Physical Education Teacher Education

Master Degree

The Physical Education Teacher Education (PETE) Master of Science degree is designed for certified physical education teachers who work full-time. The focus of the program is to advance individual skills as well as to advance one’s knowledge to develop a standards-based physical education program. Students are admitted once a year, so they will complete the program with their cohort. Program highlights include:

• The thirty-seven credit hour program includes a balance of online courses (taken during the spring and fall semesters) and hybrid courses which consist of a combination of online and two full weeks on campus (including the Saturday/Sunday between both weeks).
• Students will be introduced to new forms of physical activities that can be immediately incorporated into one’s curriculum through a one-credit hour special topics course on the weekend between the two weeks on campus.
• Practical application of research-based and developmentally appropriate teaching practices are emphasized through a variety of assignments embedded within fall and spring online courses and through a one credit hour practicum experience in the fall or spring semester following the summer courses (e.g., PET 683 Principles of Effective Teaching is completed in the summer (3 cr), and in the fall participants evaluate their teaching effectiveness as part of the 1-cr Advanced Lab class; or in the spring semester participants revise their PE curriculum to include one of the curricular models covered in PET 665 [completed the previous summer]).

Normal completion time is two and a half years (summer - fall - spring - summer - fall - spring - summer). No more than twelve graduate hours may be taken toward the master’s degree as a non-degree seeking graduate student.

Doctorate Degree

WVU is the only institution in the state of West Virginia to offer a Doctorate of Education (Ed.D.) majoring in Physical Education Teacher Education or a Doctorate of Philosophy (Ph.D.) majoring in Coaching and Teaching Studies. Both programs are designed to educate PETE leaders who will work at colleges, universities, educational agencies, and in school systems in order to bring the most current, research-based educational practices to PETE programs and ultimately to children, young adults, and adults via school-based and community-based physical education programming.

Physical Education Teacher Education (Ed.D.)

The objectives of the doctorate of education are to:

• Provide students with an in-depth understanding of the knowledge base surrounding the disciplines of PETE
• Educate, train, and produce highly competent graduates to function within PETE professions as researchers, teachers, grant writers, and applied practitioners
• Produce scholars and professionals who will make significant contributions to the advancement of empirically-based knowledge in PETE
• Train students to produce original, theory-based research projects in PETE

Coaching and Teaching Studies (Ph.D.)

The objectives of the doctorate of philosophy are to:

• Provide students with an in-depth understanding of the knowledge base surrounding the disciplines of coaching and physical education teaching studies
• Educate, train, and produce highly competent graduates to function within both coaching and physical education teaching professions as researchers, teachers, grant writers, and applied practitioners
• Produce scholars and professionals who will make significant contributions to the advancement of empirically-based knowledge in Coaching and Teaching Studies (CATS)
• Train students to produce original, theory-based research projects in CATS

FACULTY

PROFESSOR
• Robert L. Wiegand - Ed.D. (University of Georgia)

ASSOCIATE PROFESSOR
• Sean Bulger - Ed.D. (West Virginia University)
• Stephen Harvey - Ph.D. (Oregon State University)
ASSISTANT PROFESSORS
- Emily Jones - Ph.D. (University of Georgia)
- Andrea Taliaferro - Ph.D. (University of Virginia)

VISITING ASSOCIATE
- Eloise Elliott - Ph.D. (Virginia Polytechnic Institute and State University)
  Ware Distinguished Professor

PROFESSOR EMERITUS
- Lynn Housner - Ph.D. (University of Pittsburgh)

Master’s Admission
In order to be considered for admission to this program, students must have a teaching license and have acquired a minimum undergraduate GPA (on a 4-point scale) of 2.75.

If a student has a GPA of 2.5 or above, provisional admission is possible with approval of the program faculty.

No more than twelve graduate hours may be taken toward the master’s degree as a non-degree seeking graduate student.

Application deadline is March 1 for summer admission.

Doctorate Admissions
Students can be admitted to the Ed.D. or Ph.D. program with either a bachelor’s or master’s degree. Those admitted with a bachelor’s degree will obtain a PETE masters degree at WVU as part of their doctoral program of studies.

ENTRANCE STANDARDS
Applying to the PhD. in Kinesiology - Major in Coaching and Teaching Studies. Priority Deadline - January 15 by completing the online application thru the WVU Office of Admissions website which will be processed after official UG transcript and application fee have been submitted. Applicants with a completed file by the deadline will receive priority review for admission and will be eligible for university fellowship consideration. Applications processed after the priority deadline will be reviewed on a rolling basis and admissions will be made until all seats are filled. Applicants must submit official copies of transcripts and GRE test scores directly to the WVU Office of Admissions, PO Box 6009, Morgantown, WV 26506-6009. The program requirements listed below (if any) are in addition to the online WVU Graduate Admission Application.

Applying to the Ed.D. in Kinesiology - Major in Physical Education/Teacher Education: Priority Deadline - January 15 by completing the online application thru the WVU Office of Admissions website which will be processed after official UG transcript and application fee have been submitted. Applicants with a completed file by the deadline will receive priority review for admission and will be eligible for university fellowship consideration. Applications processed after the priority deadline will be reviewed on a rolling basis and admissions will be made until all seats are filled. Applicants must submit official copies of transcripts and GRE test scores directly to the WVU Office of Admissions, PO Box 6009, Morgantown, WV 26506-6009. The program requirements listed below (if any) are in addition to the online WVU Graduate Admission Application.

The additional screening materials necessary to complete your doctoral application (submitted online as part of your GEMS admission application) are:

- Resume/CV
- Statement of Professional Goals and Research Interests*
- Letters of Recommendations: 3 required**
- Test Requirements: GRE (taken within 5 years of application). Preferred scores of 149 (Verbal); 152 (Quantitative Reasoning); and 3.5 or higher (Analytical Writing).

* The Statement of Professional Goals and Research Interests should be 2-3 pages in length, double-spaced. Describe your academic and professional background, professional goals, possible areas of research, any completed research projects and how and why you are a good fit for the program. It should be tailored to WVU and your specific program of interests.

** A minimum of two letters of recommendation should speak directly to the candidate’s academic skills and professional potential and abilities.

NOTE: Provisional admission decisions can be made based upon faculty discretion.

NOTE: Applicants are strongly encouraged to contact WVU faculty members, schedule an on-campus visit, or conference call prior to submitting application to get a feel for faculty, staff, students, and the WVU experience.
Master’s Degree

The Physical Education Teacher Education (PETE) Master of Science degree is designed for certified physical education teachers who work full-time. The program is designed to advance individual skills and to advance one’s knowledge to develop a standards-based physical education program. Students are admitted once a year and complete all coursework with a cohort. The master’s program includes a balance of online courses (taken during the spring and fall semesters) and hybrid courses (combination of online and two-weeks in the summer of face-to-face interaction and meetings). Normal time to completion is four regular semesters and three summers (approximately two and-a-half years). Practical application of research-based and developmentally appropriate teaching practices is emphasized through a variety of practicum experiences embedded within the program.

No more than twelve graduate hours may be taken toward the master’s degree as a non-degree seeking graduate student.

Degree Requirements

CURRICULUM

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PET 605</td>
<td>Professional Issues-Phys Educ</td>
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<td>Theory of Fitness Education</td>
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<td>PET 681</td>
<td>Motor Developmnt-Spec Populatn</td>
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<td>PET 683</td>
<td>Principles-Effective Teaching</td>
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<td>PET 685</td>
<td>Phys Educ Supervision Tech</td>
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<tr>
<td>PET 686</td>
<td>Teaching Practicum</td>
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<tr>
<td>PET 693 - Special Topics (subject matter changes)</td>
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Total Hours: 37

SUGGESTED PLAN OF STUDY

First Semester

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Second Semester

First Semester

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Third Semester

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Fourth Semester

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Fifth Semester

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Sixth Semester

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Seventh Semester

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Total credit hours: 37

**Doctorate Degree**

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**Physical Education Teacher Education (Ed.D.)**

The objectives of the doctorate of education are to:

- Provide students with an in-depth understanding of the knowledge base surrounding the disciplines of PETE
- Educate, train, and produce highly competent graduates to function within PETE professions as researchers, teachers, grant writers, and applied practitioners
- Produce scholars and professionals who will make significant contributions to the advancement of empirically-based knowledge in PETE
- Train students to produce original, theory-based research projects in PETE

In this program, students complete the following coursework:

1. Core classes 12 credits
2. Electives 12 credits
3. Cognate Specialization 12 credits
4. Statistics and Research Methods 15 credits
5. Dissertation Research 12 credits

**Coaching and Teaching Studies (Ph.D.)**

The objectives of the doctorate of philosophy are to:

- Provide students with an in-depth understanding of the knowledge base surrounding the disciplines of coaching and physical education teaching studies
- Educate, train, and produce highly competent graduates to function within both coaching and physical education teaching professions as researchers, teachers, grant writers, and applied practitioners
- Produce scholars and professionals who will make significant contributions to the advancement of empirically-based knowledge in Coaching and Teaching Studies (CATS)
- Train students to produce original, theory-based research projects in CATS
In this program, students complete the following coursework:

1. Core classes 12 credits
2. Cognate Specialization 12 credits
3. Statistics and Research Methods 18 credits
4. Dissertation Research 18 credits

Performance Standards (Ed.D. or Ph.D.)

Credit for courses in which a grade of lower than C is obtained will not count toward satisfying program requirements for both the Ed.D. or Ph.D. Students who fail to maintain a 3.0 GPA will be placed on probation and must bring their GPA up to 3.0 during the following semester. If a student fails to bring his or her GPA up to 3.0, they will be dismissed from the program. Student research will be graded by the PETE faculty each semester. Research and grades will be satisfactory or unsatisfactory (S/U).

Degree Requirements (Ed.D. or Ph.D.)

For the Ph.D. program, the candidate must complete a series of research benchmarks beyond that required for the Ed.D. All students must complete the written and oral qualifying exam within the first two semesters of the program. All students must also pass a comprehensive exam as designated by the candidate’s doctoral committee, pass the dissertation prospectus, and successfully defend the dissertation. In addition, Ph.D. candidates must submit three publishable articles. The acceptability (publishable) of the articles will be determined by the candidate’s doctoral committee.

CURRICULUM (ED.D. AND PH.D.)

<table>
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<tr>
<th>Core Classes</th>
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<tr>
<td>PET 735</td>
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<td>PET 741</td>
<td>Research in Kinesiology</td>
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<td>EDP 613</td>
<td>Statistical Methods 1</td>
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<td>EDP 614</td>
<td>Statistical Methods 2</td>
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<td>Qualitative Research Methods</td>
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<td>PET 798</td>
<td>Dissertation</td>
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Total Hours: 63-60

BENCHMARKS

Physical Education Teacher Education (Ed.D.)

1. Research Benchmark #1 - Qualifying Exam
2. Research Benchmark #2 - Pass Comprehensive Exams
3. Research Benchmark #3 - Complete all statistics and research methods courses with grade of B or better
4. Research Benchmark #4 - Complete all cognate courses with a grade of B or better
5. Research Benchmark #5 - Defend dissertation proposal

Coaching and Teaching Studies (Ph.D.)

1. Research Benchmark #1 - Qualifying Exam
2. Research Benchmark #2 - Pass Comprehensive Exams
3. Research Benchmark #3 - Complete all statistics and research methods courses with grade of B or better
4. Research Benchmark #4 - Complete all cognate courses with a grade of B or better
5. Research Benchmark #5 - Defend dissertation proposal
6. Research Benchmark #6 - Submit 1st research paper
7. Research Benchmark #7 - Submit 2nd research paper
8. Defend dissertation and submit 3rd research paper (based on dissertation findings)

COURSES

PET 600. Workshop In Physical Ed. 1-15 Hours.
Professional development experience for the physical education teacher.

PET 605. Professional Issues-Phys Educ. 3 Hours.
Designed to examine current professional issues in physical education and the impact of these issues on the professional’s life.

PET 615. Research Methodology-Phys Educ. 3 Hours.
Application of historical, descriptive, and experimental research strategies and designs to physical education.

PET 645. Standards-Based Assessment-PE. 3 Hours.
Students completing this course will acquire the dispositions, knowledge, and performance competencies related to standards-based measurement and evaluation of school-aged children in K-12 physical education.

PET 665. Curriculum In Phys Educ. 3 Hours.
Designed to examine the factors affecting curriculum development. Emphasis on research in the changing curriculum, and the selection and sequencing of developmentally appropriate activities for early, middle, and adolescent childhood.

PET 666. Issues in Motor Development. 3 Hours.
Examines the contributions made to the body of knowledge of motor development by various theories of child development, psychology, learning, and ecology. A variety of theoretical perspectives, assessment techniques, and issues will be reviewed.

PET 671. Childhood Motor Development. 3 Hours.
PR: PET 668. This course will study changes during childhood in motor behavior which reflect the interaction of the mover with contextual features of the environment and the demands of the movement task. Laboratory experiences with children included.

PET 672. Adv Laboratory - Physical Educ. 1-6 Hours.
Provides graduate students with teaching experiences in physical activity programs for children. Students can choose between pre-school or elementary school age children and land-based or water-based learning environments. Open to all majors.

PET 673. Instructional Tchnlgy-Sport/PE. 3 Hours.
The purpose of this course is to investigate emerging educational and instructional technologies in sport and physical education. Students will critically examine the implications of technology integration in teacher and coach education.

PET 680. Theory of Fitness Education. 3 Hours.
This course explores the theoretical foundations and related literature underlying the provision of fitness education and the role of this content in physical education programs.

PET 681. Motor Developmnt-Spec Populatn. 3 Hours.
Designed to examine the motor developmental patterns of various special population groups focusing on physical education’s interactive role with the developmental process. Current developmental research related to the area will be emphasized. (Offered every third summer.).

PET 683. Principles-Effective Teaching. 3 Hours.
Research based principles of effective teaching as they relate to physical education. Students will examine and evaluate their own teaching practices through a series of reflective assignments.

PET 685. Phys Educ Supervision Tech. 3 Hours.
Effective supervision practices for the perspective physical education directing teacher.

PET 686. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education teaching. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be S/U.).

PET 688. Applied Motor Learning. 3 Hours.
Examines the theoretical foundations and related literature that underlie the learning, performance, and retention of motor skills with applications to teaching and coaching.

PET 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education teaching. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F.).

PET 691A-Z. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
PET 692A-Z. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PET 693A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PET 694A-Z. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

PET 695. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

PET 696. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

PET 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper, or equivalent scholarly project, or a dissertation. (Grading may be S/U.)

PET 698. Thesis. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

PET 699. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is P/F; colloquium credit may not be counted against requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

PET 730. Diversity Issues in PET. 3 Hours.
A synthesis of research and literature covering a wide range of social/political issues related to diversity and inclusion in physical education such as gender equity, developmental disabilities, and multiculturalism.

PET 735. Reading Research 1. 3 Hours.
This course provides the doctoral student with an introduction to the literature that underlies the knowledge base in physical education teaching and teacher education.

PET 736. Reading Research 2. 3 Hours.
This course provides the doctoral student with an introduction to the literature that underlies the knowledge base in physical education teaching and teacher education.

PET 741. Research in Kinesiology. 3 Hours.
PR: PET 735. The purpose of this seminar is to provide doctoral students with the knowledge and skills needed to initiate a well-focused line of scholarly investigation leading to dissertation completion and continued research productivity following program completion.

PET 745. Curriculum Development/Evaluation. 3 Hours.
A historical and philosophical analysis of curriculum theory related to the preparation of physical education teachers with an emphasis on current models, content standards, curricular design and evaluation, as well as the curriculum accreditation.

PET 750. Research on Teaching. 3 Hours.
An introduction to research on teaching in physical education with an emphasis on the cognitive process that underlie learning and instruction.

PET 755. Physical Activity in Schools. 3 Hours.
This course provides student in-depth knowledge of the key guidelines, intervention strategies, and program evaluation methods associated with children's physical activity in schools.

PET 761. Instructional Technology-Sport/PE. 3 Hours.
The purpose of this course is to investigate emerging educational and instructional technologies in sport and physical education. Students will critically examine the implications of technology integration in teacher and coach education.

PET 770. Motor Behavior Issues Seminar. 3 Hours.
This course is a readings, discussion, research, and application seminar in human movement production. Emphasis will be placed on bridging theory to practice. Applications focus on teaching/learning, fundamental motor skills, and rehabilitation of motor skills.

PET 775. Physical Education Supervision. 3 Hours.
Examination of the supervision process in physical education and related supervision issues.

PET 780. Research on Teaching. 3 Hours.
The history, methods, findings, and educational implications of research on behavioral and cognitive processes that underlie teaching.
PET 781. Research on Teaching in PE. 3 Hours.
This course is designed to examine issues related to the provision of quality physical education in P-12 programs, and to the integration of many elements contributing to the student's professional preparation.

PET 785. Behavior Analysis. 3 Hours.
Examination of basic and advanced concepts of applied behavior analysis as they relate to research in physical education and related fields as well as course design and implementation at the college level.

PET 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be S/U.).

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PET 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). The tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.

PET 931. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). These tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.