curriculum fosters critical thinking and evidence-based practice, enabling students to apply their knowledge in assessments and interventions tailored to clients' developmental needs. Through a blend of theoretical learning and practical application, students will be equipped to support clients in achieving meaningful occupational engagement throughout their lives, advocating for health and wellness in diverse populations.

Prerequisites: OCTH 605^C and OCTH 615^C and OCTH 625^C and OCTH 635^C and OCTH 640^C

^C Requires minimum grade of C.

Corequisite(s): OCTH 650, OCTH 665, OCTH 670 and OCTH 675

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 625 - Factors that Impact Occupation

The Factors that Impact Occupation course provides an in-depth examination of the myriad factors influencing occupational performance across diverse populations. Integrating the threads of health, wellness, and the OT process with community engagement and occupational justice, this course emphasizes the importance of understanding social determinants of health and their profound impact on individuals' ability to engage in meaningful activities. Students will explore diagnostic testing and various medical conditions, gaining insights into how specific health issues—such as neurodegenerative and mental health disorders—affect occupational performance. By understanding the complex interplay between medical conditions and daily functioning, students will learn to develop targeted interventions that promote wellness and enhance occupational engagement.

Corequisite(s): OCTH 605, OCTH 615, OCTH 635 and OCTH 640

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 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 635 - Movement Applications and Occupational Performance

The Applied Movement Applications & Occupational Performance course in our Occupational Therapy Doctorate program offers an in-depth exploration of the principles of movement and their critical role in enhancing health and wellness within the OT process. This course integrates themes of health, wellness, and the OT process with a focus on transformational learning and innovation. Students will engage in measurement and assessment techniques that inform their understanding of biomechanical principles and body mechanics, ensuring they can apply these concepts effectively in practice. Throughout the course, students will delve into functional and clinical assessments, gaining insights into how movement impacts daily activities and overall quality of life. The curriculum includes a thorough examination of various systems and concepts related to human movement, allowing students to explore a range of interventions and techniques tailored to individual client needs.

Corequisite(s): OCTH 605, OCTH 615, OCTH 625 and OCTH 640

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 640 - Introduction to the Occupational Therapy Process

The Introduction to the OT Process course serves as a foundational exploration of the essential elements that define and guide occupational therapy practice. Integrating the threads of health, wellness, and the OT process with transformational learning and innovation, this course emphasizes the holistic approach of occupational therapy in promoting client well-being. Students will gain a comprehensive understanding of the OT process, including key components such as clinical reasoning and assessment concepts, which are critical for effective practice. Through a focus on evidence-based practice, students will learn to apply research findings to inform their interventions and enhance client outcomes. Through interactive learning experiences and reflective practice, students will acquire the knowledge and skills necessary to lay the groundwork for their future roles as competent and compassionate occupational therapy practitioners.

Corequisite(s): OCTH 605, OCTH 615, OCTH 625 and OCTH 635

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment is limited to Graduate level students.

OCTH 645 - Level I Fieldwork B: Community and Psychosocial

The Level I Fieldwork B: Community & Psychosocial course program offers students an enriching opportunity to engage with clients in community settings, focusing on mental health and wellness. This fieldwork experience emphasizes the integration of health, wellness, and the OT process with essential leadership and interprofessional collaboration skills. Students will utilize the therapeutic use of self to foster meaningful relationships with clients, while honing their effective communication and cultural competency skills to ensure inclusive and responsive care. Throughout this immersive experience, students will engage in clinical reasoning and observation to assess clients' needs and contribute to the evaluation, intervention, and outcome measurement processes. Legal and ethical considerations will be highlighted, preparing students to navigate the complexities of community-based practice responsibly. Emphasizing professional behaviors and skills, the course encourages students to reflect on their growth as emerging practitioners and leaders in the field. Through collaborative efforts with interdisciplinary teams, students will apply their theoretical knowledge in practical contexts, reinforcing their ability to advocate for clients and promote mental health and wellness within diverse communities. By the end of the course, students will be well-prepared to implement client-centered interventions and contribute to holistic approaches in community and mental health settings.

Prerequisites: OCTH 620^C and OCTH 650^C and OCTH 665^C and OCTH 670^C and OCTH 775^C

^C Requires minimum grade of C.

Corequisite(s): OCTH 685, OCTH 688 and OCTH 790

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 - Psychosocial Applications in Occupational Therapy

The Psychosocial Applications in Occupational Therapy course explores the intricate connections between psychological well-being and occupational performance, emphasizing health, wellness, and the OT process. This course integrates themes of community engagement and occupational justice, guiding students to apply occupation-based interventions that enhance mental health outcomes. Students will develop clinical reasoning skills and the therapeutic use of self, learning to engage meaningfully with clients from diverse backgrounds and experiences. The curriculum focuses on person-centered evaluation and the application of relevant theories to inform practice, ensuring that interventions are tailored to individual needs. Health promotion and prevention strategies will be explored, highlighting the role of occupational therapy in fostering resilience and well-being. Documentation and care coordination are also critical components, preparing students to manage client records and collaborate effectively within interdisciplinary teams. Additionally, students will gain insights into understanding psychosocial disorders and group dynamics, enhancing their ability to facilitate group interventions and promote community engagement. Through community-engaged learning and reflective practice, students will integrate their knowledge into real-world applications, positioning themselves as advocates for mental health and occupational justice in their future careers.

Prerequisites: OCTH 605^C and OCTH 615^C and OCTH 625^C and OCTH 635^C and OCTH 640^C

^C Requires minimum grade of C.

Corequisite(s): OCTH 620, OCTH 665, OCTH 670 and OCTH 675
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 Occupational Therapy

The Therapeutic Media in Occupational Therapy course provides an innovative and comprehensive exploration of various media and activities utilized in occupational therapy practice to promote health and wellness. Integrating the threads of health, wellness, and the OT process with transformational learning and innovation, this course emphasizes the principles of restoration, compensation, and remediation in therapeutic interventions. Students will engage in activity and occupational analysis, learning how to grade and adapt tasks to meet the unique needs of diverse clients, including special populations and those in emerging practice areas. Through the lens of the Occupational Therapy Practice Framework, students will explore different intervention types and approaches, gaining insights into how various therapeutic media can enhance engagement and facilitate positive outcomes.

Prerequisites: OCTH 605^C and OCTH 615^C and OCTH 625^C and OCTH 635^C and OCTH 640^C

^C Requires minimum grade of C.

Corequisite(s): OCTH 620, OCTH 650, OCTH 670 and OCTH 675

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 670 - Adult Applications in Occupational Therapy

The Adult Applications in Occupational Therapy course provides an in-depth exploration of the OT process as it pertains to adult populations, focusing on health, wellness, and community engagement while emphasizing occupational justice. Students will develop a strong foundation in clinical reasoning and apply it across a variety of practice settings, learning assessment and evaluation techniques tailored to the unique needs of adult clients. The course covers a range of intervention strategies designed to promote optimal health and well-being, with special attention to home safety and environmental modifications that enhance independence and quality of life. Students will also gain practical knowledge in documentation and reimbursement processes, preparing them to navigate healthcare systems effectively. The course highlights the role of occupational therapy in promoting community engagement and occupational justice, equipping students to advocate for clients and address systemic barriers to participation. Through experiential learning, students will apply their skills in real-world contexts, ensuring they are well-prepared to implement client-centered interventions and contribute to the health and wellness of diverse adult populations. By the end of the course, students will be equipped to enhance occupational performance and support recovery across a range of adult health conditions.

Prerequisites: OCTH 605^C and OCTH 615^C and OCTH 625^C and OCTH 635^C and OCTH 640^C

^C Requires minimum grade of C.

Corequisite(s): OCTH 620, OCTH 650, OCTH 665 and OCTH 675

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 675 - Level I Fieldwork A: Adults

The Level I Fieldwork A: Adults course provides students with an immersive, hands-on experience that bridges classroom learning with real-world practice in adult occupational therapy settings. Integrating the themes of health, wellness, and the OT process with leadership and interprofessional collaboration, this course emphasizes the therapeutic use of self as a foundational skill for effective client engagement. Students will develop and refine their clinical reasoning and observation skills while participating in evaluation, intervention, and outcome measurement processes, gaining insights into best practices for promoting health and well-being among adult clients. Effective communication and cultural considerations are central to the fieldwork experience, empowering students to foster collaborative relationships with clients, families, and other healthcare professionals. Legal and ethical considerations will be addressed throughout the course, ensuring that students understand their professional responsibilities and standards. Emphasizing the development of professional behaviors and skills, this course prepares students to navigate complex healthcare environments confidently. Through reflective practice and guided mentorship, students will apply their knowledge in authentic settings, enhancing their leadership capabilities and collaborative skills, ultimately preparing them to advocate for clients and contribute to holistic care in the community.

Prerequisites: OCTH 605^C and OCTH 615^C and OCTH 625^C and OCTH 635^C and OCTH 640^C

^C Requires minimum grade of C.

Corequisite(s): OCTH 620, OCTH 650, OCTH 665 and OCTH 670

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 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 I

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students in the DOT 9DO3 or DOT 9DOT programs.

Enrollment is limited to Graduate level students.

OCTH 710 - Management Applications in OT

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 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.

Enrollment limited to students in a Doctor of Occupational Therapy degree.

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.

Prerequisites: OCTH 820^P

^P Requires minimum grade of P.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 (PHED)

PHED 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 level students.

PHED 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 level students.

PHED 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 level students.

PHED 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 level students.

PHED 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 is limited to Graduate level students.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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 is limited to Graduate level students.

PHED 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 is limited to Graduate level students.

PHED 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 is limited to Graduate level students.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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.

PHED 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.

PHED 624 - Synchronous and Asynchronous Technology for K-12 Education

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

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

PHED 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.

PHED 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.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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 is limited to Graduate level students.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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.

Prerequisites: (PE 653^C or PHED 653^C)

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

PHED 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.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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 is limited to Graduate level students.

Enrollment limited to students in a Master of Science degree.

Enrollment limited to students in the College of Education college.

PHED 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.

PHED 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 is limited to Graduate level students.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

PHED 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.

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

Prerequisites: PHTH 659^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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 (PHYA)

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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, focusing on the endocrine, gastrointestinal, obstetrics/gynecology, genitourinary, and renal systems. Lectures will address the normal physiology, cellular biology, and molecular and genetic components of these organ systems, as well as the pathophysiologic changes associated with various diseases. The laboratory component will emphasize the gross anatomy of these systems through study of the cadaver. Diagnostic tests used to evaluate and diagnose disease in the respective body systems will also be discussed.

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.

PHYA 626 - Clinical Pharmacology and Pharmacotherapeutics II

This course provides an in-depth study of the principles and application of pharmacology and pharmacotherapeutics in clinical settings. Students will develop a comprehensive understanding of how drugs interact with the human body, including their therapeutic effects, adverse reactions, and mechanisms of action. This course builds upon the knowledge gained in Clinical Pharmacology and Pharmacotherapeutics I. It emphasizes the practical application of pharmacological principles in patient care, with a focus on the selection, dosing, and monitoring of medications to achieve optimal therapeutic outcomes in the endocrine, gastrointestinal, genitourinary, obstetrics/gynecology, and renal systems.

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.

PHYA 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 in the MS 9PAS program.

Enrollment is limited to Graduate level students.

PHYA 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, focusing on the neurologic, behavioral health, cardiovascular, pulmonary, and hematologic systems. Lectures will address the normal physiology, cellular biology, and molecular/genetic components of these organ systems, as well as the pathophysiologic changes associated with various diseases. The laboratory component will emphasize the gross anatomy of these systems through study of the cadaver. Diagnostic tests used to evaluate and diagnose diseases in the respective body systems will also be discussed.

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.

PHYA 636 - Clinical Pharmacology and Pharmacotherapeutics III

This course provides an in-depth study of the principles and application of pharmacology and pharmacotherapeutics in clinical settings. Students will develop a comprehensive understanding of how drugs interact with the human body, including their therapeutic effects, adverse reactions, and mechanisms of action. This course builds upon the knowledge gained in Clinical Pharmacology and Pharmacotherapeutics II. It emphasizes the practical application of pharmacological principles in patient care, focusing on the selection, dosing, and monitoring of medications to achieve optimal therapeutic outcomes across various specialties, including neurology, psychiatry/behavioral health, cardiology, pulmonology, infectious disease, hematology, and oncology.

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.

PHYA 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 in the MS 9PAS program.

Enrollment is limited to Graduate level students.

PHYA 642 - Clinical History and Physical Diagnosis with Lab II

This course builds on the skills learned in Clinical History and Physical Diagnosis I, with a continued emphasis on relevant history-taking and physical examination techniques essential for effectively approaching and diagnosing diseases and disorders. The lecture component focuses on diagnosing conditions related to the neurologic, endocrine, gastrointestinal, genitourinary, and reproductive systems. The lab component involves practicing history-taking and physical examinations based on patient complaints and presentations, along with formulating differential diagnoses. Students will also learn to document using problem-oriented SOAP (Subjective, Objective, Assessment, Plan) notes, as well as pre- and postoperative encounters, hospital orders, consultations, progress notes, and discharge summaries. Emphasis will also be placed on the proper use of diagnostic equipment and physical examination techniques. Additionally, students will complete Basic Life Support (BLS) training to obtain or renew their cardiopulmonary resuscitation (CPR) certification.

Credits: 4

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

PHYA 644 - Clinical History and Physical Diagnosis with Lab III

This course builds on the skills learned in Clinical History and Physical Diagnosis I and II, with a continued emphasis on relevant history-taking and physical examination techniques necessary for the practical diagnosis of diseases and disorders. The lecture component focuses on diagnosing conditions related to the neurologic, psychiatric/behavioral health, hematologic, cardiovascular, and pulmonary systems. The lab component provides further practice in obtaining and performing history-taking and physical examinations based on patient complaints and presentations, as well as formulating differential diagnoses. Students will also learn how to conduct a comprehensive geriatric well-person history and physical examination, along with a pediatric well-child history and physical examination. Additional topics include addressing challenges associated with diversity and strategies for managing difficult interactions with patients, preceptors, coworkers, or supervisors. In preparation for clerkships, students are required to obtain or renew their Advanced Cardiovascular Life Support (ACLS) certification.

Credits: 4

Term(s) Typically Offered: Offered Spring Terms

Enrollment limited to students in the MS 9PAS program.

Enrollment is limited to Graduate level students.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 661 - Clinical Medicine with Lab II

This course provides an in-depth study of disease pathology by body system and specialty. Key aspects of clinical medicine—such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, diagnostics, clinical intervention, disease management, clinical pearls, and differential diagnoses—are comprehensively covered. Students will learn how to use differential diagnoses to guide the ordering of laboratory tests, imaging studies, and other diagnostic tools, such as pathology reports, to confirm or rule out disease processes. The laboratory component emphasizes the interactive and practical application of acquired knowledge, fostering critical thinking and solidifying medical concepts through collaborative learning experiences. Additionally, it prepares students to appropriately interpret laboratory and diagnostic results and take appropriate clinical action based on the findings. Correlated reviews of relevant pathology and radiology are integrated into the curriculum. The course specifically focuses on the endocrine, gastrointestinal, obstetrics/gynecology, genitourinary and renal components.

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.

PHYA 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.

PHYA 671 - Clinical Medicine with Lab III

This course provides an in-depth study of disease pathology by body system and specialty. Key aspects of clinical medicine—such as epidemiology, precipitating factors, etiology, risk factors, pathogenesis, pathophysiology, clinical presentation and manifestations, diagnostics, clinical intervention, disease management, clinical pearls, and differential diagnoses—are comprehensively covered. Students will learn how to use differential diagnoses to guide the ordering of laboratory tests, imaging studies, and other diagnostic tools, such as pathology reports, to confirm or rule out disease processes. The laboratory component emphasizes the interactive and practical application of acquired knowledge, fostering critical thinking and solidifying medical concepts through collaborative learning experiences. Additionally, it prepares students to appropriately interpret laboratory and diagnostic results and take appropriate clinical action based on the findings. Correlated reviews of relevant pathology and radiology are integrated into the curriculum. The course specifically focuses on the neurologic, psychiatric/behavioral health, cardiovascular, pulmonary and hematologic systems.

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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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.

PHYA 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 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.

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 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 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 or SEFE 576^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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 CERT-Animal Asst Social Work, Social Work, Social Work-Advanced Standing or Social Work (OL).

Enrollment is limited to Graduate level students.

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 748 - School Social Work

This course is designed to provide graduate students with the skills and knowledge necessary to conduct social work in a school setting across all domains. During the course students will learn techniques and strategies to engage, assess, intervene, and evaluate practices with students attending grade levels PK-12.

Credits: 3

Term(s) Typically Offered: Offered Summer Terms

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

SPED 595 - Workshop

Varies.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 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 is limited to Graduate level students.

SPED 642 - Curriculum and Instruction for Autism Spectrum Disorders

Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3

Term(s) Typically Offered: Offered Summer & Winter Terms

Enrollment 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 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 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 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 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 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 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 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 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 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 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 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 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 is limited to students with a program in Special Education.

Enrollment is limited to Graduate level students.

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 is limited to students with a program in School Supervision.

Enrollment limited to students in the MED 9 88 program.

Enrollment is limited to Graduate level students.

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 is limited to Graduate level students.

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 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 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 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 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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 is limited to Graduate level students.

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 Administration/Finance, Business Administration/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 is limited to Graduate level students.

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

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Term(s) Typically Offered: Offered as Needed

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Credits: 1-6

Term(s) Typically Offered: Offered as Needed

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COMM 798 - Selected Topics

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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. (AAHC)

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. 218).

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: Campus Success 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.

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- Athletics (p. 219)
- Bailey Library (p. 219)
- Campus Recreation (p. 219)
- Career Education and Development (p. 219)
- Dean of Students Office, Accessibility/Disability Services (p. 219)
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- Diversity, Equity, Inclusion, and Belonging (DEIB) (p. 220)
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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%7C86555dba073b4ff7b7d1b73a77c5b%7C2FWfbpGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C&sdata=o58Sr4IE7Gc4j4p7q1kpHFSQY1OihLXe1EzUflnfQ5U%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%7C86555dba073b4ff7b7d1b73a77c5b%7C2FWfbpGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLC%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> (<http://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

724-738-2058 (Main office)

Campus Recreation

Campus Recreation facilities include the Aebersold Student Recreation Center (ARC), McFarland Outdoor Recreation Complex (MAC), Ski Lodge, Disc Golf Course, Campground, High Rope and Low Rope Courses. The ARC has a fitness center, 5 gymnasiums, indoor track, indoor climbing wall, swimming pool, group fitness studios, and pool patio. The MAC has 4 multi-purpose fields, 2 softball fields, and exterior lightning. The ski lodge has seating for 100 people and inside and outside fire pits. The campground has 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 <https://www.sru.edu/dining-services> (<https://www.sru.edu/dining-services/>).

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

Office for Global Engagement (<http://www.sru.edu/offices/global-engagement-office-for/>)

Vision

The vision for Global Engagement at Slippery Rock University is a 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. For more information about international student services, please visit <https://www.sru.edu/offices/inclusive-excellence> (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sru.edu%2Foffices%2Finclusive-excellence&data=05%7C02%7Cchristine.agostino%40sru.edu%7C4f55d79c52f241be212a08ddea693680%7C86555dba073b4ff7b7d1b73a77c5bd%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslIYiOilwLjAuMDAwMCIslAIoiJXa>).

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%7C&sdata=39B2B1Ytu8r5ntFP3EZIWrsWw0vs1w001bDMq%2Fv9FdY
%3D&reserved=0)

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>

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%7CTWFPbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJljoIv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C&sdata=zn%2FZoyMAVqWGG4Ilc60Tq8Uefdd13Y93ZHuYt%2FhdQsl%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://sru.campuslabs.com/engage/organization/university-program-board/>)
- 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

- 2024-2025 Academic Calendar (p. 226)
- 2025-2026 Academic Calendar (p. 228)
- 2026-2027 Academic Calendar (p. 231)
- 2027-2028 Academic Calendar (p. 233)

2024-2025 Academic Calendar Fall Semester 2024

Date	Event
AUGUST	
Monday, August 19	Senior Citizens Register for Fall Classes
Monday, August 26	Fall Semester Classes Begin at 8:00 a.m.
Tuesday, August 27	Course Drop/Add Deadline for 1st 5 Week Classes
Wednesday, August 28	Course Withdrawal ("W") Period Begins – 1st 5 Week Classes
Wednesday, August 28	Course Drop/Add Deadline for Session A Classes
Thursday, August 29	Course Withdrawal ("W") Period Begins – Session A Classes
SEPTEMBER	
Monday, September 2	Labor Day (No Day or Evening Classes)
Tuesday, September 3	Classes Resume at 8:00 a.m.
Tuesday, September 3	Course Drop/Add Deadline for a Full Semester Class(es)
Tuesday, September 3	Course Drop/Add Deadline for 12 Week Classes
Tuesday, September 3	Course Drop/Add Deadline for 10 Week Classes
Wednesday, September 4	Course Withdrawal ("W") Period Begins– Full Semester, 12 Week and 10 Week Classes
Monday, September 9	Last Day for Grade Option
Wednesday, September 18	Course Withdrawal ("W") Deadline for 1st 5 Week Classes
Monday, September 30	End 1st 5 Week Classes
Monday, September 30	Course Withdrawal ("W") Deadline for Session A Classes
OCTOBER	
Tuesday, October 1	Start 2nd 5 Week Classes
Wednesday, October 2	Course Drop/Add Deadline for 2nd 5 Week Classes
Thursday, October 3	Course Withdrawal ("W") Period Begins - 2nd 5 Week Classes

Saturday, October 5	Saturday Classes are Held
Sunday, October 6 – Tuesday, October 8	Fall Break – No Day or Evening Classes
Tuesday, October 8	Professional Development Day
Wednesday, October 9	Classes Resume at 8:00 a.m.
Tuesday, October 15	Course Withdrawal (“W”) Deadline for 10 Week Classes
Wednesday, October 16	Fall Midterm Grades Due by Noon
Friday, October 18	End Session A Classes
Monday, October 21	Start Session B Classes
Tuesday, October 22	Session A Grades due by 3:00 p.m.
Wednesday, October 23	Course Drop/Add Deadline for Session B Classes
Wednesday, October 23	Course Withdrawal (“W”) Deadline for 12 Week Classes
Thursday, October 24	Course Withdrawal (“W”) Period Begins - Session B Classes
Friday, October 25	Course Withdrawal (“W”) Deadline for 2nd 5 Week Classes
NOVEMBER	
Wednesday, November 6	Course Withdrawal (“W”) Deadline for a Full Semester class
Wednesday, November 6	End 2nd 5 Week Classes
Wednesday, November 6	End 10 Week Classes
Thursday, November 7	Start 3rd 5 Week Classes
Friday, November 8	Course Drop/Add Deadline 3rd 5 Week Classes
Monday, November 11	Course Withdrawal (“W”) Period Begins - 3rd 5 Week Classes
Monday, November 11 – Friday, November 22	Winter 2024 and Spring 2025 Registration
Wednesday, November 20	End 12 Week Classes
Friday, November 22	Course Withdrawal (“W”) Deadline for Session B Classes
Monday, November 25	Non-Degree Student Registration for Winter/Spring
Wednesday, November 27 – Sunday, December 1	Thanksgiving Recess (No Day or Evening Classes)
DECEMBER	
Monday, December 2	Classes Resume at 8:00 a.m.

Wednesday, December 4	Course Withdrawal ("W") Deadline for 3rd 5 Week Classes
Monday, December 9	Last Day of Classes (3rd 5 week & Session B Classes Meet through Exam Week)
Monday, December 9	Last day to Withdraw from University (All Classes)
Tuesday, December 10 – Saturday, December 14	Final Exam Week
Friday, December 13	End 3rd 5 Week Classes
Friday, December 13	End Session B Classes
Saturday, December 14	Commencement 11:00 a.m.
Tuesday, December 17	Fall Final Grades Due by 3:00 p.m.

Winter Session 2024

Date	Event
DECEMBER	
Monday, December 9	Senior Citizens Register for Winter Classes
Monday, December 16	Winter Session Classes Begin
Tuesday, December 17	Course Drop/Add Deadline for Winter Session Classes
Wednesday, December 25	Christmas Day (No Classes)
JANUARY	
Wednesday, January 1	New Year's Day (No Classes)
Thursday, January 2	Course Withdrawal ("W") Deadline for Winter Session Classes
Friday, January 10	Winter Session Ends
Tuesday, January 14	Winter Session Grades Due by Noon

Spring Semester 2025

Date	Event
JANUARY	
Tuesday, January 14	Senior Citizens Register for Spring Classes
Tuesday, January 21	Spring Semester Classes Begin at 8:00 a.m.
Wednesday, January 22	Course Drop/Add Deadline for 1st 5 Week Classes
Thursday, January 23	Course Withdrawal ("W") Period Begins for 1st 5 Week Classes
Thursday, January 23	Course Drop/Add Deadline for Session A classes
Friday, January 24	Course Withdrawal ("W") Period Begins – Session A Classes

Tuesday, January 28	Course Drop/Add Deadline – Full Semester Classes
Tuesday, January 28	Course Drop/Add Deadline – 12 Week Classes
Tuesday, January 28	Course Drop/Add Deadline – 10 Week Classes
Wednesday, January 29	Course Withdrawal ("W") Begins— Full Semester, 12 Week and 10 Week Classes
FEBRUARY	
Monday, February 3	Last Day for Grade Option
Wednesday, February 12	Course Withdrawal ("W") Deadline for 1st 5 Week Classes
Monday, February 24	End 1st 5 Week Classes
Monday, February 24	Course Withdrawal ("W") Deadline for Session A Classes
Tuesday, February 25	Start 2nd 5 Week Classes
Wednesday, February 26	Course Drop/Add Deadline for 2nd 5 Week Classes
Thursday, February 27	Course Withdrawal "W" Period Begins 2nd 5 Week Classes
MARCH	
Monday, March 3	Summer 2025 Registration opens
Thursday, March 6	Midterm Grades Due at Noon
Friday, March 7	Course Withdrawal ("W") Deadline for 10 Week Classes
Saturday, March 8	Saturday Classes are Held
Sunday, March 9 – Sunday, March 16	Spring Break
Monday, March 17	Classes Resume at 8:00 a.m.
Wednesday, March 19	End of Session A Classes
Thursday, March 20	Start of Session B Classes
Friday, March 21	Session A grades due by 3:00 p.m.
Monday, March 24	Course Drop/Add Deadline Session B Classes
Monday, March 24	Course Withdrawal ("W") Deadline for 12 Week Classes
Tuesday, March 25	Course Withdrawal "W" Period Begins for Session B Classes
Wednesday, March 26	Course Withdrawal ("W") Deadline for 2nd 5 Week Classes
APRIL	
Monday, April 7	Course Withdrawal ("W") Deadline for a Full Semester Class
Monday, April 7	End 2nd 5 Week Classes
Monday, April 7	End 10 Week Classes
Monday, April 7 – Friday, April 18	Fall 2025 Registration
Tuesday, April 8	Start 3rd 5 Week Classes

Wednesday, April 9	Course Drop/Add Deadline 3rd 5 Week Classes
Thursday, April 10	Course Withdrawal "W" Period Begins for 3rd 5 Week Classes
Monday, April 21	End 12 Week Classes
Monday, April 21	Non-Degree Students Register for Summer
Wednesday, April 23	Course Withdrawal ("W") Deadline for Session B Classes
Wednesday, April 30	Course Withdrawal ("W") Deadline for 3rd 5 Week Classes
MAY	
Monday, May 5	Last Day of Classes (3rd 5 Week and Session B Classes Meet through Exam Week)
Monday, May 5	Last day to Withdraw from University (All Classes)
Tuesday, May 6 – Saturday, May 10	Final Exam Week
Friday, May 9	Commencement at 6:00 p.m. for all Graduate students (Masters and Doctorate)
Saturday, May 10	Commencement for all Undergraduate students (times TBA)
Tuesday, May 13	Final Spring Grades Due by 3:00 p.m.

Summer Session 2025

Date	Event
MAY	
Wednesday, May 7	Senior Citizens Register for Summer Classes
Wednesday, May 14	Pre-Session Term Begins
Wednesday, May 14	Full Summer Term Begins
Wednesday, May 14	Post Session Term Begins
Thursday, May 15	Course Drop/Add Deadline - Pre-Session Classes
Wednesday, May 21	Course Drop/Add Deadline - Full Summer Term Classes
Friday, May 23	Course Withdrawal ("W") Deadline for Pre-Session
Monday, May 26	Memorial Day (No Classes)
Friday, May 30	End Pre-Session Classes
JUNE	
Monday, June 2	Start Session I
Monday, June 2	Start Summer Term
Tuesday, June 3	Course Drop/Add Deadline - Session 1
Tuesday, June 3	Pre-Session Grades Due by Noon
Thursday, June 5	Course Drop/Add Deadline - Summer Term
Friday, June 13	Deadline to Register for an Internship
Wednesday, June 18	Course Withdrawal ("W") Deadline for Session I
Thursday, June 19	Juneteenth Observed (No Classes)
Monday, June 30	End Session I
Monday, June 30	Non-Degree Student Registration for Fall Classes
JULY	
Tuesday, July 1	Start Session II

Wednesday, July 2	Course Drop/Add Deadline - Session II
Wednesday, July 2	Session I Grades Due by Noon
Thursday, July 3	Course Withdrawal ("W") Deadline for Full Summer
Friday, July 4	Independence Day Observed (No Classes)
Thursday, July 10	Summer Term Course Withdrawal "W" Deadline
Friday, July 18	Course Withdrawal ("W") Deadline for Session II
Tuesday, July 29	End Post-Session/Full Summer
Tuesday, July 29	End Session II/Summer Term
AUGUST	
Monday, August 4	Session II/Post-Session/Full Summer/Summer Term Grades Due by Noon
Monday, August 18	Senior Citizens Register for Fall Classes
Saturday, August 23 - Sunday, August 24	Welcome Back Days for Fall 2025
Monday, August 25	Fall Semester 2025 Classes Begin at 8:00 a.m.

*All dates are as of 01/15/2025 and are subject to change.

2025-2026 Academic Calendar FALL SEMESTER 2025

Date	Event
AUGUST	
Monday, August 18	Senior Citizens Register for Fall Classes
Monday, August 25	Fall Semester Classes Begin at 8:00 a.m.
Tuesday, August 26	Drop/Add Deadline - 1st 5 Week Classes
Wednesday, August 27	Drop/Add Deadline - Session A Classes
Wednesday, August 27	Course Withdrawal "W" Period Begins – 1st 5 Week Classes
Thursday, August 28	Course Withdrawal "W" Period Begins - Session A
SEPTEMBER	
Monday, September 1	Labor Day (No Day or Evening Classes)
Tuesday, September 2	Classes Resume at 8:00 a.m.
Tuesday, September 2	Drop/Add Deadline - Full Semester Class(es)
Tuesday, September 2	Drop/Add Deadline - 12 Week Classes
Tuesday, September 2	Drop/Add Deadline - 10 Week Classes
Wednesday, September 3	Course Withdrawal "W" Period Begins – Full Semester, 12 Week, 10 Week Classes
Friday, September 5	Last Day for Grade Option

Wednesday, September 17	Course Withdrawal "W" Deadline - 1st 5 Week Classes
Monday, September 29	End 1st 5 Week Classes
Monday, September 29	Course Withdrawal "W" Deadline - Session A Classes
Tuesday, September 30	Start 2nd 5 Week Classes
OCTOBER	
Wednesday, October 1	Drop/Add Deadline - 2nd 5 Week Classes
Saturday, October 4	Saturday Classes are Held
Sun, October 5 – Tue, October 7	Fall Break – No Day or Evening Classes
Wednesday, October 8	Classes Resume at 8:00 a.m.
Friday, October 10	Midterm Grades due by Noon
Tuesday, October 14	Course Withdrawal "W" Deadline - 10 Week Classes
Friday, October 17	End Session A Classes
Monday, October 20	Start Session B Classes
Tuesday, October 21	Session A Grades due by 3:00 p.m.
Wednesday, October 22	Drop/Add Deadline - Session B Classes
Wednesday, October 22	Course Withdrawal "W" Deadline - 12 Week Classes
Thursday, October 23	Course Withdrawal "W" Period Begins - Session B
Friday, October 24	Course Withdrawal "W" Deadline - 2nd 5 Week Classes
NOVEMBER	
Mon, November 3 – Fri, November 14	Winter 2025 and Spring 2026 Registration
Wednesday, November 5	Course Withdrawal "W" Deadline - Full Semester class(es)
Wednesday, November 5	End 2nd 5 Week Classes
Wednesday, November 5	End 10 Week Classes
Thursday, November 6	Start 3rd 5 Week Classes
Friday, November 7	Drop/Add Deadline - 3rd 5 Week Classes
Monday, November 17	Non-Degree Student Registration for Winter/Spring
Wednesday, November 19	End 12 Week Classes
Friday, November 21	Course Withdrawal "W" Deadline - Session B Classes

Wed, November 26 – Sun, November 30	Thanksgiving Recess (No Day or Evening Classes)
DECEMBER	
Monday, December 1	Classes Resume at 8:00 a.m.
Wednesday, December 3	Course Withdrawal "W" Deadline - 3rd 5 Week Classes
Monday, December 8	Last Day of Classes (3rd 5 week & Session B Classes Meet through Exam Week)
Monday, December 8	Last day to Withdraw from University (All Classes)
Tue, December 9 – Sat, December 13	Final Exam Week
Friday, December 12	End 3rd 5 Week Classes
Friday, December 12	End Session B Classes
Saturday, December 13	Commencement 11:00 a.m.
Tuesday, December 16	Fall Final Grades Due by 3:00 p.m.

Winter Semester 2025

Date	Event
DECEMBER	
Wednesday, December 10	Senior Citizens Register for Winter Classes
Monday, December 15	Winter Session Classes Begin
Tuesday, December 16	Drop/Add Deadline for Winter Session
Thursday, December 25	Christmas Day (No Classes)
Wednesday, December 31	Winter Session Withdrawal ("W") Deadline
JANUARY	
Thursday, January 1	New Year's Day (No Classes)
Friday, January 9	Winter Session Ends
Tuesday, January 13	Winter Session Grades Due by Noon

Spring Semester 2026

Date	Event
JANUARY	
Tuesday, January 13	Senior Citizens Register for Spring Classes
Tuesday, January 20	Spring Semester Classes Begin at 8:00 a.m.
Wednesday, January 21	Drop/Add Deadline - 1st 5 Week Classes
Thursday, January 22	Drop/Add Deadline - Session A Classes

Thursday, January 22	Course Withdrawal “W” Period Begins - 1st 5 Week Classes
Friday, January 23	Course Withdrawal “W” Period Begins - Session A Classes
Tuesday, January 27	Drop/Add Deadline – Full Semester Classes
Tuesday, January 27	Drop/Add Deadline – 12 Week Classes
Tuesday, January 27	Drop/Add Deadline – 10 Week Classes
Wednesday, January 28	Course Withdrawal “W” Period Begins— Full Semester, 12 Week, 10 Week
FEBRUARY	
Tuesday, February 3	Last Day for Grade Option
Wednesday, February 11	Course Withdrawal “W” Deadline - 1st 5 Week Classes
Monday, February 23	End 1st 5 Week Classes
Monday, February 23	Course Withdrawal “W” Deadline - Session A Classes
Tuesday, February 24	Start 2nd 5 Week Classes
Wednesday, February 25	Drop/Add Deadline - 2nd 5 Week Classes
MARCH	
Thursday, March 5	Midterm Grades Due at Noon
Friday, March 6	Course Withdrawal “W” Deadline - 10 Week Classes
Wednesday, March 11	End of Session A Classes
Thursday, March 12	Start of Session B Classes
Friday, March 13	Session A grades due by 3:00 p.m.
Saturday, March 14	Drop/Add Deadline Session B Classes
Saturday, March 14	Saturday Classes are Held
Sun, March 15 – Sun, March 22	Spring Break
Monday, March 23	Classes Resume at 8:00 a.m.
Monday, March 23	Course Withdrawal “W” Deadline- 12 Week Classes
Wednesday, March 25	Course Withdrawal “W” Deadline - 2nd 5 Week Classes
APRIL	
Monday, April 6	Course Withdrawal “W” Deadline- Full Semester Class(es)
Monday, April 6	End 2nd 5 Week Classes
Monday, April 6	End 10 Week Classes
Mon, April 6 – Fri, April 17	Summer/Fall 2026 Registration
Tuesday, April 7	Start 3rd 5 Week Classes
Wednesday, April 8	Drop/Add Deadline - 3rd 5 Week Classes

Monday, April 20	End 12 Week Classes
Monday, April 20	Non-Degree Students Register for Summer
Wednesday, April 22	Course Withdrawal “W” Deadline - Session B Classes
Wednesday, April 29	Course Withdrawal “W” Deadline - 3rd 5 Week Classes
MAY	
Monday, May 4	Last Day of Classes (3rd 5 Week and Session B Classes Meet through Exam Week)
Monday, May 4	Last day to Withdraw from University (All Classes)
Tue, May 5 – Sat, May 9	Final Exam Week
Friday, May 8	Commencement at 6:00 p.m. for all Graduate students (Masters and Doctorate)
Saturday, May 9	Commencement for all Undergraduate students (times TBA)
Tuesday, May 12	Final Spring Grades Due by 3:00 p.m.

Summer Semester 2026

Date	Event
MAY	
Wednesday, May 6	Senior Citizens Register for Summer Classes
Wednesday, May 13	Pre-Session Begins
Wednesday, May 13	Full Summer Term Begins
Wednesday, May 13	Post Session Term Begins
Thursday, May 14	Pre-Session Drop/Add Deadline
Wednesday, May 20	Full Summer Drop/Add Deadline
Friday, May 22	Course Withdrawal “W” Deadline – Pre-Session
Monday, May 25	Memorial Day (No Classes)
Friday, May 29	Pre-Session Ends
JUNE	
Monday, June 1	Session I Begins
Monday, June 1	Summer Term Begins
Tuesday, June 2	Session I Drop/Add Deadline
Tuesday, June 2	Pre-Session Grades Due by Noon
Thursday, June 4	Summer Term Drop/Add Deadline
Monday, June 15	Deadline to Register for an Internship
Wednesday, June 17	Course Withdrawal “W” Deadline - Session I
Friday, June 19	Juneteenth Observed (No Classes)
Monday, June 29	Session I Ends
Tuesday, June 30	Session II Begins
JULY	
Wednesday, July 1	Non-Degree Student Registration for Fall Classes
Wednesday, July 1	Session II Drop/Add Deadline
Wednesday, July 1	Session I Grades Due by Noon

Wednesday, July 1	Course Withdrawal "W" Deadline – Full Summer
Friday, July 3	Independence Day Observed (No Classes)
Thursday, July 9	Course Withdrawal "W" Deadline – Summer Term
Friday, July 17	Course Withdrawal "W" Deadline - Session II
Tuesday, July 28	Post-Session/Full Summer End
Tuesday, July 28	Session II/Summer Term End
AUGUST	
Monday, August 3rd	Session II/Post-Session/Full Summer/Summer Term Grades Due by Noon
Monday, August 17	Senior Citizens Register for Fall Classes
Monday, August 24	Fall Semester 2026 Classes Begin at 8:00 a.m.

*All dates are as of 03/06/2026 and are subject to change.

2026-2027 Academic Calendar

Fall Semester 2026

Date	Event
AUGUST	
Monday, August 17	Senior Citizens Register for Fall Classes
Monday, August 24	Fall Semester Classes Begin at 8:00 a.m.
Tuesday, August 25	Drop/Add Deadline - 1st 5 Week Classes
Wednesday, August 26	Drop/Add Deadline - Session A Classes
Wednesday, August 26	Course Withdrawal "W" Period Begins – 1st 5 Week Classes
Thursday, August 27	Course Withdrawal "W" Period Begins – Session A
Monday, August 31	Drop/Add Deadline - Full Semester Class(es)
Monday, August 31	Drop/Add Deadline - 12 Week Classes
Monday, August 31	Drop/Add Deadline - 10 Week Classes
SEPTEMBER	
Tuesday, September 1	Course Withdrawal "W" Period Begins– Full Semester, 12 Week, 10 Week Classes
Friday, September 4	Last Day for Grade Option
Monday, September 7	Labor Day (No Day or Evening Classes)
Tuesday, September 8	Classes Resume at 8:00 a.m.
Wednesday, September 16	Course Withdrawal "W" Deadline - 1st 5 Week Classes
Monday, September 28	End 1st 5 Week Classes
Monday, September 28	Course Withdrawal "W" Deadline - Session A Classes

Tuesday, September 29	Start 2nd 5 Week Classes
Wednesday, September 30	Drop/Add Deadline - 2nd 5 Week Classes
OCTOBER	
Friday, October 9	Course Withdrawal "W" Deadline - 10 Week Classes
Friday, October 9	Midterm Grades due by Noon
Sun, October 11 – Tue, October 13	Fall Break – No Day or Evening Classes
Wednesday, October 14	Classes Resume at 8:00 a.m.
Friday, October 16	End Session A Classes
Monday, October 19	Start Session B Classes
Tuesday, October 20	Session A Grades due by 3:00 p.m.
Wednesday, October 21	Drop/Add Deadline - Session B Classes
Wednesday, October 21	Course Withdrawal "W" Deadline - 12 Week Classes
Thursday, October 22	Course Withdrawal "W" Period Begins – Session B
Friday, October 23	Course Withdrawal "W" Deadline - 2nd 5 Week Classes
Thursday, October 29	Course Withdrawal "W" Deadline – Full Semester class(es)
NOVEMBER	
Mon, November 2 – Fri, November 13	Winter 2026 and Spring 2027 Registration
Wednesday, November 4	End 2nd 5 Week Classes
Wednesday, November 4	End 10 Week Classes
Thursday, November 5	Start 3rd 5 Week Classes
Friday, November 6	Drop/Add Deadline - 3rd 5 Week Classes
Monday, November 16	Non-Degree Student Registration for Winter/Spring
Wednesday, November 18	End 12 Week Classes
Friday, November 20	Course Withdrawal "W" Deadline - Session B Classes
Wed, November 25 – Sun, November 29	Thanksgiving Recess (No Day or Evening Classes)
Monday, November 30	Classes Resume at 8:00 a.m.
DECEMBER	
Wednesday, December 2	Course Withdrawal "W" Deadline - 3rd 5 Week Classes
Monday, December 7	Last Day of Classes (3rd 5 week & Session B Classes Meet through Exam Week)

Monday, December 7	Last Day to Withdraw from University for the semester
Tue, December 8 – Sat, December 12	Final Exam Week
Friday, December 11	End 3rd 5 Week Classes
Friday, December 11	End Session B Classes
Saturday, December 12	Commencement 11:00 a.m.
Tuesday, December 15	Fall Final Grades Due by 3:00 p.m.

Winter Session 2026

Date	Event
DECEMBER	
Monday, December 7	Senior Citizens Register for Winter Classes
Monday, December 14	Winter Session Classes Begin
Tuesday, December 15	Drop/Add Deadline for Winter Session
Friday, December 25	Christmas Day (No Classes)
Wednesday, December 30	Winter Session Withdrawal (“W”) Deadline
JANUARY	
Friday, January 1	New Year’s Day (No Classes)
Friday, January 8	Winter Session Ends
Tuesday, January 12	Winter Session Grades Due by Noon

Spring Semester 2027

Date	Event
JANUARY	
Tuesday, January 12	Senior Citizens Register for Spring Classes
Tuesday, January 19	Spring Semester Classes Begin at 8:00 a.m.
Wednesday, January 20	Drop/Add Deadline - 1st 5 Week Classes
Thursday, January 21	Drop/Add Deadline – Session A Classes
Thursday, January 21	Course Withdrawal “W” Period Begins - 1st 5 Week Classes
Friday, January 22	Course Withdrawal “W” Period Begins – Session A Classes
Tuesday, January 26	Drop/Add Deadline – Full Semester Classes
Tuesday, January 26	Drop/Add Deadline – 12 Week Classes
Tuesday, January 26	Drop/Add Deadline – 10 Week Classes

Wednesday, January 27	Course Withdrawal “W” Period Begins— Full Semester, 12 Week, 10 Week
FEBRUARY	
Tuesday, February 2	Last Day for Grade Option
Wednesday, February 10	Course Withdrawal “W” Deadline - 1st 5 Week Classes
Monday, February 22	End 1st 5 Week Classes
Monday, February 22	Course Withdrawal “W” Deadline - Session A Classes
Tuesday, February 23	Start 2nd 5 Week Classes
Wednesday, February 24	Drop/Add Deadline - 2nd 5 Week Classes
MARCH	
Thursday, March 4	Midterm Grades Due at Noon
Friday, March 5	Course Withdrawal “W” Deadline - 10 Week Classes
Sun, March 7 - Sun, March 14	Spring Break
Monday, March 15	Classes Resume at 8:00 a.m.
Wednesday, March 17	End of Session A Classes
Thursday, March 18	Start of Session B Classes
Friday, March 19	Session A grades due by 3:00 p.m.
Monday, March 22	Drop/Add Deadline Session B Classes
Monday, March 22	Course Withdrawal “W” Deadline- 12 Week Classes
Wednesday, March 24	Course Withdrawal “W” Deadline - 2nd 5 Week Classes
Tuesday, March 30	Course Withdrawal “W” Deadline- Full Semester Class(es)
APRIL	
Monday, April 5	End 2nd 5 Week Classes
Monday, April 5	End 10 Week Classes
Mon, April 5 – Fri, April 16	Summer/Fall 2027 Registration
Tuesday, April 6	Start 3rd 5 Week Classes
Wednesday, April 7	Drop/Add Deadline - 3rd 5 Week Classes
Monday, April 19	End 12 Week Classes
Monday, April 19	Non-Degree Students Register for Summer
Wednesday, April 21	Course Withdrawal “W” Deadline - Session B Classes
Wednesday, April 28	Course Withdrawal “W” Deadline - 3rd 5 Week Classes
MAY	
Monday, May 3	Last Day of Classes (3rd 5 Week and Session B Classes Meet through Exam Week)
Monday, May 3	Last Day to Withdraw from University for the semester
Tue, May 4 – Sat, May 8	Final Exam Week

Friday, May 7	Commencement at 6:00 p.m. for all Graduate students (Masters and Doctorate)
Saturday, May 8	Commencement for all Undergraduate students (times TBA)
Tuesday, May 11	Final Spring Grades Due by 3:00 p.m.

Summer Session 2027

Date	Event
MAY	
Wednesday, May 5	Senior Citizens Register for Summer Classes
Monday, May 10	Extended Full Summer term begins (Physician Asst. program only)
Wednesday, May 12	Pre-Session Begins
Wednesday, May 12	Full Summer Term Begins
Wednesday, May 12	Post Session Term Begins
Thursday, May 13	Pre-Session Drop/Add Deadline
Wednesday, May 19	Full Summer Drop/Add Deadline
Friday, May 21	Course Withdrawal "W" Deadline – Pre-Session
Friday, May 28	Pre-Session Ends
Monday, May 31	Memorial Day (No Classes)
JUNE	
Tuesday, June 1	Session I Begins
Tuesday, June 1	Summer Term Begins
Wednesday, June 2	Session I Drop/Add Deadline
Wednesday, June 2	Pre-Session Grades Due by Noon
Friday, June 4	Summer Term Drop/Add Deadline
Tuesday, June 15	Deadline to Register for an Internship
Thursday, June 17	Course Withdrawal "W" Deadline - Session I
Friday, June 18	Juneteenth Observed (No Classes)
Tuesday, June 29	Session I Ends
Wednesday, June 30	Session II Begins
Wednesday, June 30	Course Withdrawal "W" Deadline – Full Summer
JULY	
Thursday, July 1	Session II Drop/Add Deadline
Thursday, July 1	Session I Grades Due by Noon
Monday, July 5	Independence Day Observed (No Classes)
Thursday, July 8	Course Withdrawal "W" Deadline – Summer Term
Monday, July 19	Course Withdrawal "W" Deadline - Session II
Wednesday, July 28	Post-Session/Full Summer End
Wednesday, July 28	Session II/Summer Term End
AUGUST	

Tuesday, August 3	Session II/Post-Session/Full Summer/Summer Term Grades Due by Noon
Monday, August 9	Extended Full Summer Term ends (Physician Asst. program only)
Thursday, August 12	Extended Full Summer Term grades due by Noon (Physician Asst. program only)
Monday, August 16	Senior Citizens Register for Fall Classes
Monday, August 23	Fall Semester 2027 Classes Begin at 8:00 a.m.

*All dates are as of 09/22/2025 and are subject to change.

2027-2028 Academic Calendar Fall 2027

Date	Event
AUGUST	
Monday, August 16	Senior Citizens Register for Fall Classes
Monday, August 23	Fall Semester Classes Begin at 8:00 a.m.
Tuesday, August 24	Drop/Add Deadline - 1st 5 Week Classes
Wednesday, August 25	Drop/Add Deadline - Session A Classes
Wednesday, August 25	Course Withdrawal "W" Period Begins – 1st 5 Week Classes
Thursday, August 26	Course Withdrawal "W" Period Begins – Session A
Monday, August 30	Drop/Add Deadline - Full Semester Class(es)
Monday, August 30	Drop/Add Deadline - 12 Week Classes
Monday, August 30	Drop/Add Deadline - 10 Week Classes
Tuesday, August 31	Course Withdrawal "W" Period Begins– Full Semester, 12 Week, 10 Week Classes
SEPTEMBER	
Friday, September 3	Last Day for Grade Option
Monday, September 6	Labor Day (No Day or Evening Classes)
Tuesday, September 7	Classes Resume at 8:00 a.m.
Wednesday, September 15	Course Withdrawal "W" Deadline - 1st 5 Week Classes
Monday, September 27	End 1st 5 Week Classes
Monday, September 27	Course Withdrawal "W" Deadline - Session A Classes
Tuesday, September 28	Start 2nd 5 Week Classes
Wednesday, September 29	Drop/Add Deadline - 2nd 5 Week Classes
OCTOBER	

Friday, October 8	Course Withdrawal "W" Deadline - 10 Week Classes
Friday, October 8	Midterm Grades due by Noon
Sun, October 10 – Tue, October 12	Fall Break – No Day or Evening Classes
Wednesday, October 13	Classes Resume at 8:00 a.m.
Friday, October 15	End Session A Classes
Monday, October 18	Start Session B Classes
Tuesday, October 19	Session A Grades due by 3:00 p.m.
Wednesday, October 20	Drop/Add Deadline - Session B Classes
Wednesday, October 20	Course Withdrawal "W" Deadline - 12 Week Classes
Thursday, October 21	Course Withdrawal "W" Period Begins – Session B
Friday, October 22	Course Withdrawal "W" Deadline - 2nd 5 Week Classes
Thursday, October 28	Course Withdrawal "W" Deadline – Full Semester class(es)
NOVEMBER	
Mon, November 1 – Fri, November 12	Winter 2027 and Spring 2028 Registration
Wednesday, November 3	End 2nd 5 Week Classes
Wednesday, November 3	End 10 Week Classes
Thursday, November 4	Start 3rd 5 Week Classes
Friday, November 5	Drop/Add Deadline - 3rd 5 Week Classes
Monday, November 15	Non-Degree Student Registration for Winter/Spring
Wednesday, November 17	End 12 Week Classes
Friday, November 19	Course Withdrawal "W" Deadline - Session B Classes
Wed, November 24 – Sun, November 28	Thanksgiving Recess (No Day or Evening Classes)
Monday, November 29	Classes Resume at 8:00 a.m.
DECEMBER	
Wednesday, December 1	Course Withdrawal "W" Deadline - 3rd 5 Week Classes
Monday, December 6	Last Day of Classes (3rd 5 week & Session B Classes Meet through Exam Week)
Monday, December 6	Last Day to Withdraw from University for the semester
Tue, December 7 – Sat, December 11	Final Exam Week

Friday, December 10	End 3rd 5 Week Classes
Friday, December 10	End Session B Classes
Saturday, December 11	Commencement 11:00 a.m.
Tuesday, December 14	Fall Final Grades Due by 3:00 p.m.

Winter 2027

Date	Event
DECEMBER	
Monday, December 6	Senior Citizens Register for Winter Classes
Monday, December 13	Winter Session Classes Begin
Tuesday, December 14	Drop/Add Deadline for Winter Session
Friday, December 24	Christmas Day Observed (No Classes)
Wednesday, December 29	Winter Session Withdrawal ("W") Deadline
Friday, December 31	New Year's Day Observed (No Classes)
JANUARY	
Friday, January 7	Winter Session Ends
Tuesday, January 11	Winter Session Grades Due by Noon

Spring 2028

Date	Event
JANUARY	
Tuesday, January 11	Senior Citizens Register for Spring Classes
Tuesday, January 18	Spring Semester Classes Begin at 8:00 a.m.
Wednesday, January 19	Drop/Add Deadline - 1st 5 Week Classes
Thursday, January 20	Drop/Add Deadline – Session A Classes
Thursday, January 20	Course Withdrawal "W" Period Begins - 1st 5 Week Classes
Friday, January 21	Course Withdrawal "W" Period Begins – Session A Classes
Tuesday, January 25	Drop/Add Deadline – Full Semester Classes
Tuesday, January 25	Drop/Add Deadline – 12 Week Classes
Tuesday, January 25	Drop/Add Deadline – 10 Week Classes
Wednesday, January 26	Course Withdrawal "W" Period Begins – Full Semester, 12 Week, 10 Week
FEBRUARY	
Tuesday, February 1	Last Day for Grade Option

Wednesday, February 9 Course Withdrawal "W" Deadline - 1st 5 Week Classes

Monday, February 21 End 1st 5 Week Classes

Monday, February 21 Course Withdrawal "W" Deadline - Session A Classes

Tuesday, February 22 Start 2nd 5 Week Classes

Wednesday, February 24 Drop/Add Deadline - 2nd 5 Week Classes

MARCH

Thursday, March 2 Midterm Grades Due at Noon

Friday, March 3 Course Withdrawal "W" Deadline - 10 Week Classes

Sun, March 5 - Sun, March 12 Spring Break

Monday, March 13 Classes Resume at 8:00 a.m.

Wednesday, March 15 End of Session A Classes

Thursday, March 16 Start of Session B Classes

Friday, March 17 Session A grades due by 3:00 p.m.

Monday, March 20 Drop/Add Deadline Session B Classes

Monday, March 20 Course Withdrawal "W" Deadline- 12 Week Classes

Wednesday, March 22 Course Withdrawal "W" Deadline - 2nd 5 Week Classes

Tuesday, March 28 Course Withdrawal "W" Deadline- Full Semester Class(es)

APRIL

Monday, April 3 End 2nd 5 Week Classes

Monday, April 3 End 10 Week Classes

Mon, April 3 – Fri, April 14 Summer/Fall 2028 Registration

Tuesday, April 4 Start 3rd 5 Week Classes

Wednesday, April 5 Drop/Add Deadline - 3rd 5 Week Classes

Monday, April 17 End 12 Week Classes

Monday, April 17 Non-Degree Students Register for Summer

Wednesday, April 19 Course Withdrawal "W" Deadline - Session B Classes

Wednesday, April 26 Course Withdrawal "W" Deadline - 3rd 5 Week Classes

MAY

Monday, May 1 Last Day of Classes (3rd 5 Week and Session B Classes Meet through Exam Week)

Monday, May 1 Last Day to Withdraw from University for the semester

Tue, May 2 – Sat, May 6 Final Exam Week

Friday, May 5 Commencement at 6:00 p.m. for all Graduate students (Masters and Doctorate)

Saturday, May 6 Commencement for all Undergraduate students (times TBA)

Tuesday, May 9 Final Spring Grades Due by 3:00 p.m.

Summer 2028

Date	Event
MAY	
Wednesday, May 3	Senior Citizens Register for Summer Classes
Monday, May 8	Extended Full Summer term begins (Physician Asst. program only)
Wednesday, May 10	Pre-Session Begins
Wednesday, May 10	Full Summer Term Begins
Wednesday, May 10	Post Session Term Begins
Thursday, May 11	Pre-Session Drop/Add Deadline
Wednesday, May 17	Full Summer Drop/Add Deadline
Friday, May 19	Course Withdrawal "W" Deadline – Pre-Session
Friday, May 26	Pre-Session Ends
Monday, May 29	Memorial Day (No Classes)
Tuesday, May 30	Session I Begins
Tuesday, May 30	Summer Term Begins
Wednesday, May 31	Session I Drop/Add Deadline
Wednesday, May 31	Pre-Session Grades Due by Noon
JUNE	
Friday, June 2	Summer Term Drop/Add Deadline
Thursday, June 15	Deadline to Register for an Internship
Thursday, June 15	Course Withdrawal "W" Deadline - Session I
Monday, June 19	Juneteenth Observed (No Classes)
Tuesday, June 27	Session I Ends
Wednesday, June 28	Session II Begins
Wednesday, June 28	Course Withdrawal "W" Deadline – Full Summer
Thursday, June 29	Session II Drop/Add Deadline
Thursday, June 29	Session I Grades Due by Noon
JULY	
Tuesday, July 4	Independence Day Observed (No Classes)
Thursday, July 6	Course Withdrawal "W" Deadline – Summer Term
Monday, July 17	Course Withdrawal "W" Deadline - Session II
Wednesday, July 26	Post-Session/Full Summer End
Wednesday, July 26	Session II/Summer Term End
AUGUST	

Tuesday, August 1	Session II/Post-Session/Full Summer/Summer Term Grades Due by Noon
Monday, August 7	Extended Full Summer Term ends (Physician Asst. program only)
Thursday, August 10	Extended Full Summer Term grades due by Noon (Physician Asst. program only)
Monday, August 14	Senior Citizens Register for Fall Classes
Monday, August 21	Fall Semester 2028 Classes Begin at 8:00 a.m.

***All dates are as of 09/22/2025 and are subject to change.**

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.

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Absence and Attendance

Slippery Rock University expects students to attend face-to-face classes and consistently engage in online classes. Individual instructors have sole responsibility to establish and communicate requirements for class attendance in each course syllabus, including for online classes.

Students who must miss class should communicate directly with their instructors regarding the class attendance policy. Misrepresenting an absence constitutes dishonest behavior under the Code of Student Conduct.

Students are responsible for all materials covered in a course, even if they are absent. Instructors should provide, within reason, an opportunity to make up work for students who miss class due to excused absences that include, but are not limited to: scheduled NCAA athletic event, academic event/performance/professional conference or meeting in which the student is a University-approved participant, military duty (<https://catalog.sru.edu/academic-policies/military-absence-policy/>), jury duty, appearance at a required legal proceeding, or circumstance(s) covered under a Federal mandate. Other examples of appropriate situations to be recognized as excused include: auto accident, death of a loved one, or a medical emergency.

Students who miss class due to short-term illness, injury, or hospitalization may request written verification from Student Health Services. Prolonged illness or extraordinary circumstances such as the death of a loved one, military deployment, or other major life event must be reported to the Dean of Students, which notifies the student's instructor(s) of the absence. These notifications do not constitute an

"excuse" for an absence but rather are designed to make instructors aware of conflicts impacting a student's attendance. A student absent for a significant time should consult with their adviser before deciding whether to continue in a class or classes.

Academic Advisers (Undergraduate)

Academic advisers are assigned in the freshman year by the students' major department or the Exploratory Studies and Academic Progress Department, who assign academic advisers to Exploratory students. Some departments may reassign their students to different academic advisers during the students' tenure at the University.

It is the academic advisers' responsibility to aid their advisees with their academic and educational plans. The advisers are not responsible for making certain that their advisees graduation requirements have been met. This is the sole responsibility of the students.

Academic Certificates

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

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

Undergrad

Department's establish which courses count toward an academic certificate subject to the following limitations.

- The certificate will have a minimum of 12 undergraduate credits.
- At least six credits must be completed through SRU.
- To earn a certificate, students need a 2.0 or higher **cumulative** GPA in their certificate courses.
- No more than six certificate credits may share with the first undergraduate major; no more than nine certificate credits can be shared with an undergraduate minor (if applicable).
- Courses counted in a certificate can also be used to satisfy the Liberal Studies/Rock Studies requirements.
- No course needed for the certificate may be taken Pass/Fail.
- Students may earn more than one certificate.

Graduate

Department's establish which courses count toward an academic certificate subject to the following limitations.

- The certificate will have a minimum of 9 graduate credits.
- At least six credits must be completed through SRU.
- To earn a certificate, students need a 3.0 or higher **cumulative** GPA in their certificate courses.
- All graduate certificate credits may share with the graduate major.
- No course needed for the certificate may be taken Pass/Fail.

- Students may earn more than one certificate.
- Individual certificates at the graduate level may have additional requirements regarding application of transfer credit and age of credit.

Certificates may be completed as part of a full degree program, or may be completed as a non-degree student. Students completing certificates as non-degree students are not eligible for financial aid.

Academic Complaints

Students who want to file an appeal concerning their grades or any other academic matter should first contact their instructor to seek a resolution. If no agreement can be reached with the instructor, students should contact the appropriate departmental chairperson, then the appropriate dean. Further appeal is to be directed to the Provost and Vice President for Academic Affairs, Chief Academic Officer. For more information, please see to the university's Grade Appeal Policy (p. 253) page from this catalog and the Academic Complaint (<https://www.sru.edu/offices/academic-affairs/syllabi-policies/>) brochure located on the university's Syllabi Policies page.

Academic Integrity

This policy applies to all Slippery Rock University students except students in those academic programs that have program-specific academic integrity policies, such as the Doctor of Physical Therapy Program, Doctor of Occupational Therapy Program, Physician Assistant Studies Program, and the Doctor of Education in Special Education Program. These programs have different academic integrity policies due to accreditation agency requirements or related Pennsylvania of Department of Education requirements. Students should refer to their student handbooks for policies and procedures specific to their programs.

Violations of the Academic Integrity Policy by student organizations, and any incidents involving individual students that violate the Academic Integrity Policy and other University policies, including the Student Code of Conduct, will be referred to the Office of Student Conduct for handling under the Student Code of Conduct hearing procedures. In such matters, sanctions outlined in this Policy may be included with the sanctions imposed by the student conduct hearing board.

PURPOSE

This policy establishes the University standards and expectations for academic integrity, as well as the procedures for charges of academic dishonesty.

ACADEMIC INTEGRITY EXPECTATIONS

The value of a University education is determined by the quality and character of the University's students and graduates. Therefore, all University community members are expected to uphold the academic integrity standards embodied in this policy when engaging in academic or scholarly pursuits. All students are expected to demonstrate their mastery of subject matter in an honorable and straightforward manner in compliance with established standards and norms, and without improper use of the works of others.

It is expected that students will meet the following standards:

- Because we seek constant new learning in each course, all academic work, including, but not limited to, papers, creative projects, computer

programs, assignments, and tests, must consist of their own original work and not that from other coursework (unless the faculty member approves an exception) or from other students or other authorities not cited in full accord with an appropriate citation style (APA, MLA, CBE, etc.) consistent with the academic discipline or the instructor's directions.

- Students are expected to be honest in all academic work.
- Students are responsible for understanding the difference between the generation of their own work and using artificial intelligence in the generation of work. It is the student's, not the faculty member's, responsibility to ensure that use of artificial intelligence is appropriate to the context of the course.
- Students are expected to function as such, including, but not limited to, attending class regularly and completing all assignments and examinations on their own unless the faculty member notes otherwise.
- Students are expected to learn, practice, and apply standard techniques for accurately citing resource material. It is the student's, not the faculty member's, responsibility to ensure that all material is cited.
- Students are expected to know the difference between direct quotations and paraphrases. No one choice between direct quotations and paraphrases is inherently "better," but if one does choose to paraphrase, then the essence of the text should be conveyed FULLY in the student's own words and sentence structure. Citation of the IDEA is required regardless of whether a student quotes or paraphrases.
- Students are expected to understand basic principles of respect and compliance with intellectual property law. Particularly important are those aspects of the Copyright Law of the United States that apply to academic and creative work as well as to the use of university computer resources.

VIOLATIONS DEFINED

A violation of the Academic Integrity Policy occurs where a student intentionally: engages in deceit or misrepresentation for the purpose of influencing the grading process or obtaining academic credit; engages in behavior that breaches applicable professional standards; or assists other students in evading or violating the University's Academic Integrity Policy.

Academic dishonesty may take many forms. Examples include, but are not limited to, the following:

- Buying, selling, or trading papers, projects, or other assignments.
- Using or attempting to use any unauthorized book, notes, or assistance (for example, copying another student's test or homework).
- Knowingly plagiarizing and/or submitting the work of another as your own.
- Completing class work for another person.
- Fabricating information, research results, or citations.
- Facilitating the intentional dishonest acts of others pertaining to academic work.
- Conducting research with human subjects without IRB approval.
- Conducting research with animals without IACUC approval.
- Possessing or sharing unauthorized examinations.
- Submitting, without instructor permission, work previously used.
- Tampering with the academic work of another person.

- Recording an instructor's teaching content and/or distributing a professor's teaching content without permission.
- Ghost-taking an exam in place of a student or having any person take an exam in your place.
- Any attempt to falsify an assigned grade on an examination, report, or program or in a grade book, document, or other record.
- Any attempted, or actual computer program theft, illegal use of software; illegal downloading or streaming of copyrighted media, or inappropriate use of the Internet; such as, but not limited to, illegal or unauthorized transmission; or improper access to any computer system or account.
- Any attempted, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment or examination (all parties are considered responsible).
- Forging a faculty member's or administrator's signature on any document.
- Copying and pasting digital media (including but not limited to, email correspondence, text, images, or other media from online sources) without proper citation, the copyright owner's permission to use the digital media, or evidence of having performed a favorable fair use analysis.
- Copying and pasting significant portions of digital media with or without citation.
- Submitting work **generated** by artificial intelligence as your own.

PROCEDURES FOR DISPOSITION OF ALLEGED VIOLATIONS

Initial Meeting

When faced with a suspected or reported academic integrity violation in the classroom, faculty will promptly inform the student of the alleged violation and will engage the student in the following process within 14 calendar days:

- a. The faculty member will gather information, including documents or information provided by others, and schedule a meeting (virtually or in person) with the student.
- b. During this meeting, the faculty member will share the information gathered indicating that an alleged violation has occurred **and** provide the student with an opportunity to respond to the information. Accepting the meeting with the faculty member, **is not** an indication of agreement by the student that the alleged academic integrity violation has occurred. Students should bring evidence or documentation that supports their perspective. This meeting is limited to the faculty member and the student. No audio or video recording of the meeting is allowed.

Please Note: If the student refuses to attend the meeting, or fails to respond to the email notification without reasonable excuse, the faculty member will proceed with their review of the alleged academic integrity violation. A student alleged to have violated the Academic Integrity Policy may not avoid review and disposition of the alleged violation by withdrawing from the course or refusal to respond.

Faculty Review

The faculty member will review the information gathered, including any response and information provided by the student during the initial meeting, **along with due consideration of the intentionality**

of the alleged violation, and will take one of the following actions within five (5) calendar days of the meeting date:

- a. Find that no Academic Integrity violation has occurred and close the Academic Integrity Violation process. No academic sanction is applied. The student will be notified of the finding; or
- b. Find that an Academic Integrity violation has occurred and impose an academic sanction. A faculty member may impose a negative finding where the evidence supports a finding that a violation occurred and the faculty member believes, in their discretion, that no further response or information is required. Sanctions may include one or more of the following that are at the faculty member's discretion:
 - Verbal warning
 - Developing a remediation plan for educational intervention
 - Re-examination, re-writing the paper, re-producing the assignment by the student
 - Reduction in grade/score for the examination, paper or assignment
 - Assigning a failing grade for the assignment
 - Assigning a failing grade for the course

Where the faculty member finds a violation, they must electronically submit an Academic Integrity Violation report (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsecure.sru.edu%2Fdocsign%2Facademicintegrity%2F%2Ffaculty%2FAIViolation&data=05%7C02%7Cchristine.agostino%40sru.edu%7C2bd1dc641e70432e4aae08dbfb49644a%7C86555dba073b4ff7b7d1b73a77c5bd92%7C0%7C0%7C6383800648581162%7CTWFpbgZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ik1haW%7C3000%7C%7C%7C&sdata=hun8LzmjEaDyXDIT%2F5s%2Fz%2BZWf7uPxPFFRIZQcNqZq2A%3D&reserved=0>), the following individuals will be informed of the finding and the sanction: the student; Chair of the student's major program; Chair of the department the course is housed; the student's academic adviser; the Dean; Office of Student Conduct. The student will receive an electronic notification informing them of the finding, the sanction, and their appeal rights.

APPEALS

A student may appeal the finding and/or sanction of a charged violation of the Academic Integrity Policy by responding to the electronic notification. Absent extraordinary circumstances, appeals must be submitted within seven (7) calendar days of transmission of the finding to the student. The student must submit their appeal electronically using the link provided in the finding notification. **If a student does not submit an appeal of the finding notification within (7) calendar days of the transmission of the finding, the finding and the sanction are final.**

There is only one level of appeal on academic integrity matters. No further appeals will be permitted. Where an appeal is filed, the finding and sanctions are stayed pending the appeal decision.

The student must set forth the reason for the appeal and the requested relief. Appeals are directed to the Academic Integrity Review Board (AIRB) for decision.

The Academic Integrity Review Board ("the Board") is comprised of up to five members: the Associate Provost (or other designee appointed by the Provost); Dean of the College where the course is located, or other

college dean; and three faculty members selected by the Provost from a list of faculty (5) elected by the local APSCUF unit, or if elected faculty are unavailable a college dean, whenever a board needs to be convened for a hearing. The Board will not include a referring faculty member. Only the AIRB reviews appeals.

Appeals may be made on any of the following grounds:

- A procedural irregularity under the Academic Integrity Policy or procedures that affected the finding.
- New evidence that was not reasonably available through the exercise of reasonable diligence at the time of the scheduled meeting with the faculty member that could affect the outcome of the alleged violation. Where an appeal is sought on this basis, the student must submit an explanation using the text box, identifying the new evidence and explaining how it would have affected the outcome.
- The faculty member had a conflict of interest or bias for or against the student that affected the decision.
- The academic sanction imposed was grossly disproportionate based on the student's academic record and the alleged violation in the course.

Upon receipt of the appeal, the Associate Provost will review the appeal to determine timeliness, completeness, and appropriateness of the grounds for purposes of accepting the appeal. Appeals that are untimely, incomplete, or which raise a basis for appeal other than those permitted may be rejected.

If the appeal is accepted, the Associate Provost will convene a meeting with the AIRB to review the appeal, including the documentation, findings, and the sanction imposed.

Within seven (7) calendar days of the AIRB meeting, the AIRB will take one of the following actions:

- a. Uphold the decision of the faculty member and close the Academic Integrity Violation process. The student and faculty member will be notified of the finding; or
- b. Schedule a formal hearing on the alleged violation for the purpose of gathering additional evidence and making a finding on the alleged violation. The Associate Provost will communicate with the student to determine a mutually agreeable date and time for the hearing. The Associate Provost will send a written notice to the student confirming the date and time for the hearing, the matters to be reviewed at the hearing. If the student fails to respond to the request for a hearing date or fails attend the hearing, the hearing may proceed in the student's absence.

The AIRB members will identify one member to serve as the Chair during the hearing. The Chair has the responsibility and authority to maintain an orderly proceeding, including determining what evidence may be accepted for consideration by the Board.

The student may attend the Board hearing with an advisor. An advisor is defined as an individual who may be present to support a party throughout the conduct process. The Advisor may be a member of the University Community or other individual selected by the party. The Advisor may accompany the party they are supporting to any hearing or meeting that the party is required to attend. Each party is responsible for coordinating and scheduling with their choice of Advisor.

In all Academic Integrity matters the Advisor may communicate only with the party they are supporting and may not otherwise speak for, or on behalf of, the party. The Advisor may not be a party or witness in the matter.

The student must notify the Board Chair at least two (2) days in advance of the hearing of any advisor or additional information or witnesses that they wish to present at the hearing. The student's advisor may only consult and interact privately with the student, and may not address the board. Advisors who are disruptive to the process will be asked to leave the hearing, and the hearing will proceed in their absence.

All hearings are closed proceedings. The Board Chair may exclude witnesses from the hearing room until the appropriate time for their testimony. The Board retains the right to continue a hearing whenever necessary and appropriate. All matters upon which the finding will be based must be placed into evidence at the hearing.

Within 21 calendar days of the conclusion of the hearing, the Board will issue a written finding on the alleged violation, setting forth the facts and reasons for the finding.

The AIRB may take one of the following actions:

- Uphold the finding and the sanction imposed;
- Uphold the finding that a violation occurred, but modify the sanction as deemed appropriate by the Board;
- Reverse the finding on the academic integrity violation, enter a finding that no violation occurred, and remove the sanction imposed

In the event that the Board upholds a finding that a violation of the Academic Integrity Policy occurred, but modifies the sanction, the Board may impose the following sanctions:

- Developing a remediation plan for educational intervention.
- Re-examination, re-writing the paper, re-producing the assignment by the student
- Reduction in grade/score for the examination, paper or assignment
- Assigning a failing grade for the assignment
- Assigning a failing grade for the course

The following individuals will be informed of the Board's determination: the student; the Provost; the Associate Provost; Chair of the student's major program; Chair of the department the course is housed; the student's academic adviser; the Dean; Office of Student Conduct. No further appeal is permitted.

Violations of the Academic Integrity Policy by individual students or student organizations and **repeated violations of the Academic Integrity Policy, will be referred to the Office of Student Conduct for handling under the Student Code of Conduct hearing procedures.** In such matters, sanctions outlined in this Policy may be included with the sanctions imposed by the student conduct hearing board.

The following individuals will be informed of the Board's determination: the student; the Provost; the Associate Provost; Chair of the student's major program; Chair of the department the course is housed; the student's academic adviser; the Dean; Office of Student Conduct. No further appeal is permitted.

RIGHTS AND INTERPRETATION

This policy does not create rights in any person. This policy should be interpreted to have sufficient flexibility to be consistent with law and to permit the accomplishment of the purpose(s) of the policies of the University.

Presented to Academic Affairs Executive Council, December 7, 2011

Presented at Meet and Discuss, April 18, 2012

Approved by the Provost, July 27, 2012 Amended and approved by the Dean's Council, March 4, 2020

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

Amended and approved by the Academic Leadership Council December 5, 2023

Amended and approved by the Academic Leadership Council March 13, 2024

Academic Majors (Undergraduate)

All degree seeking students must declare a major. Students are responsible for meeting the major requirements in effect at the time they enter the university or change majors. When students leave the university and are later readmitted, they become responsible for meeting the major requirements in effect at the time they are readmitted.

If students would benefit from meeting a set of major requirements other than those in effect at the time they declared their major or were admitted/readmitted to the university, their adviser may request of the students' academic dean that a different set of major requirements be met.

At the time of enrollment or by the end of the sophomore year, students must select a major. The university encourages students to select during their early semesters the exploratory (undeclared) student status if they have uncertainty or apprehension about their choice of a major. If students desire to change their major, they must complete, with departmental chairperson's approval, the Major/Concentration Change form (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) in the Office of Academic Records and Registration.

Using their criteria, faculty determine if a student may be admitted into their departments to pursue their major. Students may obtain these criteria from the departmental adviser or chairperson. Course requirements for a major may not be taken using a Pass/No Credit grade option. Students following "Rock Studies 2" requirements are not permitted to count any Integrated Inquiry course toward any major, minor, or concentration (including second major/minor/concentration). Students can share Thematic Thread courses with their second major/minor/concentration. Students following Liberal Studies or "Rock Studies 1" requirements should refer to their appropriate archived catalog.

Students may declare a second major by completing a Major/Concentration Change form (<https://www.sru.edu/academics/academic-services/academic-records/forms/>). The requirements for all majors must be completed prior to the awarding of the student's first baccalaureate degree. Once graduated, students may not return and add additional majors to or drop majors from their undergraduate record. Students wishing to return to the university to earn a second degree may be admitted as a post baccalaureate student and must earn at least 30 new credits in their selected major program above and beyond their first undergraduate degree.

Students may earn two majors or two degrees simultaneously. Also, the university's modern language requirement is a bachelor of arts degree requirement and not a requirement of a major. Therefore, students earning a second major would not be required to complete the modern language requirement for the second major. However, students earning two degrees would be required to complete the modern language requirement if one of the degrees is a B.A.

All academic majors must consist of at least 30 credits; at least 50% of which must be completed at SRU or another PASSHE university and 50% of which must be at the upper division (numbered 300 or above).

Academic Minors (Undergraduate)

Slippery Rock University offers minors at the undergraduate level. A minor is a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area within a discipline. The minor is recorded on the students' transcripts, providing the students have met all graduation requirements. Students wishing to add an Academic Minor to their record, must submit, with department chairperson's approval, the Minor Declaration Form (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) to the Office of Academic Records and Registration.

POLICY

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

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

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

Academic Restart (Undergraduate)

An undergraduate student who has been academically readmitted to the institution and is returning to the institution from an academic suspension or dismissal may apply for Academic Restart. Under Academic Restart, all Slippery Rock University grades and credits for courses taken prior to reinstatement to the institution will not be applied to grade point average or credits earned calculations. The student should contact Financial Aid to determine how his/her aid may be impacted by Academic Restart.

CONDITIONS

1. A student must sit out at least five years before being eligible for Academic Restart.
2. A student will be placed on provisional status for one semester of full time study, or until he/she has attempted 15 semester hours if attending part time. A student must achieve a minimum cumulative grade point average of 2.000 by the end of the period of provisional status. Failure to achieve the 2.000 minimum cumulative grade point average will result in permanent dismissal from Slippery Rock University.
3. All grades for courses taken prior to the point at which Academic Restart is granted will remain on the academic transcript and academic history. The grades and credits earned prior to the Academic Restart action will not be applied to grade point average or credits earned calculations.
4. A student may be reinstated only once under the provisions of the Academic Restart program.

PROVISIONS

1. If the student has attended other institutions since their withdrawal, suspension, or dismissal, transfer credits and credits by exam may be considered to meet graduation requirements. Official transcripts/score reports will be forwarded by Exploratory Studies and Academic Progress or the appropriate Dean's office to Transfer Admissions for formal evaluation and posting of credits to the degree audit.
2. A student who is reinstated under the provisions of the Academic Restart program retains the right to utilize course repeat options as specified by University policy.
3. An Academic Restart Request (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) is submitted for consideration to the Dean of the college or the Office of Exploratory Studies and Academic Progress. At the discretion of the College Dean, the request may be referred to the Office of Exploratory Studies and Academic Progress. The Dean of the college or the Office of Exploratory Studies and Academic Progress forwards a recommendation to the Provost and Vice President for Academic Affairs, Chief Academic Officer. Any exception to these procedures must be approved by the Provost and Vice President for Academic Affairs, Chief Academic Officer or designee.

Students must apply for Academic Restart through their College Dean's office or the Office of Exploratory Studies and Academic Progress. After applying, their previous academic record will receive a full review by the College Dean or the Office of Exploratory Studies and Academic Progress and the Provost and Vice-President for Academic Affairs, Chief Academic Officer or designee. Students can be re-admitted only once under the Academic Restart program. Academic restart can only be reversed if the student does not enroll at the institution.

PROCESS

Students interested in being considered for Academic Restart should do the following:

1. Submit the Readmission application (<https://www.sru.edu/academics/academic-services/readmission/>).
2. Submit the Restart Request form (<https://www.sru.edu/academics/academic-services/academic-records/forms/>).
3. Submit official transcripts from all institutions attended after leaving SRU.
4. Submit a written narrative describing academic goals upon return to SRU as well as a plan to ensure academic success.

Students who were Exploratory at the time they left the University should submit this packet to the Exploratory Studies and Academic Progress Department. All other students must submit the packet to the Dean's Office of the major at the time they left the University.

Academic Standing Undergraduate

The Academic Deans determine the academic standing of all students at the end of each term. Academic standing is based on:

1. The student's cumulative grade point average (GPA);
2. The total number of credits for which the student has attempted prior to the review. The Attempted Credits also include transfer credits, "Credit by Exam" credits, and credits for repeated courses. It does not include credits for audited courses.

Students with a cumulative grade point average (GPA) of 2.00 or higher are in satisfactory academic standing. Students with less than satisfactory academic standing are subject to academic warning, probation, suspension or dismissal.

The following procedure applies to all students who do not meet the required minimum cumulative GPA as specified:

Attempted Credits (SRU, credit by exam, and transfer credits)	Cumulative GPA	Procedure
0.5 - 16.0	Below 2.000	Warning Letter
16.1 - 32.0	1.750 - 1.999	Warning Letter
16.1 - 32.0	Below 1.750	Probation Letter
32.1 or more	Below 2.000	Probation Letter
32.1 or more	Below 2.000	Suspension or Dismissal*

Academic Standards (<https://www.sru.edu/documents/academics/academic-services/academic-records/AcademicStandards.pdf>)

* Should a student earn 32.1 or more credits and be on probation from a previous term, action is suspension.

For purposes of suspension or dismissal, Fall and Spring are regular terms; Summer and Winter are not considered regular terms and thus will not result in immediate suspension or dismissal. Furthermore, a student cannot be suspended/dismissed at the end of any Fall or Spring

semester in which the student has earned a 2.000 or greater semester GPA, even if the cumulative GPA remains less than 2.000.

ACADEMIC PROBATION

When subject to academic probation, the student will be placed on probation for a minimum of one semester and will stay on probation until either suspended or until the cumulative GPA increases to 2.000 or above.

ACADEMIC SUSPENSION

1. **FIRST-TIME SUSPENSION:** Student(s) on academic suspension for the first time are not eligible to take classes for one regular term (fall or spring) thereafter. Students are suspended at the end Fall or Spring, and their registration in any courses for the next regular term will automatically be cancelled. Students who are suspended may, however, enroll in Winter or Summer courses in an effort to raise their cumulative GPA. If a student who has been suspended is enrolled in Summer or Winter classes, the student will be charged for those classes unless the student drops those course(s). Any suspended student who remains in Summer or Winter classes and sufficiently improves her/his/their cumulative GPA will have her/his/their academic standing re-evaluated for possible modification.
2. **SECOND-TIME SUSPENSION:** Student(s) on academic suspension for the second time will not be permitted to register for or attend classes for two regular terms. Summer and Winter terms do not count as a semester for suspension purposes, and undergraduate students who are suspended may enroll in Winter or Summer courses in an effort to raise their cumulative GPA. If a student who has been suspended is enrolled in Summer or Winter classes, the student will be charged for those classes unless the student drops those course(s).

READMISSION

Students who are placed on academic suspension for the first or second time and have an interest in returning to the University after sitting out for the one or two semester period will request readmission through the Office of Transfer Admissions (<https://www.sru.edu/admissions/readmission/>). Students should allow adequate time to process readmission requests (two weeks minimum).

ACADEMIC DISMISSAL

Student(s) recommended for a third academic suspension shall be dismissed and therefore ineligible to enroll in coursework at SRU for at least three years. After that time, requests for readmission can be made through the Office of Transfer Admissions (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sru.edu%2Freadmission&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa29c6d20f6748e3df4408de7f65c208%7C86555dba073b4ff7b7d1b7%7CTWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWU%3D&reserved=0>).

POST-BACCALAUREATE STUDENTS

The records of post-baccalaureate students with less than a 2.000 semester grade point average will be reviewed by their Dean for determination of an academic action of probation, suspension, or dismissal.

3/8/2023

Graduate

ACADEMIC PROGRESSION POLICY - PROBATION, SUSPENSION, AND DISMISSAL

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

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

UNIVERSITY GRADUATE PROGRAM ACADEMIC PROGRESSION REQUIREMENTS

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

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

A student who is suspended from a graduate program and has met the term requirements of suspension (one or two terms) may petition the dean of the college for readmission to the graduate program in which they were enrolled by completing the Graduate Application for Readmission Form (<https://sundermont.wisc.edu/forms/majors2020checklist/>). The form is initially processed through the graduate admissions office (website) and forwarded to the appropriate dean for readmission consideration.

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

SPECIFIC GRADUATE PROGRAM ACADEMIC PROGRESSION REQUIREMENTS

Some programs (Doctor of Physical Therapy Program, Doctor of Occupational Therapy Program, Physician Assistant Studies Program, Doctor of Education in Special Education, and the Master's of Education Certification Programs) require different academic progression

standards for probation, suspension, and dismissal than listed above due to the requirements of an accreditation agency (ex. the Pennsylvania Department of Education) or other specific academic program requirements. Please refer to the resources listed below for the following programs:

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

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

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

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

Accelerated Three-Plus (3+) Program (Undergraduate)

What is an Accelerated Three-Plus (3+) Program?

An Accelerated Three-Plus (3+) bachelor's to graduate program permits accepted undergraduate students of freshman standing to declare a first and second major with the intent to complete graduate coursework that may apply to both Slippery Rock University (SRU) undergraduate and graduate programs. (Examples would include but are not limited to the Biology Pre-Physician Assistant (SRU) 3+2, Exercise Science Pre-Physical Therapy (SRU) 3+3, and Health Care Administration and Management Pre-Occupational Therapy (SRU) 3+3 programs).

What are the Provisional Graduate Admission Requirements for an Accelerated Three-Plus (3+) Program?

A student may be accepted into an Accelerated Three-Plus (3+) undergraduate program if they meet undergraduate admission criteria. Accelerated Three-Plus (3+) students must declare a first major in addition to the corresponding Accelerated Three-Plus (3+) undergraduate program (second major). (An example would include Biology-Professional (first major) and Biology-Pre-PA-SRU 3+2 (second major)).

- The Accelerated Three-Plus (3+) option is for first-semester freshmen or transfer military student only (restricted to fall-entry).
- Students must maintain the Accelerated Three-plus (3+) program's specified undergraduate GPA to continue in the Accelerated Three-Plus (3+) undergraduate program. This will be evaluated each semester and if a student's Accelerated Three-Plus (3+) GPA falls below the specified GPA, they will be removed from the Accelerated Three-Plus (3+) program and remain in the first major unless they process a "change of first major" form.

- Students must satisfy all Accelerated Three-Plus (3+) program requirements within three academic years from commencing the program.
- Students can only be enrolled in an Accelerated Three-Plus (3+) program for a maximum of three (3) years, full-time continuous enrollment (fall/spring).
- Accelerated Three-Plus (3+) programs require students to apply for the associated SRU graduate program separately from the undergraduate admission process. Admission to the SRU graduate program is not guaranteed.
- A final determination for SRU graduate program admission is independent of the undergraduate admission process and shall be in accordance with each SRU graduate program's established policies, standards, and procedures.

What are the Standards for an Accelerated Three-Plus (3+) Program?

- For SRU graduate credits to satisfy undergraduate program requirements, students must apply and be formally admitted to the respective SRU graduate program in accordance with that program's admissions criteria; then complete the required undergraduate degree coursework (a minimum of 120 credits though some programs may require more). Please refer to the Undergraduate Catalog.
- To continue in the SRU graduate program, students must meet the graduate program's academic standards. Please refer to the relevant graduate program guide.
- If the student does not meet the academic standards to progress in the SRU graduate program for courses needed to complete their undergraduate program, the undergraduate program Department Chairperson will determine which, if any, ARU graduate courses will count toward the completion of the undergraduate degree. Additionally, student must complete any unfulfilled requirements of their undergraduate major.
- Grades earned in SRU graduate courses as part of the Accelerated Three-Plus (3+) Program will be entered into the student's overall undergraduate and graduate grade point averages.
- Degree requirements at both the undergraduate and graduate levels shall adhere to academic standards set forth for respective degree programs.
- Undergraduate credits may not be applied to satisfy the requirements for the graduate degree.
- The requirement of at least 48 credits of advance coursework required for a baccalaureate degree, and at least 50 percent of coursework (excluding thesis, research, or internship hours) to complete a master's degree must still be satisfied.
- Undergraduate student in their 4th year of an Accelerated Three-Plus (3+) program are eligible for undergraduate financial aid and renewable scholarships however, they pay graduate tuition.
- Undergraduate student in their 4th year of an Accelerated Three-Plus (3+) program will not be eligible for graduate financial aid until they complete their bachelor's degree.

Admission To Degree Candidacy (Graduate)

To be admitted to degree candidacy, the applicant must maintain a minimum cumulative quality point average of 3.0 on a 4.0 scale for all graduate courses completed at Slippery Rock University, be

unconditionally admitted to graduate studies, and meet all specific program admission requirements.

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

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

Application for Certification (Graduate)

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

Applying For Graduation

Application For Degree Conferral

To be a candidate for graduation (whether or not you choose to walk in the ceremony), students must initiate an application for degree conferral. This application notifies the university of the student's intent to complete a degree.

Students must fulfill all requirements for the degree in accordance with the regulations of both their program(s) and the university. Failure to meet all graduation requirements by the end of the term in which the student applied to graduate will result in extending the student's graduation date to the end of the term in which the work or requirement is eventually completed. Failure to complete degree requirements may include but are not limited to the following: incomplete grades in any course, "X" grades in required courses, or no graduation application.

When To Apply For Graduation

A student is responsible for applying to graduate on MySRU and must submit their application by the following deadlines:

- If the student plans to complete all degree requirements by the end of the fall term, applicants must apply for graduation by October 1.

- If the student plans to complete all degree requirements by the end of the winter term, applicants must apply for graduation by October 1.
- If the student plans to complete all degree requirements by the end of the spring term, applicants must apply for graduation by March 1.
- If the student plans to complete all degree requirements by the end of the summer term, applicants must apply for graduation by June 15.

Commencement Ceremony

A commencement ceremony is held in December and May of each year.

- Participation in the December ceremony is limited to those students who will complete their degree requirements in fall or winter. To ensure the student receives ceremony tickets and for their name to be included in the program, the student must apply by October 1.
- Participation in the May ceremony is limited to those students who will complete their degree requirements in spring or summer. To ensure the student receives ceremony tickets and for their name to be included in the program, the student must apply by March 1.
- Participation in any commencement ceremony is limited to degree-seeking students.

When extenuating circumstances warrant, the Associate Provost may grant a student permission to participate in a commencement ceremony.

- Students must initiate their commencement participation request through the Participation in Graduation Ceremony Exception Form. This form is available through DocuSign found on the Forms page on the Academic Records & Registration website.

Other Items Graduating Students Need to Know

- Students who simultaneously meet all of the degree requirements for two undergraduate degrees will obtain two degrees.
- The student's transcript will list both degrees.
- The student will be issued two diplomas, one for each degree earned.
- A student who completes the requirements of more than one concentration within a single degree program (for example, a student pursuing a BFA in Art who completes all of the requirements of concentrations in Ceramics and Painting) has completed a "dual concentration" and has earned a single degree, not two degrees.
- Undergraduate diplomas bear the name of the degree (ex. Bachelor of Science), date of graduation, and Latin honors, if earned. Diplomas do not include majors or minors.
- Graduate diplomas bear the name of the degree (ex. Master of Science) and date of graduation.

Auditing Courses (Undergraduate)

Students desiring to audit courses (no credit awarded) must receive approval of their adviser. Normal registration procedures must be completed, then a form to have the grade option changed must be submitted to the Office of Academic Records and Registration. The cost of auditing courses and taking courses for credit are the same. Students may not change from an audit status to a graded status (A-F and P/NC) or vice versa after the second week of the fall and spring semesters.

Grade option deadlines vary for summer and winter sessions. Since no credit is awarded, audited courses do not meet any graduation requirements.

A student may audit a class in which they have previously received credit.

The same policy above applies; the student must complete a grade option form and submit the same no later than the second week of the fall or spring semester. The student will be charged tuition for the course, but will not earn additional credit. The student's original grade will be the grade of record and be the grade used in the student's GPA calculation.

Graduate Courses cannot be audited.

Change of Major (Undergraduate)

Forms for changing majors may be obtained from the forms link (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) on the Academic Records & Registration web page. Students are reminded that they must meet the major academic requirements that are in effect at the time they declare a new major. To change your major, you must first obtain the new department chairperson's signature.

Class Level (Undergraduate)

Undergraduate students are classified according to the number of semester credits completed, including transfer credit and credit by exam.

Class Level	Credits Earned
Senior II	105 semester credits or more
Senior I	90-104 semester credits
Junior II	75-89 semester credits
Junior I	60-74 semester credits
Sophomore II	45-59 semester credits
Sophomore I	30-44 semester credits
Freshman II	15-29 semester credits
Freshman I	0-14 semester credits

Class level questions are to be directed to the Office of Academic Records and Registration.

Comprehensive Examinations (Graduate)

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

Course Drop, Add, Withdrawal

Open fall and spring full-semester courses may be added on MySRU during the first 8 days (including weekends/excluding holidays) of classes. Courses dropped during the first 8 days (including weekends/excluding holidays) of the semester will not be recorded on students' permanent records. During the fall and spring semesters, students may not drop their last class on My SRU and should contact the Office of Academic Records and Registration for assistance. Students may withdraw from fall and spring full-semester classes with a grade of "W" between the second and tenth weeks of the semester. Students will not be permitted to withdraw from full semester classes after the tenth week and will be held accountable and awarded a final grade for all

coursework, exams and other work assigned during the final five weeks of the semester. For fall and spring courses meeting fewer than 15 weeks, and all summer and winter courses, the withdrawal deadline is two-thirds of the way through the course's beginning and ending dates.

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

Students may use MySRU or drop/add forms (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) to drop classes anytime after they have registered until the end of the eighth day of the fall or spring semesters (except for Basic Requirement / The Rock / Beginning Algebra). After the eighth day of the semester, students must use the DocuSign withdrawal form (<https://www.sru.edu/academics/academic-services/academic-records/forms/>), which require the signature of the professor of the course and the student's adviser.

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

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

Course Information (Graduate)

Course Levels

500-Level Courses

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

600-Level Courses

Courses numbered 600 and above are for graduate credit only.

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

Dual-Numbered Courses

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

Student Load

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

Workshops

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

Course Levels

The following course numbering system is used:

- 100-199 are freshman-level courses
- 200-299 are sophomore-level courses
- 300-399 are junior-level courses
- 400-499 are senior-level courses
- 500-899 are graduate level courses

Registration into the course levels is dependent on the following:

- Undergraduate students must have earned at least 45 credits before enrolling in 300+- level courses.
- Juniors and seniors having a 3.000 cumulative grade point average may enroll in 500-level graduate courses for undergraduate credit with approval of their dean. See Academic Records Forms page (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) for form.
- Only seniors, with their dean's permission, are permitted to register for graduate credit in 500 and 600-level graduate courses. See Academic Records Forms page (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) for form.
- Post-baccalaureate students may take 500-level courses for undergraduate credit.
- Post-baccalaureate students may take, with the permission of the dean of their college, 500 or 600 level courses for graduate credit. See Academic Records Forms page (<https://www.sru.edu/academics/academic-services/academic-records/forms/>) for form.
- 600-899 level courses may not be taken for undergraduate credit.
- Only students enrolled in 4+ programs may count up to six graduate credits toward their undergraduate degree.
- 700+ level courses are reserved for graduate students only.

Credit By Examination (Undergraduate)

Students may qualify to earn a maximum of 45 credits by making satisfactory scores on tests administered through special examination programs, and thereby earn credit or be exempt from certain college courses. Students may not repeat a course by using Credit by Examination. Credits earned by examination may not be used as part of the students' final 30 credits to be earned at the university. For further information please go to the Office of Academic Records and Registration Credits by Exam web page (<https://www.sru.edu/academics/academic-services/academic-records/credit-by-examination/>).

- An AP course itself does not guarantee college-level equivalencies. Students must take and successfully pass the AP exam for the appropriate course, with a score of 3 or higher, to receive university credit. Exam scores determine appropriate placement of coursework toward degree requirements. Some academic departments require a score of 4 or 5 to earn major-specific equivalencies. An official AP score report will need to be sent from College Board to Slippery Rock University. For a preview of how AP exams are accepted at SRU, click on AP Course Equivalencies (<https://www.sru.edu/documents/admissions/transfer/APEquivalencyChart.pdf>).
- Departments at the university offer credit by examination for some courses. Approval for these tests should be secured from the faculty

adviser, instructor, and appropriate departmental chairperson. A "Credit by Exam" form is available in the Office of Academic Records and Registration for students wishing to avail themselves of the university's Credit by Exam program.

- The College Level Examination Program (CLEP) is administered by The College Board. This program is open to all students who meet the eligibility criteria. Under the program, students who feel their knowledge of certain subjects is extensive may elect to take the CLEP exams, which are of two types: general and subject. The general examinations are designed to reflect the learning that ordinarily takes place in the students' first two years of college. The subject examinations are designed to reflect the more specific knowledge which students may have acquired. General examinations each carry 6 credits. Subject examinations each carry 3-4 credits. Upon successfully passing an examination with a score at or above the American Council on Education's recommended minimum score, students will receive credit for the corresponding course(s), which permits registration in more advanced courses. Information on CLEP is available from the Office of Academic Records and Registration and at the following website: www.collegeboard.com/clep (<http://www.collegeboard.com/clep/>)
- The university also awards credit for a limited number of Excelsior College, ACT (PEP: Regents College) exams and DSST exams offered by the Armed Services. Students may contact the Office of Academic Records and Registration for a list of acceptable Excelsior, PEP and DSST exams.

Credit For Military Service (Undergraduate)

Slippery Rock University awards undergraduate college credit for military education and occupational training based on the recommendation of the American Council on Education (ACE), which is outlined in the ACE Military Guide (<https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/military-guide-online.aspx>).

Students will be considered for military credit by forwarding a Joint Services Transcript (JST) or a transcript from the Community College of the Air Force (CCAF) to the Transfer Admissions Office at the University.

Graduate students, please see the Graduate Student Transfer Credit Policy (p. 268) in the catalog.

Credit Hour

All courses offered for credit at Slippery Rock University (SRU) toward the completion of a degree and/or certificates are in line with applicable state and federal regulations related to the assignment of credit hours. The following credit hour policy is based on the guidelines set forth by the PASSHE Board of Governors Policies, System Academic and Financial Procedures and Data Collection Definitions: Reference Number, SA-040. PASSHE Policy: Policy 1990-06-A: Academic Degrees, 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs, Policy 1999-01: The Academic Passport and Student Transfer Policy. (http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201990-06-A.pdf)

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

Credit Hour Assignment

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

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

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

Credit Hour Assignment by Course Type

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

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

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

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

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

- Music courses awarding 2 credits meet for a minimum of 1,520 minutes per 15 week semester inclusive of the 120 minute final exam/experience. Music courses awarding 1 credit (ex. Class Piano) meet for a minimum of 1,520 minutes inclusive of the 120 minute final exam/experience. Performing ensembles meet for differing lengths of time, ensembles are awarded one credit meet for a minimum of 1,470 minutes inclusive of the final exam/experience.
- Applied Instruction in Music (lessons) are awarded one credit, and students receive ½ hour weekly instruction per week, for a total of seven individual instructional hours during a 15 week semester. This contact is in addition to the time spent in studio and master classes. Music performance majors are awarded three credits, and students receive one hour of weekly instruction per week, for a total of 15 individual instruction hours during a 15 week semester.

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

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

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

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

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

Transfer Credits - Transfer credits are evaluated by university administrators following the guidelines of the Middle States Commission on Higher Education, the Pennsylvania State System Board of Governors and program specific accreditation body requirements. Transfer policies (<https://www.sru.edu/admissions/transfer-and-military-admissions/transfer-process/>) and transfer course equivalencies (<https://www.sru.edu/admissions/transfer-and-military-admissions/transfer-credit-evaluation/>) are detailed on the university web site.

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

Credit Hour Definition Guidelines

Slippery Rock's policy also aligns with the following definitions and guidelines from the Commonwealth of Pennsylvania, the US Department

of Education, and the Middle States Commission on Higher Education Accreditation.

United States Department of Education (USDE)

The definition as published in the regulations is as follows:

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

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

Middle States Commission on Higher Education Accreditation (MSCHE)

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

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

MSCHE Credit Hour Policy

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

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

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

Dean's List (Undergraduate)

Undergraduate students who earn a semester grade point average of 3.5 or higher on a schedule of at least 12 newly earned credits toward the completion of an undergraduate degree will achieve the Dean's List as long as their cumulative GPA is at least 2.0. Student

teachers may achieve Dean's List status if they have earned 90 or more credits and have a cumulative GPA of 3.50 or higher at the end of the semester in which they student taught. P/NC and P/F courses will not be computed into the 12 credit-hour minimum. During the Academic honors Convocation, these students will be formally presented to the university community. There is no Dean's List during the summer or winter sessions. Post-baccalaureate and graduate students are not eligible for the Dean's List.

Degree/Certificate Requirements Undergraduate

It is the students' responsibility to complete all degree/certificate requirements and to know the university's requirements for graduation. This is not the responsibility of the students' advisers.

Students must meet all graduation requirements by the official end of the semester in which they have applied to graduate. Failure to do so (Incomplete grades in any course or "X" grades in required courses, no application, etc.) will result in the updating of the students' graduation date to the end of the term/year the work is eventually completed.

Collaborative programs will be identified such that residency can be met consistent with the collaborative agreement.

Students enrolled in summer internships will have their graduation date backdated to the end of summer if they complete their internships and are graded by September 30. Students not meeting this deadline will be graduated in the following December, or later, upon completion of graduation requirements.

Graduate

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

- Admission to Degree Candidacy (p. 245)
- Comprehensive Examinations (p. 247)
- Research Requirements (p. 264)
- Total Semester Hours of Credit and GPA (p. 267)
- Application for Graduation (p. 246)
- Application for Certification (p. 246)

Dissertation (Graduate)

The final copy of a student's dissertation must be submitted in a PDF Format to Bailey Library. To do so, use the Submission Form (link below) to submit your dissertation, which will be added to the institutional repository, with a record added to the library catalog.

Please contact rockarchives@sru.edu with any questions or concerns regarding the submission process.

Students should consult with their faculty adviser/graduate coordinator for official thesis style guides. Approval code from the Institutional Review Board for the Protection of Human Subjects (IRB-PHS) is required

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

Submission Form: <https://sru.libwizard.com/f/etdform>
(<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsru.libwizard.com%2F%2Fetdform&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa96447076d94ece62d208dd689a85b3%7C86555dba073b4ff7b7d1b73a77c5b%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslYiOiIwLjAuMDAwMCIslIAiOiJXa%3D%3D%7C0%7C%7C%7C&sdata=uv9TNptTWfmymqxXNI4ahaEQUFnnzJj2gxpH%2BKwz%2FGM%3D&reserved=0>)

Institutional Repository: <https://harbor.klnpa.org/slippyrock/islandora/object/SRS%3AETD> (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fharbor.klnpa.org%2Fslippyrock%2Fislandora%2Fobject%2FSRS%253AETD&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa96447076d94ece62d208dd689a85b3%7C86555dba073b4ff7b7d1b73a77c5b%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslYiOiIwLjAuMDAwMCIslIAiOiJXa%3D%3D%7C0%7C%7C%7C&sdata=qi0YRxOesQYDjpzeTO9B3QMrJzl26gbukrjuHxR2c5A%3D&reserved=0>)

Earning 2 Degrees or 2 Majors (Undergraduate)

TWO DEGREES

Undergraduate students seeking to complete a second baccalaureate degree will be required to complete at least 150 credits and the academic requirements of both degrees to earn two baccalaureate degrees at the same commencement ceremony. Students need only complete general education requirements for the first degree. Students may earn two different degrees (ex. B.A. and B.S.) or students may earn two of the same degree (ex. B.S. and B.S.).

TWO MAJORS

Undergraduate students may still earn two majors and one degree. To earn two majors, students must complete at least 120 credits and all the academic requirements of both majors.

Students who declare two majors will have the option to choose which of the major programs will be listed as the first major and which will be the second major. The appropriate declaration of major forms will be completed and signed by the major program departments regardless of the order of the majors. Students should check with their advisor(s) prior to deciding the order of the two majors as this may impact Liberal Studies/Rock Studies requirements. It is the responsibility of the respective departments to assign the student a first major advisor and a second major advisor. (6/30/2020)

MODERN LANGUAGE PROFICIENCY

Students wishing to earn a Bachelor of Arts degree, whether it is associated with their first or second major, must complete the university's modern language proficiency requirement (p. 259) at or above the 103 level.

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

Enrollment Status

Time status (also referred to as enrollment status) is determined by the attempted credits registered for the term.

Undergraduate

Fall/Spring

Enrollment Status	Credits
Full-time	12.00+ credit hours
Three-quarter time	9.00 to 11.99 credit hours
Half-time	6.00 to 8.99 credits hours
Less than half-time	5.99 credits and below

Summer

Enrollment Status	Credits
Full-time	12.00+ credit hours
Three-quarter time	9.00 to 11.99 credit hours
Half-time	6.00 to 8.99 credits hours
Less than half-time	5.99 credits and below

Graduate

Fall/Spring

Enrollment Status	Credits
Full-time	6.00+ credit hours
Half-time	3.00 to 5.99 credits hours
Less than half-time	2.99 credits and below

Summer

Enrollment Status	Credits
Full-time	6.00+ credit hours
Half-time	3.00 to 5.99 credits hours
Less than half-time	2.99 credits and below

Final Examinations

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

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

Four-Plus (4+) Program (Undergraduate)

What is a Four-Plus (4+) Program?

A Four-Plus (4+) program allows qualified (see Four-Plus (4+) Program Standards below) undergraduate students with Senior standing to take graduate coursework that will apply to both undergraduate and graduate degrees, per the programs' articulations. (An example would be an Accounting undergraduate accelerating into an MBA with a Concentration in Accounting program by taking graduate courses in the Senior year that count as earned credits in both the SRU undergraduate and graduate programs.)

What are the Provisional Graduate Admission Requirements for a Four-Plus (4+) Program?

A student must be provisionally accepted into an SRU graduate program related to the SRU graduate coursework for credits to count in both the undergraduate and graduate programs.

Provisional graduate admission is granted to qualifying students with Senior status; however, students apply the semester prior to taking graduate courses (after completing a minimum of 74 undergraduate credits).

Provisional admission does not guarantee formal admittance into the SRU graduate program upon completion of the undergraduate degree. To be eligible for formal acceptance into an SRU graduate program, the student will:

- Successfully meet all requirements of their undergraduate program(s);
- Meet all SRU graduate program admission requirements.

A final determination for graduate program admission shall be in accordance with each SRU graduate program's established policies, standards, and procedures.

At any given time, undergraduate students may only take graduate courses in one SRU graduate program.

Transfer students must have earned a minimum of 12 undergraduate credits from Slippery Rock University prior to seeking provisional graduate admission.

What are Four-Plus (4+) Program Standards?

- A student must be of Senior standing and have earned a minimum cumulative 3.0 GPA before taking SRU graduate courses. If the intended graduate program requires a higher GPA, the student must meet the higher GPA before taking graduate courses.
- A maximum of 6 credits may count toward both programs. (For example, completing both an SRU undergraduate degree program requiring 120 credits and an SRU graduate degree program requiring 30 credits could be accomplished with a combined total of 144 credits).
- As an undergraduate, a combined total of 6 graduate credits may be earned prior to formal admission as a graduate-level student in

both the Four-Plus (4+) and Senior Undergraduate Students Earning Graduate Credit Policies.

- Undergraduate students may register for no more than 6#SRU#graduate credits in any one term.
- SRU graduate courses in a Four-Plus (4+) program may fulfill undergraduate requirements as:
 - dual-listed courses (taught simultaneously to both undergraduates and graduates),
 - required undergraduate major courses,
 - elective undergraduate major courses.
- All prerequisites for the intended SRU graduate courses must be satisfied prior to taking those graduate courses.
- Grades earned in#SRU#graduate courses as part of the#Four-Plus (4+)#program will be entered into the student's overall undergraduate and graduate grade point averages.
- SRU#Undergraduate and graduate degree requirements shall adhere to academic standards set forth for both independent degree#programs for all students in the respective programs.
- The#total#number of credits required for both the SRU undergraduate and graduate degrees can be reduced by the number of graduate credits used to satisfy requirements for the undergraduate degree.
- Undergraduate#courses#may#not#satisfy#requirements#for#the#SRU#graduate degree.
- At least 48 credits of advanced coursework are required for a baccalaureate degree. Graduate coursework used to satisfy the requirements of the Four-Plus (4+) program may be used toward the advanced coursework requirement.
- At least 50 percent of the Master's Degree coursework (excluding thesis, research, or internship hours) must be completed at Slippery Rock University.
- If a student is not formally admitted or chooses not to enroll in the respective graduate program, any earned graduate coursework through the Four Plus (4+) program will continue to count toward the minimum credit requirement of the undergraduate degree program.
- Eligible graduate coursework taken by undergraduate students enrolled in the#Four-Plus (4+)#program will be charged at the undergraduate tuition rate and may be eligible for undergraduate financial aid and scholarships. Once the undergraduate degree is conferred and the student is considered a graduate student, students will be charged the graduate tuition rate and may be eligible for graduate financial aid and scholarships.

Students may be eligible for undergraduate or graduate financial aid,#in accordance with federal regulations;#all students#within#each program must be charged in the same#fashion.

Freshman Cohort and Student Athlete Graduation Rate (Undergraduate)

In accordance with the Students Right to Know and Campus Security Act (PL 101-542) as amended by the Higher Education Technical Amendments of 1991 (PL 102-26), Slippery Rock University will publish the graduation rate of its first time, full-time degree seeking undergraduates at the university's Student Consumer website. (<https://www.sru.edu/students/student-consumer-information/>)

General Education Requirements (Undergraduate)

All degree seeking student must satisfy requirements of the general education program in effect at the time they first entered the university or when they are readmitted. For more information, students should refer to the appropriate catalog:

- Liberal Studies;
- Rock Studies 1; or
- Rock Studies 2.

General education requirements provide essential knowledge, skills, dispositions and perspectives should be completed as early as possible in a student's undergraduate years (ideally before the completion of 45 credits). If a student earns an NC in The Rock/Basic Requirement courses (those graded A, B, C, or NC), the University's continuous registration policy requires that the student repeat the course during their next semester of enrollment if seats are available.

Grade Appeal

PROCEDURE FOR FILING GRADE APPEAL ACADEMIC DUE PROCESS PROCEDURES

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

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

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

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

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

Informal Appeal Procedure

1. The student must discuss the final course grade, grading practices and assignments with the instructor who gave the final grade no later than 10 working days after to beginning of the semester (not summer/winter) following the issuance of the grade. This discussion may eliminate any misunderstandings over the assignment of the grade as relates to the course syllabus. This discussion must occur before the student may file a formal appeal.
2. If the faculty member finds in the student's favor, a grade change form is submitted with signatures and the appeal process is resolved.

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

Formal Appeal Procedure

Step One

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

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

Step Two

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

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

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

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

Step Three

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

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

Before the department chairperson (or substitute) determines if the student's complaint provides evidence that the instructor's assignment

of the grade was based on factors other than the academic judgment of the instructor he/she will review the appeal with the instructor. The chairperson (or substitute) may also conduct whatever informal investigation seems necessary and should attempt to achieve a negotiated settlement.

1. When Chair Agrees Grade Is Correct

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

2. When Chair Disagrees that Grade is Correct

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

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

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

Step Four

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

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

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

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

Step Five

1. Composition of the Grade Appeal Board

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

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

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

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

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

2. Grade Appeal Board Procedures

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

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

The procedure for the appeal meeting is as follows:

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

Step Six

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

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

Grade Change

Once a grade has been posted, it can only be changed by the professor who originally awarded the grade. If the professor is no longer employed by the university or is not available for some other reason, the request for a grade change should be discussed with the department chairperson. Grade changes must be processed on a grade change form and must be approved by the professor and the chairperson of the department in which the course was offered. In addition to the approval of the instructor and chair, changing a grade of drop or withdraw requires the approval of the dean of the college in which the course was offered.

Grade Release

Students' midterm grades and final grades are available on MySRU.

In accordance with the Family Educational Rights and Privacy Act (FERPA) (<https://www.sru.edu/academics/academic-services/academic-records/policies-regulations-and-catalogs/>) grades will not be released to a third party (including parents) without the authorization of the student. Students may authorize the release of grades to third parties by authorizing such on MySRU.

Grading Procedures and Policies

Instructors are to inform their students in writing during the first week of classes of their grading procedures and policies, especially explaining how final grades are calculated.

Grading System

Undergraduate

Grade Symbol	Description	Quality Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Poor	1
F	Failure	0
I	Incomplete	0
P	Pass	0
NC	No Credit	0
AU	Audit	0
W	Withdrawal	0
X	No grade given	0

GRADE POINT AVERAGE

Grade points for a single course are calculated by multiplying the points assigned the letter grade (A = 4, B = 3, C = 2, D = 1, F = 0) by the number of credits of the course. Total grade points are calculated by adding the grade points earned in each course. The grade point average (GPA) is computed by dividing the total grade points earned by the total number of credits attempted, (repeated courses are counted only once). Grades earned in courses taken at other colleges for transfer are not

computed in the grade point average at Slippery Rock University unless the courses were taken with Slippery Rock University's approval as a "Visiting Student" or "Distance Education Student" at another PA State System of Higher Education university. Further explanation concerning the calculation of the GPA may be directed to the student's academic adviser, the Office of Exploratory Studies & Academic Progress or the Office of Academic Records and Registration.

Graduate

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

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

These grade symbols are translated into grade points as follows: each semester hour of credit with a grade of A counts four grade points; B, three points; C, two points; D, one point. Degree candidates must maintain a minimum cumulative grade point average of 3.0*. Credits earned with less than a "C" grade cannot be accepted as satisfying any of the requirements for the master's degree*. Some departments will not consider a "C" as an acceptable grade. Grades earned in all graduate courses taken at Slippery Rock University are used in the calculation of grade point average.

The formula for grade point calculation is as follows:

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

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

X and I Grades - Undergraduate and Graduate

See the I Grade Policy (p. 257) for more information on I Grades.

See the X Grade Policy (p. 270) for more information on X Grades.

Graduation Requirements Undergraduate

1. All undergraduate degree programs require a minimum of 120 credits.
2. All students are required to earn a minimum cumulative 2.0 GPA and a minimum 2.0 major(s) and minor(s) GPA (if applicable) to graduate. Programs that lead to certification, licensure or specialized accreditation may require a GPA higher than a 2.0.
3. Students must complete 30 of their final 60 credits in residence at SRU. In addition, individual departments may establish residency requirements for their majors and minors. Students should check with their academic adviser to determine the requirements for their academic program

4. Students must complete a minimum of 45 credits of Liberal Studies coursework or 42 credits of Rock Studies coursework.
5. Students must complete 48 credits of advanced coursework defined as any 100- or 200- level course with two or more 3-credit prerequisite courses (in addition to sequential prerequisites, but not including basic competency courses or exams) and any 300- and 400- level courses. At least 24 of the 48 credits must be completed at SRU.
6. Students must complete at least half their major (15 credit minimum) in 300 or higher-level courses. Students must also complete at least 50% of their major at a PASSHE university.
7. Bachelor of Arts degrees require language proficiency at the 103-class level. Exemption by placement or examination is possible.
8. Beginning with May 2021 graduates, students must complete at least 45 undergraduate credits at SRU to be considered for Latin Honors at the point of graduation.

****Some students will actually complete more than 120 credit hours. This can occur for several reasons:**

- Some students will be required to take additional courses necessary to develop basic academic competencies. These courses are not counted as credit toward graduation.
- Some students may choose to take more than 120 credit hours. For example: When students choose to complete more than one major, or a minor/certificate.
- Some majors require more than 120 credit hours for a bachelor's degree.

Graduate

The student is responsible for fulfilling all requirements for the degree in accordance with the regulations of that program and the university.

Honors at Graduation

Undergraduate

At both the December and May commencement ceremonies, the university recognizes students who have met the academic criteria for Latin honors.

- Undergraduates working on their first baccalaureate degree may qualify for honors at graduation. Post-baccalaureate and graduate students are not eligible for these honors.
- Beginning with May 2021 graduates, a minimum of 45 undergraduate credits must be earned at Slippery Rock University. These credits may include: all SRU credit bearing course work; all credits earned through SRU's credit by exam program, including the NLN Mobility Profile II, administered by the Department of Nursing; SRU credit earned with a "P" grade; and credits earned as a Visiting Student at another PASSHE institution.
- Credits earned by any other form of credit by exam (AP, CLEP, PEP, DSST and NLN (other than the Mobility Profile II), credits earned at other universities (transfer & transient), via military service/schooling, and non-SRU course work taken abroad will not count toward the 45 credit minimum.
- The following cumulative GPA's must be earned to qualify for honors at graduation.
 - Summa Cum Laude (With the Highest Honor) 3.800 - 4.000
 - Magna Cum Laude (With High Honor) 3.600 - 3.799
 - Cum Laude (With Honor) 3.500 - 3.599

No restrictions will apply to students who repeat grades of D or F and who still meet the criteria for honors at graduation.

At commencement, the names of these honor students are specially designated in the commencement program. In addition, the Summa Cum Laude graduates wear medallions around their necks, which are gifts of the Slippery Rock University Alumni Association; Magna Cum Laude graduates wear white honor cords; and Cum Laude graduates wear green honor cords.

Students identified by the director of the University Honors College as having completed the requirements of the Honors College will also wear special honor cords at graduation.

Recognition of honors at graduation will be based upon students' cumulative GPA at the end of the semester preceding graduation. Designation of honors on the university transcript will not be determined until the students' final semester grades are submitted and official, final cumulative GPA's are calculated.

Graduate

The traditional undergraduate 'honors' awards (cum laude, magna cum laude and summa cum laude) are not available to graduate students.

Incomplete Grades

At the discretion of the instructor, a grade of incomplete (I) may be given to a student who demonstrates it is not possible to complete the requirements of a course due to circumstances beyond the student's control or not reasonably foreseeable. The incomplete grade is not an alternative to a grade of F.

Incomplete grades may be awarded under the following circumstances:

- The student must be passing a course at the time an incomplete is requested unless the instructor determines extenuating circumstances justify assigning an incomplete grade to a student who is not passing the course;
- The student must request an incomplete grade and should do so before final grades for the term are submitted;
- The instructor may only assign an incomplete grade if the missing work will be completed, submitted, and graded within one year.

Other provisions:

- An incomplete grade may not be assigned to a student who did not attend the course, or has accumulated excessive absences. Failure to complete the class or properly withdraw from the class is noted as a grade of F or a grade of X;
- The instructor may not assign an incomplete grade if the student would receive a failing grade in the course even if the missing work is completed, submitted, and graded. The completion of missing work does not guarantee a passing grade;
- Incomplete grades must be completed within 12 months; however, faculty reserve the right to set any shorter deadline for the completion of the incomplete work. Requests for extensions of incomplete grades beyond 12 months must be submitted by the faculty member and approved by the dean of the college in which the course was offered;

- If a faculty member does not submit a grade change form within 12 months, regardless of whether or not the student attends the university, the grade will automatically convert to a grade of F;
- After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department chair (in absence of the instructor of record) via a grade change form;
- Students may not register for the same class in which they have an incomplete. A grade must be assigned if the student wants to register for this class;
- Students will not be permitted to graduate with an incomplete grade on their record.

Note: Incomplete dissertation (ID) and incomplete thesis (IT) do not automatically convert to an "F".

Instructional Method

Blended courses are currently defined as any course whose content is taught between 30-79% online. Web-based courses have between 80-100% online content. Web-based courses must be approved by the UCC and Academic Dean. Blended courses must be approved by the Academic Dean.

Blended courses are denoted on the master class schedule by the instructional method as follows:

BL = 51-79% online

30 = 30-50% online

Web-based courses are denoted on the master class schedule by the instructional method as follows:

80 = 80-99% online

OL = 100% online

Internships (Undergraduate)

Slippery Rock University offers a diverse program of internships through which students may earn from 1 to 12 credits. A minimum of 40 hours of work is required for each credit earned. In some cases an internship or other field experience is required for a major. Internships provide students with an opportunity to apply their academic preparation in a variety of professional or occupational settings. Through an internship, students have the opportunity to expand their knowledge and to enhance their learning of the theories of academic disciplines and programs of study through appropriate career-related experiences and to provide them with the knowledge and experience necessary for obtaining certification or licensing. Students may enroll in semester, academic year, or summer/winter internships with governmental agencies, private firms, or non-profit organizations both in the United States and abroad.

Students must have a minimum quality point average of 2.0 in their major (or program where applicable), and at least a 2.0 for all coursework, including the semester previous to placement in an internship. Some majors require a GPA higher than 2.0. The agency, academic department or program may specify higher standards and/or other academic requirements. Acceptance into the internship program must occur prior to registration for the course. Registration in the course, however, does not guarantee placement in the field. Agency supervisors' evaluations are a requirement for completion of the internship and may be a factor

in determining the final grade. Students must be at least a junior in good standing at the time they begin the internship.

Interested students should check with their major department for internship information in their fields. Students are permitted to earn no more than 12 credits in any one internship and a total of 15 credits for all internships taken.

Math Placement (Undergraduate)

Appropriate placement into a first college mathematics course is extremely important to ensure student success in future mathematics courses. Success in any mathematics course requires appropriate prerequisite knowledge and students are much more likely to succeed when they are enrolled in the correct mathematics course. Determination of a student's first mathematics course will happen in one of two ways depending on the student's major requirements. Students are required to take a mathematics assessment for placement if their major requires one or more of the following mathematics courses: Math 125: Precalculus, Math131: Discrete Mathematics or Math 225: Calculus I. For all other required freshman-level mathematics courses, the first mathematics course is determined according to the student's high school transcript or SAT/ACT math scores.

Students required to take the assessment can find further details and instructions at www.sru.edu/mathassessment (<https://www.sru.edu/academics/colleges-and-departments/ces/departments/mathematics-and-statistics/math-assessment/>). The assessment called ALEKS is free, available online and takes one to two hours to complete. The assessment can be taken multiple times and, upon completion, personalized learning modules will provide the opportunity to improve your score in subsequent attempts. At least one attempt of the assessment must be finished prior to orientation so that a complete course schedule can be created. The above mathematics courses require completion of the assessment prior to registration.

Note: In some cases, students may be placed into the prerequisite course ESAP 110: Beginning Algebra or Math 120: Intermediate Algebra, prior to taking additional required mathematics courses. Neither of these classes fulfill any Rock Studies requirements, and all students are encouraged to place out of these courses through use of the ALEKS assessment. In this way, students can satisfy the Beginning Algebra requirement through use of the ALEKS assessment as an alternative to taking ESAP 110.

Military Absence

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

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

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

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

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

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

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

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

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

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

Procedures

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

Sanctions

Not applicable

Responsibility for Implementation

Office of the Provost

Scope of Policy Coverage

This policy applies to all students with military obligations.

Authority for creation and revision

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

Approved by: ASAEC – November 13, 2019

Effective Date: Spring 2020

Military Withdrawal

A grade of "M" will be given for military students and spouses who have to withdraw from the University (all classes) due to military obligation.

PA National Guard and other reserve components called to active duty (for reasons other than training) and their spouses will receive a grade of "M" when unable to complete classes due to activation for military obligations.

Students who need to withdraw from Slippery Rock University due to military obligations must complete the University Withdrawal Form, available in the MySRU portal. The form can be located by searching for "Withdraw from SRU" in the All Links card. Students are also required to provide documentation verifying their military obligation, such as official military orders or a letter from their commanding officer. This documentation may be submitted electronically as a scanned attachment to academic.records@sru.edu.

Minimum Credit Hour and Quality Point Requirements (Undergraduate)

All degree programs require a minimum of 120 credits and a minimum overall GPA of a 2.000. At least 30 credits must be completed to earn a major, at least 18 credits must be completed to earn a minor, and at least 12 credits to earn an undergraduate certificate. The majority of programs require a major GPA of 2.000; some programs require a higher average. This information is available from the department adviser or chairperson. To be eligible for teacher certification, students must have a 3.000 cumulative average in all university coursework.

Modern Language Language for BA Degree (Undergraduate)

Proficiency at the 103 class level of a modern language, or the equivalent, is required for all Bachelor of Arts degree candidates. Exemption by placement or examination is possible. Students wishing to earn a Bachelor of Arts degree, whether it is associated with their first or second major, must complete the university's modern language proficiency requirement at or above the 103 level. Post-Baccalaureate students pursuing a Bachelor of Arts degree must also complete the modern language requirement.

Name Change - Chosen

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

To encourage a welcoming culture, SRU policy establishes students' right to indicate their chosen first/middle names to the University community even if they have not changed their legal name(s). While anyone is welcome to use a chosen first/middle name, this option has been developed to respond to the needs of international students, transgender people, gender non-binary, and others who choose the use of a nickname. Any chosen name request must be in good faith and in the spirit of this policy to foster an inclusive SRU culture. Such requests may include individuals who prefer to use:

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

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

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

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

- Student Identification Cards (requires student action)
- Official Student Email Display Name
- Diplomas
- Commencement Programs
- Commencement Cards
- Advising Profile
- Class List (in Banner)
- D2L
- CORE
- University communications and mailings to student's permanent/home address

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

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

PROCEDURES

To update your chosen or preferred first name or gender identification, log in to your MySRU portal and click the My Profile tab. Next click the Personal Information Page button in the list of links below your profile picture on the left side of the page. On your Personal Information Page,

click the Edit button on the Personal Details block. Here you may update our preferred first name and gender identification.

A chosen or preferred middle name appears in some, but not all, of the same places that a chosen first name does. If you wish to use a middle name that is different from your legal middle name, simply email the Office of Academic Records & Registration (academic.records@sruc.edu) with your Banner ID, your name, and your chosen or preferred middle name. As with a chosen first name, a chosen middle name will not be used on certain official University records.

Chosen or preferred names cannot be deemed inappropriate. Inappropriate names, include, but are not limited to, those used to avoid a legal obligation, commit fraud, misrepresent yourself, are obscene language, or are trademarked. Any inappropriate name will be removed from the University's student information system.

RESPONSIBILITY FOR IMPLEMENTATION

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

SCOPE OF THE POLICY

This policy applies to all University students.

Name Change - Legal

Students may have their names changed on official university records only after submitting an official document (marriage certificate, court record, etc.) or a notarized statement that a name change has occurred and the new name is not being used for any deceptive or fraudulent purpose. Please refer to the Legal Name Change Form (https://www.sru.edu/documents/academics/academic-services/academic-records/Name_and%20Gender_Change_LEGAL.pdf) found on the Academic Records and Registration webpage.

Non-Degree Student

Non-Degree Student - Undergraduate

A non-degree student is a student who does not possess a baccalaureate degree and wishes to enroll for undergraduate level credit coursework at Slippery Rock University for enrichment and does not intend to use the course work toward a degree program at an institution of higher education. Non-degree admission is valid for one semester at a time. Students who wish to enroll as non-degree students may reapply for admission for subsequent terms until a maximum of 30 semester hours have been completed, at which time further enrollment is precluded in the non-degree status. Non-degree students are not eligible for financial aid.

Non-Degree Student - Graduate

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

Students wishing to pursue admission to a degree program must submit a formal degree-seeking application along with all other required credentials from your academic program of interest. Information about

degree programs is available at <http://www.sru.edu/academics/graduate-programs> (<http://www.sru.edu/academics/graduate-programs/>).

Notice Designating Directory Information

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

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

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

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

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

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

1. Name
2. Addresses (local, permanent, and email)
3. Telephone number (local, cell and permanent)
4. Date and place of birth
5. Program and concentration(s) and minor(s)
6. Student activities, including athletics
7. Weight, height (athletic teams)
8. Dates of attendance
9. Degrees and awards received
10. Date of graduation
11. All educational institutions previously attended
12. Academic awards/scholarships
13. Title of master thesis
14. Number of credits (full- or part-time) for which a student is registered
15. Pictures of students
16. Class level
17. Anticipated graduation date

18. Student ID number used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc.

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

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

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

Notice of Consumer Information Web Site and Annual Security Report

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

Pass-No Credit Grades (Undergraduate)

Select courses in some programs are designed and offered only on a Pass/No-Credit basis; students cannot take those courses with any other grade option.

In regularly-graded courses, sophomore, junior, and senior students may opt, with adviser approval, for Pass/No-Credit grading. The following rules govern this option:

1. Only free electives can be taken P/NC.
2. Courses taken P/NC may NOT be used to fulfill a major, a minor, the BA requirement for a modern language, or the University's Liberal Studies/Rock Studies requirements.
3. The P/NC option exists only for undergraduate courses, not graduate courses.
4. P/NC classes are NOT used in calculating GPAs.

5. P/NC classes are used in calculating total credits for graduation.
6. A student may opt for only one P/NC class in any given semester; those required courses with only P/NC grading do not “count” against this maximum.
7. A student may opt for no more than 12 hours total of P/NC free electives during the sophomore, junior, and senior years.
8. A grade of D is considered passing in the case of P/NC classes.

Posthumous Conferral of Degree

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

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

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

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

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

Cabinet Approval December 20, 2004

Prerequisites and Co-Requisites

Students should not register for courses until they have completed all the appropriate prerequisites or are registered for the appropriate co-requisites as noted in the university catalog. The university's computer system has been programmed to check for pre/co-requisites. Professors reserve the right to drop students who have not completed/registered for the appropriate pre/co-requisites for their classes.

Readmission

Undergraduate

Students who have interrupted their attendance at SRU for any reason may resume studies at Slippery Rock University by applying for readmission.

Students in Good Academic Standing: Students who interrupted registration for one or more semesters and were in good academic standing at the conclusion of the last semester of attendance may be reactivated to attend the institution. Students can apply for readmission (<https://www.sru.edu/admissions/readmission/>) through Transfer Admissions; credits earned during the time away from SRU will be evaluated and posted to the student's degree audit by Transfer Admissions. Questions can be addressed to transferadmissions@sru.edu.

Dismissal/Suspension/Probation: Students who are placed on academic suspension for the first or second time and have an interest in returning to the University after sitting out for the one or two semester period will request readmission (<https://www.sru.edu/admissions/readmission/>) through Transfer Admissions. Questions can be addressed to transferadmissions@sru.edu.

For best service, processing time, and advisement, students should contact the university at least a month in advance of the beginning of the term in which they wish to enter the institution. The readmission process consists of completing the online application (<https://www.sru.edu/admissions/readmission/>), forwarding of all official transcripts from all institutions attended after leaving SRU and, when requested, submission of a written narrative from the student describing academic goals upon return to SRU as well as a plan to ensure academic success.

Students who attended other institutions since their withdrawal, suspension, or dismissal from SRU or who have earned credit by exam will have their official transcripts/score reports forwarded to Transfer Admissions for the formal evaluation and posting of credits to the degree audit.

The readmitted student should contact Financial Aid (<https://www.sru.edu/admissions/financial-aid/>) to determine how their aid may be impacted through readmission. Readmitted students are responsible for meeting all academic requirements in effect at the time they are readmitted, not at the time they were originally admitted to the university.

Graduate

Graduate students should contact Graduate Admissions at graduate.admissions@sru.edu or 724-738-2051 for information on readmission. If a student is within or out of the statute of limitations and in good academic standing, Graduate Admissions will reactivate the student's file. Students should complete the Request for Reactivation of Student Record (<https://sruenrollment.wufoo.com/forms/m1c9ljs41abk387/>). If a student is on academic suspension, the student must appeal to the dean for retry by completing the Request for Readmission (<https://sruenrollment.wufoo.com/forms/mvjph260eck50e/>).

Records Privacy

For the purposes of complying with FERPA, an applicant to SRU becomes a “student” on the first day of the first term/semester in which the student is registered at the University.

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

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

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

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

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

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

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

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Council of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

4. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records

and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

For more information see SRU's Policies and Procedures Governing FERPA & PA's Right to Know Law Document.

Registration Procedures

Registration date and time assignments for the current registration period will be made available on MySRU to all eligible students approximately two weeks prior to the registration period.

Undergraduate Students - Undergraduate degree-seeking students enrolled at Slippery Rock University during the current semester, who have not applied to graduate at the end of the current semester, will be eligible to register without seeking readmission. Your specific registration date and time assignment will be displayed in MySRU. To register, all undergraduate students must receive their registration PIN (RPIN) from their adviser or major department. RPIN's are used only for fall/spring registration.

Post-Baccalaureate Students - A person who has already obtained a bachelor's degree and wishes to pursue another undergraduate degree or just wishes to take a few classes for personal enrichment may obtain an application by contacting the Office of Undergraduate Admissions (<https://www.sru.edu/admissions/other-admissions/post-baccalaureate-students/>). Post-baccalaureate student registration begins on the first

day of the registration period at 10 a.m. Post-baccalaureate students do not need an RPIN.

Graduate Students - Graduate degree-seeking students who have been in attendance during the current semester or the three preceding semesters (fall/spring) may register without seeking reactivation or readmission. Graduate student registration will begin on the first day of the registration period at 8 a.m. Graduate students do not need an RPIN.

New Students (undergraduate and graduate degree-seeking students) - A person who has never attended Slippery Rock University may obtain the appropriate application by contacting either the Office of Undergraduate Admissions (<https://www.sru.edu/admissions/>) or the Office of Graduate Admissions (<https://www.sru.edu/admissions/graduate-admissions/>). New first-year freshmen will have schedules made for them. New transfer and graduate students will receive registration instructions from the respective Admissions Office, and will register based on their student type listed above, undergraduate, post-baccalaureate, or graduate.

Former Students - An undergraduate degree-seeking student who did not attend Slippery Rock University during the current semester, or a graduate degree-seeking student who has not been in attendance during the past four fall/spring semesters, must submit a request for readmission to the Office (<https://www.sru.edu/offices/exploratory-studies-and-academic-progress-office/>) of Exploratory Studies and Academic Progress (<https://www.sru.edu/offices/exploratory-studies-and-academic-progress-office/>) (undergraduate students) or the Office of Graduate Admissions (<https://www.sru.edu/admissions/graduate-admissions/>) (graduate students). Once readmitted, former students will register based on their student type listed above, undergraduate, post-baccalaureate, or graduate. (During the period of inactivity for the graduate student, the statute of limitations (p. 266) will continue to be applied.)

Transient/Non-Degree Seeking Students - A student who wishes to attend SRU as a non-degree seeking student, should contact the Office of Undergraduate Admissions (<https://www.sru.edu/admissions/>) (undergraduate students) or the Office of Graduate Admissions (<https://www.sru.edu/admissions/graduate-admissions/>) (graduate students). Once admitted, transient/non-degree seeking students will be provided registration instructions in their acceptance communications from the respective Admissions Office. These students must reapply for each semester they wish to attend SRU.

Repeat of Courses

Undergraduate

Students may attempt to improve their grade point average by repeating courses. The most recent grade earned is used in calculating the GPA even if the earlier grade was higher. If a passed course is repeated and failed (or NC), the student will lose both the grade points and credits previously earned. All grades will appear on the transcript. Courses in which a grade was earned at Slippery Rock University may not be repeated at any institution. A grade of W (withdraw) does not count as an earned grade.

Students who repeat a course must do so using the same grading system under which they originally took the course. For example, a student who originally took a course graded A-F may not repeat the course on a P/NC, P/F, or audit basis. Students may not repeat a course by using any Credit by Examination program if they originally took the course on a graded A-F, P/NC, P/F, or audit basis.

Undergraduate students will be limited to a maximum total of six repeats during their entire SRU academic career, excluding withdrawal grades.

In addition, repeats of a single course will be limited to a maximum of two. This means, no single course may be taken more than three times (excluding withdrawal grades).

The course repeat policy for post-baccalaureate students is the same as the undergraduate student policy.

Graduate

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

Research Requirements (Graduate)

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

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

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

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

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

Residency

Undergraduate

To qualify for graduation, all students must complete 30 of their final 60 credits in residence at Slippery Rock University. In addition, at least 24 credits of upper division course work must be earned in residence at Slippery Rock University. If students declare a minor or certificate, 6 credits from the minor or certificate must be earned in residence at Slippery Rock University.

At least 50% of all major credits must be earned at Slippery Rock University or another PASSHE university.

Collaborative programs will be identified such that residency can be met consistent with the collaborative agreement.

Graduate

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

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

Second Degree

Undergraduate

Second Baccalaureate Degree

If students wish to earn a second baccalaureate degree after earning their first baccalaureate degree, students must enroll as a Post-Baccalaureate student and will need to complete a minimum of 30 new credits in his or her selected major program above and beyond his or her first undergraduate degree. Post-Baccalaureate students earning a second degree will meet all departmental requirements for the degree with respect to required GPA, credit and courses for a major in that department, as well as meeting degree requirements with respect to the GPA and courses required for the requested degree. Students who are seeking a B.A. Degree must complete the University's Modern Language Proficiency Requirement (p. 259) at or above the 103 level.

Exceptions to this policy must be approved by the student's chairperson and dean of the second degree. As a post baccalaureate student, please check with the Financial Aid Office for available financial aid.

Graduate

Second Master's Degree

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

- Successfully complete a minimum of 15 semester hours of credit at Slippery Rock University beyond the first master's degree.
- Apply no more than 12 semester hours of credit from the first degree toward requirements for the second degree.
- Meet departmental requirements for the degree with respect to the required semester hours of credit and courses for a major in that department.
- Complete all requirements for the degree, with the exception of credits accepted from the program of the first degree, within the six-year statute of limitations.
- Satisfy all incompletes prior to graduation.
- Meet all other University requirements for graduation and be in good standing.

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

Semester Credit Load (Undergraduate)

The number of credits an undergraduate student may carry is determined by the cumulative grade point average as follows:

- If the cumulative GPA is less than 2.000, students are limited to a maximum of 16 credits, inclusive of any repeat courses that are scheduled.
- If the cumulative GPA is 2.000 to 2.499, a maximum load of 18 credits is permitted.
- If the cumulative GPA is 2.500 or above, a maximum of 21 credits is permitted. An additional fee is charged for each credit in excess of 18.

Students wishing to register for more than the maximum number of credits noted above must complete a Request to Register for Excess Hours form (<https://www.sru.edu/academics/academic-services/academic-records/forms/>), have it approved, and returned to the Office of Academic Records and Registration for processing.

Senior Citizens

This policy is intended for retired senior citizens 62 or older interested in taking courses at Slippery Rock University. Senior citizens may audit undergraduate courses at no cost on a space-available basis and provided that they are not courses in which the instructor will be compensated over and beyond their regular salary (ex. Independent Study, Individualized Instruction, musical lessons, Internships, etc.). Senior citizens must provide proof of age and a completed Senior Citizen Application to the Office of Academic Records and Registration in order to complete registration. Senior citizens may register for classes one week prior to the start of the semester/term (Fall/ Winter/ Spring / Summer). Course auditing does not generally include the taking of exams, writing of papers, recording or reporting of grades or other requirements generally associated with college credit; however, the senior citizen may participate in these activities through mutual agreement with the faculty instructor.

Degree-seeking or non-degree seeking senior citizens taking undergraduate courses for credit must apply through undergraduate admissions and pay all applicable fees, including tuition. Senior citizens auditing courses that require an instructor to be compensated over and beyond their regular salary are responsible for paying all applicable fees, including tuition.

To take graduate courses, whether degree-seeking or non-degree seeking, senior citizens must apply through graduate admissions and pay all applicable fees and tuition. Graduate courses are to be taken for credit only and cannot be audited.

For more information contact the Office of Academic Records and Registration, 724-738-2010.

Senior Undergraduate Students Earning Graduate Credit (Undergraduate)

SRU undergraduates who have earned 90 or more credits (including current courses in progress) with a minimum 3.00 GPA are eligible to apply (<https://www.sru.edu/documents/academics/academic-services/academic-records/Graduate%20Credit%20%E2%80%93%20Senior%20Undergraduate%20Student%20Permission%20to%20Enroll.pdf>), enroll, and earn graduate level credit. Credits earned are graduate level only, separate from the undergraduate credits earned for degree and will not be calculated in the student's undergraduate credit and grade point totals. Graduate credits taken as an undergraduate student are not eligible for financial aid. Graduate areas

of study reserve the right to limit student enrollment in graduate level courses. Some graduate level courses may have prerequisites and/or course expectations which prohibit the enrollment of undergraduate students. Students may not take more than two graduate level courses per semester. A limit of 6 graduate credits may be earned prior to formal admission as a graduate level student. Students pay undergraduate level tuition and fees for graduate level courses and credit. This policy does not apply to undergraduate post-baccalaureate students and undergraduate students eligible to take 500 level courses for undergraduate credit. Effective for new students entering SRU as of Fall 2023.

Statute of Limitations (Graduate)

All requirements for master and doctoral degrees must be completed within a six-year period once a student matriculates into a degree program, with the exception of TESOL (4 years) and MBA (3 years).

The student's academic dean may extend this period upon written request from the student for justifiable reasons. This extension request must be supported by the graduate coordinator before submission to the academic dean. Once a student matriculates into a graduate program, there will be an absolute limit of ten years to complete all degree requirements.

Student Identity Verification in Distance Learning

POLICY STATEMENT

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

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

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

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

PROCEDURES

- The SRUID system is a University authentication and security measure to ensure that accounts are managed more securely across University campuses. All students at Slippery Rock University are provided a SRUID for secure access to University systems, including for distance learning upon depositing to campus. New students set up their account and are directed to use the password management to store a four digit pin and two security questions to be used in the event that students need to change their password or reclaim their

SRUID. In the event this has not been done, students can contact the Help Desk and verify their identification through a variety of questions with full-time staff.

- Students are responsible for providing their complete and true identity information in any identification verification process. It is against University policy for a user to give someone his or her password or to allow others to use his or her account.
- Slippery Rock University's learning management system integrates with University authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of the University's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.
- In addition, the University's Student Information System provides instructors access to class rosters that includes student photos associated with their name and account. The learning management system also provides student photos associated with their account, and if set up by the student, is visible in areas of the course including the discussion. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.
- At this time there are no additional student fees associated with student verification. Slippery Rock University is currently experimenting with a video tool used for identification/integrity purposes. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.
- Slippery Rock University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA and student record access can be found at: <http://www.sru.edu/academics/academic-services/academic-records/policies-regulations-and-catalogs> (<https://www.sru.edu/academics/academic-services/academic-records/policies-regulations-and-catalogs/>)

SANCTIONS

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

RESPONSIBILITY FOR IMPLEMENTATION

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

SCOPE OF POLICY COVERAGE

This policy applies to all students taking distance education courses.

Authority for creation and revision

Reviewed by: ASA Academic Policy Committee, 1.30.16

Approved by: University Cabinet, 8.07.17

Student Responsibility

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

Summer and Winter Sessions

Summer sessions at Slippery Rock University are as follows:

- Pre-Session (two and one-half weeks)
- Session I (four weeks)
- Session II (four weeks)
- Summer Term (eight weeks)
- Full Summer (ten weeks)
- Post-Session for Internships
- Extended Summer Term (Physician Assistant Students Only)

Information on the summer sessions is made available through an online summer schedule, which may be accessed from the Academic Records and Registration website in mid-March.

Students may enroll for up to 6 credits in Pre-Session, 7 credits in Sessions I and II and 12 credits in Full Summer, Summer Term and Post-Session. Undergraduates may take no more than 18 credits for all summer sessions combined. For more information about summer sessions, please visit the Summer Session webpage (<https://www.sru.edu/academics/summer-session/>).

Winter session runs between fall and spring semesters. All courses are offered online, at the Regional Learning Alliance, or off-campus (internships). Students are permitted to take up to 7 credits in Winter session. Information on Winter session is made available through a Winter Session webpage (<https://www.sru.edu/academics/winter-session/>) in early November.

The Rock/Basic Course Requirements (Undergraduate)

The following Basic Requirement/The Rock courses are subject to the university's continuous registration policy:

Liberal Studies Program	Rock Studies Program
Civil Discourse (COMM 200)	Civil Discourse (COMM 200, POLI 235, PHIL 110)
Critical Reading (ENGL 104)	Critical Reading (ENGL 104)
Critical Writing (ENGL 102)	Critical Writing (ENGL 102)
	Quantitative Reasoning (MATH 117)
	Foundations of Academic Discovery (SUBJ 139)

These courses will be graded as A, B, C, or NC (no credit). If an "NC" is earned, students must repeat the course during their next semester of

enrollment if seats are available, and must continue taking the course until it is passed with a grade of "C" or better.

Beginning spring 2023, students are not permitted to drop or withdraw from any of the Basic Requirement/The Rock courses listed above once the course has started. In addition, students are not permitted to drop or withdraw from Beginning Algebra ESAP 110 once the course has started. This policy is in effect for fall and spring semesters only.

Theses (Graduate)

Theses (Graduate) page text:

The final copy of a student's thesis must be submitted in a PDF Format to Bailey Library. To do so, use the Submission Form (link below) to submit your thesis, which will be added to the institutional repository, with a record added to the library catalog.

Please contact rockarchives@sru.edu with any questions or concerns regarding the submission process.

Students should consult with their faculty adviser/graduate coordinator for official thesis style guides. Approval code from the Institutional Review Board for the Protection of Human Subjects (IRB-PHS) is required before data collection involving human subjects may begin. Research protocol guidelines may be obtained from the chair of the IRB-PHS.

Submission Form: <https://sru.libwizard.com/f/etdform>

(<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsru.libwizard.com%2Ff%2Fetdform&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa96447076d94ece62d208dd689a85b3%7C86555dba073b4ff7b7d1b73a77c5b%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaXN0eSB3dC0%7C%7C&sdata=3lOIRZrUj79AP%2F%2BWgXvsN8sIDl5ts%2BKe8l0VUZsacMA%3D&reserved=0>)

<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fharbor.klnpa.org/slippyrock/islandora/object/SRS%3AETD>

(<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fharbor.klnpa.org%2Fslippyrock%2Fislandora%2Fobject%2FSRS%253AETD&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa96447076d94ece62d208dd689a85b3%7C86555dba073b4ff7b7d1b73a77c5b%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaXN0eSB3dC0%7C%7C&sdata=nuSgxGawmgouZKFHbaQIh6KGm3h08msxpTlZVL5oxA0%3D&reserved=0>)

Institutional Repository: <https://harbor.klnpa.org/slippyrock/islandora/object/SRS%3AETD>

(<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fharbor.klnpa.org%2Fslippyrock%2Fislandora%2Fobject%2FSRS%253AETD&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa96447076d94ece62d208dd689a85b3%7C86555dba073b4ff7b7d1b73a77c5b%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaXN0eSB3dC0%7C%7C&sdata=nuSgxGawmgouZKFHbaQIh6KGm3h08msxpTlZVL5oxA0%3D&reserved=0>)

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<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fharbor.klnpa.org%2Fslippyrock%2Fislandora%2Fobject%2FSRS%253AETD&data=05%7C02%7Cchristine.agostino%40sru.edu%7Caa96447076d94ece62d208dd689a85b3%7C86555dba073b4ff7b7d1b73a77c5b%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaXN0eSB3dC0%7C%7C&sdata=nuSgxGawmgouZKFHbaQIh6KGm3h08msxpTlZVL5oxA0%3D&reserved=0>

Total Semester Hours of Credit and GPA (Graduate)

A minimum quality point average of 3.000 and between 30 and 60 semester hours of approved graduate credit and other individual program requirements are required for a master's degree. To assure a balanced and comprehensive program, additional hours may be required or desired by the student. Completion of the semester hour requirement does not in itself entitle one to receive a degree, and the university is not obligated to confer a degree upon completion of the required credit hours.

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

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

Transcripts

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

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

Transfer Credit Undergraduate

- In accordance with the **PA State System of Higher Education Board of Governors Policy 1999-01-A: The Transfer Student Policy**, Slippery Rock University of Pennsylvania strives to transfer college credit in a student-centered, fair, consistent, flexible manner, while maintaining the academic integrity of the university and its curricula.
- The acceptance or denial of transfer credit is not determined exclusively based on the accreditation of the sending institution or the mode of delivery. However, in some cases, programmatic accreditation at the higher education level is expected of the transfer institution.
- Courses, programs, and occupational experiences for military-related learning are evaluated based on their learning outcomes, using valid evaluation measures, including the recommendations of the American Council on Education (ACE), a third-party review conducted by appropriately qualified reviewers and their recommendations.
- Courses and programs evaluated and recommended for transfer credit by the NCCRS (National College Credit Recommendation Service) will be considered for transfer in concert with the academic departments.
- SRU does not limit the number of credits a student may transfer to the University; however, students must complete all university **graduation requirements**.
- SRU will consider all non-developmental transfer credits for which a letter grade of "D-" or greater was earned.
- SRU converts Quarter Hour credits to Semester Hour credits by multiplying the Quarter Hours by .666. Resulting credit hours valued as a fraction or percentage, 2.33, 2.5, etc., may be used to meet requirements. However, students must still earn a total of 42 credits of Rock Studies Requirements to meet all university graduation requirements.

- All questions and appeals regarding the transfer of credits to Slippery Rock University of Pennsylvania should be directed to the Transfer Admissions area of the Office of Undergraduate Admissions. There, questions are reviewed by the University's official credit evaluators and, if needed, are reviewed in consult with the chairperson of the academic department associated with the course. If a course syllabus is needed to further investigate the student's appeal, it is the responsibility of the student to provide this information. The Transfer Admissions office strives to respond to the student with a final determination within 10-14 days of receipt of the appeal/receipt of the syllabus.

Graduate

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

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

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

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

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

Transient Student Status (Undergraduate)

Slippery Rock University students who are in good academic standing, or who are under academic probation/suspension and plan to take courses at another institution for transfer back to Slippery Rock University must complete and have approved by their adviser, chairperson and dean (if suspended) a transient student clearance form and comply with all regulations cited on that form. Credit will not be awarded for transient courses determined by the Director of Academic Records and Registration or his/her staff to duplicate coursework already posted on students' SRU records. Transient credit will be awarded for courses

in which grades of “D-” or better have been earned. Grades earned as a transient student will not be computed in students’ SRU cumulative GPAs. Copies of the Transient Student form are available in the Office of Academic Records and Registration and online (https://www.sru.edu/documents/academics/academic-services/academic-records/Transient_Clearance_UGRD.pdf). Transient students may not take credit earned by examination. Other policies governing transient status are available from the Office of Academic Records and Registration. Students must complete 30 of their last 60 credits in residence at SRU. In addition, individual departments may establish residency requirements for their majors and minors. Students should check with their academic adviser to determine the requirements for their academic program.

Upper Division Course Work (Undergraduate)

All degrees require the completion of a minimum of 48 credit hours of upper division course work defined as any 100- or 200-level course with two or more 3-credit prerequisite courses (including sequential prerequisites, but not including basic competency courses or exams) and any 300- and 400-level courses. At least 24 of the 48 credits must be completed at Slippery Rock University.

At least half a student’s major must consist of upper division course work (only 300-level and above).

Students with fewer than 45 credits (Sophomore II) must have the permission of the instructor to enroll in 300 and 400 level courses.

Veteran Students Course Scheduling

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference course scheduling. Non-compliance may be reported to the Pennsylvania Department of Education by submitting the Higher Education Complaint form found at: www.education.pa.gov (<https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Students-Complaints.aspx>).

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

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

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

Students, who have identified themselves as being “veterans”, as defined above, will automatically receive their priority registration date and time on MySRU. For consideration of transfer credit for military education and occupational training, Veterans should submit a Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript to the

Transfer Admissions Office. A copy of the DD214 or current Military ID should be submitted to the Veterans Certifying Official.

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

Ms. Keshia Booker - Assistant Director of Multicultural Development, Keshia.Booker@sru.edu, 724-738-4440

Ms. Connie Edwards – Director of Academic Records and Registration, Rebecca.Farren@sru.edu, 724-738-4381

Ms. Amber Korcok - Veterans Services Coordinator, Amber.Korcok@sru.edu, 724-738-2862

Visiting Students (PASSHE)

Students desiring to transfer credit and grades earned at other universities in the Pennsylvania State System of Higher Education back to Slippery Rock University may do so as “Visiting Students.” Courses taken under this program are treated the same as courses taken at Slippery Rock University in computing the students’ GPA. A special form, with a list of program requirements, is available in the Office of Academic Records and Registration and online (<http://www.sru.edu/academics/academic-services/academic-records/forms/>) and must be approved by the students’ adviser or chairperson, academic dean, and the Director of Academic Records and Registration.

Withdrawal From The University (Undergraduate)

REQUIREMENTS AND PROCEDURES FOR WITHDRAWING FROM THE UNIVERSITY

Students electing to withdraw from the university can do so through an e-withdrawal form which is located in the MySRU portal under ACADEMICS>ACADEMIC SUPPORT TOOLS>WITHDRAW FROM SRU. Only standard withdrawals may be completed through this form. For medical-related withdrawals, students should contact the Office of Student Support at 724-738-2121.

Undergraduate students who have left the university for whatever reason and for whatever length of time and are readmitted are responsible for meeting all graduation (Liberal/Rock Studies and major) requirements that are in effect the term they are readmitted, not the term they originally entered the university.

The last official day to withdraw from the University (all classes) is the day before Final Exams start. Please see the Academic Calendar (<https://catalog.sru.edu/academic-calendar/>) for specific dates.

Writing Outcomes For Slippery Rock University Graduates (Undergraduate)

1. Programs may ensure that their graduates attain the outcomes for writing ability determined for their disciplines through any of the following methods:
 - a. The outcomes could be demonstrated through work completed in a number of courses. Faculty in a program would identify the

courses and the number of courses that could ensure graduates would attain the designated writing outcomes.

- b. Each program could designate course(s) either within the major or outside the major that students would need to complete in order to attain the writing outcomes for their major program.
 - c. The program's faculty could be charged with incorporating writing outcome in all courses within a program. Writing outcomes for the program would be accomplished through the practice of writing within the discipline throughout the program and demonstrated through production of a graduation portfolio during the senior year. The portfolio could be graded anew, or consist of already graded completed writing.
 - d. A program could use a combination of any of the above methods to ensure its graduates' attainment of the writing outcomes designated for the program.
2. Writing outcomes required of graduates of a major program should always be determined by the faculty teaching within the program; those same faculty should always determine whether the writing outcomes are being met.
 3. The university assessment core committee will evaluate and approve each major program's plan to implement and assess writing outcomes for the program's graduates. Each plan should include the following as appropriate:
 - a. A rationale for the method used to determine the graduation writing outcomes that would include accreditation standards and/or best practices in the discipline.
 - b. A description of the graduation learning outcomes for the program.
 - c. The curriculum for the program.
 - d. A rubric that will assess the plan's coherence with the university's, accreditation agency's, and/or discipline's stated writing outcomes for graduates.
 - e. If a course or set of courses is chosen, course outline(s) highlighting graduation writing outcomes should be submitted.
 - f. If a graduation portfolio is chosen, the rationale should specify the writing outcomes targeted and an explanation of how they will be demonstrated by the student in the portfolio presentation.
 4. The university will provide for support to assist programs in the development of implementation and assessment plans, and in faculty development regarding writing instruction within a discipline. This support may come from the Center for Excellence in Teaching and Educational Technology, the university's assessment core committee, or some other entity developed for the purpose of enhancing writing outcomes among SRU graduates. The Writing Center will continue to provide support for students as they develop their writing abilities.

outstanding course requirement the student needs to complete. This is different from an incomplete grade (p. 257), which students must request.

- The X grade may also be assigned to a course by the Office of Academic Records and Registration at the end of a term when a grade is not submitted by the instructor. The Office of Academic Records and Registration will notify the dean of the college in which the course is taught that an X grade has been assigned. The dean of the college offering the course will request that the instructor submit a grade change form as soon as possible to assign a final grade for the student.

Other provisions:

- The X grade will not affect the student's semester or cumulative GPA at the time the grade is given. However, the X grade must be removed from the student's record prior to the end of the student's next semester of enrollment. At the end of the student's next semester of enrollment, the grade of X will be converted to a grade of F. At that time, the student's semester and cumulative GPA will be recalculated to include the grade of F;
- The X grade cannot be extended beyond the student's next semester of enrollment;
- If a graduating student receives a grade of X during their final semester of enrollment, the student will be permitted to graduate as long as the course in question is not required for graduation;
- A student should not re-register for a course for which they have received a grade of X in an attempt to complete any coursework. The grade of X cannot be resolved through a second registration or repeat of the course. The grade of X can only be resolved by communicating with the instructor of record a more appropriate course of action for the assignment of a final grade;
- An X should not be assigned to allow the student an opportunity to repeat the entire course;
- Students who have stopped attending class or who have never attended class should be assigned a grade of F. Students are responsible either for completing the required work in the course or withdrawing from a course for which they have been registered. If the instructor feels an immediate failing grade is not warranted, assigning the grade of X extends the student's opportunity to communicate with the instructor regarding a more appropriate course of action for the assignment of a final grade.

X Grades

The grade of X means "no grade given." The X grade may be awarded under the following circumstances:

- If a faculty member determines the student has not completed assignments or that course activities were not sufficient to make a normal evaluation of academic performance, a grade of X may be assigned. Note that once the X grade is entered, the instructor is required to indicate the date the student last participated or attended class;
- The X grade may also be used by an instructor if the student misses the final assessment (project or exam) and that is the only

COURSE SEARCH

Welcome to Course Search

Use the search panel on the left to find and narrow down courses of interest.

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