Physical Education Teacher Education

Master Degree

The blended Physical Education Teacher Education (PETE) Master of Science program is designed for physical education professionals who already possess initial teaching certification in physical education (or related field). This format is ideal for teachers and coaches with demanding schedules who need to balance work, family, and continue their education. The hybrid format allows students to complete online courses during spring and fall semesters and blended courses (online and two weeks on-campus) during the summers. Practical applications of research-based and developmentally appropriate teaching practices are embedded within online and on-campus courses.

Students enrolled in the WVU PETE Master’s program evaluate their teaching effectiveness using research informed methods, examine standards-based curriculum and assessment strategies, explore the possibilities of technology in PE, engage with learners with diverse physical, mental, and emotional needs, and extend their understanding of fitness education for K-adult learners.

The program has been approved as a part of Southern Regional Electronic College and therefore will be offered at IN-STATE TUITION. This program is NOT a teaching licensure program.

FACULTY

PROFESSOR

• Sean Bulger - Ed.D. (West Virginia University)

CLINICAL PROFESSOR

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

ASSOCIATE PROFESSOR

• Andrea Taliaferro - Ph.D. (University of Virginia)

ASSISTANT PROFESSORS

• Emi Tsuda - Ph.D. (The Ohio State University)
• James Wyant - Ph.D. (West Virginia University)

ADJUNCT INSTRUCTOR

• Jack Sager - Ed.D. (West Virginia University)

PROFESSOR EMERITUS

• Linda Carson
  Ware Distinguished Professor
• Lynn Housner
• Andrew Hawkins
• Robert Wiegand

ASSOCIATE PROFESSOR EMERITUS

• Bruce Wilmoth

M.S. PHYSICAL EDUCATION TEACHER EDUCATION

Required criteria for PETE program admission include the following:

1. Baccalaureate degree with cumulative GPA of at least 2.75 on a 4.0 scale
2. Submission of unofficial transcripts at point of application (admission contingent upon receipt of official transcripts sent to the WVU Office of Admissions).
3. All admitted students must have access to youth (children and adolescents) in school-based physical education or community physical activity/sport settings throughout the duration of the program for course assignments and follow-up application tasks.

Note: Students who do not meet the 2.75 grade point average requirement may be admitted as a provisional graduate student only if their GPA is between 2.50 and 2.75. If a student is admitted as a provisional student they are required to attain a 3.0 GPA in their first 9 hours of adviser approved course work in order to remain in the program and to be reclassified as a regular graduate student.
No more than twelve graduate hours may be taken toward the master's degree as a non-degree seeking graduate student.

**ACCELERATED B.S./M.S. PHYSICAL EDUCATION TEACHER EDUCATION**

Students must complete an internal application for admission to the accelerated B.S./M.S. (ABM) program. Students may apply for regular admission to the ABM in PETE in the fall semester following the completion of 60 credits. Only enrolled WVU PEK majors may be considered for regular admission to the program. Transfer students must complete at least 24 credit hours as degree-seeking students at WVU before applying. The minimum GPA requirement for regular admission is GPA of 3.0, with no provisional admissions allowed. Additional criteria include acceptable performance on the program’s Professionalism Assessment used to monitor undergraduate student dispositions each semester in the major by a designated faculty member. Regular admission will not be offered to students with less than 2 semesters to complete the bachelor's degree. The ABM in PETE is not available to students seeking a second (or subsequent) bachelor’s degree. Internal application is due by October 1 with program admissions decisions communicated by December 15. Applications will be reviewed by a three member work group (2 PETE faculty and 1 academic adviser) and presented to the program faculty for a final admissions decision.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PET 515</td>
<td>Research Methodology in Physical Education</td>
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<td>Standards-Based Assessment in Physical Education</td>
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<td>PET 565</td>
<td>Curriculum in Physical Education</td>
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<td>Instructional Technology in Sport and Physical Education</td>
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<td>Effective Teaching Advanced Laboratory</td>
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<td>Motor Development for Special Populations Advanced Laboratory</td>
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<td>Theory of Fitness Education</td>
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<td>PET 585</td>
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<td><strong>Total Hours</strong></td>
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**SUGGESTED PLAN OF STUDY**

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<td><strong>First Semester</strong></td>
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Fifth Semester

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Sixth Semester

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Total credit hours: 30

Major Learning Outcomes

PHYSICAL EDUCATION TEACHER EDUCATION

The goal of the program is to develop educational professionals who focus their teaching on learner needs, enhance their integrated knowledge base, conduct inquiry-based practice and engage as school-community leaders.

- **Professional Knowledge** - Students understand, refine, and analyze disciplinary content knowledge, the application of that knowledge to the pedagogy of teaching, and modes of inquiry that form the basis for physical education programs and instruction.
- **Professional Practice** - Students apply content knowledge and pedagogical content knowledge to design, deliver, and reflect upon appropriate learning experiences that facilitate and enhance the growth of learners.
- **Professional Leadership and Advocacy** - Students become continuous, collaborative learners who further their professional development and use their abilities to contribute to the profession.
- **Professional Ethics** - Students demonstrate professional behaviors, including a commitment to excellence and lifelong learning, diversity and collaboration, and service to others.

Degree Requirements

Minimum cumulative GPA of 3.0 is required.

**Professional Knowledge**

- PET 515 Research Methodology in Physical Education 3
- PET 545 Standards-Based Assessment in Physical Education 3
- PET 565 Curriculum in Physical Education 3
- PET 573 Instructional Technology in Sport and Physical Education 3
- PET 581 Motor Development in Special Populations 3
- PET 583 Principles of Effective Teaching 3

**Professional Practice**

- PET 578 Teaching Physical Activities 1 1
- PET 579 Teaching Physical Activities 2 1

**Professional Leadership**

- PET 580 Theory of Fitness Education 3
- PET 585 Physical Education Supervision and Advocacy 3

Total Hours 26

SUGGESTED PLAN OF STUDY

**First Year**

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Total credit hours: 138

NOTE: See Undergraduate Catalog for Bachelor's degree requirements (B.S. in Physical Education Teacher Education, Accelerated Program).

COURSES

PET 515. Research Methodology in Physical Education. 3 Hours.
Application of historical, descriptive, and experimental research strategies and designs to physical education.

PET 545. Standards-Based Assessment in Physical Education. 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 565. Curriculum in Physical Education. 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 573. Instructional Technology in Sport and Physical Education. 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 574. Curriculum in Physical Education - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 565. Using models-based practice, students plan and design a physical-education curriculum, including a justification and evaluation plan. In addition, students relate their justification to relevant theory and empirical (data-based) evidence from the extant research literature.

PET 575. Effective Teaching Advanced Laboratory. 1 Hour.
This course provides graduate students with teaching experiences in physical activity programs for children and youth. The experience provides a practical application of research-based principles of effective teaching to impact student learning.

PET 576. Motor Development for Special Populations Advanced Laboratory. 1 Hour.
This course provides graduate students with teaching experiences in physical activity programs for children. The experience provides a practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.

PET 577. Integrating Instructional Technology in Physical Education - Advanced Laboratory. 1 Hour.
Application of instructional technologies in physical education, physical activity, and/or sports settings using a guided participatory action research process.
PET 578. Teaching Physical Activities 1. 1 Hour.
The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of sports for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.

PET 579. Teaching Physical Activities 2. 1 Hour.
The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of lifetime physical activities for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.

PET 580. 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 581. Motor Development in Special Populations. 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 583. Principles of 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 585. Physical Education Supervision and Advocacy. 2 Hours.
Effective programmatic supervision and advocacy practices for leaders in school physical activity and physical education.

PET 587. Student Teaching: K-5 Physical Education. 3 Hours.
PR or CONC: PET 588 and PET 589. A final, school-based practice teaching experience in elementary schools.

PET 588. Student Teaching: 6-12 Physical Education. 3 Hours.
PR or CONC: PET 587 and PET 589. A final, school-based practice teaching experience in secondary schools.

PET 589. Student Teaching Seminar. 2 Hours.
PR or CONC: PET 587 and PET 588. Discussions to enhance communication concerning the program's student teaching and stimulate critical thinking about the student teaching experience. (Seminar.).

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

PET 605. Professional Issues in Physical Education. 3 Hours.
Designed to examine current professional issues in physical education and the impact of these issues on the professional's life.

PET 645. Standards-Based Assessment in Physical Education. 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 668. 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. Advanced Laboratory in Physical Education. 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 675. Effective Teaching Advanced Laboratory. 1 Hour.
PR: PET 683 and enrolled in WVU PETE Master's Program. This course provides graduate students with teaching experiences in physical activity programs for children and youth. The experience provides a practical application of research-based principles of effective teaching to impact student learning.

PET 676. Motor Development for Special Populations Advanced Laboratory. 1 Hour.
PR: PET 681 and enrolled in WVU PETE Master's Program. This course provides graduate students with teaching experiences in physical activity programs for children with disabilities in physical 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 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 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

PET 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

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

PET 694. 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 or Dissertation. 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 Physical Education/Teaching. 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. Physical Education/Teaching Curriculum Development and Evaluation. 3 Hours.
PR: PET 741 and PET 735. 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 in Sport and Physical Education. 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 Physical Education. 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).

PET 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

PET 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PET 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PET 794. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

PET 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

PET 796. 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 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading will be S/U).

PET 798. Thesis or Dissertation. 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 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use of 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 credit 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 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.