

2025-2026  
Graduate Catalog

# Point Park University

Pittsburgh, Pennsylvania



# The University Seal



Point Park University's seal retains several elements from the seal of Point Park College. These include the escutcheon with the inverted furca (fork) as its ensign. The inverted furca represents salvation flowing from above and embracing the world below. This furca also draws obvious attention to the Monongahela, Allegheny and Ohio Rivers and their confluence at Point Park, the triangular spot of land in downtown Pittsburgh that gave the University its name.

The three scrolls contained within the escutcheon articulate the goals of a Point Park University education and express that a Point Park education stands for the benefit of knowledge, the community and careers.

This catalog is the official announcement of Point Park University (a tax-exempt, not-for-profit, educational institution) for the academic year 2025-2026. The University reserves the right to repeal, change, or amend the rules, regulations, and provisions contained in this catalog, and may withdraw or modify the programs and courses listed herein. Updates to the catalog will be posted on the University website. It is published by the Office of the University Registrar.

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# Calendar 2025-2026

## Fall Semester 2025

Fall Term Begins	August 25
Labor Day, University Closed	September 1
Pioneer Pause	October 28
Thanksgiving Break	November 24 - 30
Last Regular Class Session	December 8
Final Examination Week	December 9 - 12

## Spring Semester 2026

Dr. Martin Luther King Jr. Day, University Closed	January 19
Spring Term Begins	January 20
Spring Break	March 7 - 15
Last Regular Class Session	May 4
Final Examination Week	May 5 - 8
Commencement	May 8

## Summer Semester 2026

Summer Term Begins	May 11
Memorial Day, University Closed	May 25
Juneteenth, University Closed	June 19
Independence Day Observance, University Closed	July 3
Summer II & Summer 12 Classes End	July 31

For the full academic calendar, including add/drop dates, and online terms, please visit [our webpage](#).

# Point Park University

## Mission Statement

We inspire imagination and creativity through experiential learning to advance society.

## Vision Statement

To be one of the most dynamic, urban universities in America.

## Values

Inclusiveness

Integrity

Innovation

Excellence

# About the University

Founded in 1933, Point Park is a dynamic, urban university with a strong liberal arts tradition. Located in Downtown Pittsburgh, Point Park enrolls approximately 3,000 full- and part-time students. There are 87 bachelor's programs, 21 master's programs, several graduate and undergraduate certification programs, and four doctoral programs offered through the School of Arts and Sciences, Rowland School of Business, School of Communication, School of Education, School of Continuing and Professional Studies, and Conservatory of Performing Arts.

Since its founding, Point Park has been known for providing students with an innovative, disciplined education that brings real-world experience into the classroom. Many of the faculty members are professional practitioners. Classes are small by design, giving students more one-on-one time with professors. The University's unique urban location puts students in close proximity to internships, cooperative education opportunities, culture, entertainment, and employment opportunities.

Embedded in Downtown, Point Park is committed to being an integral part of the success of the city and region. Its growth and development over the years reflects that: Established in 1933 as a business training college, Point Park became a junior college in 1960 and then a four-year undergraduate institution in 1966. It offered its first graduate degree in 1981 and achieved university status in 2003. In 2008, Point Park announced the Academic Village Initiative, a multi-block, living and learning hub that is redefining the student experience, campus life, and the University's connection to Downtown Pittsburgh. The Academic Village Initiative has resulted in new residence halls, a student center, the Village Park, and streetscape enhancements. Since then, Point Park has been on the forefront of downtown's transformation with such innovative networking places as The Center for Media Innovation, opened in 2016, and the Downtown Pittsburgh Media Hub, opened in 2022. In the fall of 2018, the new Pittsburgh Playhouse opened downtown, having relocated from Oakland.

## The Campus

Point Park University is located in one of America's most dynamic cities - Downtown Pittsburgh. The city consistently ranks among the top places to live, work, and visit, and the Pittsburgh region boasts dozens of billion-dollar global companies.

Point Park has actively participated in the city's rejuvenation. The campus, which includes the new Point Park University's Pittsburgh Playhouse built in 2018, has expanded from five buildings to one of Downtown's largest footprints. The Academic Village Initiative has included such recent campus additions as the George Rowland White Performance Center, a Leadership in Energy and Environmental Design (LEED) Gold-certified building, loft-style residence halls, the Village Park, streetscape enhancements, a student center, and Lawrence Hall lobby renovations that include an art gallery.

The School of Communication also boasts the Center for Media Innovation, which includes broadcast and photo studios, a multimedia newsroom, podcasting center, and presentation and gallery space. The Pittsburgh Downtown Media Hub (PDMH) brings together professional journalists and Point Park University communication students to advance local storytelling through collaboration and shared resources. The Hub currently houses six news outlets - City Cast Pittsburgh, The Incline, NEXT Pittsburgh, The Pittsburgh Independent, Qburgh, and Storyburgh - as well as the Pittsburgh Women's Press Club. The shared workspace includes a podcast studio, conference room, work lounge, and kitchen. The Benter Foundation made the space available to Point Park's Center for Media Innovation.

At Point Park, the city is truly our campus. Students can walk to cultural attractions such as the Pittsburgh Symphony Orchestra, the Pittsburgh Ballet Theatre, and the Pittsburgh Opera, as well as the latest concerts at Stage AE on the North Shore. Major sporting events held at PNC Park, Acrisure Stadium, and the PPG Paints Arena are also close to campus. Just across the Monongahela River from the University is Station Square, a unique entertainment destination on the river. Other local attractions include the Pittsburgh Zoo & Aquarium, the Duquesne and Monongahela inclines, the National Aviary, and the Phipps Conservatory and Botanical Gardens. Notable museums in the area include the Carnegie museums of Art and Natural History, the Carnegie Science Center, and the Andy Warhol Museum, all of which offer generous discounts to our students.

## The Pittsburgh Playhouse

Point Park University's Pittsburgh Playhouse is the performing arts center of Point Park University and the Conservatory of Performing Arts. The three-theater performing arts center in downtown Pittsburgh is home to Conservatory Theatre Company and Conservatory Dance Company. The Pittsburgh Playhouse maintains a rigorous performance calendar with eighteen major productions and 235 performances entertaining more than 30,000 patrons annually.

A 90,411-square-foot theater complex, the Pittsburgh Playhouse features a total of 91 rooms including a magnificent lobby space that boasts a three story wide-open space with natural light, a grand staircase and tucked-in spaces for students to lounge and gather; the 550-seat PNC Theatre whose backstage and inner workings are visible from the street, resulting in an intentional glimpse into performing arts classes; the main floor which includes an enormous paint shop, a 2,738-square-foot soundstage three stories high, a 15-foot-high catwalk, and 24-foot-high ceilings to provide professional-level learning opportunities to students in multiple disciplines, including cinematography, audio work, lighting work, and aesthetics.

## The Library

The Point Park University Library is located on the first floor and the lower level of the University Center, a turn of the twentieth century former bank building which also houses classrooms, a 200-seat auditorium, and production facilities for the Cinema Arts Department, as well as the TV broadcasting program for the School of Communication.

The Library has a quiet study space, an instruction/computer lab, fourteen group study rooms, a presentation practice & recording room, and a small relaxation room on the lower level. There is a larger relaxation room in the old bank vault on the first floor. Computers, scanners, and printers are available on both levels. Headphones, calculators, and HDMI cables can be checked out at the Reference Desk. The Library supports a wireless environment and students can print from their own devices. The Library houses books, DVDs, microfilm, newspapers, print journals, and magazines to support Point Park University's programs. The Library provides access to thousands of full text articles and e-books through database subscriptions. Many of the databases are subject specific, providing scholarly resources in the fields of education, business, performing arts, journalism, psychology, and criminal justice, as well as other Point Park University academic programs. Special holdings within the Library include plays, musical scores, librettos, anthologies, and monologues; a popular reading collection with new fiction and non-fiction titles; a Digital Arts reserve film collection; and a children's literature collection. A current Point Park University ID is required to borrow material from the Library. Students can access the Library's online databases off-campus by using their Point Park University e-mail log-in. E-Z Borrow is an online service that permits Point Park University students, staff, and faculty to search for and borrow books from over 50 participating academic libraries. Library staff provides research support through e-mail, phone, instant messenger, walk-in, and by appointment. Additional information about Point Park University Library and its resources can be found at [www.pointpark.edu](https://www.pointpark.edu/academics/academicresources/library/index) by clicking on the Library link <https://www.pointpark.edu/academics/academicresources/library/index>.

## The Student Center

The [Student Center](#) is open year-round, offering opportunities for fitness training, recreation, and individual and group programming. Free weights and Nautilus equipment are available. Billiards, electronic darts, and table tennis are offered as leisure activities, in addition to a full-court gymnasium, and free bike rental. Students are encouraged to take advantage of the fitness opportunities provided by the Student Center, which is open to all currently registered students free of charge. The Student Center is also home to the new Esports arena. A valid Pioneer Card is required for entry to the facility.

# General Information

## Annual Notification of Rights under FERPA (Family Educational Rights and Privacy Act)

The Family Educational 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.

A student should submit to the Registrar, Financial Aid Director, Dean, or other appropriate University official written requests that identify the record(s) the student wishes to inspect. The University official will make arrangements for access within 45 days of the University's receipt of the initial request 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 they believe are inaccurate or misleading. The student shall write the University official responsible for the record, clearly identify the part of the record the student wants to have 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 that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University or acting in an administrative, supervisory, academic, 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); an administrator or faculty member from an institution with which Point Park University has an academic or clinical affiliation who has legitimate educational interest; a person serving on the Board 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 for the University.

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

Point Park University reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. The following items are considered by Point Park University as Directory Information: student name, addresses (including electronic), telephone number(s), date and place of birth, field(s) or program(s), participation in officially recognized activities, photographs, enrollment status, dates of attendance, height, weight, degrees, awards and honors received, previous schools attended, and post completion placements, including employment and graduate school attendance.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

# Credit Hour Policy

Point Park University complies with Federal (US DOE) and Middle States Commission of Higher Education (MSCHE) regulations regarding degree and credit hours. Point Park University undergraduate degrees require the satisfactory completion of a minimum of 120 semester credit hours, and at least 40 semester credit hours are in general education. All graduate degrees require at least 30 semester credit hours. Associates degrees require at least 60 semester credit hours.

Point Park operates on an academic year divided into two semesters (fall and spring) of approximately 15 weeks in length. Summer sessions, as well as some accelerated sessions offered throughout the year, comply with the established University credit policy.

One semester credit is equivalent to one hour of faculty face-to-face instruction time per week for 15 weeks and a minimum of two hours of student preparation time outside of the classroom each week per credit hour. Different modes of instruction will meet instructional hour requirements by following the Equivalent Instructional Activity policy in this document.

The University also follows the U.S. Department of Education definition of credit hour “an amount of work represented in intended learning outcomes and verified by evidence of student achievement.” The University established the following guidelines that are in concert with the U.S. DOE as well as MSCHE: one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work for approximately 15 weeks (or equivalency over different time periods).

Specifically, the University follows the established curricular credit regulations of the Pennsylvania Department of Education (PDE): 22 Pa. Code Chapter 31, 31.21-31.22. One semester credit is defined as 14 hours of classroom instruction. A three-credit semester based course would need to meet for 42 hours of classroom instruction throughout the semester. In addition, PDE requires that hours of classroom instruction cannot be calculated to include exams. Therefore, a typical semester course meets for 14 weeks (3 credits equals 42 hours of instruction) with a final exam in week 15 (2 hours).

PDE’s curricular credit policy allows for determining activities that are the equivalent of classroom instruction. Definitions of Point Park University’s formats and modalities of instruction appear below:

Lecture: One lecture, seminar, or discussion credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours.

<b>Lecture, Seminar, and Discussion: Classroom /Faculty Instructor and Outside Work</b>				
Semester credits	Minimum instructional time/week	Student preparation time/week	Total minimum instruction time/14 weeks	2 hour final exam in 15 <sup>th</sup> week
1 credit	1 hour	2 hours	14 hours	16 hours
2 credits	2 hours	3 hours	28 hours	30 hours
3 credits	3 hours	4 hours	42 hours	44 hours
4 credits	4 hours	5 hours	56 hours	58 hours

Laboratory: One laboratory credit hour represents 1-2 hours per week of scheduled supervised laboratory work and 2 hours of student preparation time.

<b>Laboratory: Classroom /Faculty Instructor and Outside Work</b>				
Semester credits	Minimum instructional time/week	Student preparation time/week	Total minimum instruction time/14 weeks	2 hour final exam in 15 <sup>th</sup> week
1 credit	1-2 hours	2 hours	14-28 hours	16-30 hours
2 credits	2-3 hours	3 hours	28-42 hours	30-44 hours

Practicum: A practicum provides students with the opportunity to practice and enhance skills that they have acquired in previous courses. One practicum hour is equivalent to approximately 3-4 hours of internally-supervised and unsupervised work per week for 15 weeks. A 3-credit practicum is at minimum 150 hours of internally-supervised and unsupervised work in 15 weeks.

Education Practica: (follows PDE guidelines)

- Student Teaching Practicum: Twelve credit hours of supervised student teaching, representing 3 lecture hours and 30 classroom hours each week for 15 weeks.
- Instructional Studies Practicum: Six credit hours of supervised instruction, representing 3 lecture hours and 18 classroom hours each week for 15 weeks.

Studio: One practice credit hour represents 3 hours per week of supervised and independent practice. (Dance students experience a minimum of one daily technique class of 90 minutes in length, as required by the National Association of Schools of Dance.)

Studio: Classroom /Faculty Instructor and Outside Work				
Semester credits	Minimum instructional time/ week	Student independent practice/week	Total minimum instruction time/14 weeks	2 hour final exam in 15 <sup>th</sup> week
1 credit	1-1.5 hours	1.5-2hrs	14-21 hours	16-23 hours
2 credits	2-3hours	3-4 hours	28-42 hours	30-44 hours
3 credits	3-4.5 hours	4.5-6 hours	42-63 hours	44-65 hours

Internship: Internships are determined by negotiation between the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of student’s work and completion of agreed upon outcomes and assessment of those outcomes. Three credits is equivalent to a minimum 150-200 hours of work. Students should verify their department’s required hours of work with their faculty supervisor. In order to receive credit, students must register for an Internship course prior to the start date of their internship. Credit for an internship will not be granted after the completion of work and cannot be applied to applied knowledge learning.

Applied knowledge Learning: Credit for applied knowledge learning may be granted to individuals who submit evidence of learning equivalent to University level course objectives/learning outcomes. Considered evidence may include portfolios, summaries of learning experiences, letters from supervisors and/or other materials that clearly illustrate achievement of each course learning outcome. A student must have completed a minimum of six credits at Point Park before a faculty evaluation for applied knowledge learning can be processed. Students may earn up to six (6) graduate credits in applied knowledge learning. These credits do NOT fulfill the University residency requirement. The student cannot use applied knowledge learning for any capstone type of course. For the applied knowledge learning credits to be added to the graduate student’s transcript, and/or applied to the student’s program requirements, they must be approved by the professor and/or advisor, program director and/or chair, dean of the school, and the university registrar. Students can only apply for applied knowledge learning credit if the specific graduate program curriculum/handbook allows this option.

Independent Study: Independent studies from 1-4 credits are offered if a comparable course is not available on campus or at another institution. Students must secure a faculty supervisor and obtain permission from a department chair before registering for an independent study. Students must illustrate achievement of the independent study course objectives/learning outcomes in order to receive credit. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course.

Online: The University follows the definition of Distance Education/Distance Learning consistent with HEOA, PDE and Middle States standards and guidelines for all distance learning degree or certificate programs: online courses at Point Park will be delivered 100% online. Online courses satisfy the PDE guidelines for “equivalent instruction” outlined in PA Code 31.21: see Equivalent Instructional Activity (EIA) below.

Hybrid: Hybrid courses are a combination of face-to-face and distance learning methods. The University guidelines recommend that at least 40% and no more than 70% of instructional hours be delivered online. Hybrid courses must utilize the University’s EIA policy (see below).

Equivalent Instructional Activity (EIA): EIAs must be part of the course design when the format for instructional meeting hours are less than the Pennsylvania Department of Education requirement of 42 hours plus 2 hours of final examination time.

All Equivalent Instructional Activities must be included on the syllabus and should indicate the expected number of hours of class meeting time provided through this alternative instructional methodology. The syllabus should also include a specific description of each EIA.

The Center for Inclusive Excellence provides guidelines to faculty for the use in designing Equivalent Instructional Activities that meet the requirements of providing interaction with the student and the sharing of that interaction to the benefit of the entire class.

### **Guidance for Developing Equivalent Instructional Activities (established 2007, revised 2012)**

With the advent of distance learning, the Pennsylvania Department of Education (PDE) recognizes that alternative formats for instruction are possible and likely, and as such, has determined that “equivalent” instructional modes may substitute for what was traditionally face-to-face instruction.

Credit hour equivalencies must be stated for the amount of time that classes do not meet over the course of the term. Syllabi must include instruction mode equivalencies that are mapped to instructional objectives and learning outcomes. Homework is not equivalent to instructional time.

Instructional mode equivalencies include but are not limited to the following activities:

- Field work
- Telecommunication instruction (including the use or reliance upon Blackboard software): lectures, web-links, discussion boards, chat room, blogs, on-line quizzes/exams, video conference, email correspondence, conference calls, etc.
- Collaborative group assignments – synchronous and asynchronous
- Demonstrations/Observations – virtual or otherwise

Credit Hour Review: The Office of the University Registrar regularly audits scheduled course offerings to ensure compliance with credit hour requirements through its process for scheduling each semester. Faculty on the Curriculum Committee and Faculty Assembly review each new course and ensure that credit hours are in compliance before voting for approval of these new courses. The Office of Academic and Student Affairs reviews all new courses in order to ensure compliance with credit hours and course learning outcomes before awarding final approval of courses. Changes in curriculum are noted in the University Catalog (updated each July/August), website, and PointWeb (Student Registration Portal).

## **Diversity Statement**

As an institution of higher education, Point Park University recognizes its responsibility to create and maintain an environment that affirms the diversity of people and ideas. Point Park University embraces, supports, and actively pursues a policy of inclusiveness that recognizes, values, and reflects the diversity of the community we serve and the world in which we live.

To thrive as an academic institution, we believe we must foster a learning and working environment that encourages multiple perspectives and the open exchange of ideas in an unbiased and non-prejudicial way. Our commitment to diversity will make Point Park a welcoming place providing students, faculty, and staff with many opportunities to learn from each other.

To this end, we strive to attract students, develop curriculum, diversify our faculty and staff, and offer support services. We are consciously guided by our quest to achieve broad inclusiveness and afford equal opportunity to all without regard to gender, race, ethnicity, national origin, religion, age, socioeconomic background, sexual orientation, or physical ability.

Point Park University will vigorously pursue its diversity goals. As an institution, we are committed to accountability in our progress in making Point Park University a more diverse and inclusive community.

# Non-Discrimination, Equal Opportunity, and Diversity Initiatives

This policy affirms Point Park University's commitment to nondiscrimination, equal opportunity, and the pursuit of diversity. Point Park University does not discriminate on the basis of: sex, race, ethnicity, religion, color, national origin, age (40 years and over), ancestry, individuals with disabilities, veteran status, sexual orientation, gender, gender identity, height, weight, genetic information, marital status, caregiver status, or familial status and such discrimination is prohibited in the administration of any of its educational programs, activities or with respect to employment or admission to the University's educational programs and activities.

This policy is in accord with local, state and federal laws, including Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination Act of 1975, and the Pittsburgh Human Relations Act. Inquiries regarding these regulations and policies, or complaints, should be referred to Point Park's vice president of human resources, phone number 412-392-4727, the U.S. Department of Education's Office of Civil Rights, or both. Inquiries about Title IX may be referred to Point Park University's Title IX Coordinator, the U.S. Department of Education's Office of Civil Rights, or both. Point Park University's Title IX Coordinator is Stephanie Stark Poling, [sstarkpoling@pointpark.edu](mailto:sstarkpoling@pointpark.edu), 412-392-3980, 201 Wood Street, Student Center, Room 104(A), Pittsburgh, PA 15222.

Point Park University's Title IX nondiscrimination policy and grievance procedures can be located at: <https://www.pointpark.edu/studentlife/titleix/index>.

Reports of violations of this policy, including reports of conduct that may constitute sex discrimination, or complaints of sex discrimination under Title IX can be filed via the Incident Reporting Form online at [pointpark.edu/incidentreport](http://pointpark.edu/incidentreport) and will be processed by the University Office of Compliance and Integrity. Complaints may also be emailed to [oci@pointpark.edu](mailto:oci@pointpark.edu).

## Accessibility Services

It is the intention of Point Park University to provide appropriate, reasonable accommodations for students who are disabled in accordance with the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Amendment Act of 2008. Campus accommodations for students are coordinated through the Office of Equity and Inclusion located on the first floor of the Student Center. Students should contact the Assistant Director of Accessibility, Equity and Inclusion at 412-392-8077 or consult the website at for specific information on the University's policy and the procedures for verifying disabilities and requesting reasonable accommodations.

Because students' needs vary, accommodations are determined on a case-by-case basis. Therefore, after the appropriate documentation has been provided, students must participate in an interview with the Assistant Director of Accessibility, Equity and Inclusion. The Assistant Director of Accessibility, Equity and Inclusion will determine appropriate and reasonable accommodations after careful review of documentation, consideration of interview findings, and if needed, consultation with the student's healthcare provider/evaluator, University faculty/staff, and/or external resources.

Students should discuss any concerns related to the provision of reasonable accommodations with the Assistant Director of Accessibility, Equity and Inclusion. A student having a complaint or concern related to services or reasonable accommodations provided by the Assistant Director of Accessibility, Equity and Inclusion may initiate the appeals process. A student who is dissatisfied with the outcome of the University appeals process or who wishes to pursue an alternative may file a complaint against the University with the Office of Civil Rights or in a court.

## Academic Absences Due to Religious Obligations

As a nonsectarian institution, Point Park University recognizes the diverse faith traditions represented among the campus community and supports the rights of students, staff, and faculty to observe according to these traditions. In general, Point Park University adheres to the policy of including in the official calendar of the University only certain legal holidays. However, members of any religious group may, without penalty, absent themselves from classes or events for religious observance, provided the student has given advanced notice.

Students who notify faculty about upcoming absences will not be penalized for classes, examinations, assignments, or events missed on these days. Faculty syllabi should also give dates of major assignments and exams, allowing students to inform faculty of likely conflicts. Students should consider that certain courses—labs, applied knowledge learning, co-ops, rehearsals, productions, and performances, to name a few—are more difficult to accommodate than others. This complication does not mean students should avoid these types of courses, but it will place an emphasis on planning and communication with faculty. If faculty and student are unable to find an acceptable solution to missed assignments or exams, the matter should be referred to the Associate Provost for adjudication.

## Regional and Professional Accreditation and Approval

Point Park University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pa. 19104, 267-284-5000. Point Park University is also approved by the Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333, 717-783-6788.

The program leading to the Master's Degree in Business Administration in the School of Business is accredited by the International Assembly for Collegiate Business Education, P. O. Box 25217, Overland Park, KS, 66225, 913-631-3009.

The Master of Arts in Curriculum and Instruction is an approved program by the Pennsylvania Department of Education. As such, Point Park University's School of Education is able to recommend candidates for District-Wide (K-12) Supervisor of Curriculum and Instruction certificates to students who meet all of the state's requirements.

The Master of Arts in Educational Administration is an approved program by the Pennsylvania Department of Education. Point Park University's School of Education is able to recommend candidates for the Pennsylvania State Certificate for School Principal (K-12) to those students who meet all of the state's requirements.

The Master of Education in Secondary Education leading to PA Certification in Grades 7-12 is an approved program by the Pennsylvania Department of Education. Point Park University's School of Education is able to recommend candidates for the Pennsylvania State Certificate for Secondary Teacher (Grades 7-12) to those students who meet all of the state's requirements.

The Master of Education in Special Education leading to PA Certification in Pre-K - Grades 8 and Special Education leading to PA Certification in Grades 7-12 are approved programs by the Pennsylvania Department of Education. Point Park University's School of Education is able to recommend candidates for the Pennsylvania State Certificate for Special Education Teacher (Pre-K - Grade 8) and Special Education Teacher (Grades 7-12) to those students who meet all of the state's requirements.

The Doctorate of Education in Leadership and Administration is an approved program by the Pennsylvania Department of Education. Point Park University's School of Education is able to recommend candidates for the Pennsylvania State Certificate for School Principal (K-12) or Superintendent Letter of Eligibility to those students who meet all of the state's requirements.

# Admissions and Financial Information

## Admission

### General Information

Point Park University welcomes applications for admission to our graduate programs:

For current list of programs, please visit [www.pointpark.edu/graddegrees](http://www.pointpark.edu/graddegrees).

Students can apply for full-time or part-time admission. Part-time students are those who take fewer than nine academic credits in a given semester.

International students also may apply for full-time admission to the graduate programs at Point Park University. However, students who apply for full-time, F-1 visa status are prohibited from attending classes part-time (fewer than 9 credit hours) by the United States Immigrations and Customs Enforcement (ICE).

Applicants who desire financial aid should refer to the Financial Aid portion of this section for information regarding the benefits available at Point Park University and the specific procedures for making applications for financial aid.

Applications from qualified students are admitted throughout the year. Students are admitted into the graduate programs for the fall, spring, and summer terms, although some programs admit new students only in the fall and/or spring. All application materials should be sent to:

Office of Graduate and Online Admissions  
201 Wood Street  
Pittsburgh, PA 15222-1984  
[gradadmission@pointpark.edu](mailto:gradadmission@pointpark.edu)

## International Student Services and Enrollment

Students who are not citizens of or do not hold permanent residency in the U.S. are required to apply to Point Park University to study under a U.S. government visa.

Point Park University reviews each application according to its merits and with sensitivity to the cultural and education background of the applicant. The criteria take into consideration the differences that exist between educational systems throughout the world. The International Student Services and Enrollment (ISSE) examines each application on an individual basis.

Certain criteria, however, must be met by all degree applicants. Applicants must be graduates of secondary or post-secondary level accredited institutions. In assessing each applicant's transcript, attention also is given to demonstrated success in such subjects as the sciences and arts, mathematics, social sciences, global studies, the arts, and humanity courses.

International students interested in the University's degree programs who are entering as transfer or post-baccalaureate students are evaluated primarily upon their academic success and potential as determined by their postsecondary school transcripts.

Application requirements for all programs (Bachelor, Masters and Doctoral) can be found on the [ISSE webpage](#) and outlines grade point requirements, English proficiency, and supporting documentation for admission into a Point Park University academic program.

### Transfer Credit Evaluation

International Students who have completed some post-secondary education either in the United States or abroad may be eligible for credit transfer to Point Park University. International students who are transferring from a university located outside of the United States are required, at cost to them, to have a certified credential evaluation of transcripts using the NACES accredited services sent directly to Point Park University. Companies approved by PPU are located on our webpages: [Transfer Requirements](#).

We do not accept transcripts from students for admission or transfer credit purposes. The Registrar's Office reviews

the documents and makes recommendations for the number of credits that can be transferred. The Registrar's Office makes the final determination and approves all transfer credits. After the review process, the students will receive a Transfer Credit Evaluation (TCE) of their program, which will indicate the number of transfer credits accepted by the University.

Point Park University will award credits for candidates completing Higher Level (HL) courses in International Baccalaureate programs. An official IB transcript must be sent in order to consider awarding transfer credits.

### **Notification of Admission Decision**

The International Student Services and Enrollment reviews all completed applications for admission. Students will be notified of the admission decision via e-mail immediately after a review of the completed application has taken place.

Students who have been admitted to Point Park University will receive a formal letter of acceptance and the Certificate of Eligibility Form I-20, if the necessary deposits and proof of financial are submitted. The I-20 will be necessary to obtain the F-1 student visa from the United States Embassy or Consulate in the student's country.

Upon receipt of the letter of acceptance, the students must submit the nonrefundable University tuition deposit that guarantees a place in the University and is credited to the student's first term tuition charges. An additional deposit is also required if the students wish to reside on campus.

Application requirements for all programs (Bachelor, Masters, and Doctoral) can be found on the ISSE webpage and outlines grade point requirements, English proficiency, and supporting documentation for admission into a Point Park University academic program.

## **Criteria for Admission**

Graduate students may enter the University as either degree or non-degree seeking students. All candidates must have earned a baccalaureate degree from a regionally accredited American institution or its equivalent from a recognized institution outside the United States. University seniors may apply for graduate study and their applications will be considered prior to graduation on a provisional basis until an official transcript verifying completion of the baccalaureate degree has been submitted to the Office of Graduate and Online Admissions.

Graduate classes at Point Park University require strong written and oral communication skills. Consequently, all applicants will be required to possess these skills prior to matriculation. The minimum undergraduate GPA needed to be considered for entrance into the master's programs at Point Park is 2.75 overall with a GPA of 3.0 in the major. Some master's programs require a 3.0 overall GPA. Doctoral programs require a 3.25 GPA.

Students enrolled in graduate courses as non-degree students must be advised and registered by the director of the graduate program(s) in which the non-degree student wants to take courses.

### **Graduate Enrollment Classifications**

#### **Degree-Seeking Graduate Students**

##### *Regular Master's Degree Seeking*

Degree-seeking graduate students admitted to a master's degree program without reservation because they meet all admission criteria for both the University and the specific graduate program to which they are admitted.

##### *Conditional Master's Degree Seeking*

Degree-seeking graduate students admitted to a master's-level degree program by exception because the student does not fully meet the admission criteria for the specific graduate program to which they are admitted. *Since this is an exception to the admission criteria, students may only be admitted in this enrollment classification by action of the graduate program director.* Office of Graduate and Online Admissions will copy all such admission decisions to the graduate Program Director and the Provost.

##### *Provisional Master's Degree Seeking*

Degree-seeking graduate students who are admitted based on informal documentation, such as unofficial transcripts, or who have not submitted all of the required admission application materials. This is a temporary admissions category pending completion of the application file. Students must submit all required materials within 6 weeks of the beginning of the first term in which they are enrolled for classes. Based upon the complete official file, the Office of

Graduate and Online Admissions will make a determination of admission classification at that point of either *Regular Master's Degree Seeking* or *Conditional Master's Degree Seeking*.

### **Non-Degree-Seeking Graduate Student**

#### *Non-Regular Graduate*

This category is for students who have completed a baccalaureate degree and wish to take graduate courses for professional development, certifications, or licensures but who do not plan to pursue a degree. These students are generally admitted by self-certification. Admission to this category does not constitute regular admission to a graduate program at Point Park University. However, on the recommendation of the advisor and approval of the graduate Program Director, a limited number of graduate credit courses (normally no more than 9 semester hours) may be applied to individual degree programs after students have been regularly admitted to do graduate study.

#### *Visiting Graduate Student*

This includes students who have been properly certified as graduate students at an accredited institution other than Point Park University and have permission from their home institution to enroll in specific courses at Point Park University.

## Admissions Requirements

Admissions requirements vary by program. To see program-specific requirements for graduate admission, please visit <https://www.pointpark.edu/admissions/graduateprograms/gradadmissionsrequire>.

**International Applicants** should visit <https://www.pointpark.edu/admissions/internationalstudents/requirements/graduate>.

## Application for Admission

It is the applicant's responsibility to make certain that all documents necessary for admission are sent to the Office of Graduate and Online Admissions (international applicants should send their admission documents to the Office of International Student Services & Enrollment (ISSE). Incomplete applications will delay the admission decision. All students, whether applying for the degree program or as non-degree students, must submit an application and be admitted by the University before registrations will be processed.

Master's degree program applicants must submit the following:

- Appropriate completed application form
- Official copies of all college and university transcripts sent directly from the college or university to the Office of Graduate and Online Admissions (to ISSE, if an international applicant)
- Professional or college-related letters of recommendation addressing the applicant's motivation and seriousness of purpose for graduate work should be sent directly to the Graduate Admission Office - required for most programs
- Statement of purpose - required for most programs
- Professional Resume - required for most programs
- Any additional materials required for the master's degree program to which the student is applying (see <https://www.pointpark.edu/admissions/graduateprograms/gradadmissionsrequire>).

In addition to the above, international students must submit the following:

- Official English proficiency test score sent directly to Point Park University as outlined by program requirements: [www.pointpark.edu/admissions/internationalstudents/requirements/graduate](https://www.pointpark.edu/admissions/internationalstudents/requirements/graduate).
- Completed International Student Affidavit of Support Form and notarized/certified bank statements
- Certified translation of college and university transcripts
- Copies of passport, visa, and any previously issued I-20(s)
- Other documents as required by the University

For further information on international admissions, please contact the [Office of International Student Services & Enrollment](#) at 412-392-4775 or e-mail at [iss@pointpark.edu](mailto:iss@pointpark.edu).

## Re-admission

Any graduate student in an on-campus program who has not attended classes in the past calendar year must reapply for admission.

Any graduate student in a fully online program who has not attended classes in the past two consecutive eight-week sessions (one semester) must reapply for admission.

Students will be notified if they are required to resubmit additional materials in support of the application.

## Transfer Credits

Students may, at their program's discretion, be able to transfer graduate credits from other institutions, provided those credits carry a grade of "B" or above. Courses with grades of "B-" and lower will not be accepted in transfer. Only credits in academic subjects relevant to the Point Park graduate programs will be accepted. Transfer credit decisions are made by the director of the graduate program in which the student is enrolling, regardless of the discipline in which proposed transfer credits were earned.

To see the maximum number of graduate hours accepted in transfer to each program, please visit <https://www.pointpark.edu/admissions/graduateprograms/gradtransfercredits/index>.

# Student Accounts

## Billing and Payment Information

The Office of Student Accounts is primarily responsible for billing and collection of tuition, fees, and room and board charges. In addition to billing and collections, the office assists students and families with obtaining financial clearance.

Financial clearance is the University's term for satisfying the balance due on the student's account. Financial clearance can be obtained by making payment in full, securing financial aid including loans to cover the balance, enrolling in a payment plan, or using a combination of multiple options.

The Office is open from 8:30 a.m. to 4:30 p.m., Monday through Friday.

Phone: 412-392-3424  
Email: [studentaccounts@pointpark.edu](mailto:studentaccounts@pointpark.edu)  
Location: 1<sup>st</sup> Floor Thayer Hall  
Website: [pointpark.edu/studentaccounts](http://pointpark.edu/studentaccounts)

### University Charges

University charges including tuition, fees, housing, and meals are available on the University's website, [pointpark.edu/tuition](http://pointpark.edu/tuition).

The University reserves the right to alter the tuition and fee schedule without notice. Point Park reserves the right to make changes to the content of courses, its course offerings, scheduling, and modality of instruction. The tuition and fees associated with your education apply regardless of the mode of instruction, whether ultimately delivered in-person or otherwise. Tuition and fees will not be refunded in the event that on-ground instruction occurs remotely for any part of the academic year unless otherwise permitted under the Tuition and Fees Refund Policy set in the course catalog applicable to a student's program

### Mandatory Fees

The following are mandatory fees charged by the University.

University Fee  
Technology Fee  
Health Services Fee

Detailed fee information is available on the University's website, [pointpark.edu/tuition](http://pointpark.edu/tuition).

### Specialized Instructional Fees

Some courses at the University require specialized instruction over and above the usual classroom presentations. Courses in this category may include independent study classes, private voice and private piano lessons, labs, certifications, and any classes that include field trips and/or other activities that create ongoing costs to the University.

For courses in programs of this nature, a Specialized Instructional Fee is charged in addition to the cost of the actual credits involved. These fees are based on the proportionately higher cost of offering the course, not on any specific activity included in any given semester. Therefore, these fees are not refundable in whole or in part except in cases of withdrawal from the course by the final day for 100% reduction of tuition and fees.

Specialized Instructional Fees are published each semester with the schedule of classes.

### Undergraduate Courses

Some graduate students may be required to complete prerequisite undergraduate courses. Students enrolled concurrently in undergraduate and graduate classes at Point Park University will be charged the per credit hour rate for each respective course.

## **Financial Responsibility Agreement**

Students who register for courses at Point Park University, either online or by sending appropriate information to an advisor for registration, are agreeing to pay all charges on the student account when due. Students also acknowledge that failure to make a required payment by the stated due date may result in late payment charges, inability to register for a future semester/term, and/or withholding of a transcript and/or diploma. Collection fees may also be a result of nonpayment. Further, this debt could be considered an educational loan with collection fees up to 66.9%. By signing this document “under seal” you are aware that collection activities may continue for up to 20 years. This is a non-dischargeable debt.

All students who register for courses at Point Park University must agree to the financial responsibility contract. Students will agree to the terms and conditions upon signing into PointWeb. The agreement is available for print on the University’s website, [pointpark.edu/policies](http://pointpark.edu/policies) and on PointWeb.

## **E-billing and Payment Schedule**

In an attempt to improve our sustainability efforts and streamline the billing process, the Office of Student Accounts will send monthly email reminders (e-bills) regarding students' accounts and payment due dates. Paper invoices are not mailed.

All University charges, including tuition, fees, housing, and meals, are due prior to the first day of the semester/term. Due dates are posted on the University’s website, [pointpark.edu/studentaccounts](http://pointpark.edu/studentaccounts). If registration occurs after the due date, payment is due immediately.

Students must receive a financial clearance each semester/term. The Office of Student Accounts may assess monthly late fees to any student account that is not paid in full or accounts that have not made official payment arrangements by the due date.

## **Monthly Payment Plans**

Point Park University offers interest-free payment plan options for students who want to budget for tuition and other direct costs through monthly payments. A payment plan enrollment fee is charged each time a student enrolls in a payment plan. For detailed information on payment plans, students are encouraged to view the University website, [pointpark.edu/paymentplans](http://pointpark.edu/paymentplans) or contact the Office of Student Accounts.

## **Employer Deferred Tuition Program**

Employer reimbursed students may defer payment of charges by enrolling in the University Employer Deferred Tuition program. The deferred amount is limited to the amount reimbursed by the student’s employer. Students must submit the Employer Deferred Tuition Agreement, the deferment fee, and confirmation of employer benefits to participate. For more detailed information on the Employer Deferred program, students are encouraged to view the University website, [pointpark.edu/employerdeferred](http://pointpark.edu/employerdeferred) or contact the Office of Student Accounts.

## **Payment Methods**

The University accepts multiple payment methods. Check or money order payments can be mailed or made in-person in the Office of Student Accounts. Payments can also be made online with a MasterCard, Discover Card, Visa Card, American Express, or eCheck. A processing fee is added to all credit/debit card transactions. Visit the University’s website for the current processing fee. There is no charge for eCheck transactions. The University will accept cash payment in-person only. A secure payment drop box is located outside of the Office of Student Accounts for check and money order payments made after business hours. All checks returned from the bank will be assessed a service charge in addition to the amount of the check. For the returned check service fee amount, visit [pointpark.edu/policies](http://pointpark.edu/policies).

## **Tuition and Fees Refund Policy**

Refunds to students are computed on the basis of the official date of withdrawal certified by the Office of the University Registrar. It is the responsibility of the student to notify the Office of the University Registrar in writing on

the day of withdrawal and inquire with the Office of Student Accounts about a refund. Refunds of tuition will not be made to students who are suspended or dismissed. Withdrawing or dropping courses may affect a student's financial aid awards; therefore, students should always meet with the Office of Financial Aid when considering a drop or withdrawal.

Tuition and fees are refunded as follows.

<u>Fall and Spring 15-week Courses</u>	<b>Refund</b>
1-7 calendar days, inclusive - all fees.....	100%
8-14 calendar days, Tuition Only .....	50%
More than 14 calendar days .....	None

Courses less than 15 weeks

Final Day of Schedule Change period, inclusive - all fees....100%

Summer Sessions (Six- and Twelve-week Terms)

1-7 calendar days, inclusive.....100%

More than 7 calendar days .....

Fully Online Programs

Final day of Schedule Change period, inclusive - all fees.....100%

## Room and Board Refund Policy

Single rooms are available on a limited basis. Priority is given to students with junior or senior status.

For new students, there is a maintenance fee. This is a one-time fee for normal wear and tear associated with living in the residence halls. The maintenance fee is non-refundable after May 1. If a refund of the fee is granted, it will be refunded according to the [university's policy on student refunds](#).

Returning students (those who have already lived in the residence halls) must complete and submit a Returning Student Housing and Meal Plan Contract every academic year to participate in room selection.

Tuition deposit and residence hall maintenance fee amounts are listed on the University's [website](#).

Any student who voluntarily moves out of the residence halls after taking occupancy of the room and prior to the end of the term, will be subject to the following refund schedule:

- First calendar week: 90%
- Second calendar week: 75%
- Third calendar week: 50%
- Fourth calendar week: no refund

## Financial Aid

### General Information

The [Office of Financial Aid](#) is located on the first floor of Thayer Hall in Student Financial Services.

### Graduate Assistantships, Grants, Scholarships, and Loans

Graduate Assistantships are offered to selected full-time students each academic year. These students will receive compensation equivalent to full-time tuition and fees and a monthly stipend. Graduate assistants must work a minimum of 20 hours per week. Assistantships are offered through various departments. Consult with your advisor to get more information.

## Point Park Scholarships and Grants

### Alumni Grant

The Alumni Grant provides a discount on undergraduate and graduate courses taken at Point Park University by eligible graduates. Please refer to [our webpage](#) for further details.

### International Graduate Students (9 or more credits per semester)

Please see our [webpage](#).

### Graduate Merit Scholarship

Please see our [webpage](#).

## Federal Direct Loans

Students who are interested in borrowing Federal Stafford Loans must complete the Free Application for Federal Student Aid (FAFSA) annually for a determination of need. The Federal Stafford Loan is a low-interest loan program for both United States citizens and permanent residents who satisfy eligibility criteria.

Upon receipt of the FAFSA, the Financial Aid Office will certify the loan and a Master Promissory Note must be completed by the student at [www.studentaid.gov](http://www.studentaid.gov) as acceptance of this loan.

Recipients of federal funds who withdraw completely from Point Park University are subject to federal policies governing return of funds.

## Federal Graduate Direct PLUS Loans

Students who are interested in applying for a Federal Graduate Direct PLUS Loan must complete the Free Application for Federal Student Aid (FAFSA) annually for a determination of need. This type of loan is only available by applying online at [www.studentaid.gov](http://www.studentaid.gov). The amount of eligibility is up to the cost of attendance minus any financial aid received.

## Private Loans

A student may choose any lender when borrowing a private student loan. It is crucial that you select a lender and a loan that best suits your academic and financial needs as a borrower, since there may be differences in interest rates, fees, credit evaluation, academic progress requirements, repayment terms, and borrower benefits.

A list of lenders is available through a variety of websites. **This summary information is intended only as a guide for comparison purposes.** Many other options exist for supplemental borrowing. You are **NOT** required to use any of the loans or lenders listed on this guide.

- [ELMSelect](#)

## Student Lending Code of Conduct

Point Park University is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this and in an effort to rule out any perceived or actual conflict of interest between Point Park University officers, employees, or agents and education loan lenders, Point Park University has adopted the [Lender Code of Conduct](#).

## Student Affairs

At Point Park University, student learning continues, even after class ends. The Office of Student Affairs is dedicated to meeting the multifaceted, co-curricular, and non-academic needs of Point Park University students. Covering a broad spectrum of support programs, activities, and organizations, the Office of Student Affairs provides services which address the career, cultural, health, recreational, social, and spiritual needs of our diverse student population. These services comprise an integral part of university life and are available to all Point Park University students.

## Student Activities, Involvement, and Leadership

The Office of Student Activities, Involvement, and Leadership (SAIL) is the campus headquarters for student activities and student organizations. The office performs a variety of functions that help maintain a dynamic and socially-interactive campus environment where students can gather and work together to create fun, exciting, and educational activities for the University community. Students can also obtain information about other events and activities in and around the City of Pittsburgh. SAIL lends valuable support to all recognized student organizations. The office also serves as a resource for students to develop their leadership skills. In coordination with the Student Government Association (SGA), SAIL also serves as a resource for those wishing to get involved in student organizations on campus. For more information, visit the SAIL office on the first floor of the Student Center or contact the office by phone at 412-392-4735 or email at [sail@pointpark.edu](mailto:sail@pointpark.edu), or visit the [SAIL](#) web pages.

## Student Government Association

The Student Government Association (SGA) is a student governance system whose purpose is to act as the recognized communication channel between the students, faculty, and administration of Point Park University; advocate for and act as a protective body representing the students of Point Park University; allocate funds to student organizations and clubs; and appoint student members on faculty and general standing committees and ad hoc committees, as appropriate. SGA is composed of an executive branch and a legislative body. Governance is codified by a constitution and bylaws. Eligible students vote in elections for President, Vice President, and legislative positions, and may serve in appointed positions. For more information on SGA, visit the [website](#).

## Student Support Services

### Alumni Engagement and Giving

The Office of Alumni Engagement and Giving promotes alumni engagement with the University, through events, programs, volunteer opportunities, speaking opportunities, and participation in philanthropic activities. The University maintains connections with the over 26,000 Point Park graduates who live in all fifty states and 33 countries and work in virtually every field and industry.

Students have many opportunities to be engaged with Point Park alumni. Alumni come back to campus to share their expertise in the classroom, interact with students at events, and support other initiatives around campus. Students interested in learning more can connect via social media, or email [alumni@pointpark.edu](mailto:alumni@pointpark.edu).

## The Bookstore

The Bookstore carries Point Park University apparel and gift items, stationery supplies, leisure-reading books and magazines, snacks, and other miscellaneous items. The Bookstore also carries all required and recommended textbooks. Some titles are available as used textbooks. The Bookstore also offers several titles as a rentable option. In addition, the Bookstore buys back textbooks that have been adopted for use the next semester. Note: In order to search the online textbook listings, the semester, course department and number, and section number of each course are needed and can be found on the student's class schedule.

For more information about textbook pricing and book information, placing orders for the next semester, and Bookstore hours of operation, visit the [Bookstore](#).

## Professional Career-Readiness Center

Point Park University's Professional Career-Readiness Center is an education and resource center that provides programs and services to enhance student success by creating opportunities to achieve career-readiness, increase knowledge of career pathways, and connect to applied knowledge learning such as internships and co-ops. The Center also assists students in developing professional skills and connecting to meaningful employment through strategic partnerships and targeted events. Individuals who utilize our programs and services learn to:

- Explore and understand career options, develop professional marketing materials, participate in the job search process, and successfully complete interviews.
- Interact with business leaders, community members, and employers through career-focused workshops, seminars, and other networking opportunities.
- Establish professional career-readiness by developing and practicing competencies identified by the National Association of Colleges and Employers.
- Participate in applied knowledge learning programs, such as internships and co-ops to gain real-world, professional experience.

*Career-Ready. That's the POINT.*

The Point Park University Professional Career-Readiness Center is always ready to help students – before and after graduation – with career mapping, job searches, professional documents, brand management, interviewing skills, and much more! [Schedule an appointment](#) or learn more about our services at [Pointpark.edu/CareerReady](http://Pointpark.edu/CareerReady).

## Commuter Resources

The Office of Student Life serves as a resource to the commuter population of Point Park University living off campus, including traditional-age students, non-traditional or adult learners, and graduate students. Essentially, any student not living in a Point Park residence hall is considered a commuter student. Visit the [Commuter Resources](#) web pages for more information on transportation and parking, lockers, dining on campus (including meal plans for commuters), and a renter's guide. You will also find information on the Commuter Lounge located on the 4<sup>th</sup> floor of Lawrence Hall, which has a TV, vending machines, microwave, copy machine, free Wi-Fi, and comfortable furniture for commuter students to hang out, relax, or study between classes.

## Reserve Officers Training Corps (ROTC) Program

### Army ROTC

The Army ROTC program is open to all students at Point Park University through a cross-registration agreement with the University of Pittsburgh. ROTC prepares college students to become Army officers by giving them the tools, training, and experiences needed to help them succeed.

Army ROTC courses are usually taken as an elective each semester in conjunction with the courses required for the student's degree program. College credit is received for the ROTC courses, and some courses may be used to fulfill degree requirements. Students entering the program in their second year of college may have to attend Cadet Basic Camp in the summer after their second year.

Students may participate during their Freshman and Sophomore years without any obligation to join the Army. Students have a normal college student experience like everyone else on campus, but when they graduate, they will be commissioned as an officer in the Army.

Army ROTC scholarship opportunities exist for qualified students. Scholarships and/or tuition assistance are also available for students who have served in the Armed Services previously or are currently serving in the National Guard or Reserve.

For more information, visit the [Three Rivers Battalion](#) website, email [armyrotc@pitt.edu](mailto:armyrotc@pitt.edu), or call 412-624-6254.

### Air Force ROTC (AFROTC)

The AFROTC program is open to all full-time Point Park University students through a cross-registration agreement with the University of Pittsburgh.

After completing all Air Force ROTC and academic degree requirements, cadets accept a commission as second lieutenants in the Air Force or Space Force, appointed by the President of the United States.

The length of your initial service commitment depends on your career. Most officers have a four-year active-duty service commitment.

Students complete one or two years in the General Military Course (GMC) before competing for an enrollment allocation into a two-week summer leadership training program at Maxwell AFB in Alabama. After completion of the summer training program, students are enlisted into the Professional Officer Course (POC), where they will take on

role leading anywhere from 10–50 of their fellow cadets in weekly activities.

Students are under NO contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In addition to the academic portion of the curriculum, each student attends a weekly two-hour, hands-on “leadership laboratory” that tests both their followership and leadership abilities amongst their peers. This lab is used to practice various leadership and management techniques and groom students into future military leaders.

For more information, visit the AFROTC Detachment 730 [website](#), email [afd730@pitt.edu](mailto:afd730@pitt.edu), or call (412) 624-6031.

## Computer and Technology Resources

The use of University-owned computer and technology resources by Point Park students, employees, and guests is intended for purposes relating to the mission of the University and the academic purposes for which the University exists. While the University respects the individual’s rights and protection under the First Amendment, it expects all users of its resources to abide by good sense, University policy, and local, state, and federal laws.

Under this policy, students have certain rights and responsibilities. Because the computer and technology-related resources at Point Park represent shared and finite resources, it is important for all users of such resources to remember that their actions can impact other’s abilities to enjoy their rights. Activities that extraordinarily impair a Point Park user’s ability to utilize the resources in the manner for which they are intended, or those that interfere with the operation of the University, will not be tolerated and appropriate action will be taken.

## Rights

### Assignment of Accounts

All Point Park students are invited to utilize a level of technology resources appropriate to their needs. Currently enrolled students are entitled to internet access and an email account. Students are required to use their University email address for all official and academic-related correspondence with instructors and other students. This is the only email address that is acceptable for course-related correspondence. In addition, students are expected to check their Point Park email address frequently for official University announcements and information, and as a result, will be held accountable for having received that information.

### Removal of Accounts

Students who graduate or leave Point Park will have their accounts removed within thirty (30) days of their departure. It is the responsibility of the departing student to extract any files from his/her account prior to its removal.

### Use of Resources

Any Point Park student may use the computers in the open labs at no charge; however, users of these facilities are asked to limit their usage to academic activities only. It is expected that users of Point Park computer and technology resources will do so in a manner that supports Point Park-related activities. Non-matriculated students and resident students who are under 18 will be required to have a parent or guardian’s permission to utilize the resources.

### Safety

Users of Point Park computer and technology resources are entitled to use such facilities in a safe manner. The University will take all precautions to provide safe access, but cannot guarantee a user’s safety. If a computer user feels as though s/he is in danger in a lab, or through electronic means such as email harassment or electronic stalking, s/he should report such incidents to the University Police Department.

### Access to Information

Point Park University will not censor access to information freely available on the internet. However, it is the responsibility of the computer user to abide by all federal, state, and local laws regarding access to information, including text, pictures, audio and video recordings, and other electronic data. Certain Point Park policies will also apply to access to the institutional data, and will be implemented in accordance with Family Education Rights and Privacy Act (FERPA) and its subsequent amendments.

## Freedom of Expression

Point Park reserves the right to review a computer user's individual home page for appropriate content. Content should reflect the mission, vision, and standards of the University. The information posted must not be represented as an official opinion or viewpoint of Point Park University. Computer users must abide by all federal, state, and local laws regarding posting of illegal or copyrighted information on their home pages or home directories.

## Privacy

Computer users must recognize that electronic messages and files are neither secure nor private communications. While Point Park will take reasonable measures to protect information that is transmitted electronically, it cannot guarantee that such information will remain private. As the owner of all University computer and technology resources, Point Park reserves its right to inspect, log, and/or archive data files stored on University owned computers and messages transmitted across its network. Such activities will not occur as a matter of course, but may occur with cause if it is necessary to investigate a suspected breach of internal policy and external law. Authorized IT Center personnel may also inadvertently view or access data files or messages while performing system maintenance or management functions, but will maintain the confidentiality of the information. Point Park University reserves the right to search data stored on its servers should it be suspected that a user is violating a policy or guideline.

## Official University Information

Only those individuals who have been granted the right and responsibility to post information on the official Point Park website will be permitted to do so.

# Responsibilities

## Accounts

Each computer user is responsible for any activity that occurs from her/his account. Accounts are given to individuals, and are not permitted to be shared with friends, family members, classmates, co-workers, or any other individual or group.

## Disclosure of Information

Unless permitted by law, or requested by law enforcement officials, no information pertaining to anyone affiliated with Point Park will be disclosed for any reason.

# Policy Violations

Any Point Park student who improperly uses technology-related resources is subject to disciplinary measures, including, without limitation, revocation of network account. Activities deemed to be in violation of local, state or federal laws will be reported to the appropriate authorities.

Disciplinary processes already defined in the Undergraduate Catalog and Student Planner and Handbook will be followed where possible. Decisions pertaining to the revocation of a network account will be made based upon the severity of the infraction and the student's need for this account to perform his/her job or course studies.

# University Police Department

[The University Police](#) are at work 24 hours a day, 7 days a week to provide a safe, secure living and learning environment for the University community. Police officers are on duty 365 days a year and provide immediate response to emergencies on campus. Procedures and additional responses to other emergencies are set forth in the [Emergency Procedures](#) section of the website and any questions can be addressed to the University Police. The department has received accreditation from the Pennsylvania Chiefs of Police Association.

The Point Park University Annual Campus Crime and Security Report includes statistics for the previous three years on reported crimes that occurred on the campus; in certain off-campus buildings, or property owned by, or controlled by, the University; and on public property within, or immediately adjacent to, and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report may be downloaded as a pdf from the University website or obtain a print copy by contacting the University Police, Point Park University, 201 Wood Street, Pittsburgh, PA 15222. The University's emergency response plan can be reviewed and emergency-related questions can be addressed in person, located on the second floor of Frontier Hall.

## Student Health Center

The Student Health Center provides medical care to all currently enrolled students at no charge, that includes first aid intervention, illness and injury assessment, annual flu shots, starter doses of over-the-counter medication, health screenings (i.e., blood pressure checks, height and weight measurements), assistance with physician appointments, and community health referrals. In addition, the Student Health Center provides health education resource materials and is responsible for maintaining student health and immunization records.

All residential students must have a completed Student Health Record on file in the Student Health Center that includes complete immunization documentation. Failure to submit proper immunization documentation may result in the student's inability to register for classes and/or live in on-campus housing.

The staff of the Student Health Center is bound by the medical ethics of confidentiality. Information provided will not be released to a third party, including parents, without the student's written authorization, unless legally required or permitted. For more information, call or visit the Student Health Center, or visit the [website](#).

## University Counseling Center

The University Counseling Center (UCC) addresses the mental health needs of the University community through a variety of services. We provide a safe, confidential environment for students to talk about personal or academic concerns, assist students who need to connect with mental health resources in the community, and support staff and faculty who have concerns about the well-being of a student.

The UCC offers mental health services at no cost to all enrolled students, whether full- or part-time, commuter or resident. Students come to the UCC for a variety of reasons. In some cases, students use therapy for self-exploration as a way to better understand themselves. Some students are looking for emotional or psychological support to learn how to deal with a psychological difficulty. Confidential services for students include consultation, brief individual psychotherapy, groups, crisis support, and referrals. Our staff also provides consultation and education for students, faculty, staff, and family members to address concerns regarding the well-being of a student and questions about our services or psychological treatment. For more information, contact the office or consult the [website](#).

## Spiritual Life

The Point Park University community is inclusive of people from many different religious and spiritual traditions, as well as cultural, language, and racial backgrounds. We celebrate our rich diversity and recognize its value for our community's well-being and growth. We believe that all individuals are united in our search for meaning in life through spiritual well-being of our students, faculty, and staff is essential to our core values: nurturing students in their academic and personal growth, facilitating relationships of mutual respect and diversity, and fostering community engagement.

## Interfaith Meditation Room

Near the Point Cafe on the second floor of Lawrence Hall, Point Park has an interfaith Meditation Room that is available 24 hours a day / 7 days a week for individuals to pray or meditate. Please remove your shoes before entering in order to honor the sacredness of this interfaith prayer space for our whole community

# Academic Policies

## Philosophy of Graduate Education

Point Park University supports the education of those who desire to pursue professional education beyond the baccalaureate degree. Such education should be responsive to the needs of both individuals and the professional community, should be of high academic quality, and should be conducted by faculty members attuned to contemporary ideas and competent in techniques in their respective fields.

## Mission Statement

The mission of the Point Park University graduate programs is to produce graduates with advanced professional skills and comprehensive theoretical knowledge in their chosen fields who can function as leaders and ethical professionals in a society and workplace characterized by diversity and change.

## The Graduate Committee

The Graduate Committee determines the need for and feasibility of graduate degree programs recommended by the various academic departments where they fulfill the mission of Point Park University, as well as general criteria related to student admission. Membership of the council includes the directors of the graduate programs and the department chairpersons.

## Graduate Student Outcomes

Among the key skills graduate students are expected to achieve are the following:

- Ability to communicate ideas and research finding both in writing and in speech
- Ability to critically evaluate, analyze and synthesize current research and theory into a dynamic framework
- Ability to contribute to their chosen fields in the private and public sectors, both domestically and internationally
- Ability to build on existing knowledge in their chosen field of expertise and to apply knowledge in new ways
- Ability to meaningfully integrate the theoretical with the practical in their chosen professions

## Program Requirements

All graduate degrees offered by Point Park University require a minimum of 30 graduate semester hours beyond the baccalaureate degree and a minimum cumulative grade point average of 3.0. Some programs may specify additional hours required in order to satisfy degree requirements and professional standards in the discipline.

- The Doctorate of Education in Leadership and Administration requires the completion of a minimum of 54 graduate semester hours.
- The Doctorate of Philosophy in Community Engagement requires the completion of a minimum of 54 graduate semester hours.
- The Doctorate of Psychology in Clinical Psychology requires the completion of 90 graduate semester hours.
- The Master of Arts degree in Community Psychology requires the completion of a minimum of 36 graduate semester hours.
- The Master of Arts in Clinical-Community Counseling Psychology requires the completion of a minimum of 60 graduate semester hours.
- The Master of Arts degrees in Broadcasting, Sports Media, Documentary; Multimedia; and Public Relations, Advertising, and Social Media require the completion of a minimum of 36 graduate semester hours.
- The Master of Arts degree in Educational Administration requires the completion of a minimum of 36 graduate semester hours.
- The Master of Arts degree in Learning, Design, and Technology requires the completion of a minimum of 30 graduate semester hours.
- The Master of Arts degree in Special Education leading to PA Certification requires the completion of a minimum of 30 graduate semester hours.
- The Master of Arts degree in Dance Education requires the completion of a minimum of 30 graduate semester hours.
- The Master of Arts in Communication and Master of Business Administration concurrent degrees require the completion of a minimum of 54 graduate semester hours.
- The Master of Arts degree in Organizational Leadership requires the completion of a minimum of 30 graduate semester hours.
- The Master of Business Administration degree requires the completion of a minimum of 36 graduate semester hours.

- The Master of Business Administration (Business Analytics or Management Information Systems Concentrations Only) and Master of Science in Information Systems and Business Analytics dual degree requires a minimum of 51 graduate semester hours.
- The Master of Education degrees in PreK-4<sup>th</sup> Grade, Secondary Education, and Special Education, each leading to PA Certification, require the completion of a minimum of 42 graduate semester hours.
- The Master of Education degree in PreK-12<sup>th</sup> Grade Dance Education requires the completion of a minimum of 42 graduate semester hours.
- The Master of Education degrees in Athletic Coaching and Administration; Learning, Design, and Technology; Reading and Literacy; and Teaching and Leadership require the completion of a minimum of 30 graduate semester hours.
- The Master of Education degree in Career and Technical Education requires the completion of a minimum of 33 graduate semester hours.
- The Master of Fine Arts in Interdisciplinary Arts requires the completion of a minimum of 62 graduate semester hours.
- The Master of Fine Arts in Writing for the Screen and Stage requires the completion of a minimum of 44 graduate semester hours.
- The Master of Science degree in Health Care Administration and Management degree (online only) requires the completion of 36 graduate semester hours.
- The Master of Science degree in Information Systems and Business Analytics requires a minimum of 30 graduate semester hours.

Students must apply for graduation and degree conferral through the Office of the University Registrar. The University confers degrees completed during the academic year in December, May, and August. The University holds a formal graduate hooding ceremony at the end of the fall and spring terms. All students who are completing degrees are invited to participate in the graduate hooding ceremony, although degrees are not conferred until all degree requirements have been met. Deadlines for filing for graduation are published in the course book and on [www.pointpark.edu](http://www.pointpark.edu). Graduate students may file for graduation who are within twelve hours of degree completion and have a minimum GPA of 3.00. Students must satisfy all academic and financial requirements in order to be eligible for graduation.

## Statute of Limitations

All work acceptable towards the master's degree shall be completed within six calendar years from the student's initial registration for graduate courses.

Full-time students who take three or more courses per semester usually complete the minimum degree requirements in two years, although accelerated programs may only require one year. Master of Fine Arts candidates complete the minimum degree requirements in three years. Part-time students should expect to take three or four years to complete requirements.

All doctoral students in the Leadership and Administration (Ed.D.) program are required to complete a minimum of nine (9) dissertation credits through *EDUC 751 Dissertation Writing I*, *EDUC 752 Dissertation Writing II*, and *EDUC 753 Dissertation Writing III*. After completing these courses, students who have not completed their dissertation must continuously enroll (fall, spring, and summer terms) until the dissertation is completed, but no longer than seven years from beginning the program. Students must enroll in *EDUC 900* for each term until they successfully complete the dissertation or their statute of limitations expires.

All doctoral students in the Community Engagement (Ph.D.) program are required to complete a minimum of twelve (12) dissertation credits through *CENG 796 Dissertation Writing I*, *CENG 797 Dissertation Writing II*, *CENG 798 Dissertation Writing III*, and *CENG 799 Dissertation Writing IV*. After completing these courses, students who have not completed their dissertation must continuously enroll in *CENG 800* for each term (fall, spring, and summer terms) until they successfully defend their dissertation, but no longer than seven years from beginning the program. when their statute of limitations expires.

## Thesis Copies

The University requires all master's degree students who are in a program that requires a thesis must submit an

electronic copy of their thesis to the Point Park University Library. The thesis will follow the format and style determined by the student's program.

## Course Grades

### Grading System:

A	=	4.00	B <sup>-</sup>	=	2.75	N	=	No Credit
A <sup>-</sup>	=	3.75	C <sup>+</sup>	=	2.25	I	=	Incomplete
B <sup>+</sup>	=	3.25	C	=	2.00	F	=	Fail
B	=	3.00	P	=	Pass	W	=	Withdrawal

### Incomplete Grade Requests

A grade of Incomplete (I) is issued only when a student, due to extenuating circumstances, is unable to complete their work for the semester. Poor attendance, late assignments, and below average performance are not extenuating circumstances. At least 60% of the required work must be completed before a faculty member is able to grant an incomplete.

Students in traditional 15-week courses have 1 semester from the last day of classes in which the incomplete was assigned to complete their work. Students in 8-week courses have 5 weeks from the last day of classes in which the incomplete was assigned to complete their work. If the agreed-upon work is not completed by the deadline, the "I" converts to an "F" or grade designated by the instructor.

Attending a future section of the course without registering or registering as an audit is not an option for completing an incomplete.

An incomplete request, including an account of the work to be completed, and the deadline, if shorter than the stated policy, must be submitted to the University Registrar's Office by the instructor on or before the grade entry deadline.

Once the student has completed the work, the instructor must submit a Change of Grade form to the University Registrar's Office.

Incomplete grades are not used to calculate academic standing.

All incompletes must be completed before degree conferral.

### For students enrolled in the Master of Arts in Educational Administration, the following applies:

**Retention:** Graduate students must take at least nine credits per calendar year. Students must maintain a GPA of 3.0 or higher. Only courses in which the student has earned a "C" or higher will apply to the degree program, but all courses attempted will be recorded on the transcript. Should a student earn less than a "C" grade, the student must repeat the required course.

**Graduation:** Graduate students seeking a Pennsylvania state certificate must complete 36 hours of approved course work, including six credit hours for two Applied Research Practica. Students must satisfy all academic and financial requirements before applying for graduation.

## Change of Grade Policy

Grades reported by the professor are considered permanent and final. There are, however, exceptional circumstances in which a change of grade may be requested. These requests are usually made to correct clerical or procedural errors or to receive a grade for Incomplete "I" work which has been completed. No correctly reported final grade assignment may be changed based on reexamination or completion of additional work.

Each student is responsible for checking the semester grade report for accuracy immediately upon receipt. The student also is responsible for informing the instructor of any course in which the student suspects an error has been made in grading. No grade change can be made more than one year after the end of the semester in which the course was taken. When a course instructor is no longer available to resolve an error in calculating or recording a grade, the instructor's Program Director is authorized to take the necessary action.

If a change of grade request is deemed appropriate, the instructor will submit a completed Change of Grade Request Form to the Program Director for his/her approval and signature. If approved by the Program Director, the Change of Grade Request Form will be forwarded to the Office of the University Registrar. The University Registrar will send the student a notification of the change once the change of grade has been processed.

## Grade Appeals

Students who believe a final grade in a given course represents an inaccurate evaluation of their work have the right to appeal. A student begins the appeals process by discussing the issue with the *faculty member* who assigned the grade. In doing so, the student should be prepared to demonstrate how the assigned grade fails to reflect the faculty member's stated course requirements and grading standards.

If the discussion with the faculty member does not produce a mutually satisfactory resolution, the student's next step in this procedure is to meet with the instructor's department chair. The chair reviews the issue with the student. If at the end of that discussion the student wishes to file a formal appeal, the chair advises the student how to proceed.

Appeals must occur within four weeks of the start of the succeeding fall/spring semester and must be submitted to the department chair in writing. Written appeals will show the extent to which a disputed grade fails to correspond with the faculty member's stated course requirements and grading standards. They must also indicate the date on which the student-to-faculty member grade discussion took place.

A department chair receiving a written appeal will appoint a department committee of three faculty members to sit on an *ad hoc* appeals committee. Department chairs unable to convene their committees within two weeks of receiving the student's written appeal will notify the Dean to that effect. When the committee does meet to consider the appeal, at least one of its members will have professional familiarity with the content of the subject course. Based on the committee's deliberations, the department chair will either sustain the grade or ask the faculty member to change it.

The grade change outcome can result in the original grade being raised or lowered. Students who believe that the departmental process resulting in the dismissal of their appeal was flawed may petition the Dean for reconsideration on these grounds. Students must submit in writing an evidentially supported petition, and they must do so within one week of receiving the results of the departmental appeals review. The Dean, within one week, will consider such materials carefully and either conclude the appeals process or convene a grievance committee.

If a grievance committee does convene, it will do so expeditiously, and the Associate Provost will serve as its chair. Grievance committees have three voting members: a student and two faculty members who sit on the academic standing subcommittee of the School. The purpose of a grievance committee is to determine whether a grade is both fair and reasonable, nothing more; thus, grievance committees limit their activities to making those determinations. Depending on the committee's determination, the Dean will accordingly either sustain the awarded grade or see that the grade is changed. The grade change outcome can result in the original grade being raised or lowered. The Dean's action ends the appeals process.

## Student Complaints

Point Park University is committed to providing our students with quality academic, co-curricular and support services that combine to provide an outstanding learning environment. In addition, the University is committed to treating all students fairly and respectfully. To that end, we provide students with an avenue to assist the University in identifying serious or systemic concerns, problems, or issues affecting the quality of University life. Information regarding the student complaint process may be found at [Student Complaint | Point Park University | Pittsburgh, PA](#).

## Institutional Review Board

Research protocols involving human participants and animals must be approved by the Point Park University Institutional Review Board (IRB). The IRB reviews all research protocols involving human participants to determine if the research participants are placed at risk and if their rights and welfare are adequately protected. Guidelines and required forms for research protocols are available at:

<https://www.pointpark.edu/about/admindepts/academicandstudent/irb>.

## Academic Excellence – Graduation Awards

Each graduate program annually names a graduate as the recipient of its Academic Excellence Award. These awards are presented in recognition of outstanding scholastic achievement during the commencement ceremony.

## Academic Probation and Dismissal

Any student in a graduate level program at the University is expected to perform at a high academic level. That student must be sufficiently prepared for the rigors of graduate work. Thus, academic expectations are significant. This applies to all enrolled semesters (Fall, Spring, and Summer). **Please note that individual programs may set higher standards than referenced below.**

Any student in a graduate level program must maintain a cumulative GPA of 3.0 in graduate course work to attain the master's or doctoral degree. A grade of C or higher must be achieved in all graduate courses for credit to be granted toward the degree. A student whose cumulative GPA falls below 3.0 is placed on academic probation and is given one semester to achieve a cumulative GPA of 3.0 or higher. If this is not mathematically possible, the student shall be dismissed at the time when falling below a 3.0.

If a student does not achieve a cumulative GPA of 3.0 or higher in the next enrolled semester, then that student shall be dismissed. A student who earns two F grades shall be dismissed from the program. A student whose cumulative GPA falls below 3.0 for a second time shall be dismissed from the program. A student who earns a grade lower than a C (i.e. a D or F) grade in a graduate course **must** repeat that course. A student may repeat a graduate course only once for credit.

Readmission after dismissal may be considered after the conclusion of one year following the dismissal. A student must write a readmission request to their respective Dean with a detailed plan for academic success. A student who has earned a cumulative GPA of 2.0 or less shall not be readmitted into the same graduate program.

## Policy for Appeal of Academic Dismissal from Graduate Programs

Students wishing to appeal academic dismissal from graduate programs must first appeal to the program director of the school which administers the student's graduate program. This appeal must be made within one week of receiving official notification of their academic dismissal. The Program Director shall respond to the student's appeal within two weeks. If the program director denies the student's appeal or fails to respond within two weeks, the student may appeal to the Provost. The Provost may accept or reject the Program Director's recommendation. The Provost decision ends the appeals process for academic dismissal.

## Student Code of Conduct

The code of conduct for all students can be found in the annual [Student Handbook](#) distributed by the Office of Student Affairs.

## Academic Integrity and Academic Dishonesty

Point Park expects all members of the community to demonstrate the highest levels of integrity and ethics in their academic work. To facilitate this, the faculty have adopted the following guidance on Academic Integrity. By aligning their conduct to these guidelines, all members of the community can protect their own work and represent the values upheld at Point Park University. Departments or Programs, working in collaboration with the Academic Integrity Working Group, may develop additional expectations, which should be communicated to students in writing at least once per semester.

- **Credit:** Acknowledge the sources of words, ideas, performances, compositions, or images that are borrowed, including those that are quoted, paraphrased, or used as inspiration. Take ownership and responsibility for your words and ideas in matters of public discourse (i.e. conversations, social media, classroom discussion) and give credit where credit is due, as you would hope others do when engaging with any work you have created.

- **Timeliness:** Represent your own best thinking and understanding in the moment. Engage with other thinkers with the expectation that they, too, are representing their best thinking and reasoning on a subject at a given moment. It's common for beliefs, knowledge, and thinking to change over time, so don't recycle old work or imagine that what was once true will be true for all time.
- **Active, Consensual Conversation:** Use citation and reference to demonstrate how your work is in conversation with others' work, both in the present and throughout the arc of history. Recording or submitting a conversation to public review or scrutiny, including submitting it to AI (Artificial Intelligence) engines, should only be done with all participants' permission.
- **Ethical Alignment:** Adhere to ethical practices within educational and professional communities. This includes following standard research, citation, and discovery practices in your discipline and, for some kinds of research, obtaining permission from the Institutional Review Board. Do not disclose personally identifiable information about yourself or anyone else without confirming the recipient will handle the information with appropriate care.
- **Accuracy:** Strive for accuracy in your work. Some inaccuracies are simple errors of transcription, calculation, or other elements of the research process, but misrepresentation of facts and distortions of data are unacceptable.
- **Traceability:** Take care to document your process and sources as you work and rely on both conventional methods of documentation and information literacy strategies to ensure that you know the origins of your sources. Generating content without a traceable record of the work process can undermine the viability of your work.

### Academic Dishonesty

When members of the community do not achieve the minimum standards outlined by this guidance, the University will pursue a dual response that safeguards individual and institutional integrity.

Individual Integrity: Faculty are responsible for assigning grades. Grades are not, however, rewards or penalties. Rather, they represent a faculty member's evaluation of a student's ability to master specific course concepts or content. To maintain the individual integrity of every grade assigned, faculty should consider whether instances of academic dishonesty might represent opportunities for further teaching or learning. They should also assign a grade that evaluates a student's demonstration of learning. Faculty play a pivotal role in ensuring institutional integrity and, for this reason, they are expected to report instances of academic dishonesty to the Registrar's Office.

Institutional Integrity: The Academic Integrity Working Group will have primary responsibility for reviewing reports of academic dishonesty at the institutional level. They will convene periodically, upon the recommendation of the Registrar. Their primary work will be to seek out patterns within the reported data and recommend an appropriate institutional response. This may include the investigation of reported instances of academic dishonesty and the recommendation of specific levels of response. For a given reported instance of academic dishonesty, the Academic Integrity Working Group might recommend Clearing, Warning, Probation, Suspension, or Dismissal, depending on the findings and the severity of the report. For institutional units with unusual patterns of academic dishonesty, the AIWG might recommend intervention at the course, department, school, or institutional level, depending on the findings.

## Registration

The [Office of the University Registrar](#), located on the ninth floor of Thayer Hall, is open Monday-Friday 8:30 am- 4:30 pm during the year. Hours may be adjusted in the summer.

Point Park University students interact with the Office of the University Registrar during periods of class registration, changing of class schedules, withdrawal from classes, and obtaining transcripts.

Registration is critically important. It is the recurring process through which students gain entry to the classes they wish to attend. Only students officially registered for a given section of a course may attend class, earn a grade, and receive credit for their work.

Using the applicable available course listing on PointWeb and the University website, currently enrolled students must register for the next term during a specified registration period. Students can register for classes with their student

ID using the online registration system within PointWeb. To obtain the best selection of courses, students are encouraged not to wait until the start of the semester to register, as classes can fill up quickly. Be advised that in order to proceed with the registration process, students must be cleared of academic, financial, and non-financial requisites. Entering graduate students register through the Office of Graduate Admissions. Continuing students register with their academic school. Registration is the responsibility of the student. To discharge that responsibility with confidence, students should use the pre-registration period to meet with their academic advisors. In those meetings, students can confirm the appropriateness and efficacy of their planned course of study.

By completing the online registration process, a student is agreeing to pay all charges on the tuition and fee account when due. The student also acknowledges that failure to make a required payment by the stated deadline can result in late payment charges, inability to register for a future term, and/or withholding of a transcript and/or diploma. Further, this debt would be considered an educational loan. By completing this registration “under seal,” the student is aware that collection activities may continue for up to 20 years. In event of collection procedures or a suit to collect unpaid balances on the student’s account, the student will be charged all of the University’s costs for collections, including legal fees, not to exceed 50% of the entire outstanding balances.

The University Registrar may assess fees, payable in advance, for both late registration and late schedule changes. Registration and schedule changes become official only when officially approved by the University Registrar.

## Transcripts

Transcripts will not be released to any person or agency without proper signed authorization from the student or graduate. All transcript requests will be electronically processed and expedited through the National Student Clearinghouse. Transcripts will be sent to the student or requested third party electronically. A student or graduate may track an electronic transcript request from the NSC by email, text message or by logging in to the [NSC service website](#).

Transcripts can be ordered at a cost for a hard paper copy or a secure electronic copy using any major credit/debit card.

Individuals may request a free unofficial transcript by completing a Transcript Request Form. Only unofficial transcripts will be processed by the Office of the University Registrar. Unofficial transcript requests will be processed in three to five working days. Persons wishing to pick up an unofficial transcript must give the Registrar 24 hour notice.

## Diplomas

Upon successful completion and final review of degree requirements, your graduation is authorized and your diploma is ordered. You must be in good financial standing with the University to receive your diploma.

Your diploma will be mailed to you approximately six to eight weeks after the end of your term of graduation to the home address we have on file. If you need to change that address, please submit a [Change of Address Form](#) before the end of the term to the Office of the University Registrar.

If a student finds that the name on record is inaccurate or they wish to amend the name in some way, such as to include a middle name or suffix, the student must email the Registrar’s Office letting them know of the change. The Registrar’s Office will update the student’s Diploma Name.

Once your diploma has been mailed, you will receive an email stating your diploma is on the way. You will receive a second email stating you can view your eDiploma. If your original diploma has been lost, stolen, or damaged you may obtain a hard copy replacement for a fee of \$30. You can also request a \$5 eDiploma. You can order a replacement or official eDiploma or check your diploma status by contacting [the Michael Sutter Company](#).

## GRADUATE CERTIFICATES

Credit-bearing graduate certificates established through Point Park University are subject to the following requirements:

- The certificate will have a minimum of 9 graduate credits.
- At least six credits must be completed through Point Park University.
- Transfer credits must be a “B” letter grade or better.
- To earn a certificate, students need a 3.0 or higher cumulative GPA in their certificate courses.
- All graduate certificate credits may be shared with the graduate major.
- Students may earn more than one certificate.

- Certificates may be completed as part of a full degree program or may be completed as a non-degree student.

### **School of Education**

ABCTE Program  
 School Principal K-12  
 Superintendent's Letter of Eligibility  
 Reading Specialist  
 Instructional Technology Specialist  
 Endorsement in Integrative STEM Education  
 Endorsement in Online Instruction  
 Endorsement in Social, Emotional &  
 Behavioral Wellness

### **School of Communication**

Social Media

### **Conservatory of Performing Arts**

Playwriting Fundamentals  
 Screenwriting Fundamentals

## **Course Additions and Withdrawals**

Courses may be added to or dropped from students' academic schedules according to a prescribed timetable which is listed under "Tuition and Fee Refund Policies."

Deadlines for course withdrawal and late registration are published on the website and in the course book each semester. Course Withdrawal forms may be obtained in the Office of the University Registrar. Grades of "W" placed on student records cannot be changed under any circumstances.

International students must contact the International Student Advisor before initiating a course withdrawal. Because current and future financial aid may be jeopardized by processing a "W," students are advised to consult the Office of Financial Aid prior to completing the transaction.

## **Complete Withdrawal**

Students wishing to withdraw from the University after the beginning of a term must use a Complete Withdrawal form to drop all classes and deliver the completed form to the Office of the University Registrar. Please see the current semester course book online for important dates.

To complete the form, the student will need the following signatures:

- Graduate Advisor's signature
- Student Financial Services Center
- ISD Signature (applicable only for International Students)
- Office of the University Registrar's Signature

All recipients of federal financial aid need to be aware that their financial aid package will be adjusted under the Return of Title IV funds policy if the student withdraws from all of their classes. Go to the [Return of Title IV Funds policy](#) for more information.

## **Leave of Absence**

A student may submit a Leave of Absence (LOA) request to the Office of the University Registrar if the student is either (a) on-ground, whether full- or part-time, and will miss one semester of classes, or (b) fully online and will miss two or more consecutive eight-week sessions. Failure to do so will require the student to be readmitted to the University and to follow the program of study in effect during the term of return.

A student must hold a cumulative G.P.A. of 2.0 or above to apply for a Leave of Absence. A student who is granted a Leave of Absence may, upon their return, resume their studies under the major/program requirements in place during their last term of attendance; the student's program year will not be moved forward unless specifically requested by an advisor. Any University financial aid will be maintained; however, the continuation of any previously awarded State or Federal financial aid packages is not guaranteed. Please see the Office of Financial Aid for more information.

If a student extends a Leave of Absence beyond one year, the student will be required to apply for readmission to the University and will be assigned to the most current degree requirements for the student's major – if that program is still available. If the program is no longer available, the student will be required to choose a new program.

A Leave of Absence request is not equivalent to a complete withdrawal, which is a separate process that requires a different form to be submitted to the Office of the University Registrar within the published deadlines.

Former students re-applying for admission to the University are subject to the same fees and evaluation processes as first-time applicants. Re-admitted students will continue their studies under the provisions of the graduation requirements in effect when they return to the University. If the desired degree's program has substantially changed since the last term of attendance, the student may be moved and placed under the newest degree requirements.

## Medical Exception Request

Students who experience a medical issue during an academic term of such a severity that they are unable to continue or keep up with their courses may consider requesting a Medical Exception for the academic term. A Medical Exception can impact a student's academic career in several ways, and students are encouraged to consider alternatives before applying for a Medical Exception. Students are strongly encouraged to meet with the University Advising Center to discuss alternatives to the Medical Exception process, which may include requesting incomplete grades.

Students with a medical condition involving a short-term or long-term disability should also consider meeting with the Office of Accessibility Services. Call the office at 412-392-8077 or email [accessibility@pointpark.edu](mailto:accessibility@pointpark.edu).

International students should meet with the International Student Services and Enrollment (ISSE) staff to discuss how a Medical Exception will affect their visa status. Call the office at 412-392-4775 or email [iss@pointpark.edu](mailto:iss@pointpark.edu).

Except for short-term temporary issues, students must be actively attending classes in order to be permitted to live in the University residences. A student applying for a Medical Exception will be required to move out of the residence halls. Room and board charges may be able to be prorated based upon the date the student vacates the residence hall or last uses the meal plan, whichever date is later. For information on terminating a resident contract and moving out, contact the Office of Student Life by phone at 412-392-8026, email at [studentlife@pointpark.edu](mailto:studentlife@pointpark.edu), or visit the office on the seventh floor of the Student Center.

### Medical Exception Request Process

A Medical Exception will be granted for a full academic term only; requests for a partial term or part of a student's course load will not be granted; thus, in order to request a Medical Exception, the student will be required to withdraw from all classes for the applicable academic term. Only one Medical Exception for a total of one academic term will be granted per student.

Students must request a Medical Exception Request packet from the Office of Student Affairs. The request may be made in person by visiting the office at 705-706 Student Center or by phone at 412-392-3840 or email at [studentaffairs@pointpark.edu](mailto:studentaffairs@pointpark.edu). The packet will include all forms and instructions needed to submit the documents required to request a Medical Exception. As the policy, forms, and instructions may change from time to time, the student must follow all instructions and submit all forms as directed at the time they receive the Medical Exception Request packet.

### Medical Exception Request Form

All students requesting a Medical Exception must complete the Medical Exception Request Form and attach verifiable, legible medical documentation that supports and substantiates the request. The type and amount of documentation to be supplied is at the discretion of the student and may include, but is not limited to, a letter from the student's medical provider, medical records, etc. The student bears the responsibility of submitting all supporting medical documentation for the Medical Exception Request. The Office of Student Affairs will not contact medical providers to obtain supporting medical documentation.

### Complete Withdrawal Form

If the student has not already completely withdrawn from all of their courses for the academic term, the student is required to complete the [Complete Withdrawal Form](#).

Students requesting a complete withdrawal and/or Medical Exception are required to contact the Offices of Financial Aid and Student Accounts to discuss how these will affect their student account and any financial aid they may have or expect to receive in the future. Please visit the [Total Withdrawal](#) webpage for additional information.

### Leave of Absence Form

If the student is eligible for a leave of absence, it is recommended s/he complete the Leave of Absence Form for any fall or spring semester they expect to be absent. If the student is unsure if they are eligible for a leave of absence, it is

recommended that the student complete the form. Leaves of absence will be granted according to University policy. The Offices of Student Affairs, Student Accounts, and the University Registrar will make the eligibility determination and will notify the student of the decision.

#### **Authorization to Release Information Form**

This form is optional. It permits the Office of Student Affairs to release information about the student to a person(s) of their choosing, such as a family member. If the student submits this form, only the information specifically authorized will be released, to the person(s) specified on the form.

Due to the sensitive nature of the information involved with a student's Medical Exception Request, without a completed and signed authorization form that includes specific instructions, the Office of Student Affairs will only discuss the general Medical Exception Request process with any person inquiring about a Medical Exception; specific questions regarding a student's Medical Exception Request will not be able to be answered.

This Authorization to Release Information Form cannot be used in lieu of submitting supporting medical documentation for the Medical Exception Request.

#### **Deadline to Submit Medical Exception Request**

All documents related to a Medical Exception Request must be received in the Office of Student Affairs no later than fifteen (15) calendar days after the end of the academic term for which the Medical Exception is requested.

#### **Submitting Medical Exception Request Documents**

All documents (Medical Exception Request Form, supporting documentation, Complete Withdrawal Form, Leave of Absence, Authorization to Release Information, etc.) must be submitted to the Office of Student Affairs, regardless of the instructions on the form. The Office of Student Affairs will distribute forms and information as required (see next section on Confidentiality of Medical Records).

Students are to submit all completed forms and supporting documentation to the Office of Student Affairs in person, by fax at 412-392-3855, email: [studentaffairs@pointpark.edu](mailto:studentaffairs@pointpark.edu), or U.S. mail:

Point Park University  
Office of Student Affairs  
201 Wood Street  
Pittsburgh, PA 15222

It is strongly recommended that students keep copies of all Medical Exception Request documents and proof of submission. The Office of Student Affairs will confirm the receipt of documents upon request.

#### **Confidentiality of Medical Records**

The Office of Student Affairs understands and takes seriously the confidentiality of the student's medical information provided during the Medical Exception process. This information is shared only with a) University staff needed to consult with regarding the merits of the request, such as the University Nurse or University Counselor, or b) person(s) permitted per the Authorization to Release Information Form if submitted by the student. All Medical Exception Request Forms and supporting documentation will be housed solely within the Office of Student Affairs. University offices such as the Offices of the University Registrar, Student Accounts, and Financial Aid will be notified of the decision to grant or deny a Medical Exception Request, but not the details of the request.

Please be advised that the Complete Withdrawal Form and Leave of Absence Form are distributed to the appropriate University offices. It is not necessary or recommended to explain the medical circumstances on the leave of absence form.

#### **Medical Exception Request Decision**

A Medical Exception Request and supporting documentation will be reviewed by the Vice President of Student Affairs as soon possible after the Office of Student Affairs receives all documents related to the request. A decision will be sent to the student via U.S. Mail to the address provided on the Medical Exception Request Form.

**Readmission to the University**

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. Students granted a Medical Exception may also be required to fulfill additional requirements as a condition of granting the Medical Exception, such as obtaining clearance from their medical provider.

**Code of Student Conduct**

The Code of Student Conduct can be found online in the annual [Student Handbook](#) distributed by the Office of Student Affairs.

# The Conservatory of Performing Arts

## School of Theatre, Film, and Animation

*Keisha Lalama, M.F.A., Interim Dean and Executive Producer of the Pittsburgh Playhouse*

The Conservatory of Performing Arts at Point Park University is comprised of professional, working artists dedicated to a conservatory approach to training. We believe the path that leads from student to professional, from apprentice to artist, is a journey of education, example, discipline, and experience.

The Conservatory of Performing Arts is committed to the development of craft, the engagement of imagination, and the cultivation of skills that enable students to become protagonists of their lives.

### DEPARTMENT OF FILM AND ANIMATION

- Master of Fine Arts in Writing for the Screen and Stage
- Graduate Certificate in Playwriting Fundamentals
- Graduate Certificate in Screenwriting Fundamentals

### DEPARTMENT OF THEATRE

- Master of Fine Arts in Interdisciplinary Arts

## Department of Film and Animation

*Andrew Halasz, M.F.A., Chair*

### Master of Fine Arts in Writing for the Screen and Stage

*Matthew Pelfrey, M.F.A., Graduate Program Director*

The Master of Fine Arts degree in Writing for the Screen and Stage, offered through the Conservatory of Performing Arts at Point Park University, is a low-residency, professionally oriented program for those individuals interested in screenwriting and playwriting. The program will immerse individuals in the art of dramatic writing, which is like no other literary form. With only three short on campus residency requirements and four traditional semesters held online, the program is geared toward students who are already engaged in professional work, looking to make career change and/or looking for a non-traditional, flexible master's degree program. It requires two years of study, which is balanced with students' work and other outside obligations.

Goals and objectives of the MFA in Writing for the Screen and Stage include:

- To equip students with the skills and craft of working professional writers for the screen and stage, including but not limited to feature films, plays, television, mobile media, gaming, etc.
- To demonstrate an increased skill and craft in one of the disciplines of writing for the stage or screen.
- To provide students the opportunity to think analytically and critically about writing from a structural, aesthetic, and application perspective.

- To equip students with the collaborative language to be able to articulate, demonstrate, and contribute in a production focused, artistic environment.

Admission requirements:

1. Students must meet Point Park University graduate admission requirements.
2. Students must submit a portfolio of creative work.
3. All applicants will be personally interviewed for the program in order to be academically and artistically admitted.
4. Having previous professional writing experience is NOT required.

### Curriculum, Sequence, Timeline and Distribution by Academic Year

The MFA degree is a 44-credit, two-year program requiring three on campus residencies and four semesters online. The curriculum outline by time frame, and the course distribution by academic year for the Master of Fine Arts, appears below.

### Master of Fine Arts in Writing for the Screen & Stage Program Requirements

**Total Program Minimum Requirements** **44 credits**

#### Year One

**Residency One** **3 credits**

MWSS 500 - Dramatic Storytelling (3)

**Fall Term - Online** **9 credits**

MWSS 515 - Elements of Playwriting (3)

MWSS 545 - Engaging the Audience (3)

MWSS 530 - Foundations of Screenwriting (3)

**Spring Term - Online** **9 credits**

MWSS 520 - Dramatic & Cinematic Theories (3)

MWSS 550 - Writing for Screen & Stage II (4)

MWSS 555 - Contemporary Playwriting (2)

**Residency Two** **3 credits**

MWSS 600 - Exploring Creativity (3)

#### Year Two

**Fall Term - Online** **9-12 credits**

MWSS 605 - Knowledge of Sharing for Storytellers (Optional) (3)

MWSS 620 - Thesis I - Writing for Screen & Stage (5)

MWSS 630 - Writing Landscapes (3)

MWSS 635 - History of American Screenwriting (2)

MWSS 695 - Internship or Teaching Practicum (Optional) (3)

**Spring Term - Online** **9-12 credits**

MWSS 650 - Thesis II - Rewriting for Screen & Stage (4)

MWSS 655 - The Business of Writing (1)

MWSS 660 - Elective in Media Writing (3)  
MWSS 698 - Independent Study (Optional) (3)

**Residency Three**

**2 credits**

MWSS 665 - Thesis Presentation (1)  
MWSS 670 - Past, Present & Future (1)

## Graduate Certificate in Playwriting Fundamentals

This program is designed to provide additional opportunities for learning the skills, craft, and business of playwriting. Interested learners can receive courses in playwriting without committing to a two-year program. This certificate program is part of Point Park's goal to create learning opportunities in flexible modalities to serve an ever-changing student population. This certificate program will offer interested students incremental progress towards obtaining a Master in Writing for Screen & Stage.

**Program Objectives**

- Gain and/or improve understanding of the basic playwriting elements of plot, story, character, and theme.
- Analyze current and past plays to identify key thematic and structural elements.
- Discuss plays and playwrights using language specific to the field of playwriting.
- Create a full-length stage

MWSS 530 - Fundamentals of Playwriting (3)  
MWSS 545 - Engaging the Audience (3)  
MWSS 550 - Advanced Playwriting (4)  
MWSS 520 - Dramatic & Cinematic Theories (3)

**Total Program Minimum Requirements**

**13 credits**

## Graduate Certificate in Screenwriting Fundamentals

This program is designed to provide additional opportunities for learning the skills, craft, and business of screenwriting. Interested learners can receive courses in screenwriting without committing to a two-year program. This certificate program is part of Point Park's goal to create learning opportunities in flexible modalities to serve an ever-changing student population. This certificate program will offer interested students incremental progress towards obtaining a Master in Writing for Screen & Stage.

**Program Objectives**

- Gain and/or improve understanding of the basic screenwriting elements of plot, story, character, and theme.
- Analyze films and screenplays to identify key thematic and structural elements.
- Discuss scripts and films using language specific to the field of screenwriting.
- Create a feature-length screenplay.

MWSS 530 - Fundamentals of Screenwriting (3)  
MWSS 545 - Engaging the Audience (3)  
MWSS 550 - Advanced Screenwriting (4)  
MWSS 520 - Dramatic & Cinematic Theories (3)

**Total Program Minimum Requirements**

**13 credits**

## Department of Theatre

*Juan Rivera Lebron, M.F.A., M.S., Chair*

### Master of Fine Arts in Interdisciplinary Arts

MFA in Interdisciplinary Arts is a self-designed study, low-residency program inviting artists and thinkers to expand their creative practice through engaging dialogue, spiritual exploration, critical inquiry, practical application, and entrepreneurship literacy. Diverse interests and aspirations allow for individual learning styles to evolve as transformative and sustainable artistic practices. This program allows for the search of meaning and purpose of your creative practice while working to clarify artistic intention and meet professional goals.

Goals and objectives of the MFA in Interdisciplinary Arts:

- Demonstrate an authentic artistic voice with the ability to create interdisciplinary works developed from an individualized interconnected understanding.
- Recognize the value of process to transform curiosity as an artistic practice through research, self-reflection, examination, learning, and applying.
- Present clear, articulate, and cohesive descriptions of artistic goals and intentions.
- Contribute and participate, respectfully and productively in a collaborative, productive, artistic community.
- Demonstrate, as a thinking creator with entrepreneurship literacy, the artistic and professional skills to cultivate a concept transformed as a fully realized product.

**Total Program Minimum Requirements    62 credits**

#### Year One

##### Summer

MFAI 500 - G 1 Residency (0)  
MFAI 505 - G1 Residency Presentation (2)  
MFAI 510 - G 1 Artistic Process & Practice (4)  
MFAI 520 - G1 Reflection Report (4)

##### Fall/Spring

MFAI 530 - G2 Residency (0)  
MFAI 535 - G2 Residency Presentation (2)  
MFAI 540 - G2 Artistic Process & Practice (4)  
MFAI 550 - G2 Reflection Report (4)

#### Year Two

**Summer**

- MFAI 560 - G3 Residency (0)
- MFAI 565 - G3 Residency Presentation (2)
- MFAI 570 - G3 Artistic Process & Practice (4)
- MFAI 580 - G3 Reflection Report (4)
- MFAI 590 - G3 Professional Development (4)

**Fall/Spring**

- MFAI 600 - G4 Residency (0)
- MFAI 605 - G4 Residency Presentation (2)
- MFAI 610 - G4 Artistic Process & Practice (4)
- MFAI 620 - G4 Reflection Report (4)
- MFAI 630 - G4 Pitch Project (4)

**Year Three****Summer**

- MFAI 640 - G5 Residency (0)
- MFAI 645 - G5 Residency Presentation (2)
- MFAI 650 - G5 Thesis Outline/Overview (4)
- MFAI 660 - G5 Reflection Report (4)
- MFAI 670 - G5 Thesis and Portfolio (4)

# School of Arts and Sciences

*Becky Spritz, Ph.D., Dean*

The School of Arts and Sciences is home to the departments of Criminal Justice and Intelligence Studies; Literature, Culture, and Society; Natural Sciences and Engineering; and Psychology. The mission of the School of Arts and Sciences is to prepare students for future careers, advanced education, and life-long learning by educating and developing skills that have both academic and practical applications. We aim to expose students to the diversity of our global cultures, creating citizens who can impact society in positive ways by making well-informed and educated decisions. The School of Arts and Sciences offers students hands-on opportunities, through internships, co-ops, and job shadowing, to reinforce in-class learning. The faculty in Arts and Sciences aim to nourish independent-thinking, professionalism, originality, and integrity in scholarship.

Graduate programs include:

- Doctorate of Psychology in Clinical Psychology
- Doctorate of Philosophy in Critical Psychology (Discontinued)
- Master of Arts in Clinical-Community Counseling Psychology
- Master of Arts in Community Psychology
- Master of Arts in Intelligence and Global Security (On Hiatus)

## Doctorate of Psychology (Psy.D.) in Clinical Psychology

*Brent Robbins, Ph.D., Program Director*

*Britney Brinkman Ph.D., Director of Clinical Training*

*Rachel Battaglia, Ph.D., Placement Coordinator*

Point Park University's Doctorate of Psychology (Psy.D.) is a program in Clinical Psychology with special focus on the principles and practices of Community Psychology. Clinical Psychology is a subfield of psychology that is concerned with nurturing mental health and well-being. Community Psychology is focused on social and cultural influences on personal well-being, which include research and engagement at the community level to remedy unnecessary human suffering. Our program, therefore, teaches a clinical approach to psychology that places emphasis on better understanding the role of socio-cultural factors in mental health and well-being, including the diagnosis, prevention, and treatment of mental distress. Ultimately, our program's approach is one that seeks to enhance the well-being of individuals, groups, and communities through clinical practices, research, and community intervention.

Students in our program are provided with a set of rich theoretical frameworks, research methodologies, and applications to support strength-based and preventative clinical and community interventions. These interventions strive to benefit the health and well-being of the persons and communities we serve. Our approach is a holistic and phenomenological orientation, informed by humanistic and psychoanalytic theory and practice that, through multiple methods and via the integration of various interpretive frameworks, seeks to better explain human experience and behavior. In addition, our approach strives for empathic understanding and appreciation of diverse ways of living in the world. The goal of empathic understanding and appreciation, in addition to scientific goals of explanation, is a foundation for an ethically-informed approach to psychology that respects and values the fundamental dignity and human rights of all persons. The program is committed to evidence-based approaches to clinical and community interventions. These interventions are informed by critical theory which examines the interpersonal, socio-economic, and cultural issues that have established associations with mental distress and well-being.

The community focus of our program prepares students to engage with communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to mental illness and impoverished well-being. Students will learn skills to engage in strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations. Students will learn essential skills and techniques for conducting research in communities, as well as collaborative assessment and evaluation of social and environmental interventions in community work. An emphasis on participatory action research will provide students with a mind-set to conduct research collaboratively so that professionals and community members are both involved in realizing goals of knowledge creation and positive social change. Ultimately, students develop analytical and conceptual frameworks for understanding the complex interrelationship between personal psychological distress and community well-being, which in turn can inform their engagement in communities.

The Mission of Point Park University's Psy.D. program in Clinical Psychology is to cultivate in students the development of high-quality psychological practices which strive to respect individual and cultural diversity as well as provide evidence-based solutions to individual, communal, and cultural challenges to mental health and well-being. Faculty and students work to advance research and practices that are highly context-sensitive and integrative, drawing upon a wide variety of broadly humanistic, psychoanalytic, and critical frameworks that are informed by a holistic, systems-oriented perspective, which honors, at the same time, the uniqueness, dignity, and irreducibility of the person.

The goals and objectives of the Psy.D. program in Clinical Psychology are informed by the values of the American Psychological Association. These goals and objectives are designed to prepare clinical psychologists for state licensure as practitioners informed by the community and cultural context of clinical issues. They are based, in part, on the "Standards of Accreditation for Health Service Psychology" (SoA) by the APA Commission on Accreditation (CoA).

The Psy.D. in Clinical Psychology offers students a non-terminal Master of Arts degree in Clinical Psychology that they will attain as they complete the requirements of the Psy.D. Once a student has successfully completed the first two years of coursework (through Spring of the second year, as specified on the student's plan of study) and the Comprehensive Exam, a Non-Terminal M.A. in Clinical Psychology will be conferred. The Comprehensive Exam is to be completed no later than the end of the Summer semester of the second year of the program. As such, the Non-Terminal M.A. will typically be conferred by the end of the Summer of the second year of the program. There is no formal commencement ceremony associated with the conferral of the Non-Terminal M.A.

The aims of the Psy.D. program in clinical psychology are informed by the values of the American Psychological Association (APA). They are designed to prepare clinical psychologists for state licensure as practitioners informed by the community and cultural context of clinical issues. They are based, in part, on the "Standards of Accreditation for Health Service Psychology" (SoA) by the APA Commission on Accreditation (CoA; <http://www.apa.org/ed/accreditation/>).

The aims of the Psy.D. in clinical psychology program are as follows:

PROGRAM AIM 1: To prepare practitioner-scholars who are well grounded in the discipline of psychology conceived broadly as a human science.

PROGRAM AIM 2: To educate and train students to apply the core components of clinical psychology for the prevention and amelioration of psychological struggles as well as the improvement of overall health and well-being.

PROGRAM AIM 3: To prepare students to be practitioner-scholars who select and employ research methods and skills to explore questions and help solve problems facing individuals and communities as well as disseminate this work.

PROGRAM AIM 4: To educate students to conduct themselves with a professionalism appropriate to the complex nature of clinical psychology, and that is founded on reflexivity, interpersonal competence, ethical principles, and a deep respect for cultural diversity.

PROGRAM AIM 5: To train students to engage with and assist communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to psychological struggles and impoverished well-being.

**Total Program Requirements** 90 credits

**Clinical Core** 27 credits

PSYC 700 - Clinical Fundamentals (3)

PSYC 701 - Psychotherapy Methods I (3)

PSYC 702 - Psychotherapy Methods II (3)

PSYC 703 - Psychopathology in the Context of Society and Culture (3)

PSYC 704 - Mental Health & Well-Being: Individual & Collective (3) OR

PSYC 795 - Special Clinical Topics (3)

PSYC 705 - Psychological Assessment I (3)

PSYC 706 - Consultation & Supervision (3)

PSYC 707 - Therapy with Groups, Families & Couples (3)

PSYC 708 - Psychological Assessment II (3)

**Development** 3 credits

PSYC 711 - Lifespan Development (3)

**Foundational** 6 credits

PSYC 721 - Brain, Body, & Experience (3)

PSYC 722 - Psychology of Cognition, Emotion, and Motivation (3)

**Community & Social** 15 credits

PSYC 731 - Foundations of Community Psychology (3)

PSYC 732 - Social Psychology & Cultural Transformation (3)

PSYC 733 - Community Psychology Practicum (3)

PSYC 734 - Program Development, Evaluation and Assessment (3)

PSYC 736 - Psychology of Human Diversity (3)

**Research Methods** 6 credits

PSYC 741 - Qualitative Research Methods (3)

PSYC 742 - Statistics and Quantitative Research (3)

**History & Theory** 6 credits

PSYC 751 - Humanistic & Phenomenological Approaches (3) OR

PSYC 796 - Special Theoretical Topics (3)

PSYC 752 - History & Theory of Psychology (3)

**Clinical Practicum** 6 credits

PSYC 754 - Clinical Practicum I (1)

PSYC 762 - Clinical Practicum II (1)

PSYC 763 - Clinical Practicum III (1)

PSYC 764 - Clinical Practicum IV (1)

PSYC 765 - Clinical Practicum V (1)

PSYC 766 - Clinical Practicum VI (1)

**Internship** **2 credits**

PSYC 778 - Internship I (1)

PSYC 779 - Internship II (1)

**Ethical & Professional** **3 credits**

PSYC 781 - Ethical & Professional Issues (3)

**Dissertation** **16 credits**

PSYC 789 - Dissertation Reading (2)

PSYC 790 - Dissertation Writing (2)

PSYC 791 - Dissertation I (6)

PSYC 792 - Dissertation II (6)

PSYC 900 - Dissertation Extension (1-9)

**Special Topics** **0 credits**

PSYC 795 - Special Clinical Topics (3)

PSYC 796 - Special Theoretical Topics (3)

PSYC 797- Focused Clinical Placement (0)

## Doctorate of Philosophy in Critical Psychology

*Program Discontinued. Not accepting applications for FALL 2025.*

## Master of Arts in Clinical-Community Counseling Psychology

*Faculty Contact: Sarah Schulz, Ph.D.*

The Master's Program in Clinical-Community Psychology will lead to state licensure as a Licensed Professional Counselor (LPC). This program will integrate two subfields of psychology: Clinical Psychology and Community Psychology. Clinical Psychology is a subfield of psychology that is concerned with assessing and treating mental, emotional, and behavioral health conditions. Community Psychology is focused on social and cultural influences on personal well-being, which include research and interventions at the community level to alleviate human suffering. Clinical-Community Psychology, therefore, is an approach to psychology that places emphasis on better understanding the role of socio-cultural factors in mental health and well-being, including the diagnosis, prevention, and treatment of mental illness. Ultimately, our program's approach to Clinical-Community Psychology is one that seeks to enhance the well-being of individuals, groups and communities through research, community intervention, and clinical practices. Our approach is a holistic, humanistic, and phenomenological orientation that, through multiple methods and via the

integration of various interpretive frameworks, seeks to better explain human experience and behavior. In addition, our approach strives for empathic understanding and appreciation of diverse ways of living in the world, through an ethically-informed approach to psychology that respects and values the fundamental dignity and human rights of all persons.

## Goals and Objectives

Upon successful completion of the **Master of Arts in Clinical-Community Counseling Psychology**, a student will be able to:

1. **Describe the psychological foundations of clinical-community psychology.**
  - Describe human development from birth to old age.
  - Explain the role of the brain and nervous system and brain development across the lifespan.
  - Summarize the interaction of genetics and environment on the human phenotype.
  - Describe and critique theory and research on child, adolescent, and adult psychopathology, with particular emphasis on social antecedents and consequences of psychopathology.
  - Describe and critique theory and research on child, adolescent, and adult happiness, well-being, and conception of the “good life,” with particular emphasis on social antecedents and consequences of human flourishing.
  - Summarize a holistic, non-reductive understanding of human persons.
  - Advanced level description of the dynamics of social systems and the impact of such systems on communities, families, couples, and persons.
  
2. **Apply clinical-community psychology for the prevention and amelioration of mental illness and the improvement of mental well-being.**
  - Demonstrate strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations.
  - Apply conceptual and practical tools for developing critical thinking in persons and in communities.
  
3. **Employ research skills to explore questions and help solve problems in clinical-community psychology.**
  - Advanced level implementation or research tools for assessing, evaluating, and implementing social and environmental interventions for the prevention and/or amelioration of human dysfunction and suffering.
  - Basic description and application of applied statistics for application to real-world human problems.
  - Advanced level description and application of qualitative methods for research, with special emphasis on phenomenological and action research.
  - Assessment of strategies for mixed methods approaches to studying questions and problems in the field with practical, real-world applications.
  - Demonstrate advanced APA style scientific and theoretical writing skills, oral presentation skills, and psychology report writing skills.
  
4. **Demonstrate understanding of ethics and values in the field of clinical-community psychology.**
  - Basic description of professional research ethics.
  - Basic description of professional ethics in clinical and community settings.
  - Basic description of legal issues relevant to clinical and community psychology.
  - Demonstrate knowledge and skills essential to professional development in fields relevant to the program.

5. **Demonstrate appreciation of and assessment of individual and cultural diversity.**

- Assess strategies for working effectively with clients and colleagues with a variety of religious and spiritual worldviews.
- Basic assessment of issues facing a diversity of sub-cultures and populations in the United States.

**Total Program Requirements** **60 credits**

**Professional Training** **18 credits**

- PSYC 631 - Ethical and Professional Issues in Psychology (3)
- PSYC 680 - Counseling Theories & Interventions (3)
- PSYC 681 - Career and Lifestyle Development (3)
- PSYC 682 - Assessment and Evaluation (3)
- PSYC 700 - Clinical Fundamentals (3)
- PSYC 707 - Therapy with Groups, Families, & Couples (3)

**Foundational** **24 credits**

- PSYC 503/731 - Foundations of Community Psychology (3)
- PSYC 511/751 - Humanistic & Phenomenological Approaches (3) OR  
PSYC 752 - History & Theory of Psychology (3)
- PSYC 525/711 - Lifespan Development (3)
- PSYC 531/703 - Psychopathology in the Context of Society and Culture (3)
- PSYC 541/721 Brain, Body, and Experience (3) OR  
Special Topics Elective (3)
- PSYC 561/732 Social Psychology & Cultural Transformation (3)
- PSYC 648/736 - Psychology of Diversity & Social Justice (3)
- PSYC 722 - Psychology of Cognition, Emotion, & Motivation (3) OR  
Special Topics Elective (3)

**Research and Program Development** **9 credits**

- PSYC 551/742 - Quantitative Research Methods (3)
- PSYC 552/741 - Qualitative Research Methods (3)
- PSYC 563/734 - Program Development, Evaluation, and Assessment (3)

**Practicum and Internship Courses** **9 credits**

- PSYC 685 - Clinical-Community Practicum (3)
- PSYC 686 - Internship I (3)
- PSYC 687 - Internship II (3)

## Master of Arts in Community Psychology

*Faculty Contact: Sarah Schulz, Ph.D.*

Point Park University's Master of Arts program in Community Psychology is focused on social and cultural influences on personal well-being, which include research and interventions at the community level to alleviate human suffering. Community psychology, therefore, is an approach to psychology that places emphasis on better understanding

the role of socio-cultural factors in mental health and well-being, including the diagnosis, prevention, and treatment of mental illness. Ultimately, our program's approach to Community Psychology is one that seeks to enhance the well-being of individuals, groups, and communities through research, community intervention, and clinical practices.

Students in our program are provided with a set of rich, theoretical frameworks, research methodologies, and applications to support strength-based and preventative clinical and community interventions. These interventions strive to benefit the health and well-being of the persons and communities we serve. Our approach is a holistic, humanistic, and phenomenological orientation that, through multiple methods and via the integration of various interpretive frameworks, seeks to better explain human experience and behavior. In addition, our approach strives for empathic understanding and appreciation of diverse ways of living in the world. The goal of empathic understanding and appreciation, in addition to scientific goals of explanation, is a foundation for an ethically-informed approach to psychology that respects and values the fundamental dignity and human rights of all persons.

The community emphasis of our program prepares students to intervene with communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to mental illness and impoverished well-being. Students will learn skills to engage in strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations. Students will learn essential skills and techniques for conducting research in communities, as well as collaborative assessment and evaluation of social and environmental interventions in community work. An emphasis on participatory action research will provide students with a mind-set to conduct research collaboratively so that professionals and community members are both involved in realizing goals of knowledge creation and positive social change. Ultimately, students develop analytical and conceptual frameworks for understanding the complex interrelationship between personal psychological distress and community well-being, which, in turn, can inform their engagement in communities.

## Goals and Objectives

Upon successful completion of the **Master of Arts in Community Psychology**, a student will be able to:

1. **Describe the psychological foundations of clinical-community psychology.**
  - Describe human development from birth to old age.
  - Explain the role of the brain and nervous system and brain development across the lifespan.
  - Summarize the interaction of genetics and environment on the human phenotype.
  - Describe and critique theory and research on child, adolescent, and adult psychopathology, with particular emphasis on social antecedents and consequences of psychopathology.
  - Describe and critique theory and research on child, adolescent, and adult happiness, well-being, and conception of the "good life," with particular emphasis on social antecedents and consequences of human flourishing.
  - Summarize a holistic, non-reductive understanding of human persons.
  - Advanced level description of the dynamics of social systems and the impact of such systems on communities, families, couples, and persons.
  
2. **Apply community psychology for the prevention and amelioration of mental illness and the improvement of mental well-being.**
  - Demonstrate strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations.
  - Apply conceptual and practical tools for developing critical thinking in persons and in communities.

3. **Employ research skills to explore questions and help solve problems in clinical-community psychology.**
  - Advanced level implementation or research tools for assessing, evaluating, and implementing social and environmental interventions for the prevention and/or amelioration of human dysfunction and suffering.
  - Basic description and application of applied statistics for application to real-world human problems.
  - Advanced level description and application of qualitative methods for research, with special emphasis on phenomenological and action research.
  - Assessment of strategies for mixed methods approaches to studying questions and problems in the field with practical, real-world applications.
  - Demonstrate advanced APA style scientific and theoretical writing skills, oral presentation skills, and psychology report writing skills.
  
4. **Demonstrate understanding of ethics and values of the field of psychology.**
  - Basic description of professional research ethics.
  - Basic description of professional ethics in clinical and community settings.
  - Basic description of legal issues relevant to clinical and community psychology.
  - Demonstrate knowledge and skills essential to professional development in fields relevant to the program.
  
5. **Demonstrate sensitivity to and respect for individual and cultural diversity.**
  - Assess strategies for working effectively with clients and colleagues with a variety of religious and spiritual worldviews.
  - Basic assessment of issues facing a diversity of sub-cultures and populations in the United States.

**Total Program Requirements** **36 credits**

**Program Requirements** **18 credits**

- PSYC 503 - Foundations of Community Psychology (3)
- PSYC 511 - Humanistic and Phenomenological Approaches to Psychology (3)
- PSYC 531 - Psychopathology in the Context of Society and Culture (3)
- PSYC 561 - Social Psychology and Cultural Transformation (3)
- PSYC 563 - Program Development, Evaluation and Assessment (3)
- PSYC 631 - Ethical and Professional Issues (3)

**Research Methods** **6 credits**

- PSYC 551 - Quantitative Research Methods (3)
- PSYC 552 - Qualitative Research Methods (3)
- PSYC 692 - Thesis Continuation (1)
- Choose One: 3 credits*
- PSYC 652 - Community Practicum I (3)
- PSYC 691 - Thesis (3)
- PSYC 693 - Research Practicum (3)

**Electives – Choose Three** **9 credits**

- PSYC 524 - Childhood & Society (3)
- PSYC 525 - Lifespan Development (3)
- PSYC 526 - Applied Behavior Analysis I (3)
- PSYC 532 - Mental Health & Well-Being: Individual and Collective (3)
- PSYC 541 - Brain, Body, and Experience (3)

PSYC 555 - Critical Race Studies (3)  
PSYC 556 - Girls' & Women's Mental Health (3)  
PSYC 557 - Integrative Mental Health (3)  
PSYC 558 - Introduction to Grant Writing (3)  
PSYC 559 - LGBTQ Studies (3)  
PSYC 560 - Mindfulness: Buddhist & Contemplative Psychology (3)  
PSYC 595 - Special Topics in Clinical-Community Psychology (3)  
PSYC 626 - Applied Behavior Analysis II (3)  
PSYC 642 - Critical Theory in the Social Sciences (3)  
PSYC 643 - Dynamics of Social Systems (3)  
PSYC 646 - Psychology of Religion and Spirituality (3)  
PSYC 647 - Psychology of Sex and Gender (3)  
PSYC 648 - Psychology of Diversity & Social Justice (3)  
PSYC 649 - Psychology of Emotion and Motivation (3)  
PSYC 652 - Community Practicum I (3)  
PSYC 653 - Community Practicum II (3)  
PSYC 693 - Research Practicum  
PSYC 694 - Research Practicum II (3)  
PSYC 695 - Advanced Special Topics in Clinical-Community Psychology (3)

## Master of Arts in Intelligence and Global Security

*T.B.A., Intelligence and Global Security Graduate Program Director*

***Program on Hiatus. Not accepting applications for Fall 2025.***

# School of Education

*Virginia Chambers, Ed.D., Interim Dean*

*Linda Hippert, Ed.D., Associate Dean*

*Kamryn York, Ed.D., Chair*

The School of Education offers a variety of degree and certification programs to best meet the needs of our students. Degree programs are offered at the doctoral level, as well as in the Master of Arts and the Master of Education. Additionally, numerous certification programs for non-degree seeking students are available.

- Doctorate of Education in Leadership and Administration
- Master of Arts in Dance Education
- Master of Arts in Educational Administration
- Master of Arts in Special Education leading to PA Certification in PreK-12
- Master of Education in Athletic Coaching and Administration
- Master of Education with Certification PreK-4
- Master of Arts in Learning, Design, and Technology
- Master of Education in Learning, Design, and Technology
- Master of Education in Secondary Education leading to PA Certification in Grades 7-12
- Master of Education in Special Education leading to PA Certification in Grades PreK-12
- Master of Education with PA Dance Certification in PreK-12 Teaching
- Master of Education in Career and Technical Education
- Master of Education in Reading and Literacy
- Master of Education in Teaching and Leadership
- Certificate in Career and Technical Education Instructional I
- Certificate in Career and Technical Education Instructional II
- Certificate in Reading Specialist
- Certificate in School Principal K-12
- Certificate in Superintendent's Letter of Eligibility
- Certificate in Instructional Technology Specialist
- Endorsement in Online Instruction
- Integrative STEM Education Endorsement
- Social, Emotional, and Behavioral Wellness Endorsement of Students PK-12
- ABCTE Certificate in PreK-Grade 4
- ABCTE Certificate in Special Education PreK-Grade 12
- ABCTE Certificate in Secondary Education

## Master of Education With Certification PreK-Grade 4

*Darlene Marnich, Ph.D., School of Education Director of Master's Programs (Teaching)*

The Master of Education with Certification PreK-Grade 4 program prepares students with undergraduate degrees to utilize their strong content knowledge in order to provide effective instruction for PreK-4 students. Having completed

this program, candidates will have earned their degrees, as well as have completed the requirements for PreK-4 teaching certification, as established by the Pennsylvania Department of Education.

Course work in the graduate education program will have extensive research requirements designed to focus on scholarly questions and issues relative to the teaching profession. Student research will aim to address contemporary issues in education, improve school environments, and examine classroom teaching methods and student learning processes. Faculty will guide students to identify direct linkages between theory and direct application to teaching and learning within the PreK-4 classrooms. The 42-credit program also includes a full-time student teaching experience during the final semester of study. This experience will take place in a PreK-4<sup>th</sup> grade classroom while being supervised by both a cooperating teacher from the school and a university supervisor.

The Master of Education with Certification PreK-Grade 4 is a writing-intensive program that emphasizes projects and assignments that require above average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

### Program Objectives

Upon completion of the program, students will:

1. Utilize a variety of instructional strategies.
2. Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional process.
3. Establish and maintain purposeful and equitable classroom environments.
4. Demonstrate integrity, ethical behavior, and professional conduct as stated in the Pennsylvania Code of Professional Practice and Conduct of Educators.

### Total Requirements

42 credits

EDUC 527 - Assessment for Differentiated Reading (3)  
EDUC 515 - Foundations of Literacy and Writing from Theory to Practice: Models of Literacy (3)  
EDUC 529 - Assess Strategies Data Driven (3)  
EDUC 541 - Culturally Responsive Schools, Teachers and Classroom (3)  
EDUC 562 - Methods of Teaching Math (3)  
EDUC 563 - Methods of Teaching Science/Health (3)  
EDUC 564 - Methods of Teaching Social Studies (3)  
EDUC 567 - Methods of Teaching English (3)  
EDUC 623 - Student Teacher Seminar: PreK-Grade 4 (3)  
EDUC 625 - Student Teaching Practicum (6)  
SPED 533 - Special Ed Inclusive Practices (3)  
SPED 535 - Positive Behavior Interventions (3)  
SPED 534 - Differentiated Instructional Practices in Inclusive Classrooms (3)

## Master of Education in Secondary Education Leading to PA Certification in Grades 7-12

*Darlene Marnich, Ph.D., School of Education Director of Master's Programs (Teaching)*

The Master of Education in Secondary Education Leading to PA Certification in Grades 7-12 program prepares students with undergraduate degrees to utilize their strong content knowledge in order to provide effective instruction

for secondary students. Having completed this program, candidates will have earned their degrees, as well as have completed the requirements for secondary teaching certification, as established by the PA Department of Education.

This program requires that candidates have an earned baccalaureate degree in one of the following areas or related fields: Biology, English and/or Mathematics or Social Studies. Candidates must pass the appropriate content area Praxis exam prior to starting the program or by the end of the first term of study. The 42-credit program also includes a full-time student teaching experience during the final semester of study. This experience will take place in a 7-12<sup>th</sup> grade classroom while being supervised by both a cooperating teacher from the school and a university supervisor.

Course work in the graduate education program will have extensive research requirements designed to focus on scholarly questions and issues relative to the teaching profession. Student research will aim to: address contemporary issues in education, improve school environments, and examine classroom teaching methods and student learning processes. Faculty will guide students to identify direct linkages between theory and direct application to the teaching, learning within the secondary classrooms.

The Master of Education Program Leading to Secondary Certification is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

### **Program Objectives**

Upon completion of the program, students will:

1. Demonstrate performance competencies appropriate to entry-level teaching.
2. Develop competencies that foster professionalism in school and community settings.
3. Learn to design strategies for educational transformation of secondary education classrooms and schools for the twenty-first century.

### **Total Program Requirements**

**42 credits**

- EDUC 501 - Instructional Methods for Secondary Teachers (3)
- EDUC 516 - Reading and Writing in the Content Area (3)
- EDUC 525 - Human Behavior and Classroom Management (3)
- EDUC 533 - Evolving School Landscapes (3)
- EDUC 535 - Technology Applications (3)
- EDUC 541 - Culturally Responsive Schools (3)
- EDUC 576 - Assessment Strategies and Data Driven Instruction (3)
- EDUC 567 - Methods for Teaching English Language Learners (3)
- EDUC 624 - Student Teacher Seminar: Secondary (3)
- EDUC 625 - Student Teaching Practicum (6)
- SPED 533 - Special Education and Inclusive Practices (3)
- SPED 534 - Differentiated Instructional Practices in the Inclusive Classroom (3)
- SPED 535 - Positive Behavioral Interventions and Supports (3)

**Note to students:** The student must provide evidence of the following items in order to be fully admitted to the M.Ed. Secondary Education program.

- **Passing scores in content area PRAXIS examination**
- **Tests for Certification:** Check PDE Test Requirements:
  - <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>

# Master of Arts in Special Education Leading to PA Certification in PreK-Grade 12

*Darlene Marnich, Ph.D., School of Education, Director of Master's Programs (Teaching)*

The Master of Arts in Special Education leading to Pennsylvania Certification in PreK through Grade 12 is a 30-credit program designed for Pennsylvania certified teachers seeking an additional certification in Grades PreK-12 Special Education and a M.A. in Special Education.

This is an online cohort program. Students will be engaged in an active and engaging online classroom environment that includes assignments, materials, discussion threads, assessments, and/or group activities done electronically. One 3-credit Practicum course is included in the course schedule, where students will be responsible for completing the mandated number of observation hours in a K-12 Special Education environment required by the Pennsylvania Department of Education prior to certification. One 3-credit course is completed every 8 weeks. Following this schedule, students will complete the program in approximately 1.5 years.

Upon completion of this program and the passing of the PECT Exam for PreK-12 Special Education by the Pennsylvania Department of Education, students will have earned a M.A. in Special Education and be eligible to teach Special Education in a PreK-12 grade setting in the state of Pennsylvania.

The Master of Arts in Special Education Leading to PA Certification in PreK-Grade 12 is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

## Program Objectives

Upon completion of the program, students will:

- Utilize their strong content knowledge in order to provide effective instruction for students with disabilities.
- Develop effective, differentiated instructional practices that will prepare them to teach students with disabilities at all grade levels so that they may take their place in society as productive citizens.

## Total Program Requirements

30 credits

SPED 520 - Instructional/Assistive Technology and Universal Design (3)  
SPED 534 - Differentiated Instructional Practices (3)  
SPED 535 - Positive Behavioral Interventions and Supports (3)  
SPED 536 - High Incidence Disabilities (3)  
SPED 537 - Low Incidence Disabilities (3)  
SPED 538 - Secondary Transition Processes and Procedures (3)  
SPED 540 - Autism Spectrum Disorders (3)  
SPED 542 - Intensive Reading, Writing, and Math Interventions (3)  
SPED 550 - Student Practicum Experience (3)  
EDUC 541 - Culturally Responsive Schools (3)

# Master of Education in Special Education Leading to PA Certification in Pre-K through Grade 12

*Darlene Marnich, Ph.D., School of Education Director of Master's Programs (Teaching)*

The Master of Education in Special Education leading to Pennsylvania Grades PreK-12 Special Education certification program is designed for non-certified teachers with an undergraduate degree who wish to earn their initial teaching certification in Grades PreK-12 Special Education.

This program will be offered online, an extremely attractive option for adults pursuing a graduate degree. The program will consist of 11 courses, 3 credits each, plus 6 credits for student teaching and a 3-credit seminar for a total of 42 credits. Observation and field experience requirements are built into many of the courses, so students should expect to spend time in Special Education. The 42-credit program also includes a full-time student teaching experience during the final semester of study. The student teaching experience will require the student to teach for an entire term in a Special Education K-12 classroom while being supervised by both a cooperating teacher from the school and a university supervisor.

Upon completion of this program and the passing of the PECT Exam for PreK-12 Special Education by the Pennsylvania Department of Education, students will have earned a M.Ed. in Special Education and be eligible to teach Special Education in a PreK-12 grade setting in the state of Pennsylvania.

The Master of Education in Special Education Leading to PA Certification in Pre-K through Grade 12 is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

### **Program Objectives**

Upon completion of the program, students will:

1. Utilize their strong content knowledge in order to provide effective instruction for students with disabilities.
2. Develop effective, differentiated instructional practices that will prepare them to teach students with disabilities at all grade levels so that they may take their place in society as productive citizens.

### **Total Program Requirements**

**42 credits**

SPED 520 - Instructional/Assistive Technology and Universal Design (3)  
SPED 533 - Special Education Inclusive Practices (3)  
SPED 534 - Differentiated Instructional Practices (3)  
SPED 535 - Positive Behavioral Interventions and Supports (3)  
SPED 536 - High Incidence Disabilities (3)  
SPED 537 - Low Incidence Disabilities (3)  
SPED 538 - Secondary Transition Process (3)  
SPED 540 - Autism Spectrum Disorders (3)  
SPED 542 - Intensive Reading, Writing, and Math Interventions (3)  
SPED 624 - Student Teaching Seminar (3)  
EDUC 541 - Culturally Responsive Schools (3)  
EDUC 567 - Methods of Teaching Eng Language Learners in Content Areas (3)  
EDUC 625 - Student Teaching Practicum (6)

## **Master of Arts in Dance Education**

*Darlene Marnich, Ph.D., School of Education, Director of Master's Programs (Teaching)*

*Colleen Hooper, Ph.D., Coordinator, Dance Education*

This program offers a unique blend of dance pedagogy and theoretical knowledge to provide dance education of

the highest quality. Upon completion of this program, graduate students will be trained to support students' social-emotional needs, college and career readiness, and quest for artistic excellence.

Graduates of this program will be equipped to provide their students with a 21st century dance education that prepares them for college and a career in dance or otherwise. Coursework will address the vital role that dance plays in the social and emotional development of children. The program focuses on training students on the dynamics of teamwork, cooperation, time management, and work habits in dance. Dance educators will have the tools to help their students become more productive, and socially and self-aware individuals in and outside of the classroom, for years to come.

### **Program Objectives**

Upon completion of the program, students will:

1. Identify contemporary pedagogical and theoretical approaches to teaching dance.
2. Illustrate the vital role that dance plays in the social and emotional development of children.
3. Assess strategies for cultivating teamwork, cooperation, time management, and work habits in dance.
4. Create dance lesson plans that include learning objectives, procedures, differentiation, assessment, and closure.

### **Program Requirements**

**30 credits**

EDUC 582 - Dance Pedagogy (3)  
EDUC 583 - Dance Aesthetics and Criticism (3)  
EDUC 584 - Dance History (3)  
EDUC 585 - Production and Technology (3)  
EDUC 586 - Choreography and Composition (3)  
EDUC 587 - Teaching Dance Methods PreK-12 (3)  
EDUC 541 - Culturally Responsive Schools, Teachers and Classrooms (3)  
SPED 533 - Special Education and Inclusive Practices (3)  
SPED 534 - Differentiated Instructional Practices (3)  
EDUC 567 - Methods of Teaching English Language Learners (3)

## **Master of Education in Education with PA Dance Certification in PreK through 12<sup>th</sup> Teaching**

*Darlene Marnich, Ph.D., School of Education, Director of Master's Programs (Teaching)*

*Colleen Hooper, Ph.D., Coordinator, Dance Education*

Pennsylvania Department of Education released new certification competencies in dance education PK-12 in January 2023. Point Park is ideally suited to offer this new certification program because of its excellent reputation in both the education and dance programs. Dance has traditionally been taught in PK-12 schools by teachers holding certification in career technical education, health & physical education, and communications, and those holding a creative movement endorsement. As a result of the direct path for dance certification, teachers now can seek a certification that is in-depth, relevant, and content-specific.

PDE requires an education certification for all professional positions in public schools. Teachers, school counselors, nurses, school psychologists, and administrators must all hold a PDE professional certification in their specific area of expertise or subject matter. This ensures that Pennsylvania students are being educated by the highest quality of professionals who have successfully completed postsecondary course work, a supervised practicum, and passed a state-approved exam.

Providing Direct Path Dance Certification in Pennsylvania brings Pennsylvania in line with surrounding states and the federal government with respect to the contributions to child development that dance plays. This unique blend of dance pedagogy and educator core competencies ensures that students are provided with dance education of the highest quality from teachers who are adequately trained to support students' social-emotional needs, college and career readiness, and quest for artistic excellence. Holistically, it will also better serve parents, engage vested partners, and enrich local dance communities at-large. The economic future of Pennsylvania hinges on having a skilled and educated labor force.

The ability to train students on the dynamics of teamwork, cooperation, time management, and work habits in dance is derived from the dance educator's knowledge and experience of the rapid changes within the field of dance. An educator who is certified in a direct path program is equipped to provide students with a 21st century dance education that prepares them for college and a career in dance or otherwise. Dance plays a vital role in the social and emotional development of children. Certified dance educators bring their specific content knowledge and expertise to build such student competencies as emotional awareness, character development, relationship skills, accurate self-perception, and impulse control in the classroom.

Certified dance educators also provide rich opportunities for developing team building. Because social emotional learning is one of the main benefits of dance, PK-12 Dance Certified Educators are uniquely positioned to help students build upon those skills, helping them become more productive, and socially and self-aware individuals in and outside of the classroom, for years to come.

### **Program Objectives**

Upon completion of the program, students will:

1. Utilize a variety of instructional strategies appropriate for the content.
2. Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional process.
3. Establish and maintain purposeful and equitable classroom environments.
4. Demonstrate integrity, ethical behavior, and professional conduct as stated in the Pennsylvania Code of Professional Practice and Conduct of Educators.

### **Program Requirements**

**42 credits**

EDUC 582 - Dance Pedagogy (3)  
EDUC 583 - Dance Aesthetics and Criticism (3)  
EDUC 584 - Dance History (3)  
EDUC 585 - Production and Technology (3)  
EDUC 586 - Choreography and Composition (3)  
EDUC 587 - Teaching Dance Methods PreK-12 (3)  
EDUC 541 - Culturally Responsive Schools, Teachers and Classrooms (3)  
SPED 533 - Special Education and Inclusive Practices (3)  
SPED 534 - Differentiated Instructional Practices (3)  
SPED 535 - Positive Behavioral Interventions (3)  
EDUC 567 - Methods of Teaching English Language Learners (3)  
EDUC 588 - Student Teaching Seminar- Dance Education (3)  
EDUC 625 - Student Teaching Practicum (6)

**Note to students:** Pennsylvania State Certification requires candidates for certification to do the following:

- Hold a valid PA teaching certificate.
- TESTS FOR CERTIFICATION: Check PDE Test Requirements:

- <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>
- Be recommended for certification by the authorized certification officer.

## Master of Education in Career and Technical Education

*Linda Hippert, Ed.D., School of Education, Associate Dean*

The master's degree of education in Career and Technical Education is designed for individuals holding a bachelor's degree and seeking Pennsylvania state certification to teach occupational skills in approved career and technical education (CTE) programs in the Commonwealth of Pennsylvania and/or earn a master's degree in education. This degree, accompanied by certification, prepares educators with industry experience to transition to teaching roles in secondary CTE settings, equipping them with the pedagogical skills and credentials necessary to deliver high-quality technical instruction, and then continue their studies to earn post-master's certification in areas such as principal certification or continue to doctorate level degree programs.

### Program Objectives

Upon completion of the program, students will:

1. Implement and critically assess a range of evidence-based instructional strategies to enhance student engagement, accommodate diverse learning needs, and promote meaningful learning experiences.
2. Develop and execute rigorous, standards-aligned instructional plans that integrate subject-specific content, student learning profiles, and contextual factors to optimize educational outcomes.
3. Cultivate and sustain classroom environments that are equitable, inclusive, and conducive to student growth by promoting engagement, respect, and a culture of high expectations.
4. Exhibit professionalism, integrity, and ethical responsibility in accordance with the Pennsylvania Code of Professional Practice and Conduct for Educators, demonstrating a commitment to ethical decision-making, life-long learning, and the advancement of the teaching profession.
5. Critically evaluate, design, and apply research methodologies to investigate educational practices, assess student learning outcomes, and contribute to the advancement of the field through data-driven decision-making and continuous professional inquiry.

### **CTE Instructional I Certification Program: 9 credits**

*For those holding a bachelor's degree CTE Instructional I Certification requires successful completion of the following courses:*

- EDUC 520 - CTE Teaching and Learning (3)
- EDUC 521 - CTE Psychology of Learners and Classroom Environment (3)
- EDUC 522 - CTE Curriculum Design and Technology Implementation (3)

### **CTE Instructional II Certification Program: 21 credits**

*For those holding a bachelor's degree CTE Instructional II certification requires successful completion of the following courses:*

- EDUC 523 - CTE Learners with Diverse Needs (3)
- EDUC 526 - CTE Student Wellness and Resilience (3)
- EDUC 532 - CTE Differentiated Instructional Methods (3)
- EDUC 555 - CTE Program Evaluation and Improvement (3)
- EDUC 565 - CTE Legal and Ethical Issues (3)
- EDUC 561 - CTE Professional Teaching Practicum (6)

**M.Ed. in Career and Technical Education**                      **3 credits**

*In addition to the thirty (30) graduate level credits required for CTE Instructional I and CTE Instructional II certification, one additional three (3)-credit course is required to attain the M.Ed. in Career and Technical Education:*

EDUC 537 - CTE Research and Writing (3)

This graduate level program is appropriate for individuals throughout the Commonwealth of Pennsylvania who hold a bachelor's degree, have professional experience in a trade, technical, or career field, and wish to become certified educators in Pennsylvania's CTE schools, including career and technology centers (CTCs), high school vocational/career and technical programs, as well as training centers and other technical schools. The program is designed for individuals who desire to continue their education and post baccalaureate studies. The program provides flexible learning as courses are online, with optional "live stream" sessions offered. The courses are designed for working professionals and create meaningful pedagogical as well as graduate level content applicable to the career and technical environment.

The CTEP Certification Program is approved by the Pennsylvania Department of Education (PDE) and meets the requirements for CTE teacher certification.

## Certificate in Career and Technical Education Instructional I

*Linda Hippert, Ed.D., School of Education, Associate Dean*

The CTEP Certification Program is approved by the Pennsylvania Department of Education (PDE) and meets the requirements for CTE teacher certification.

**CTE Instructional I Certification Program:**                      **9 credits**

*For those holding a bachelor's degree CTE Instructional I Certification requires successful completion of the following courses:*

EDUC 520 - CTE Teaching and Learning (3)

EDUC 521 - CTE Psychology of Learners and Classroom Environment (3)

EDUC 522 - CTE Curriculum Design and Technology Implementation (3)

## Certificate in Career and Technical Education Instructional II

*Linda Hippert, Ed.D., School of Education, Associate Dean*

The CTEP Certification Program is approved by the Pennsylvania Department of Education (PDE) and meets the requirements for CTE teacher certification.

**CTE Instructional II Certification Program:**                      **21 credits**

*For those holding a bachelor's degree CTE Instructional II certification requires successful completion of the following courses:*

EDUC 523 - CTE Learners with Diverse Needs (3)

EDUC 526 - CTE Student Wellness and Resilience (3)

EDUC 532 - CTE Differentiated Instructional Methods (3)

- EDUC 555 - CTE Program Evaluation and Improvement (3)
- EDUC 565 - CTE Legal and Ethical Issues (3)
- EDUC 561 - CTE Professional Teaching Practicum (6)

# Master of Education in Reading and Literacy with Reading Specialist Concentration

*Darlene Marnich, Ph.D., School of Education, Director of Master's Programs (Teaching)*

The Master of Education in Reading and Literacy with Reading Specialist Concentration is designed for classroom teachers or other educational professionals who already possess an Instructional I certificate in Pennsylvania or in any other state that has reciprocity with Pennsylvania and have a strong desire to become a reading specialist, literacy coach, or a literacy program/curriculum leader for a school district. The program is intended for those who want to pursue a master's level degree in education and also obtain a Reading Specialist certificate. The program consists of 30 credit hours, one of which is a Practicum in which the candidate would work along a certified reading specialist in a school or district or intermediate unit. Scholarly research, interactive learning, and participation will be required of all students in the program. Students must maintain a 3.0 GPA throughout the course of study to be able to continue in the program.

The Certificate in Reading Specialist is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

### Program Objectives

1. Demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language.
2. Using foundational knowledge to analyze and implement literacy curricula to meet the needs of all learners.
3. Designing, implementing, and evaluating evidence-based literacy instruction for all learners.
4. Understanding, selecting, and using reliable, fair, and appropriate assessment tools to screen, diagnose, and measure achievement in order to make informed instructional and intervention decisions.
5. Demonstrate essential concepts around diversity and equity.
6. Provide opportunities for understanding all forms of diversity central to student learning.
7. Meet the needs of all learners by collaborating with all school personnel regarding materials, technology, and fostering an environment that supports a literacy-rich learning.
8. Provide ongoing professional learning as part of career-long leadership roles and responsibilities.

### Total Certificate Requirements

30 credits

### Reading Specialist Requirements

24 credits

- EDUC 515 - Foundations of Literacy and Writing from Theory to Practice: Models of Literacy (3)
- EDUC 516 - Reading and Writing in the Content Areas (3)
- EDUC 517 - Literature and Literacy K-12: Principles of Organizing the Literacy Curriculum (3)
- EDUC 518 - Literacy Assessment, Diagnosis, and Intervention (3)
- EDUC 519 - Leadership, Supervision, and Coaching: Roles of the Reading Specialist (3)
- EDUC 536 - Research Methods (3)
- EDUC 560 - Content Area Design for Structured Literacy (3)

EDUC 569 - Reading Specialist Practicum (3)

**Other Department Requirements**

**6 credits**

EDUC 535 - Technological Applications Across the Curriculum (3)

EDUC 541 - Culturally Responsive Schools (3)

## Online Certificate Reading Specialist Certification

*Darlene Marnich, Ph.D., School of Education, Director of Master's Programs (Teaching)*

The Certificate in Reading Specialist is designed for classroom teachers or other educational professionals who already possess an Instructional I certificate in Pennsylvania or in any other state that has reciprocity with Pennsylvania and have a strong desire to become a reading specialist, literacy coach, or a literacy program/curriculum leader for a school district. The program is intended for those who want to obtain a Reading Specialist certificate. It is comprised of 24 credit hours, one of which is a Practicum in which the candidate would work along a certified reading specialist in a school or district or intermediate unit. Scholarly research, interactive learning, and participation will be required of all students in the program. Students must maintain a 3.0 GPA throughout the course of study to be able to continue in the program.

The Certificate in Reading Specialist is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

**Program Objectives**

1. Demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language.
2. Using foundational knowledge to analyze and implement literacy curricula to meet the needs of all learners.
3. Designing, implementing, and evaluating evidence-based literacy instruction for all learners.
4. Understanding, selecting, and using reliable, fair, and appropriate assessment tools to screen, diagnose, and measure achievement in order to make informed instructional and intervention decisions.
5. Demonstrate essential concepts around diversity and equity.
6. Provide opportunities for understanding all forms of diversity central to student learning.
7. Meet the needs of all learners by collaborating with all school personnel regarding materials, technology, and fostering an environment that supports a literacy-rich learning.
8. Provide ongoing professional learning as part of career-long leadership roles and responsibilities.

**Total Certificate Requirements**

**24 credits**

EDUC 515 - Foundations of Literacy and Writing from Theory to Practice: Models of Literacy (3)

EDUC 516 - Reading and Writing in the Content Areas (3)

EDUC 517 - Literature and Literacy K-12: Principles of Organizing the Literacy Curriculum (3)

EDUC 518 - Literacy Assessment, Diagnosis, and Intervention (3)

EDUC 519 - Leadership, Supervision, and Coaching: Roles of the Reading Specialist (3)

EDUC 536 - Research Methods (3)

EDUC 560 - Content Area Design for Structured Literacy (3)

EDUC 569 - Reading Specialist Practicum (3)

**Note to students:** Candidates must provide evidence of the following to be admitted into the program:

- Act 34 Criminal Clearance
- Act 33/151 Child Abuse Clearance
- FBI Criminal Background Check
- Tests for Certification: Check PDE Test Requirements:
  - <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>

## Doctorate of Education in Leadership and Administration

*Karen S. McIntyre, Ph.D., Doctoral Program Director*

*Kristen Misutka, Ph.D., Doctoral Program Coordinator*

The Doctorate of Education in Leadership and Administration is not to emphasize management or to develop a performance guide. Rather, it is an effort to ensure a foundation of philosophy and independent thought that can guide an ethos of learning in schools, universities, and business into the mid-21<sup>st</sup> century. The program is designed to build a framework of leading and learning and reward independent thought.

This doctoral program is designed to strengthen dynamic leaders. It is accepted that management is critical to any organization, and it is also accepted that management is a skill set that can be taught and measured. Leading, on the other hand, requires a unique understanding of self and perspective on the problems facing schools or businesses. Point Park recognizes the need for growing future-focused leaders who base their influence and decisions upon a flexible cogent philosophy.

Point Park University's Leadership and Administration Doctoral Program is based on an epistemology of six performance domains, each presented as part science and part art, with research and practice undergirding all learning. These domains and their performance roles, modified from the work developed by Drs. Charles Schwahn and William Spady in their book, *Total Leaders*, are:

1. Authenticity
  - a. Creating and sustaining a compelling personal and reorganization purpose;
  - b. Being the lead learner;
  - c. Modeling core organizational values and personal principles.
2. Vision
  - a. Defining and pursuing a preferred organizational future;
  - b. Consistently employing a client focus;
  - c. Expanding organizational perspectives and options.
3. Cultural/Relational
  - a. Involving everyone in productive change;
  - b. Developing a change-friendly culture of innovation, healthy relationships, quality, and success;
  - c. Creating meaning for stakeholders and employees.
4. Quality/Capacity
  - a. Developing and empowering all involved;
  - b. Improving the organization's performance standards and results;
  - c. Creating and using feedback loops for improved performance.
5. Service Systems
  - a. Supporting and managing the organization's purpose and vision;

- b. Restructuring to achieve intended results;
  - c. Rewarding positive contributions to productive change.
6. Communication
- a. Communicating with and influencing varied audiences;
  - b. Managing conflict through effective communication;
  - c. Creating and embedding a congruent message.

**Program Objectives**

Upon completion of the program, students will:

1. Function as a skilled instructional and/or organizational leader in an educational, non-profit or business environment;
2. Understand and respect the complex interrelationship among stakeholders in an organization;
3. Use the six performance domains of authenticity, vision, culture, quality, service systems, and communication to lead and to effect change;
4. Understand the role of research in guiding assessment and progress.

Select one Track (from among three (3) in Block 1)

**Note to Students:** Track 1 is approved for (but not limited to) those wishing to pursue the Superintendent Letter of Eligibility and who are otherwise eligible given experience required by the PA Department of Education.

**Total Program Requirements for Ed.D. 54 credits**

**Professional Leadership Specialization Track 1 (Block 1) 18 credits**

- EDUC 720 - Art & Science of Authenticity in Leadership (3)
- EDUC 721 - Art & Science of Visionary Leadership (3)
- EDUC 722 - Art & Science of Cultural/Relational Leadership (3)
- EDUC 723 - Art & Science of Quality/Capacity Leadership (3)
- EDUC 724 - Art & Science of Systems and Service Leadership (3)
- EDUC 725 - Art & Science of Communication in Leadership (3)

**K-12 Administration Specialization Track 2 (Block 1)\* 18 credits**

- EDUC 738 - Educational Administration (3)
- EDUC 745 - Principalship (3)
- EDUC 746 - Curriculum and Supervision Leadership (3)
- EDUC 749 - Applied Research in School Administration I (3)
- EDUC 750 - Applied Research in School Administration II (3)
- SPED 734 - Differentiated Instructional Practices (3)

**Individualized Concentration Track 3 (Block 1)\* 18 credits**

**Transfer Credits; Minimum 3 credits, Maximum 18 credits**

**Required Seminars per Transfer Credit; (Seven (7) EIA hours per course)**

**\*Required Seminars (Seven hours EIA per course) 0 credits**

- Authenticity (P/F)
- Vision (P/F)
- Cultural/Relational (P/F)

Quality/Capacity (P/F)  
Systems and Service (P/F)  
Communication (P/F)

**Theory and Research Core (Required) (Block 2)\*\*** **18 credits**

EDUC 710 - Theory and Practice of Leadership (3)  
EDUC 711 - Mitigating Differences (3)  
EDUC 712 - Cultivating Ethical Diversity (3)  
EDUC 713 - Organizational Development (3)  
EDUC 714 - Research I Quantitative (3)  
EDUC 715 - Research II Qualitative (3)

**Dissertation Courses (Required) (Block 3)** **18 credits**

EDUC 740 - Introduction to Research Writing (3)  
EDUC 741 - Dissertation Seminar (3)  
EDUC 744 - Dissertation Research Design (3)  
EDUC 751 - Dissertation Writing I (3)  
EDUC 752 - Dissertation Writing II (3)  
EDUC 753 - Dissertation Writing III (3)

***Dissertation Continuation Sequence***

Year One after Completion of EDUC 753: EDUC 754, EDUC, 755, EDUC 756

Year Two after Completion of Degree Requirements: EDUC 761, EDUC 762, EDUC 763

Year Three after Completion of Degree Requirements: EDUC 771, EDUC 772, EDUC 773

Year Four after Completion of Degree Requirements: EDUC 781, EDUC 782, EDUC 783

Year Five after Completion of Degree Requirements: EDUC 791, EDUC 792, EDUC 793\*

\*Student reaches the statute of limitations after Year 5.

Practicum (Required) (Minimum 30 hours EIA per semester)

\*\*Applicable to Block 2 (Theory and Research Core)

## Master of Education in Athletic Coaching and Administration

*Richard Gutkind, Ph.D., School of Education, Director of Master's Programs (Leadership)*

The Master of Education in Athletic Coaching and Administration will emphasize what effective coaches and athletic administrators should know, value, and be able to do. Emphasis will be placed on the ethical, practical, and scientific aspects that underline the role of a coach or athletic administrator in a program and in the life of an athlete.

The goal of this program is to ensure a model of coaching that emphasizes teaching, mentoring, and skill building. It will establish a framework at any educational or developmental level and is designed to approach coaching as both a science and an art. The Master's in Athletic Coaching and Administration directly connects to the National Standards for Sport Coaches, established by the National Association for Sport and Physical Education.

The Master of Education in Athletic Coaching and Administration is a writing-intensive program that emphasizes projects and assignments that require above average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

## Program Objectives

Upon completion of the program, students will:

1. Develop and implement a personal philosophy that builds on an athlete-centered approach to coaching;
2. Become a skilled, knowledgeable, and ethical coach of athletes of any age in any sport;
3. Gain an understanding of how athletes develop physically, emotionally, and psychologically;
4. Acquire the knowledge and expertise to administer a coaching program at any level;
5. Demonstrate the ability to build athletes' skills, confidence, and decision-making abilities;
6. Learn to communicate clearly and effectively with athletes, staff, stake-holders, community members, and the media;
7. Learn how to use research to drive practical applications in the support and development of athletes' skills;
8. Develop and teach safety and emergency procedures for the protection of athletes.

## Total Program Requirements

30 credits

- EDUC 503 - Marketing and Branding in Athletics (3)
- EDUC 505 - The Art and Science of Athletic Coaching (3)
- EDUC 507 - Safety and Physical Conditioning of Athletes (3)
- EDUC 508 - Sports Psychology (3)
- EDUC 509 - Diversity and Ethical Responsibility in Athletics (3)
- EDUC 510 - Administration and Financial Responsibilities in Athletics (3)
- EDUC 511 - Communication Skills for Athletics (3)
- EDUC 512 - Research: Contemporary Theory to Current Practice (3)
- EDUC 513 - Supervision and Evaluation of Athletes (3)
- EDUC 514 - Practicum for Athletic Coaching and Admin (3)

# Master of Arts in Educational Administration

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

The Master of Arts in Educational Administration Program prepares PreK-12 professional educators for leadership positions as school administrators or principals. We will achieve these goals by advancing professional knowledge that supports the intellectual, social, and personal development of learners; integrating leadership and supervisory theories and skills with problem solving and decision making models; encouraging collaboration, communication, professional development, and responsible management of educational programs and resources; and conducting educational research that enhances organizational effectiveness. The program shifts the focus of coursework from theory to pragmatic application to best serve educators.

The Master of Arts in Educational Administration is a writing-intensive program that emphasizes projects and assignments that require above average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

## Program Objectives

Upon completion of the program, students will:

1. Provide professional educators with a thorough understanding of educational theories while emphasizing collaborative, hands-on learning which utilizes appropriate technologies.
2. Prepare professional educators to develop curricula for content areas that incorporate diverse learner populations and settings across the lifespan.
3. Prepare educational leaders who can function effectively with diverse teacher and student populations in a variety of educational settings.
4. Develop effective supervisory and educational leadership skills for organizational management, school administration, and community interaction.
5. Prepare school administrators for the effective management of institutional resources in educational settings for day-to-day administration in K-12 schools.

**Total Program Requirements** **36 credits**

**Department Core Requirements** **18 credits**

- EDUC 524 - Content Area Design and Instruction (3)
- EDUC 525 - Human Behavior and Classroom Management (3)
- EDUC 530 - Instructional Methods (3)
- EDUC 536 - Research Methods (3)
- EDUC 540 - Human Diversity Issues in Education (3)
- EDUC 542 - Issues in Law and Education (3)

**PA Certificate School Principal K-12** **18 credits**

- EDUC 538 - Educational Administration (3)
- EDUC 545 - The Principalship (3)
- EDUC 546 - Clinical Supervision, and Leadership (3)
- EDUC 549 - Applied Research Practicum I: School Administrator-School Principal K-12 (3)
- EDUC 550 - Applied Research Practicum II: School Administrator-School Principal K-12 (3)
- SPED 534 - Differentiated Instructional Practices (3)

**Note to students: The Pennsylvania Department of Education requires candidates to apply for certification on the Teacher Information Management System (TIMS) to:**

- Provide a chief school administrator's verification of the completion of a minimum of three years of public school professional experience in an instructional area.
- Tests for Certification: Check PDE Test Requirements:
  - <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>
- Be recommended for certification by the authorized certification officer or person who holds a comparable certificate from another state.

## Master of Arts in Learning, Design, and Technology

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

The Master of Arts in Learning, Design, and Technology (MALDT) is designed for those individuals who work, teach, train, and manage in public, private, non-profit, corporate, government, health care, and other technology-rich

learning environments. Graduate courses in the MALDT program prepare students to design, administer, manage, and evaluate instruction in online, hybrid, and remote settings ~ the fastest growing segments of education and training in the 21<sup>st</sup> century.

Course work prepares students to effectively integrate technology into lessons, facilitate learner-centered activities, and develop interactive professional development programs in a wide range of learning organizations. Graduates will be prepared for leadership, administration, and management positions in the learning, design, and technology field. In addition to the skills-based curriculum, the online cohort learning model emphasizes soft skills needed for career advancement by incorporating collaborative learning, high impact student engagement in the content area, the development of problem solving skills, growth mindset strategies, a focus on adaptability and receptivity to change, and an openness to feedback.

Within the skills-based curriculum, the online cohort learning model incorporates high impact student engagement, student centered learning, authentic problem-solving, growth mindset strategies, and change management techniques.

The Master of Arts in Learning, Design, and Technology is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

### **Program Objectives**

Upon completion of this program, students will:

1. Synthesize learning theory, design methods, and technology resources to address the learning needs of diverse populations in a variety of educational and training settings.
2. Develop and implement effective instructional and learning strategies that incorporate multimedia principles, copyright compliance, and digital accessibility for use in online and remote instruction environments.
3. Integrate instructional design and technology into curricular planning and direct instruction for multiple settings.
4. Design and execute plans for conducting administrative activities related to online learning initiatives including needs analysis, strategic planning, and program evaluation.
5. Apply management and leadership skills from current research to a variety of online educational settings.
6. Apply qualitative and quantitative research methods as evidence-based practice to solve problems in online education settings.
7. Assess teaching and technology resources for educational and training settings.
8. Apply nationally recognized, established research-based standards for quality teaching, design, and learning.

**Total Program Requirements**

**30 credits**

### **Degree Requirements**

- EDUC 504 - Instructional Methods for Digital Teaching and Learning (3)
- EDUC 528 - Assessment and Evaluation of Online Teaching and Learning (3)
- EDUC 534 - Online Teaching: Design and Delivery (3)
- EDUC 539 - Research in Learning, Design, and Technology (3)
- EDUC 543 - Learning Technologies for Educators (3)
- EDUC 579 - Issues and Trends in Digital Learning (3)
- EDUC 580 - Instructional Technology Administration and Management (3)
- EDUC 581 - Innovative Instructional Methods for Digital Teaching and Learning (3)
- EDUC 601 - Practicum I - Learning, Design, and Technology (3)
- EDUC 602 - Practicum II - Learning, Design, and Technology (3)

# Master of Education

## Learning, Design, and Technology

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

The Master of Education (M.Ed.) degree in Learning, Design, and Technology is designed as an online, accelerated program for those who work and teach in K-12 public, private, charter, and basic education learning environments. This degree is designed for those who work in non-K12 settings. The program prepares students to design, facilitate, manage, and evaluate digital instruction in online, hybrid, and remote settings ~ the fastest growing segments of education and training in the 21st century. Course work equips students to effectively use hardware/software, integrate technology into lessons, facilitate learner-centered activities, and develop interactive professional development programs in a wide range of learning organizations. Scholarly research, interactive learning, and inclusive participation are required of all students. The program is comprised of 30 credit hours, including a Practicum course in which students work with certified Instructional Technologists in schools, districts, or intermediate units. Students must maintain a 3.0 grade point average throughout the course of study to be able to continue in the program.

The Master of Education (M.Ed.) degree in Learning, Design, and Technology includes coursework for the Pennsylvania Department of Education (PDE) Certificate in Instructional Technology Specialist and for the PDE Endorsement in Online Instruction.

Pennsylvania certified K-12 teachers or credentialed teachers in states that have reciprocity with Pennsylvania may earn an Instructional Technology Specialist Certification or an Online Instruction Endorsement Certificate. The Instructional Technologist Specialist Certificate consists of 15 credits and the Online Instruction Endorsement Certificate consists of 12 credits.

The Master of Education in Learning, Design, and Technology is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

Master of Arts in Learning, Design, and Technology program may elect to earn the Instructional Technology Specialist Certificate that focuses on the application of knowledge and competencies required for the use of instructional technology as it pertains to aiding teachers, staff, and administration in educational school settings. A person holding a valid PA Certificate for Instructional Technology Specialist is qualified to provide technology information to district staff and administrators at grades PK-12; this is a non-classroom teaching position. The Instructional Technology Specialist Certificate requires an additional course: EDUC 604 Practicum in K-12 Schools in Learning, Design, and Technology.

### **Program Objectives**

Upon completion of this program, students will be able to:

1. Synthesize learning theory, design methods, and technology resources to address the learning needs of diverse populations in a variety of educational and training settings.
2. Develop and implement effective instructional and learning strategies that incorporate multimedia principles, copyright compliance, and digital accessibility for use in online and remote instruction environments.
3. Integrate instructional design and technology into curricular planning and direct instruction for multiple settings.
4. Design and execute plans for conducting administrative activities related to online learning initiatives including needs analysis, strategic planning, and program evaluation.
5. Apply management and leadership skills from current research to a variety of online educational settings.
6. Apply qualitative and quantitative research methods as evidence-based practice to solve problems in online education settings.

7. Assess teaching and technology resources for educational and training settings.
8. Apply nationally recognized, established research-based standards for quality teaching, design, and learning.

**Total Program Requirements**

**30 credits**

**Degree Requirements**

- EDUC 504 Instructional Methods for Digital Teaching and Learning (3)
- EDUC 528 Assessment and Evaluation of Online Teaching and Learning (3)
- EDUC 534 Online Teaching: Design and Delivery (3)
- EDUC 539 Research in Learning, Design, and Technology (3)
- EDUC 543 Learning Technologies for Educators (3)
- EDUC 579 Issues and Trends in Digital Learning (3)
- EDUC 580 Instructional Technology Administration and Management (3)
- EDUC 581 Innovative Instruction and Leadership (3)
- EDUC 603 Field work in K-12 Schools in Learning, Design, and Technology (3)
- EDUC 604 Practicum in K-12 Schools in Learning, Design, and Technology (3)

## Master of Education in Teaching and Leadership

*Richard Gutkind, Ph.D., School of Education, Director of Master's Programs (Leadership)*

The Master of Education in Teaching and Leadership is designed for those individuals who are already certified teachers or who work in settings in which an enhanced understanding of the field of education will be extremely valuable to them. Upon completing this program, students will have the opportunity to refine their educational skills, be prepared to assume a role as leaders but still remain in the classroom, and also acquire a strong appreciation for recent innovations and research in the field.

An important component to this program is that students will be exposed to some core courses, but they will also have the opportunity to choose from a variety of elective courses so that they may pursue their own educational goals. Students will be able to choose from courses that relate to technology, reading instruction, athletic administration, educational leadership, etc. Students might even be able to obtain or to begin the study of areas that may lead to additional certifications.

**Program Objectives**

Upon completion of the program, students will:

1. Enhance and increase the repertoire of instructional skills.
2. Design strategies for educational transformation of classrooms and schools for the twenty-first century.
3. Provide leadership in collaboration with other teachers and administrators.
4. Provide extended opportunities for students to choose preferred areas for specialization.

**Total Program Requirements**

**30 credits**

**Degree Requirements**

**18 Credits**

- EDUC 524 - Content Area and Instruction (3)
- EDUC 525 - Human Behavior and Classroom Management (3)

- EDUC 531 - Emerging Teacher Leadership (3)
- EDUC 533 - Evolving School Landscapes (3)
- EDUC 535 - Technological Applications (3)
- EDUC 541 - Culturally Responsive Schools (3)

**Choose One Option:**

**12 Credits**

1. Elective Courses

- EDUC /SPED Elective (3)
- EDUC /SPED Elective (3)
- EDUC /SPED Elective (3)
- EDUC /SPED Elective (3)

2. PDE Social, Emotional, and Behavioral Wellness Certification

- SPED 535 - Positive Behavioral Interventions & Supports (3)
- EDUC 577 - Trauma Informed Practices (3)
- EDUC 578 - Social, Emotional Learning, and Collaborative School Based Relationships (3)
- EDUC 589 - Student Practicum Experience in Social Emotional Learning (3)

3. PDE Online Instruction Endorsement

- EDUC 504 - Instructional Methods for Digital Teaching and Learning (3)
- EDUC 534 - Online Teaching: Design and Delivery (3)
- EDUC 543 - Learning Technologies for Educators (3)
- EDUC 603 - Field Work in K-12 Schools Learning, Design, and Technology (3)

4. PDE Integrative STEM Education Endorsement

- EDUC 551 - Foundations of STEM Education and Integrated Curriculum Design (3)
- EDUC 552 - Inquiry-Based STEM Pedagogy and Makerspace Education (3)
- EDUC 553 - Teaching STEM in Elementary and Makerspace Environments (3)
- EDUC 554 - Assessment and Technology Integration in STEM Education (3)

## Certificate in School Principal K-12

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

Students with a master's degree in education may also qualify to enroll in a certification only principal program. Graduate transcripts will be reviewed to ensure that the student qualifies for the 18-credit certification-only program.

The Certificate in School Principal K-12 is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

**Program Objectives**

Upon completion of the program, students will:

1. Provide professional educators with a thorough understanding of educational theories while emphasizing collaborative, hands-on learning which utilizes appropriate technologies.
2. Prepare professional educators to develop curricula for content areas that incorporate diverse learner populations and settings across the lifespan.
3. Prepare educational leaders who can function effectively with diverse teacher and student populations in a variety of educational settings.

4. Develop effective supervisory and educational leadership skills for organizational management, school administration, and community interaction.
5. Prepare school administrators for the effective management of institutional resources in educational settings for day-to-day administration in K-12 schools.

**Department Core Requirements**

**18 credits**

EDUC 538 - Educational Administration (3)

EDUC 545 - The Principalship (3)

EDUC 546 - Clinical Supervision, and Leadership (3)

EDUC 549 - Applied Research Practicum I: School Administrator-School Principal K-12 (3)

EDUC 550 - Applied Research Practicum II: School Administrator-School Principal K-12 (3)

SPED 534 - Differentiated Instructional Practices (3)

**Note to students:** Pennsylvania State Certification requires candidates to do the following:

- Provide a chief school administrator's verification of the completion of a minimum of three years of public school professional experience in an instructional area.
- Tests for Certification: Check PDE Test Requirements:
  - <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>
- Be recommended for certification by the authorized certification officer or person who holds a comparable certificate from another state.

## Certificate in Superintendent's Letter of Eligibility

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

The Superintendent's Letter of Eligibility program prepares individuals to qualify for the positions of superintendent and assistant superintendent in Pennsylvania's public schools. We will achieve these goals by advancing professional knowledge that supports the intellectual, social, and personal development of learners; integrating leadership and supervisory theories and skills with problem solving and decision making models; encouraging collaboration, communication, professional development, and responsible management of educational programs and resources; and conducting educational research that enhances organizational effectiveness.

This program is based on the six performance domains based on the work of Drs. Charles Schwahn and William Spady in their book, *Total Leaders*. These domains are:

1. *Authenticity*
2. *Vision*
3. *Cultural/Relational*
4. *Quality/Capacity*
5. *Service and Systems*
6. *Communication*

The Certificate in Superintendent's Letter of Eligibility is a writing-intensive program that emphasizes projects and assignments that require above-average written and oral communication skills. Therefore, all applicants are advised of the importance of possessing strong communication skills.

**Program Objectives:**

1. To be able to apply and implement the six performance domains of leadership in order to lead and to effect positive change in the schools.
2. To provide professional educators with a thorough understanding of leadership theories, while emphasizing collaborative hands-on learning which utilizes appropriate technologies.
3. To demonstrate the knowledge and skills to think and plan strategically to create an organizational vision around personalized student success.
4. To be able to apply leadership theories to enable the educator to transfer that knowledge to the leader's job as an architect of standards-based reform.
5. To be able to access and to use appropriate data to inform decision making at all levels of the school system.

**Total Certificate Requirements**

**18 credits**

- EDUC 570 - Art & Science of Authenticity in Leadership (3)
- EDUC 571 - Art & Science of Visionary Leadership (3)
- EDUC 572 - Art & Science of Cultural/Relational Leadership (3)
- EDUC 573 - Art & Science of Quality /Capacity Leadership (3)
- EDUC 574 - Art & Science of Systems and Service Leadership (3)
- EDUC 575 - Art & Science of Communication in Leadership (3)

**Note to students:** To be eligible to apply for the Letter of Eligibility through the Pennsylvania Department of Education (PDE) Teacher Information Management System (TIMS), the following criteria are required by PDE:

- Holds a baccalaureate degree from a regionally or nationally accredited college/university.
- Satisfies the requirements set forth in 24 P.S. § 12-1209 relating to good moral character.
- Provides verification of six years of satisfactory school experience, of which at least three must be in a supervisory or administrative capacity.
- Completes a Pennsylvania-approved, graduate-level superintendent certification program that includes an internship/practicum or an equivalent out-of-state program. A 3.0 Grade Point Average (GPA) is required.
- Provides evidence of satisfactory achievement on the Pennsylvania-required test. PDE Test Requirements:
  - <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>

## Certificate in Instructional Technology Specialist

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

The Instructional Technology Specialist certificate area focuses on the application of knowledge and competency required for the use of instructional technology as it pertains to aiding teachers, staff, and administration in educational school settings. A person holding a valid Pennsylvania certificate for Instructional Technology Specialist is qualified to provide technology information to district staff and administrators at grades PK-12.

**Program Objectives**

Upon completion of this program, students will:

1. Synthesize learning theory, design methods, and technology resources to address the learning needs of diverse populations in a variety of educational and training settings.

2. Develop and implement effective instructional and learning strategies that incorporate multimedia principles, copyright compliance, and digital accessibility for use in online and remote instruction environments.
3. Integrate instructional design and technology into curricular planning and direct instruction for multiple settings.
4. Design and execute plans for conducting administrative activities related to online learning initiatives including needs analysis, strategic planning, and program evaluation.
5. Apply nationally recognized, established research-based standards for quality teaching, design, and learning.

**PDE Instructional Technology Specialist Certificate - 15 credits**

EDUC 504 - Instructional Methods for Digital Teaching and Learning (3)

EDUC 534 - Online Teaching: Design and Delivery (3)

EDUC 543 - Learning Technologies for Educators (3)

EDUC 580 - Instructional Technology Administration and Management (3)

EDUC 604 - Practicum in K-12 Schools in Learning, Design, and Technology (3)

## Endorsement in Online Instruction

*Richard Gutkind, Ph.D., School of Education Director of Master's Programs (Leadership)*

The online teaching endorsement is designed for candidates that hold an Instructional I or Instructional II Pennsylvania teaching certificate. This program is designed to enhance teachers' skills to better implement blended and online instruction.

**Program Objectives**

Upon completion of this program, students will:

1. Synthesize learning theory, design methods, and technology resources to address the learning needs of diverse populations in a variety of educational and training settings.
2. Develop and implement effective instructional and learning strategies that incorporate multimedia principles, copyright compliance, and digital accessibility for use in online and remote instruction environments.
3. Integrate instructional design and technology into curricular planning and direct instruction for multiple settings.
4. Apply nationally recognized, established research-based standards for quality teaching, design and learning.

**PDE Online Instruction Endorsement - 12 credits**

EDUC 504 - Instructional Methods for Digital Teaching and Learning (3)

EDUC 534 - Online Teaching: Design and Delivery (3)

EDUC 543 - Learning Technologies for Educators (3)

EDUC 603 - Field work in K-12 Schools in Learning, Design, and Technology (3)

# Integrative STEM Education Endorsement

The STEM endorsement program at Point Park University prepares teachers who will be able to help students master academic standards and STEM skills. The program includes required PA STEM competencies and field experience/job-embedded activities. The courses within the STEM endorsement program include activities and experiences that assess whether candidates have acquired the required knowledge, skills, and competencies in inquiry-based learning environments in ways that assure validity and reliability. The courses are grounded in theories of cognitive, emotional and social development, research, and best practices in STEM education, and enable candidates to gain the knowledge and experience to work successfully with all students. This program is designed to assist teachers to enhance their instructional skills, while playing the critical role of change agents within the teaching profession. This STEM Endorsement option will provide the knowledge base and experiences to enable our graduate students to meet these challenges.

All faculty that teaches within the STEM endorsement program demonstrate knowledge of the Science, Technology, Engineering, and Mathematics academic disciplines. The faculty teaching within the STEM endorsement program have competency in the following standards and embed teaching and learning experiences for preservice teachers:

- Next Generation Science Standards
- Pennsylvania Core State Standards for Mathematics (emphasis on Mathematical Practices)
- International Society of Technology Educators' National Educational Technology Standards; and
- International Technology & Engineering Educators Association's standards for Technological Literacy

In addition, each faculty member has been trained in Human Centered Design, Agency by Design, the Engineering Design Process, and the Novel Engineering Design Process. The faculty at Point Park University have applied STEM concepts in an interdisciplinary, systematic way that ensures preservice teachers gain the knowledge and understanding of STEM preparation skills. In each course, field experiences allow our students to practice and apply the PA Standards of learning and STEM competencies in lessons with Pre-K-4th grade students in the classroom.

## Program Objectives

Upon completion of this program, students will:

1. Utilize a variety of instructional strategies.
2. Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.
3. Establish and maintain purposeful and equitable classroom environments.
4. Demonstrate integrity, ethical behavior, and professional conduct as stated in the *Pennsylvania Code of Professional Practice and Conduct for Educators*.

## Endorsement Course Requirements - 12 credits

EDUC 551 - Foundations of STEM Education and Integrated Curriculum Design (3)

EDUC 552 - Inquiry-Based STEM Pedagogy and Makerspace Education (3)

EDUC 553 - Teaching STEM in Elementary and Makerspace Environments (3)

EDUC 554 - Assessment and Technology Integration in STEM Education (3)

\* Candidates for the Integrative STEM Education Endorsement must have earned a Level I or Level II instructional, supervisory, educational specialist, or an administrative certificate.

\*\* Students can apply for the PDE Endorsement after completing the course work. Application is submitted in the Teacher Information Management System (TIMS) that can be found on the PDE website like other certificate applications.

# Social, Emotional, and Behavioral Wellness Endorsement of Students PK-12

The Social, Emotional, and Behavioral Wellness Endorsement of Students PK-12 program prepares professional educators who are compassionate and competent to build resiliency in students by facilitating social, emotional, and behavioral wellness in order to address non-academic barriers to learning. The four required courses, which include field experiences, describe the professional knowledge, skills, and competencies that students will master in the program and are grounded in theories of cognitive, social, emotional, and behavioral development and demonstrated research-based practices. Field experiences will provide students with a variety of practical experiences related to teaching and learning within diverse school settings with school mentors and school personnel (principals, deans of students, school psychologists, social workers, school counselor).

Candidates for the Social, Emotional, and Behavioral Wellness Endorsement of Students PK-12 must have earned a Level I or Level II instructional, supervisory, educational specialist, or an administrative certificate. This endorsement program is intended for teachers, school administrators, counselors, and other school personnel who recognize the importance of supporting students who have experienced adverse childhood experiences (ACEs) or trauma.

The Social, Emotional, and Behavioral Wellness of PK-12 Students Endorsement Program prepares candidates to demonstrate competency in the five following domains:

- Social Emotional Wellness Learning and Youth Development
- Characteristics and Impact of Adverse Childhood Experience, Trauma, and Mental Illness on PK-12 Students
- Behavioral and Mental Health Literacy
- Prevention and Intervention to Support Social, Emotional, and Behavioral Wellness across PK-12 Educational Environments
- Collaboration with Families, Agencies, and the Community

## Program Objectives

Upon completion of this program, students will:

1. Describe and define what social emotional learning is and how it relates to resiliency, including the research linking SEL to positive and negative developmental outcomes.
2. Discuss how a multi-tiered system/Positive Behavior Intervention and Supports (PBIS) approach is used to guide the selection and implementation of evidence based SEL programs and practices.
3. Demonstrate an understanding of typical child, adolescent, and young adult development and the most common types of mental illness that PK-12 students may experience and the impact of ACEs and trauma.
4. Identify and describe the roles of other relevant child-serving systems within communities that can be supportive to addressing matters associated with social, emotional, and behavioral wellness of PK-12 students.
5. Plan and implement (when necessary) approaches to de-escalate non-crisis and crisis situations in the instance when the safety of students or others may be in jeopardy that reflect trauma-informed principles.
6. Demonstrate an understanding of how to use academic and behavioral progress monitoring data (e.g., individual, classroom, school-wide) to support educational practice.
7. Demonstrate authentic collaboration and culturally responsive approaches when communicating with family, school, and community partners regarding student social, emotional, or behavioral needs in simulated or actual contexts.

**PDE Social, Emotional, and Behavioral Wellness Endorsement - 12 credits**

EDUC 577 - Trauma Informed Practices (3)

EDUC 578 - Social, Emotional Learning and Collaborative School Based Relationships (3)

EDUC 589 - Student Practicum Experience in Social Emotional Learning (3)

SPED 535 - Positive Behavioral Interventions and Supports (3)

**\* Students can apply for the PDE Endorsement after completing the course work. Application is submitted in the Teacher Information Management System (TIMS) that can be found on the PDE website like other certificate applications.**

### Faculty

All Point Park University School of Education faculty assigned to teach courses within the PDE Social, Emotional, and Behavioral Wellness of Students PK-12 certificate endorsement program have professional knowledge and experience of the PDE Social, Emotional, and Behavioral Wellness certificate endorsement competencies as listed below. The faculty teaching within the PDE Social, Emotional, and Behavioral Wellness of Students PK-12 certificate endorsement program have demonstrated expertise in the following domains:

- Social Emotional Wellness Learning and Youth Development
- Characteristics and Impact of Adverse Childhood Experiences, Trauma, and Mental Illness on PK-12 Students
- Prevention and Intervention to Support Social, Emotional, and Behavioral Wellness across PK-12 Educational Environments
- Collaboration with Families, Agencies, and the Community

## ABCTE PROGRAM

### PA Certification

### PreK – Grade 4

*Denise Beverina-Moore, M.A., School of Education, Director of ABCTE*

Transfer your professional skills to a teaching career with the ABCTE program. Point Park University is the only Pennsylvania Department of Education (PDE) recognized institution in Pennsylvania that offers the American Board for the Certification of Teacher Excellence (ABCTE) program.

ABCTE is a nonprofit organization dedicated to putting qualified professionals in the classroom through a state-approved alternative teacher certification program.

All candidates in Point Park's ABCTE Program must possess an **undergraduate degree from an accredited college or university prior to initiating the ABCTE program. PDE may now accept a conferred graduate degree from an accredited college or university in lieu of a baccalaureate degree.**

#### Program Objectives:

Upon completion of the program, students will:

1. Utilize a variety of instructional strategies.
2. Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional process.
3. Establish and maintain purposeful and equitable classroom environments.

4. Demonstrate integrity, ethical behavior, and professional conduct as stated in the Pennsylvania Code of Professional Practice and Conduct of Educators.

**Total Program Requirements:**

**6 credits**

**Completion of the six required credits with a minimum GPA of 3.0:**

EDUC 515 - Foundations of Literacy and Writing from Theory to Practice in Literacy (3)

SPED 534 - Differentiated Instructional Practices in the Inclusive Classroom (3)

**Pass the required ABCTE Exams:**

Professional Teaching Knowledge Exam

Elementary Education Exam

**Successfully complete the 60-day Mentorship Requirement:**

EDUC 627 - Mentorship for ABCTE Certification - PreK-4 (0)

# ABCTE PROGRAM

## PA Certification

### Special Education PreK – Grade 12

*Denise Beverina-Moore, M.A., School of Education, Director of ABCTE*

Transfer your professional skills to a teaching career with the ABCTE program. Point Park University is the only Pennsylvania Department of Education (PDE) recognized institution in Pennsylvania that offers the American Board for the Certification of Teacher Excellence (ABCTE) program.

ABCTE is a nonprofit organization dedicated to putting qualified professionals in the classroom through a state-approved alternative teacher certification program.

All candidates in Point Park's ABCTE Program must possess **an undergraduate degree from an accredited college or university prior to initiating the ABCTE program. PDE may now accept a conferred graduate degree from an accredited college or university in lieu of a baccalaureate degree.**

**Program Objectives:**

Upon completion of the program, students will:

1. Utilize a variety of instructional strategies.
2. Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional process.
3. Establish and maintain purposeful and equitable classroom environments.
4. Demonstrate integrity, ethical behavior, and professional conduct as stated in the Pennsylvania Code of Professional Practice and Conduct of Educators.

**Total Program Requirements:**

**6 credits**

**Completion of the six required credits with a minimum GPA of 3.0:**

SPED 542 - Intensive Reading, Writing and Math Interventions (3)

SPED 534 - Differentiated Instructional Practices in the Inclusive Classroom (3)

**Pass the required ABCTE Exams:**

Professional Teaching Knowledge Exam

Special Education Exam

Elementary Education Exam

**Successfully complete the 60-day Mentorship Requirement:**

SPED 640 - Mentorship for ABCTE Certification - Special Education PreK-12 (0)

# ABCTE PROGRAM

## PA Certification

### Secondary Education Grades 7 – 12

(in one content area listed below)

*Denise Beverina-Moore, M.A., School of Education, Director of ABCTE*

For those seeking Secondary Certification in:

- Biology
- Chemistry
- English
- General Science
- Mathematics
- Physics
- Social Studies

Transfer your professional skills to a teaching career with the ABCTE program. Point Park University is the *only* Pennsylvania Department of Education (PDE) recognized institution in Pennsylvania that offers the American Board for the Certification of Teacher Excellence (ABCTE) program.

ABCTE is a nonprofit organization dedicated to putting qualified professionals in the classroom through a state-approved alternative teacher certification program.

All candidates in Point Park's ABCTE Program must possess an **undergraduate degree from an accredited college or university prior to initiating the ABCTE program**. PDE may now accept a conferred graduate degree from an accredited college or university in lieu of a baccalaureate degree.

**Program Objectives:**

Upon completion of the program, students will:

1. Utilize a variety of instructional strategies.
2. Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned

students, and the instructional process.

3. Establish and maintain purposeful and equitable classroom environments.
4. Demonstrate integrity, ethical behavior, and professional conduct as stated in the Pennsylvania Code of Professional Practice and Conduct of Educators.

**Total Program Requirements:**

**6 credits**

**Completion of the six required credits with a minimum GPA of 3.0:**

EDUC 501 - Instructional Methods for Secondary Teachers (3)

SPED 534 - Differentiated Instructional Practices in the Inclusive Classroom (3)

**Pass the required ABCTE Exams:**

Professional Teaching Knowledge Exam

Secondary Content Knowledge Exam in alignment with certification

**Successfully complete the 60-day Mentorship Requirement:**

EDUC 640 - Mentorship for ABCTE Certification – Secondary Grades 7-12 (0)

# Rowland School of Business

*Steven Tanzilli, J.D., Dean*

- Doctorate of Philosophy in Community Engagement
- Master of Business Administration
- Master of Arts in Organizational Leadership
- Master of Science in Information Systems and Business Analytics
- Master of Science of Healthcare Administration and Management

## Doctorate of Philosophy in Community Engagement

*Tahirah Walker, Ph.D., Community Engagement and Leadership Department Chair*

This Ph.D. program in Community Engagement is a university-wide interdisciplinary degree.

The core faculty engaged in this program are housed in various schools throughout the University. The program will develop leaders in community engagement including non-profit leaders, social change activists, and those involved in the national service-learning movement. Students will gain a broad understanding of public policy, program development, and best practices in leadership and engagement. This degree will prepare leaders for outreach and partnership work in civic, business, and community organizations. The degree will be a unique “social lab” where students have the opportunity to engage with communities as part of their coursework.

The faculty is comprised of diverse individuals with a broad range of scholarly expertise and leadership abilities in the primary areas of study. In addition, the Ph.D. builds on current collaborations among faculty with related research interests from existing Point Park departments and schools with expertise in leadership, public administration, community development, communication, social change, marketing, economics, fundraising, program development, sustainability, social work, sociology, and psychology.

The core of our program emphasizes social entrepreneurship and the role that leaders and communities can and should play in society. The program includes a practicum experience completing a community engagement project.

The multidisciplinary program is the first of its kind at the University. Courses are taught by faculty from each of the six schools at the University. The program will cross not only horizontally, but also vertically, as it integrates with projects being completed throughout the University.

### Mission

The mission of the Ph.D. in Community Engagement is to engage current and future leaders in business, government, and nonprofit sectors to work together with communities and to become agents of change that inspire others and foster prosperity in diverse community settings.

### Program Objectives

1. Explore sociological, business, communication, and environmental factors that contribute to a community's success.
2. Demonstrate the ability to apply ethical leadership principles to community-based issues.
3. Demonstrate the ability to utilize public policy to bring about social change.

4. Develop and evaluate programs for use in business, government, or nonprofit sectors.
5. Explore the psychological and sociological factors that impact communities.
6. Illustrate the role of theory and research in guiding change and progress.

**Total Program Requirements for Ph.D. 54 credits**

**Community Engagement Core 15 credits**

- CENG 701 - Seminar in Community Engagement (3)
- CENG 703 - Leadership, Ethics, and Social Responsibility (3)
- CENG 704 - Public Policy, Advocacy and Social Justice (3)
- CENG 705 - Program Design, Implementation and Evaluation (3)
- CENG 745 - Psycho/Social Community Engagement (3)

**Research and Practicum Requirements 18 credits**

- CENG 709 - Quantitative Research Methods I (3)
- CENG 710 - Quantitative Research Methods II (3)
- CENG 711 - Qualitative Research Methods I (3)
- CENG 712 - Qualitative Research Methods II (3)
- CENG 713 - Community Engagement Practicum (3)
- CENG 714 - Theoretical Perspectives in Community Engagement (3)

**Proseminars (choose six credits) 6 credits**

- CENG 702 - Comparative Organizational Systems (3)
- CENG 706 - Social Entrepreneurship (3)
- CENG 720 - Evaluation of Decision Making Methods (3)
- CENG 725 - Business Leadership (3)
- CENG 730 - Fundraising and Development (3)
- CENG 735 - Strategic Communications Methods (3)
- CENG 740 - Sustainability and Community Development (3)
- CENG 745 - Psycho/Social Community Engagement (3)
- CENG 750 - Cultivating Networks and Community Development (3)
- CENG 755 - Community Engagement in the Arts (3)
- CENG 795 - Special Topics in Community Engagement (3)

**Dissertation Requirements 15+ credits**

- CENG 790 - Dissertation Seminar (3)
- CENG 796 - Dissertation Writing I (3)
- CENG 797 - Dissertation Writing II (3)
- CENG 798 - Dissertation Writing III (3)
- CENG 799 - Dissertation Writing IV (3)
- CENG 800 - Continuing Dissertation (1) \*

\*Should be repeated until completion of Dissertation

## Master of Business Administration Program

*Archish Maharaja, CFP, CPA/PFS, Ed.D., Professor and Graduate Program Director*

The Master of Business Administration (MBA) Program at Point Park University has been designed as a traditional fifteen-week program. The program has been designed in response to the needs of working professionals. An innovative online format allows students to complete this 36-credit graduate program in only four semesters. The MBA also can be completed in an evening format. Part-time MBA graduate students may take two or three years to complete the program. The program has a sizable strategic management and organizational component, so graduates are prepared for the challenges that exist within the business community today. The program consists of a core curriculum (8 courses) that adheres to a detailed sequence, followed by four courses in one of eight concentrations: Business Analytics, Health Systems Management, International Business, Management, Management Information Systems, or Sports, Arts, and Entertainment Management.

The Master of Business Administration graduate program has established these objectives:

1. **Socially Responsive Leader:** Students will be able to explain and demonstrate the best practices of corporate social responsibility and ethical decision-making in the workplace.
2. **Critical Thinker:** Students will be able to skillfully evaluate, effectively gather pertinent data, and develop well-reasoned management decisions.
3. **Global Actor:** Students will be able to appraise issues within their political, economic, sociocultural, historical, and environmental contexts in order to conduct business in a global economy.
4. **Team Builder:** Students will be able to formulate their vision in order to motivate and lead diverse teams of people.
5. **Technology Integrator:** Students will be able to compile, evaluate, and integrate effectively, ethically, and legally employ software tools.
6. **Communicator:** Students will be able to employ well written and oral communication skills to convey clear and organized information to target audiences.

As per International Accreditation Council for Business Education (IACBE) requirements, it was determined a student portfolio will be used as proof of meeting criteria of MBA program objectives. Student portfolios must contain at least one artifact per course. The following is an array of artifacts that a student may consider using for courses: research papers, presentations, assignments, case studies, and other pertinent materials related to the course. Only one artifact is required to meet the criterion pertaining to a program objective. If applicable, one artifact may be used to meet the criteria of one or two program objectives.

**Total Program Requirements** **36 credits**

**Required Courses**

**Core Classes** **24 credits**

- MBA 511 - Accounting for Managers (3)
- MBA 570 - Global Environment of Business (3)
- MBA 571 - Legal Environment of Business (3)
- MBA 572 - Marketing (3)
- MBA 573 - Corporate Finance (3)
- MBA 574 - Organizational Behavior (3)
- MBA 576 - Quantitative Methods (3) OR
- MBA 540 - Statistics & Quantitative Methods (3)\*
- MBA 578 - Managerial Economics (3)

\*Students in the Business Analytics Track will take MBA 540; all other concentrations must take MBA 576.

**Select one concentration:**

**Business Analytics** **12 credits**

- MBA 542 - Business Analytics (3)
- MBA 543 - Data Analysis and Visualization (3)
- MBA 544 - Applied Data Mining (3)
- MBA 594 - Special Topics in Business Analytics (3)

**Health Systems Management** **12 credits**

- MHA 530 - Health Economics (3)
- MHA 535 - Health Care Policy Analysis (3)
- MHA 540 - Financial Management of Health Systems (3)
- MHA 565 - Global Healthcare Administration and Management (3)

**International Business** **12 credits**

- MBA 514 - International Economics (3)
- MBA 517 - International Finance (3)
- MBA 541 - Cultures of International Business (3)
- MBA 596 - Special Topics in International Business (3)

**Management** **12 credits**

- MBA 560 - Ethical Leadership and Sustainable Organizations (3)
- MBA 575 - Organizational Systems (3)
- MBA 577 - Strategic Planning (3)
- MBA 595 - Special Topics in Management (3)

**Management Information Systems** **12 credits**

- MBA 580 - Management Information Systems (3)
- MBA 581 - Development of Support Networks (3)
- MBA 582 - Database Management and Applications (3)
- MBA 597 - Special Topics in Information Systems (3)

**Sports, Arts, and Entertainment Management** **12 credits**

- MBA 551 - Applied SAEM Marketing (3)
- MBA 554 - SAEM Fiscal and Resource Management (3)
- MBA 555 - Business of Live Entertainment (3)
- MBA 590 - Graduate Internship in Sport, Arts & Entertainment (3) OR  
MBA 592 - Special Topics in SAEM (3)

## Public Service Seminars

In addition to regular classes, the MBA program sponsors periodic public service seminars conducted by distinguished scholars and international business executives. MBA students are encouraged to attend these seminars, which provide educational enrichment as well as valuable interaction with professional contacts.

# Master of Arts in Organizational Leadership

*Tahirah Walker, PhD., Community Engagement & Leadership Department Chair*

The Master of Arts in Organizational Leadership program has been redeveloped with an aim to attract students wishing to gain advanced knowledge in Business, Not for Profit as well as Social Leadership concepts. This program also offers specialized concentrations in Leading Social Innovation, Leading for Diversity and Inclusion, General Concepts in Organizational Leadership, or a specialized National Fire Academy Executive Fire Officer Concentration reserved for the graduates of National Fire Academy's (NFA) Executive Fire Officers (EFO) Program.

MAOL is a 30-credit online only program which can be completed in one year. The program will be a research and writing intensive program suited for students seeking a high-quality education program to acquire management positions in for or not for profit domestic or international organizations.

The Master of Arts in Organizational Leadership graduate program has established these objectives:

1. **Critical Thinking:** Students will be able to perform problem and decision analysis to inform effective change strategies within an organization.
2. **Teamwork:** Students will be able to design implementation strategies for effective teams within an organization.
3. **Communication:** Students will be able to develop effective, efficient communication strategies.
4. **Business Core:** Students will be able to integrate theories, concepts, and innovation within an organization.
5. **Analytical Tools:** Students will be able to analyze quantitative and/or qualitative data to generate alternatives to organizational challenges and opportunities.
6. **Leadership:** Students will be able to identify and develop personal and group leadership knowledge, skills, and attitudes to build effective organizations.
7. **Environment:** Students will be able to evaluate the economic, social, legal, political, and other environmental facets that impact the organization.
8. **Scholarship:** Students will be able to design and generate research to inform organizational change toward excellence.

**Total Program Requirements** **30 credits**

## Required Courses

**Core Classes** **15 credits**

- MLDR 500 - Leadership Theory and Practice (3)
- MLDR 528 - Decision Making Tools for Leaders (3)
- MLDR 530 - Organizational Cultures and Ethical Considerations for Leaders (3)
- MLDR 556 - Organizational Development and Intrapreneurship (3)
- MBA 574 - Organizational Behavior (3)

## Select one concentration:

**Leading Social Innovation** **15 credits**

- MLDR 546 - Leading in Diverse Communities (3)
- MLDR 550 - Social Entrepreneurship (3)

MLDR 552 - Fundraising (3)  
MLDR 554 - Legal Aspects of Social Innovation (3)  
MLDR/MBA - MLDR or MBA Directed Elective (3)

**Leading for Diversity and Inclusion** **15 credits**

MLDR 533 - Women and Leadership (3)  
MLDR 534 - Leaders as Partners and Mentors (3)  
MLDR 541 - Team Building for Leaders (3)  
MLDR 546 - Leading in Diverse Communities (3)  
MLDR 548 - Policy and Compliance in Diverse Organizations (3)

**Leading for Environment, Social, and Governance (ESG)** **15 credits**

MLDR 546 - Leading in Diverse Communities (3)  
MLDR 560 - ESG Framework Development (3)  
MLDR 562 - Stakeholder Management (3)  
MLDR 564 - Risk Management (3)  
MLDR 566 - Data Analytics and Visualization (3)

**National Fire Academy Executive Fire Officer Concentration** **15 credits**

*Successful completion of the NFA EFO Program (9)*  
MLDR/MBA - MLDR or MBA Directed Elective (3)  
MLDR/MBA - MLDR or MBA Directed Elective (3)

**General Concepts in Organizational Leadership** **15 credits**

MLDR/MBA - MLDR or MBA Directed Elective (3)  
MLDR/MBA - MLDR or MBA Directed Elective (3)  
MLDR/MBA - MLDR or MBA Directed Elective (3)  
MLDR/MBA - MLDR or MBA Directed Elective (3)  
MLDR/MBA - MLDR or MBA Directed Elective (3)

**Students May Substitute One Course in a Concentration with One of the Following**

MLDR 515 - Professional and Research Writing (3)  
MLDR 590 - Graduate Internship (3)  
MLDR 595 - Independent Study in Leadership (3)  
MLDR 597 - Capstone in Leadership and Strategy (3)  
MLDR 598 - Special Topics in Leadership (3)

## Master of Science in Information Systems and Business Analytics

*Archish Maharaja, CFP, CPA/PFS, Ed.D., Professor and Graduate Program Director*

The Master of Science in Information Systems and Business Analytics is an innovative and the Rowland School of Business (RSB)'s very first Science, Technology, Engineering, and Math (STEM) classified graduate program. MSISBA

was developed to address the needs of today's business and not for profit sectors to be able to design and employ data analytics with the help of information technology. The MIS program can be completed in an evening format on campus.

MSISBA program is made up of curriculum addressing Statistics and Quantitative analysis, Database Management and Applications, Data Visualization, Business Analytics, and special topics of Artificial Intelligence, Augmented and Virtual Reality.

**Program Objectives:**

1. Students will be able to formulate strategic planning processes for organizational information technology and business analytics.
2. Students will be able to choose appropriate information system management and business analytics components.
3. Students will be able to consider organizational goals and/or objectives and select appropriate information technology and business analytics tools to achieve them.
4. Students will be able to integrate and evaluate project management techniques and tools.

This program is qualified to be accredited by the International Accreditation Council for Business Education (IACBE). As per IACBE requirements, it was determined a student portfolio will be used as proof of meeting criteria of MBA program objectives. Student portfolios must contain at least one artifact per course. The following is an array of artifacts that a student may consider using for courses: research papers, presentations, assignments, case studies, and other pertinent materials related to the course. Only one artifact is required to meet the criterion pertaining to a program objective. If applicable, one artifact may be used to meet the criteria of one or two program objectives.

**Total Program Requirements**

**30 credits**

**Required Courses**

- MIS/MBA 510/540 - Statistics and Quantitative Methods (3)
  - MIS 515 - Introduction to AI (3)
- MIS/MBA 520/580 - Management Information Systems (3)
- MIS/MBA 525/542 - Business Analytics (3)
- MIS/MBA 530/543 - Data Analysis and Visualization (3)
  - MIS 536 - Advanced Topics in AI (3)
- MIS/MBA 540/582 - Database Management and Applications (3)
- MIS/MBA 545/544 - Applied Data Mining (3)
- MIS/MBA 550/581 - Development of Support Networks (3)
- MIS/MBA 560/597 - Special Topics in MIS (3)

# Master of Science in Healthcare Administration and Management

*Archish Maharaja, CFP, CPA/PFS, Ed.D., Professor and Graduate Program Director*

The Master of Science in Healthcare Administration and Management (MSHAM) addresses the ever-growing demand for healthcare professionals at the national and international level. In addition, it meets the interest of working and non-working students in a completely online graduate program which will prepare them in a timely and convenient

manner for a career in the expanding healthcare industry. The program also provides an opportunity for healthcare professionals to gain a deeper and more advanced understanding of healthcare administration and management.

The program requires the completion of 12 graduate courses for a total of 36 credit hours. The courses are designed to provide students with the knowledge, skills, and best practices required to be an effective and efficient manager in the U.S or international healthcare sector. The curriculum will incorporate analytical reports, case studies, presentations and scholarly research. Students will be able to complete the program in six semesters if enrolled as a full-time student.

Upon successful completion of the graduate program in Healthcare Administration students will:

1. **Business Core:** Students will be able to evaluate the key concepts, principles, and practices of healthcare management.
2. **Communication:** Students will be able to recommend healthcare principles, concepts, and best practices in the management of problems and opportunities in the U.S. and global healthcare sectors.
3. **Environment:** Students will be able to integrate socially responsible practices and standards of ethical behavior into organizational decision-making in the global healthcare sector.
4. **Teamwork:** Students will be able to perform essential teamwork, leadership, and organizational skills in diverse environments of the global healthcare industry.
5. **Scholarship/Research:** Students will be able to select appropriate quantitative tools and financial methodologies for the analysis, appraisal, and management of healthcare services.
6. **Analytical Tools:** Students will be able to specify the use of relevant information technology tools in the healthcare sector.

**Total Program Requirements**

**36 credits**

#### **Required Courses**

- MHA 510 - Health Systems Administration and Management (3)
- MHA 515 - Accounting for Healthcare Managers (3)
- MHA 520 - Quantitative Methods and Data Analysis for Healthcare (3)
- MHA 525 - Marketing and Strategic Planning in Healthcare (3)
- MHA 530 - Health Economics (3)
- MHA 535 - Healthcare Policy Analysis (3)
- MHA 540 - Financial Management of Health Systems (3)
- MHA 545 - Ethics and Leadership for Healthcare Managers (3)
- MHA 550 - Healthcare Quality and Evidence-Based Medicine (3)
- MHA 555 - Healthcare Law (3)
- MHA 560 - Healthcare Informatics (3)
- MHA 565 - Global Healthcare Administration and Management (3)

## **Dual Degree Programs**

At the Rowland School of Business (RSB), faculty recognizes the importance of creating educational opportunities for students by providing innovative programs and opportunities. RSB offers the following three dual degree programs, which students can take advantage of based on their interest and desire for advancing their education:

- Master of Arts in Communications (MA - 27 credits) /Master of Business Administration (MBA - 27 credits) - Total 54 Credits
- Master of Science in Information Systems and Business Analytics (MIS) (36 Credits) /Master of Business Administration (MBA) (21 Credits) -Total 57 Credits.
- Master of Business Administration with Business Analytics or Management Information Systems Concentrations only (36 Credits)/Master of Science in Information Systems and Business Analytics (15 Credits) - Total 51 Credits

These dual degree programs create tremendous opportunities for a student to diversify their education and create a competitive edge as compared to other students. Students must declare their interest to complete dual degrees at the start of their first program or at least prior to graduating from their first graduate degree eligible for dual degree program. Dual Degree programs are offered in conjunction with the Rowland School of Business, School of Communication, and Engineering and Technology department of School of Arts and Sciences.

# School of Communication

*Raymond Ankney, Ph.D., Dean*

- Master of Arts in Multimedia
- Master of Arts in Broadcasting, Sports Media, Documentary
- Master of Arts in Public Relations, Advertising, and Social Media
- Dual Master of Arts/ Master of Business Administration
- Certificate in Social Media Management

## Master of Arts in Multimedia

*Jenna Lo Castro, Ph.D., School of Communication Director of Graduate Studies*

The School of Communication offers a Master of Arts degree in Multimedia. This degree is designed to help students meet the growing demand prompted by internet and social media communication technology that has become more prominent in all fields. The program combines theoretical focus on communication theory, ethics, and legal scholarship with practical approach to the study of multimedia technology. It is intended to help its graduates stay current and succeed in the technology-driven and ever-changing media community.

The Master of Arts in Multimedia program has the following objectives:

1. Analyze the functions of multimedia technology and its role in mediating communication processes.
2. Critically evaluate different theoretical perspectives and research strategies/approaches to multimedia technology.
3. Analyze, compare, and contrast existing policies and regulations pertaining to multimedia technologies.
4. Identify and evaluate multimedia technologies as new means of production, collaboration, sharing and interaction.
5. Use knowledge of industry standard technology tools and applications to design, produce, and disseminate communication messages.

**Total Program Requirements**

**36 credits**

### **School of Communication Requirements**

COMM 518 and/or COMM 519 may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

**Degree Core Requirements**

**12 credits**

- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)

**Major Requirements** **12 credits**

MULT 528 - Multimedia Production (3)  
MULT 530 - Multimedia Design (3)  
MULT 545 - Communication, Technology, and Culture (3)  
MULT 550 - Web Publishing and Editing (3)

**Thesis or Professional Track** **6 credits**

**Thesis Track: Complete both of the following:**

COMM 597 - Thesis I (3)  
COMM 598 - Thesis II (3)

**Professional Track: Complete both of the following:**

COMM 591 - Professional Track I (3) (Directed Readings, Publication Project, or Directed Research)  
COMM 592 - Professional Track II (3) (Directed Readings, Publication Project, or Directed Research)

*These courses need not be taken in this sequence, but should be. Students may not repeat the course work; for example, Directed Readings can be taken only once.*

**Electives** **6 credits**

**Choose two courses from the following:**

BPMM 529 - Professional Video Techniques (3)  
COMM 517 - Global Communication (3)  
COMM 551 - Graduate Internship I (3)  
COMM 552 - Graduate Internship II (3)  
COMM 595 - Special Topics (by approval) (3)  
MULT 511 - Visual Communication Technology (3)  
MULT 516 - Technology Mediated Communication (3)  
PHOT 501 - Digital Photo Editing (3)  
PRAD 513 - Social Media Practices (3)  
PRAD 564 - Social Media Analytics and SEO (3)

## Master of Arts in Broadcasting, Sports Media, Documentary

*Jenna Lo Castro, Ph.D., School of Communication Director of Graduate Studies*

The School of Communication offers a Master of Arts degree in Broadcasting, Sports Media, Documentary. The program serves four types of students: those with undergraduate degrees in mass communication who lack enough specialized, practical training to enter the field; those with undergraduate degrees in another field who want jobs in mass communication but lack the required skills and background; professionals in the field who need polishing and advanced techniques for promotion, management goals, or multimedia flexibility; and those who seek a mid-career change into the demanding, yet rewarding, field of media and mass communication.

New technologies propel the field, requiring participants to refine their techniques; sharpen their skills; broaden

their knowledge of the vast interrelated media; and conduct further studies and research into the functions, operations and effects of broadcasting, sports, and documentary. The goals of the program are:

- To ensure strong writing and editing skills.
- Perform professional level work in video and audio acquisition and editing.
- Employ professional knowledge of legal and ethical principles.
- Demonstrate readiness for continued academic and mass communication research.
- Create content that demonstrates understanding of the techniques and skills taught in the curriculum.
- Explain key concepts and concern in the fields of broadcast, sports, or documentary.

The program has courses taught by full-time and part-time faculty from the region's professional community in the areas of broadcast, sports media, and documentary. Also offered are courses in media law, mass communication ethics, mass communication history, and others. Students perform professional level work in video and audio acquisition and editing.

Students find a varied selection of small classes and one-on-one consultative work with the graduate faculty. The graduate director is the student advisor, working with the students in planning their programs and scheduling courses.

Graduates have gone on to jobs in all areas of the media in the tri-state area, the country, and the world.

The Department's specific objectives for students are:

- To enable graduates to function in highly responsible jobs in specialized areas of the mass media or related fields, including broadcast production or anchoring, sports media and communication, and documentary filmmaking.
- To train graduates to adapt to the changing field and demands of today's interrelated media and the information superhighway.
- To hone the research and intellectual powers of graduates to review, question, and make enlightened decisions about current standards, practices, and ethical matters in the field and those for the 21st century.

The graduate program began in 1981 as the result of the University's national reputation for undergraduate journalism education. This was the first graduate journalism program in Western Pennsylvania. It remains the region's only comprehensive, practical graduate program in journalism and mass communication, following the same philosophy of learning by doing what first placed the spotlight on the undergraduate program, while also offering a research-oriented track for students planning to pursue the Ph.D. in mass communication at another institution.

The physical location in a major metropolitan city brings networking and employment opportunities, staff, events, and intellectual stimulation enjoyed by participants in only a handful of other journalism and mass communication programs.

### **Total Program Requirements**

**36 credits**

### **School of Communication Requirements**

COMM 518 and/or COMM 519, or other classes may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

### **Degree Core Requirements**

**12 credits**

- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)

**Thesis or Professional Track for Broadcast and Sports** 6 credits

**Thesis Track**

COMM 597 - Thesis I (3)

COMM 598 - Thesis II (3)

OR

**Professional Track**

COMM 591 - Professional Track I (3)

COMM 592 - Professional Track II (3)

**Broadcast Concentration** 18 credits

COMM 505 - Multimedia Storytelling (3)

MULT 528 - Multimedia Production (3)

MULT 570 - Short Documentary (3)

*And 9 credits of electives*

**Sports Concentration** 18 credits

COMM 505 - Multimedia Storytelling (3)

MULT 528 - Multimedia Production (3)

MULT 570 - Short Documentary (3)

*And 9 credits of electives*

**Documentary Thesis Requirement for Documentary Concentration**

**Thesis** 6 credits

**Thesis Track**

COMM 562 - Documentary Thesis I (3)

COMM 563 - Documentary Thesis II (3)

**Documentary Concentration** 18 credits

MULT 528 - Multimedia Production (3)

JOUR 510 - Investigate Reporting (3)

JOUR 546 - History of Documentary Cinema (3)

COMM 589 - Media Entrepreneurship (3)

PHOT 565 - Experimental Video (3)

MULT 570 - Short Documentary (3)

**Electives**

**Choose two courses:**

BPMM 529 Professional Video Techniques (3)

BPMM 542 Advanced Television Production (3)

COMM 517 Global Communication (3)

COMM 521 Podcasting (3)

COMM 551 Graduate Internship I (3)

COMM 552 Graduate Internship II (3)  
COMM 595 Special Topics (by approval) (3)  
JOUR 504 Broadcast Reporting (3)  
JOUR 517 On Camera Performance (3)  
JOUR 530 Television Anchoring and Producing (3)  
MULT 511 Visual Communication Technology (3)  
MULT 516 Technology Mediated Communication (3)  
MULT 550 Web Publishing (3)  
PHOT 501 Digital Photo Editing (3)  
PRAD 513 Social Media Practices (3)  
PRAD 548 Sports Media and Marketing (3)  
PRAD 564 Social Media Analytics & SEO (3)

## Master of Arts/Master of Business Administration Concurrent Degree

*Jenna Lo Castro, Ph.D., School of Communication Director of Graduate Studies*

The concurrent M.A. in Media Communications and M.B.A. degree program allows students to obtain both degrees in as little as two years of full-time course work. The concurrent degree program's curriculum has been designed for students who plan to or already work in management and executive positions in the public relations, advertising, integrated marketing communication, broadcast/digital formats, sports media, or documentary.

Applicants to the concurrent degree program must complete admissions applications for both the M.B.A. degree program and the M.A. in Communication degree program, and students must be accepted by both programs to pursue the concurrent degree option.

### **Program Objectives:**

1. **Advanced Writing Skills:** Students will execute professional level writing, editing, and oral communication across diverse media platforms and professional contexts.
2. **Legal and Ethical Competence:** Students will analyze legal and ethical principles governing communication practices and employ the necessary frameworks to effectively navigate complex communication issues.
3. **Research Proficiency Across Communication Contexts:** Students will take part in rigorous professional-level research across various communication environments, enabling them to develop effective insights for both practical and academic applications.
4. **Critical Thinking in Communication:** Students will evaluate communication strategies, media messages, and audience dynamics while constructing innovative solutions to complex communication challenges in a rapidly changing media landscape.

### School of Communication Requirements

\*COMM 518 and/or COMM 519 may be waived based on previous professional experience and/or academic work.  
Any waived course must be replaced by elective credits.

#### Choose one concentration:

#### Broadcast OR Sports Media Concentration 27 credits

##### Required:

- COMM 505 - Media Storytelling (3)
- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)
- MULT 570 - Short Documentary (3)
- MULT 528 - Multimedia Production (3)

##### Electives: Select 2 (or more depending on waived requirements)

- BPMM 529 - Professional Video Techniques (3)
- BPMM 542 - Advanced Television Production (3)
- COMM 517 - Global Communication (3)
- COMM 551 - Graduate Internship I (3)
- COMM 552 - Graduate Internship II (3)
- COMM 595 - Special Topics (3)
- JOUR 504 - Broadcast News Reporting (3)
- JOUR 517 - On-Camera Performance (3)
- JOUR 530 - TV Anchoring Producing (3)
- MULT 511 - Visual Communication Technology (3)
- MULT 516 - Technology Mediated Communication (3)
- MULT 550 - Web Publishing and Editing (3)
- PHOT 501 - Digital Photo Editing (3)
- PRAD 513 - Social Media Practices (3)
- PRAD 548 - Sports Media Marketing (3)
- PRAD 564 - Social Media Analytics & SEO (3)

#### Documentary Concentration 27 credits

##### Required:

- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 589 - Media Entrepreneurship (3)
- COMM 593 - Applied Mass Communication Research (3)
- JOUR 510 - Investigative Reporting (3)
- JOUR 546 - History of Documentary Cinema (3)
- MULT 528 - Multimedia Production (3)
- MULT 570 - Short Documentary (3)p
- PHOT 565 - Experimental Video (3)

**PR/Advertising Concentration**

**27 credits**

**Required:**

- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- PRAD 521 - Writing for Public Relations & Advertising (3)
- PRAD 531 - Advertising and Public Relations Research (3)
- PRAD 537 - Principles of Public Relations and Advertising (3)

**Electives: Select 4 (or more depending on waived requirements)**

- COMM 515 - Communication Theory (3)
- COMM 545 - Communication, Technology, and Culture (3)
- COMM 590 - International Media (3)
- COMM 591 - Professional Track I (3)
- COMM 592 - Professional Track II (3)
- MULT 550 - Web Publishing and Editing (3)
- PRAD 513 - Social Media Practices (3)
- PRAD 538 - Integrated Marketing Communication (3)
- PRAD 539 - PR for Non-Profit Organizations (3)
- PRAD 548 - Sports Media and Marketing (3)

**School of Business Requirements**

**27 credits**

- MBA 511 - Accounting for Managers (3)
- MBA 570 - Global Environment of Business (3)
- MBA 571 - Legal Environment of Business (3)
- MBA 572 - Marketing (3)
- MBA 573 - Corporate Finance (3)
- MBA 574 - Organizational Behavior (3)
- MBA 576 - Quantitative Methods (3)
- MBA 577 - Strategic Planning (3)
- MBA 578 - Managerial Economics (3)

## Master of Arts in Public Relations, Advertising, and Social Media

*Jenna Lo Castro, Ph.D., School of Communication Director of Graduate Studies*

This program combines the theoretical concepts of communication with a heavy application of practical coursework that includes public relations and advertising research, writing, and practice; integrated marketing communications; and social media crisis and strategic communications. In several of the courses, students work closely with clients to develop in-depth campaigns and programs in a hands-on environment that brings theory to life. Students are encouraged to build professional portfolios and networking through internships with corporate, agency, and non-profit partners and through work with Wood Street Communications, Point Park's on-site agency that provides high level marketing solutions to local non-profit organizations. Through an integrated course of study, students will acquire the theoretical knowledge and practical skill set necessary for excelling in today's evolving marketplace.

**Program Objectives:**

1. Analyze the functions of public relations and advertising and their role in marketing communications.
2. Critically evaluate and successfully implement various theoretical perspectives and research strategies/approaches of public relations and advertising.
3. Conceptualize, coordinate, and execute comprehensive public relations/advertising-related campaigns and activities.
4. Demonstrate proficiency in effective communication management that meets the needs of highly globalized and diverse stakeholder groups.
5. Apply industry best practices pertaining to ethics, policies, and regulations.

## Public Relations and Advertising

**Total Program Requirements** **36 credits**

**School of Communication Requirements**

COMM 518 and/or COMM 519, and PRAD 521 may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

**Degree Core Requirements** **15 credits**

- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)
- PRAD 521 - Writing for Public Relations & Advertising (3)

**PR/AD Concentration** **15 credits**

- PRAD 513 - Social Media Practices (3)
- PRAD 522 - Social Media Crisis & Strategic Communications (3)
- PRAD 531 - Advertising and Public Relations Research (3)
- PRAD 537 - Principles of Public Relations and Advertising (3)
- PRAD 538 - Integrated Marketing Communication (3)

**OR**

**Social Media Concentration** **15 credits**

- PRAD 513 - Social Media Practices (3)
- PRAD 522 - Social Media Crisis & Strategic Communication (3)
- PRAD 537 - Principles of Public Relations and Advertising (3)
- PRAD 564 - Social Media Analytics & SEO (3)
- PRAD 573 - Social Media Campaigns (3)

**Thesis or Professional Track** **6 credits**

- Thesis Track**
- COMM 597 - Thesis I (3)

COMM 598 - Thesis II (3)

**Professional Track – Complete both courses:**

COMM 591 - Professional Track I (3)

COMM 592 - Professional Track II (3)

*These courses need not be taken in this sequence, but should be. Students may not repeat the course work; for example, Directed Readings can be taken only once.*

**Public Relations/Advertising Electives (Only if required courses are waved)**

COMM 517 Global Communication (3)

COMM 551 Graduate Internship I (3)

COMM 552 Graduate Internship II (3)

COMM 590 International Media (3)

GRID 536 Branding and Identity Design (3)

MULT 516 Technology Mediated Communication (3)

MULT 528 Multimedia Production (3)

MULT 550 Web Publishing & Editing (3)

PRAD 548 Sports Media and Marketing (3)

PRAD 564 Social Media Analytics and SEO (3)

COMM/PRAD 595 AD/PR Special Topics (3) \*(May be repeated as long as topic differs)

## Certificate in Social Media

**Program Objectives:**

1. Apply social media best practices to the creation of social media content across platforms to serve various client needs.
2. Demonstrate the ability to engage and grow audiences effectively through social media.
3. Develop crisis management strategies for social media clients.
4. Analyze social media messages and analytics and make recommendations based on data.
5. Create social media advertising and public relations campaigns.

**Social Media Requirements**

**12 credits**

PRAD 513 - Social Media Practices (3)

PRAD 522 - Social Media Crisis & Strategic Communications (3)

PRAD 564 - Social Media Analytics & SEO (3)

PRAD 573 - Social Media Campaigns (3)

# School of Continuing and Professional Studies

*Annie Shean, Managing Director, Online and Professional Studies*

The School of Continuing & Professional Studies (SCPS) connects learners with the knowledge, tools, and skills to pursue their educational and career aspirations through lifelong learning opportunities. SCPS's mission is to provide interdisciplinary programs for learners looking to complete their degrees, as well as to provide for-credit and not-for-credit certificates and short learning programs (micro-credentials) for learners to improve or add needed workforce skills in pursuit of employability or personal advancement. The school delivers this mission in multiple modalities to a diverse community focusing on the lifetime needs of learners.

In addition to the programs listed below, SCPS supports online education in Point Park's other academic schools by providing instructional design/technology services, learning management system (LMS) maintenance/training, and academic advising for online students in certain programs. Employees with appointments in the SCPS include:

Annie Shean—Managing Director, Online and Professional Studies

Sean Martin—Department Chair

Naomi Jensen—Coordinator, Point Park Online

Todd Slater—LMS Administrator/Instructional Technologist

Anthony Leone—Manager, Instructional Design

Chase Barron—Senior Instructional Designer

Pam Quatchak—Director, Online Student Advising

Sally Polnyj—Online Student Advisor/Success Coach

Kaela Cardarella—Online Student Advisor/Success Coach

- MA in Professional Studies

## MA in Professional Studies

*Sean Martin, Ph.D., Department Chair*

Point Park's new MA in Professional Studies offers students flexibility and self-direction that empowers them to design a program focused on their personal educational and career goals. Students with prior learning but no degree at the graduate level may be able to apply previously earned credits towards a Professional Studies degree in their chosen specialty.

**Total Program Requirements**

**33 Credits**

### Required Courses

The courses students take to complete their MA in Professional Studies depend largely on their personal and professional goals, but there are three required courses for all students:

PROF 501 - Seminar in Professional Studies (3)

PROF 590 - Capstone Proposal Seminar (3)

PROF 591 - Capstone Project (3)

**Disciplines:**

Students will select two distinct disciplines consisting of 12 credits each, working with their advisor to build a customized path based on their professional needs, transfer credits, credit bearing certificates, and industry licensures. Some example disciplines include:

- Advertising and Public Relations
- Business and Administration
- Communications
- Education
- Financial Accounting
- Healthcare Management
- Nonprofit Management
- Organizational Leadership
- Psychology
- Social Media Management

# Course Descriptions

## COURSE NUMBERS

The course-numbering system indicates the college level at which courses are normally taken.

### NUMBERING SYSTEM GUIDE

001-009	precollege course-no credit
010-099	credit granted but not applicable to graduation
100-199	primarily for first-year students
200-299	primarily for second-year students
300-499	primarily for upper division students
500-599	graduate courses
600-799	doctorate courses

At the end of each description, course credits are listed. Courses with variable hours and credits are so indicated.

## BPMM – BROADCASTING

### **BPMM 523 Radio and Music Programming and Sales (3)**

Students will learn the processes and principles behind radio and music programming and sales. The course will address Broadcast Radio, Internet Radio, Audio Media Distribution, and the Record Industry. Students will also learn about economic and business factors, cultural issues, and legal and ethical issues that surround these industries.

### **BPMM 525 Video and Interactive Media Programming and Sales (3)**

Students will learn the processes and principles behind video and interactive media programming and sales. The course will address Broadcast Television, Cable Television, Video Games, and Video Media Distribution. Students will also learn about economic and business factors, cultural issues, and legal and ethical issues that surround these industries.

### **BPMM 529 Professional Video Techniques (3)**

This course focuses on intermediate field video pre-production, production and post-production concepts and techniques are developed and applied. Students combine fundamentals of all three phases of the production process into a unified system of video planning, creation, construction, and feedback. Prerequisite: JOUR 528 or permission.

### **BPMM 541 Broadcast Copywriting (3)**

This course adapts print writing ability to broadcast style techniques. It includes development of continuity in a variety of broadcast formats, including spot commercials, public service announcements, promos, info-spots and political spots. Not open to the student with credit in BPMM 341. Prerequisite: JOUR 503 and JOUR 528 or permission.

### **BPMM 542 Advanced Television Production (3)**

In this course students will apply producing, directing, videotaping, writing, and editing skills to non-news television programming they create. Programming produced will air on U-View, Point Park University's closed circuit television channel. Graduate students would be required to do a research project in addition to the production requirements. Prerequisites: JOUR 528 or permission.

### **BPMM 595 Special Topics (Fall/Spring/Summer (1-3 credits)**

### **BPMM 596 Independent Study (Fall/Spring/Summer (1-3 credits)**

## CENG – COMMUNITY ENGAGEMENT

### CENG 701 Seminar in Community Engagement (3)

The Seminar in Community Engagement is designed to introduce students to an overview of the body of knowledge to be studied, paying particular attention to community engagement theory, and the practice of community engagement through observation and study along with a discussion on the definition of communities and community engagement including topics such as conflict management, community needs assessment, sustainability, leadership, and communication

### CENG 702 Comparative Organizational Systems (3)

In the study of organizational systems, leaders, researchers, and consultants are taking a comprehensive approach to understand the complexity of our work and living environments. Leaders are examining the interrelationships of people and the organizational structures with attention to how structures catalyze behaviors that determine events, outcomes, growth, and the alignment of human and organizational needs and interests. This multilevel, comparative approach to the study of organizational systems will give students the opportunity to examine and critique organizational system design (OSD) models, organizational sub-systems, and the internet-work dynamics engaged throughout the meta, macro, meso, and micro domains. Students will focus on the application, alignment, and development of OSD and the interdependent networks and integral models for implementation in a variety of domains. Students will identify and map the mindset, competencies, and approaches taken by *intrapreneurs*—i.e., internal change agents that challenge the structures and concomitant systems that belay organizations and people. Upon completion of this course, students will be able to identify, analyze, understand and deftly serve on an OSD and implementation effort.

### CENG 703 Leadership, Ethics and Social Responsibility (3)

In this course, students explore the reverberation of leadership, good governance that embodies moral symmetry, and ethical as well as unethical practices imbuing our communities. Students examine the concept and application of moral symmetry, the needs and expectations of the citizen sector, and the complexity of leadership as governance. Community-centric leadership will be studied through the lens of stewardship, servant-leadership, and spiritual leadership frameworks. Community-centric leadership will be studied through the lens of stewardship, servant-leadership, and spiritual leadership frameworks. Topics including conflict management, program failure and restructuring and human resource management will be discussed.

### CENG 704 Public Policy, Advocacy and Social Justice (3)

This course addresses the formulation and implementation of public policies that seek to end diverse inequalities. The course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge. Specifically, this course will explore definitions of equality and their implications for public policy, the role of issue definition, and agenda setting in policymaking. This course will also address current advocacy tools and help students to imagine how to utilize advocacy in own practice of creating social change.

### CENG 705 Program Design, Implementation and Evaluation (3)

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance and local community partnerships. Program evaluation and assessment skills will be taught.

### CENG 706 Social Entrepreneurship (3)

Throughout this course, students will explore the breadth of social entrepreneurship and the resonance of innovation, co-creating change. This course gives students the opportunity to examine the human ecosystem and community frameworks that inform and catalyze the change-maker: *the social entrepreneur*. Students will delve into the work of the social entrepreneur and compile a contemporary profile of a recognized change-maker. Students will determine and offer a reflective account discussing the wave, or stage, in which he or she is entering this conversation. The course is designed as a social lab, with student teams addressing complex social challenges at the local, regional, national, or global level. The social labs in this course can focus on, however are not limited to: equity, justice and social inclusion, poverty and homelessness, empathy initiatives, sustainability and economic citizenship, health and nutrition, health and human services, quality of living initiatives, transforming the media, climate and ecological sustainability, social innovation, social investment and resource development, social entrepreneurship peer-groups and mentor programs. Teams will develop and submit a case-study/meta-analysis of their social lab work and experience

### **CENG 709 Quantitative Research Methods I (3)**

This course will provide the doctoral candidate with the fundamental knowledge and skills in quantitative research methods in educational research that are used to conduct the doctoral dissertation. Course content will prepare candidates for the tasks of: a) formulating theory and research-based hypotheses; b) developing a quantitative research design related to the hypotheses; c) developing a research plan that provides a detailed description of the proposed study including the sampling plan, instruments, and data collection techniques; and, d) analyzing data using statistical software (SPSS, EXCEL). Upon the successful completion of this course, students will be able to demonstrate the skills of specifying testable hypotheses and then designing a proposed methodology that identifies how the research design will be implemented. Prime emphasis will be placed on hypothesis testing, examining relationships between constructs and/or the advancement of educational theory using the scientific method. Specific focus will be given to examining the methodology of survey research, experimental design and quasi-experimental design. Attention will also be given to the analysis of quantitative data using statistical software packages that are well-suited to social scientific research.

### **CENG 710 Quantitative Methods II (3)**

This course will provide advanced study of applications of quantitative methods. This course is designed as a continuation of Quantitative Methods I. It will contain advanced study of techniques appropriate to analysis of data from tests and surveys; group-experimental and quasi-experimental design; selected multivariate procedures and factor analysis. Students will learn through a combination of text reading assignments, critical analysis of professional journal articles, and hands-on experience in using a computer program for data analysis, and application activities. Students will be expected to identify and report on quantitative methods used in published research, to analyze data using the Statistical Package for Social Sciences. (SPSS) and to provide written reports of methodology and results.

### **CENG 711 Qualitative Research Methods I (3)**

This course will provide the doctoral candidate with the fundamental knowledge and skills in qualitative research methods in educational research that are used to conduct doctoral dissertations. Course content will prepare candidates for the tasks of: a) specifying an initial set of research questions for the qualitative study based on theory and prior research; b) formulating a qualitative research plan related to the set of research questions; c) developing a qualitative research plan that identifies the overall approach that will be used in the dissertation; c) developing a research plan that provides a detailed description of the methodology including the proposed site and sample selection, instruments, data collection techniques; and, d) qualitative data analysis. Upon the successful completion of this course, the student will be able to demonstrate an understanding of the types of problems for which qualitative methods are well suited and the skills needed to design and conduct a high quality dissertation using qualitative research methods.

### **CENG 712 Qualitative Research Methods II (3)**

This course will broadly introduce students to the theories, methods, and interpretive skills of qualitative research. Specifically, students will learn participatory, action research including community identification, empowerment theory, participant criteria selection and retention, organization evaluation and assessments as well as creating partnerships and action plans in the identified community. Students will be trained in ethnography including creation of protocols and field notes, knowledge of interviewing skills as well as the identification of gatekeepers and key informants. Students will gain knowledge of critical discourse analysis, which will include the collection of relevant archival data and subsequent genealogical analysis. Finally, an understanding of the Point Park University institutional review board process will be offered, including confidentiality, de-identification and safety of participants.

### **CENG 713 Community Engagement Practicum (3)**

This field-based mentor-led practicum is designed to give the prospective leader practice working within a community leading a social change project. the practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, program development, advocacy, legal issues and responsibilities, the role of the leader in building community relations, and professional development. Collaboration with community members is considered vital and necessary for the student's professional development during the practicum experience. The on-site mentor will assist the student by providing opportunities that coincide with the student's identified objectives and goals.

### **CENG 714 Theoretical Perspectives in Community Engagement (3)**

In this course, students will survey different aspects of social theory from its classical roots to contemporary branches. Students will be encouraged to view theories as ideas that 1) are able to explain, and predict social phenomenon and 2) may be integrated and expanded upon to explain, understand, and predict social phenomenon. Upon the successful completion of this course, students will be able to identify and discuss the thoughts and ideas of major theorists who inform our understanding of community. Students

will be able to articulate and evaluate the importance of classical and contemporary theories for the understanding, research, and explanation of contemporary social issues. Specific focus will be placed on coherently describing, discussing, critiquing and applying social theories to contemporary social issues.

#### **CENG 720 Assessment and Evaluation of Decision Making Methods (3)**

Examines individual and organizational decision-making processes drawing upon decision-making theory. Cognitive aspects of decision processes will be addressed as well as the role of more irrational dynamics such as emotion, conflict, incentives, power, and ambiguity. The course will explore models and methods for assessing and evaluating personal and organization decisions.

#### **CENG 725 Business Leadership (3)**

This course focuses on four major areas of Business Leadership, including Law, Economics, Finance and Accounting. In the Law area, students will explore laws as they pertain to not-for-profit and government agencies with an emphasis on compliance. In the Economics area, students will explore economic principles that are applicable to community engagement. In the area of Finance and Accounting, students will analyze financial reports and interpret financial data with an emphasis on budgeting.

#### **CENG 730 Fundraising and Development (3)**

This course introduces the distinguishing qualities of American philanthropy and examines the roles and responsibilities of a professional fundraiser in a nonprofit organization. Students will investigate the fundamental theories behind designing and implementing a robust fundraising plan including the development of a case statement, effective data management and leading and building a fundraising team. Students will explore the motivations of individual donors, ascertain the sources of contributed funds, discern the internal and external forces affecting fundraising, and survey new and emerging fundraising techniques. Students will also gain practical experience in writing an annual fund appeal, researching foundations, composing a grant proposal and developing a fundraising plan.

#### **CENG 735 Strategic Communications Methods (3)**

Students will explore the various communications tactics and media that government, social service and corporate entities employ to aid in accomplishing mission goals and growth objectives. A major emphasis will include the exploration of communications programming that integrates direct communications with traditional and social media that permeate a complex, interrelated society. Students will gain the ability to research and evaluate media choices and match these choices to attain time and cost efficient strategic management. Areas of study will include public relations (public affairs), direct communications (events, interpersonal), advertising (paid and public service) and integrated marketing promotions. Throughout the course students will examine the impact of mass media on society, culture and major issues that impact all organizations. Grant proposal research and follow up will be addressed. Frequent presentations by successful professional communications directors and news media professionals will engage students with key players in the communications world and best practices for communications management.

#### **CENG 740 Sustainability and Community Development (3)**

This course will examine the ecological (scientific), economic, legal and ethical aspects of sustainability as it applies to community development.

#### **CENG 745 Psycho/Social Community Engagement (3)**

A phenomenological account of community recognizes community as an experience; a welcoming of all others and as a moment of responsibility and action for others without automatic recourse to reified missions, rules of engagement, ideologies and values. Further, community as a phenomenon (*communitas*) avoids making others into the same (assimilation) or simply tolerating or reveling in our differences. Community then becomes co-munis, with service and solicitude to the common. This course will search for the common as defined as our shared and willing burdens, which bring us together. With the shared burdens of community as resolute and not absolute, students will discover an engaged, ethical place to stand with and on behalf of others.

#### **CENG 750 Cultivating Networks and Community Development (3)**

Examines how networking can contribute to the well-being of communities and civil society. Identifies ways that community development can utilize networking as a skilled and strategic intervention, and criteria for building and evaluating networking practices in order to enhance community engagement and empowerment.

**CENG 755 Community Engagement in the Arts (3)**

This course will examine the social, cultural, artistic, philosophical and ethical content and context of community engagement in the arts. The course will focus on relationship building between communities and arts organizations/individuals, and through a community art project or arts/arts education programming, develop a systemic process that motivates both sides to take social action and experience change. Students will utilize research, analysis, lectures, assigned readings, group discussions, consistent interaction with community/arts leaders and members, and local and cultural resources to contribute to a mutually satisfying vision and develop artistic projects/programming that will benefit the community.

**CENG 790 Dissertation Seminar (3)**

The Dissertation Seminar will prepare the student for the dissertation process by allowing them the opportunity to do individualized, directed research in their area of interest with their dissertation committees. The student will develop and refine research problems, reviews of literature that justify the research problem, and methodologies that best address the research question(s). During the individualized seminar course, students will write several drafts of various parts of the dissertation document. The student's committee members will provide critique and feedback.

**CENG 795 Special Topics in Community Engagement (3)****CENG 796/797/798 Dissertation Writing I, II, and III (3)**

Each candidate will work with a Dissertation Chair and at least two other committee members, to finalize and defend the first three chapters of the dissertation, which had been developed during the Dissertation Seminar: Statement of the Problem; Literature Review; and Methodology. The proposal will be submitted to the Point Park University Institutional Review Board (IRB), and after IRB approval, the candidate will conduct the research and write the final two dissertation chapters: Findings and Analysis; and Discussion and Recommendations for Future Research. The final defense will be held before the Dissertation Committee (the voting members), but be open to the academic community and any members of the larger community who may have relevance in the dissertation topic. The Dissertation Committee will deliberate privately immediately following the defense and announce findings to the candidate.

**CENG 799 Dissertation Writing IV (3)**

This course will serve as a continuation of Dissertation Writing III. Students will complete their research and writing and be guided in the completion of edits required by their dissertation committee. Students will prepare to defend their investigations. Candidates will also prepare future presentations and publications as well as present their ongoing dissertation research in either a poster or panel format at the annual Community Engagement Research Symposium.

**CENG 800 Continuing Dissertation (3)**

This course will serve as a continuation of Dissertation Writing IV for students who have not yet completed and defended their dissertation. Students will complete their research and writing and be guided in the completion of edits required by their dissertation committee. Students will prepare to defend their investigations. Candidates will also prepare future presentations and publications. Prerequisites: CENG 796, CENG 797, CENG 798, CENG 799

**COMM – COMMUNICATION****COMM 505 Multimedia Storytelling (3)**

This course provides students with a thorough grounding in writing and interviewing, including creating news and non-news content for multiple platforms.

**COMM 515 Communication Theory (3)**

This course surveys contemporary theories in the field of communication including theories of mass communication, media and society, media content, new media, social construction of technology, and the impact of media on audiences. Theories and models originating both in the social sciences and the humanities are examined.

**COMM 517 Global Communication (3)**

The information and communication technologies revolution generates a flow of global communications that transcend national boundaries. This course focuses on the emergence and growth of communication channels and networks that operate on a global scale. Emphasis is placed on the opportunities for human communication brought by globalization, such as opening new communicative spaces, increasing social interconnectedness, adding platforms for participation, and challenges associated with the global – local divides. Enables students to improve their ability to communicate and use technology effectively and appropriately in an increasingly globalized world.

**COMM 518 Communication Law and Regulation (3)**

Study of contemporary and classic cases related to state and federal law of freedom of the press and freedom of speech is the focus of this course. Problems caused by efforts by government to control mass media and the freedom of government/public information also are addressed. Not open to the student with credit in COMM 418.

**COMM 519 Media Ethics and Responsibilities (3)**

Students examine mass communication professionals' characteristics and work environments. Students also examine ethical issues presented in the modern media, including their historical contexts and practical ramifications. The course compares and contrasts ethical standards and systems with professional processes and practices, and legal principles. Not open to the student with credit in COMM 412.

**COMM 521 Podcasting (3)**

Students in the Podcasting course will learn the fundamentals of podcasting broadly, as well as specialized scenarios for sports podcasting. The course will address the variety of approaches to covering sports by podcast. Students will be acquainted with technologies for podcasting, from consumer-grade to professional level. Finally, students will develop their own storytelling skills in the creation of a multi-episode podcast.

**COMM 545 Communication Technology and Culture (3)**

This course is for students who wish to attain a comprehensive vision of communication and broaden their perspectives across the traditional fields. It explores the intersection of communication, technology and culture with a focus on six major areas: information, networking, socialization, identity, entertainment, and globalization. Covers issues such as technological determinism, social shaping of communication technologies, identity formation, cultural transnationalization and globalization.

**COMM 551, 552 Graduate Internship I, II (3)**

Student must have completed 15 credit hours toward the degree and prerequisite courses or practical experience for eligibility. This course requires a minimum of an average of 15 hours a week (a total of at least 225 hours) must be worked in a media-related position. Regular reports and periodic conferences with the instructor are required, as well as a final report. A total of six credits in internships may be earned toward the degree. Other specific criteria are published and applicable.

**COMM 589 Media Entrepreneurship (3)**

Students in this course will learn to identify potential business concepts, assess their viability, and create business plans. In addition, students will learn to analyze the media business marketplace to determine opportunities for growth, whether in their own business or as part of another organization.

**COMM 590 International Media (3)**

This course combines classroom preparation and readings in professional and research-oriented scholarly source for the international setting of mass media in a designated country. Students will compare and contrast the designated country and U.S. media corporate and business models, law/regulations, production, and content. Prerequisites: six graduate credits in the School of Communication.

**COMM 591 Professional Track I (3)****Prerequisite: Successful completion of 18 units**

The following research or publication projects comprise this course. Neither this course, nor COMM 592, may be repeated, but they may be taken in any sequence. Also, the projects that comprise this course may not be repeated;

students may do only one directed readings, one publication project, or one directed research.

**DIRECTED READINGS:** The student will read, summarize, and critique six selected books, at least four of which must be scholarly, in a significant area of mass communication not otherwise covered in the curriculum, then synthesize them into a major paper comparing and contrasting them in multiple ways. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and by the program director. Final paper's text must be at least 20 pages. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

**PUBLICATION PROJECT:** The student earns credit for off-campus work on an investigative, interpretive series in a medium such as print, a media script, publications/advertising campaign, or other significant project. Proof of intended implementation is required. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and the program director. Also, a manager/owner of the organization or company for which the student does the publication project must submit an email or letter to the program director promising to publish/implement the project, and the organization/company for which the student does the project may not be affiliated with Point Park University, may not be a relative of the student, and may not be a current employer of the student. May constitute three of the six hours of the candidate's required research obligation. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

**DIRECTED RESEARCH:** The student works with the instructor on a comprehensive research project in an area of inquiry that is not available through any course offered at Point Park University. A formal paper of at least 40 pages, plus notes, references, and appendices, culminates the study. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required research obligation.

### **COMM 592 Professional Track II (3)**

#### **Prerequisite: Successful completion of 18 units**

The following research or publication projects comprise this course. Neither this course, nor COMM 591, may be repeated, but they may be taken in any sequence. Also, the projects that comprise this course may not be repeated; students may do only one directed readings, one publication project, or one directed research.

**DIRECTED READINGS:** The student will read, summarize, and critique six selected books, at least four of which must be scholarly, in a significant area of mass communication not otherwise covered in the curriculum, then synthesize them into a major paper comparing and contrasting them in multiple ways. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and by the program director. Final paper's text must be at least 20 pages. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

**PUBLICATION PROJECT:** The student earns credit for off-campus work on an investigative, interpretive series in a medium such as print, a media script, publications/advertising campaign, or other significant project. Proof of intended implementation is required. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and the program director. Also, a manager/owner of the organization or company for which the student does the publication project must submit an email or letter to the program director promising to publish/implement the project, and the organization/company for which the student does the project may not be affiliated with Point Park University, may not be a relative of the student, and may not be a current employer of the student. May constitute three of the six hours of the candidate's required research obligation. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

**DIRECTED RESEARCH:** The student works with the instructor on a comprehensive research project in an area of inquiry that is not available through any course offered at Point Park University. A formal paper of at least 40 pages, plus notes, references, and appendices, culminates the study. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required research obligation.

Students seeking to enroll in the publication project option of COMM 591 Professional Track I or COMM 592 Professional Track II focusing on concentration-specific projects may, with the agreement of a professor/instructor

knowledgeable in that concentration, take this course as an independent study with approval by the director of the School's graduate program.

### **COMM 593 Applied Mass Communication Research Methods (3)**

This course offers analysis and application of social scientific research methods used by academic researchers and/or in industry and professional research, especially surveys, polls, content and textual analysis, controlled experiments, focus groups, in-depth interviews, case studies, ethnography, and cultural/critical studies. Students also learn the structure, purpose, and philosophy of mass communication theory, and tailor homework assignments and term papers to their own professional/industry interests.

### **COMM 595 Special Topics in Journalism and Mass Communication (3)**

Courses are offered in specialized topics including branding, government lobbying, international advertising, media relations, history of public relations and advertising, high school journalism, alternative and minority media, community and citizen journalism, and others. Students may elect to take several COMM 595 courses as long as the topics differ.

### **COMM 596 Independent Study (Fall/Spring/Summer (1-3 credits))**

Students have the option of making a written proposal to the Graduate Programs Director for 1-3 credits of independent study credit. Proposals will be considered on a case-by-case basis and need to be granted.

### **COMM 597, COMM 598 Thesis in Journalism and Mass Communication I, II (3)**

The student works with a faculty committee of three on a topic and research for a major paper that will require two terms for completion. A proposal and committee chair must be approved before registration. Development of a bibliographic essay, outline, and research method(s) are emphasized in the first semester. Writing a fully documented original thesis of not less than 90 pages using the American Psychological Association's (APA) style is the goal for the second term. In order to participate in graduation ceremonies in the Spring, Thesis I must be completed by April. For the diploma to be dated that year, Thesis II must be completed before the last day of the following term. COMM 597 and COMM 598 may be Pass ("P"), Fail ("F"), or Incomplete ("I") depending on progress in Thesis. Student with Incomplete ("I") in COMM 598 must continue work by enrolling in JOUR 599 for one regular academic term only. Prerequisite for COMM 597:COMM 593

## **EDUC – EDUCATION**

### **EDUC 501 Instructional Methods for Secondary Teachers (3)**

Integrating the theories of Multiple Intelligences with learning styles, students will learn a variety of techniques to be able to differentiate instruction to meet the needs of students in secondary classrooms. Students will utilize the Charlotte Danielson Framework for Teaching in order to best design their lessons. They will develop lesson plans and units and participate in field experiences in secondary classrooms, while developing a repertoire of teaching strategies appropriate for the secondary student.

### **EDUC 503 Marketing and Branding in Athletics (3)**

This course focuses on the management, finance, marketing, and sponsorship of sport programs.

### **EDUC 504 Instructional Methods for Digital Teaching and Learning (3)**

This course applies principles of pedagogy and andragogy to an instructional design model that can be applied to a variety of digital learning formats. Instruction delivered through online/virtual, hybrid, hyflex, mobile, or flipped formats demand unique methods of presenting content, interacting with students, and assessing performance. Teaching and learning methods are explored and adapted for various types of technology and the needs of diverse learners. Students design a microteaching or microtraining demonstration to facilitate an activity incorporating methods appropriate for the instructional goals and digital delivery format.

**EDUC 505 The Art and Science of Athletic Coaching (3)**

This course provides an introduction into the foundations and theories of athletic coaching. The course addresses the principles of coaching and professional roles that are expected of coaches and the organizational influences of coaching. Topics include the development of an individual coaching philosophy, motivating athletes, and effective leadership strategies and techniques.

**EDUC 507 Safety and Physical Conditioning of Athletes (3)**

This course provides an introduction into exercise physiology and the foundations and theories of physical conditioning and training of high school, college, and post-college athletes. This course addresses the principles of training including safety and efficacy of various methods and gives students the knowledge and design and optimize athletic training programs. Topics will include the principles of cardiovascular training, strength training, sports specific training, as well as sport nutrition and basic first aid.

**EDUC 508 Sports Psychology (3)**

This course examines the psychological factors that motivate athletes to focus on learning, improving skills, and building confidence. Course content will also include knowledge of psychological factors that are associated with injury and an understanding of how to help student-athletes avoid and recover from injury.

**EDUC 509 Diversity and Ethical Responsibility in Coaching (3)**

This course provides the student with an intensive evaluation of ethics required by an athletic coach, as well as strategies to help ensure ethical, legal and socially responsible conduct of coaches, staff, and athletes.

**EDUC 510 Administration and Financial Responsibilities of Coaching (3)**

This course focuses on the coach's role as an administrator within an organization. Responsibilities will include the management of human resources, financial resources, and facilities.

**EDUC 511 Communication Skills for Athletic Coaches (3)**

This course provides the student with the opportunity to explore the connection between effective communication and leadership. Key constituents will include: athletes (both in and out of season), administrators within the organization, staff, parents of athletes, as well as the public. Formats to be considered will be use of technology, interview, print media, and social media.

**EDUC 512 Research: Contemporary Theory to Current Practice (3)**

This course provides a foundational understanding of published research as it relates to sports coaching. The focus will include qualitative as well as quantitative studies, which will serve as the basis for making research-based decisions as a coach. Methodologies from this course will be applied in the practicum experience.

**EDUC 513 Supervision and Evaluation of Athletes (3)**

This course provides a foundation of information that coaches need for planning of program goals and analysis of player ability and program needs. Evaluation is a critical part of player and staff recruitment and retention. Evaluation is necessary to maintain program accountability.

**EDUC 514 Practicum for Athletic Coaching and Admin (3)**

This course serves to blend the theory examined in the coursework throughout the program to the practical application of coaching the given sport. This application-based practicum is designed to give the candidate experience within a setting designed to foster professional development under the supervision of an approved mentor. Through this experience, there will be implementation related to the course objectives, as well as the National Coaching Standards, that have served as a basis for the instruction in the program. A culminating project / portfolio will be required. \*If the practicum experience is work with school age children (18 years and under), current clearances (FBI Fingerprints, Child Abuse and State Police) are required.

**EDUC 515 Foundations of Literacy and Writing from Theory to Practice: Models in Literacy (3)**

This course focuses on the foundational knowledge of theory, history, and evidenced-based research and their

relationship for a balanced literacy program. It will explore the theoretical foundations of reading development. It also examines the major theorists, their perspectives and models for the reading process, and from that knowledge to instructional practices. Theories included are cognitive processing, transactional, psycholinguistic, sociocognitive, sociocultural, and critical/multiliteracies. The works of noted reading experts as Chall, Piaget, Beck, Frey, Allington, Bean, Clay, Fountas, and Pinnell are discussed.

#### **EDUC 516 Reading and Writing in the Content Areas (3)**

This course examines the literacy instruction needed in the content subjects, with an emphasis on how teachers in the upper elementary, middle, and secondary schools can facilitate comprehension of nonfiction materials. Topics included are practical assessment, evidenced-based instructional practices, technical vocabulary, multicultural issues, writing in the content areas, and technology. It also provides an overview of how students learn to read across content areas, and the importance of metacognitive skills in content area reading, writing, speaking, and listening.

#### **EDUC 517 Literature and Literacy K-12: Principles of Organizing the Literacy Curriculum (3)**

This course will discuss a wide variety of issues and approaches related to planning, implementing, and supervising a literacy program in K-12 settings. It is designed to give the students the knowledge and skills necessary to design effective instruction, to choose the most comprehensive literacy materials, to incorporate ongoing literacy assessment, to create a culture for a nourishing literacy environment and to plan professional development in order meet the needs of all students across grade levels.

#### **EDUC 518 Literacy Assessment, Diagnosis, and Intervention (3)**

This course introduces both formative, summative, and diagnostic literacy assessment tools that are used to analyze student strengths and weaknesses inn reading. Further, the course allows prescriptive instructional strategies to be designed to meet the needs of all students. Students will research and analyze existing intervention programs used in K-12 settings. The course requires a field experience.

#### **EDUC 519 Leadership, Supervision, and Coaching: Roles of the Reading Specialist (3)**

This course has two primary goals: 1) Examine the leadership role of the reading specialist/coach and 2) evaluate the literacy program at the school and district level.

#### **EDUC 520 CTE Teaching and Learning (3)**

This graduate-level course provides an in-depth exploration of the philosophy and best practices for preparing highly effective Career and Technical Education (CTE) instructors. Emphasizing advanced pedagogical strategies, students will critically analyze state standards, evidence-based curriculum development, and the selection of classroom materials and instructional resources. The course also examines historical and contemporary trends in vocational education, with a focus on integrating general education principles into CTE instruction. Through research and practical application, students will refine their teaching methodologies to enhance student engagement and learning outcomes in diverse technical education settings.

#### **EDUC 521 CTE Psychology of Learners and Classroom Environment (3)**

This graduate-level course equips educators with advanced strategies for creating inclusive, well managed Career and Technical Education (CTE) classrooms. Participants will explore psychological principles, instructional methods, and classroom management techniques tailored to diverse learners, including students with disabilities. Key topics include motivation, learning preferences, positive behavioral interventions, assessment practices, and Individualized Education Programs (IEPs). The course also emphasizes building positive student relationships, fostering a supportive classroom culture, and promoting safety, inclusivity, and engagement. Through effective communication and instructional strategies, educators will learn to create dynamic learning environments that support both academic and career success.

#### **EDUC 522 CTE Curriculum Design and Technology Implementation (3)**

This graduate-level course explores advanced strategies for curriculum development and the integration of emerging technologies in Career and Technical Education (CTE). Emphasis is placed on aligning curricula with industry standards, incorporating interdisciplinary connections, and leveraging technology—particularly artificial intelligence

(AI)—to enhance teaching and learning. Participants will critically evaluate AI-powered tools, personalize learning experiences, streamline assessments, and develop strategies to prepare students for a rapidly evolving workforce. The course also addresses ethical considerations, equitable access to technology, and the responsible use of AI in education. By the end of the course, educators will be equipped to design innovative, standards-aligned CTE programs that engage diverse learners and support career readiness.

### **EDUC 523 CTE Learners with Diverse Needs (3)**

This graduate-level course critically examines effective strategies and best practices for supporting diverse learners in Career and Technical Education (CTE) environments, with a particular emphasis on English Language Learners (ELLs). Participants will analyze the intersection of cultural, linguistic, and academic diversity in CTE classrooms and develop advanced skills to create inclusive, equitable, and responsive learning environments. Emphasis is placed on differentiated instruction, culturally relevant teaching, and targeted accommodations to address language barriers, enhance student engagement, and promote both academic and technical skill development. The course also explores strategies for collaborating with families, communities, and support staff to foster a holistic approach to student success.

### **EDUC 524 Content Area Design and Instruction (3)**

This course provides opportunities for application of curriculum development and instructional methods across the educational spectrum (K-12). Current trends, philosophies, and practices are coupled with subject matter to provide participants with a practical and contemporary foundation from which to instruct. Students will explore effective delivery of instructional methodologies and strategies that address diverse populations of students. Students will learn how to conduct experimental instructional programs during the course, as they design and develop innovative curricula. Students will develop models in their chosen field that can be implemented independently or adapted to an existing curriculum.

### **EDUC 525 Human Behavior and Classroom Management (3)**

This course will investigate the causes, assessment, and strategies associated with behaviorally-challenged students. In order for students to fully appreciate the context of education for behaviorally-challenged students, theories and “best practices” based on normal development, as well as different levels of cognitive functioning, will be considered first. Course topics will include normal and abnormal development (psychological theories, cognitive theories, etc.); etiological perspectives; behavior management and team approaches to intervention methods; safe schools and violence prevention. Graduate students will design a portfolio of preventive strategies and corrective methods, examine their contribution to classroom climate, and establish techniques to enhance parent-teacher partnerships. (Prerequisite: EDUC 530)

### **EDUC 526 CTE Student Wellness and Resilience (3)**

This graduate-level course examines strategies for fostering wellness and resilience among students in Career and Technical Education (CTE) programs through a trauma-informed and special education-focused lens. Participants will critically analyze the physical, emotional, cognitive, and social challenges students face, including the impact of trauma, long-term mental health concerns, and disabilities, and explore how these factors influence learning and achievement. Emphasis is placed on recognizing signs of distress, learning differences, and behavioral challenges, implementing inclusive and supportive interventions, and cultivating safe, accessible, and equitable learning environments. Educators will develop advanced skills in integrating Social-Emotional Learning (SEL), trauma-informed teaching, Universal Design for Learning (UDL), and evidence-based special education strategies to support diverse learners, including those with Individualized Education Programs (IEPs) and 504 Plans. Additionally, the course prepares educators to lead wellness and inclusion initiatives, collaborate with families, special education teams, and community resources, and empower students with coping mechanisms, self-advocacy skills, and a growth mindset for lifelong success. A focus on educator self-care and resilience is also embedded to ensure sustainability in the teaching profession.

### **EDUC 527 Assessment for Differentiated Reading Instruction (3)**

This course introduces both formative, summative, and diagnostic literacy assessment tools that are used to analyze strengths and weaknesses in reading. Further, the course allows for prescriptive instructional strategies to be designed to meet the needs of all students. Students will research and analyze the data to develop appropriate reading strategies.

### **EDUC 528 Assessment and Evaluation of Online Teaching and Learning (3)**

This course introduces students to systematic ways to evaluate online teaching and learning, using research based best practices. Students will develop plans for conducting evaluations, assessing instruction, collecting data, analyzing data, and reporting results in a meaningful way for the organization and stakeholders. Participants will define how assessments and evaluations are used to impact content delivery, design decisions, and technology utilization and adoption.

### **EDUC 529 Assessment Strategies and Data Driven Instruction: PreK-4 (3)**

This course will develop and refine student's abilities to plan and modify instruction based on assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative, and authentic assessments and review strategies related to the utilization of various screening tools for identifying children needing additional interventions.

### **EDUC 530 Instructional Methods (3)**

Integrating the theories of Multiple Intelligences with learning styles, differentiated instruction supplies teachers with pragmatic techniques to use in the classroom to complement curriculum when working with a variety of student abilities. Students will develop instruments to determine talents and learning styles, design effective multi-delivery systems, and plan projects that empower learners by capitalizing on their strengths.

### **EDUC 531 Emerging Teacher Leadership (3)**

The course will focus on the role of the teacher as an emerging leader within the culture of the school. While effective instruction is the most important component of high achieving schools, another determining factor is the extent to which teachers are prepared to engage with administrators in shared leadership. This course will examine the literature related to teacher leadership as well as provide opportunities to put this research into practice. Students will have the opportunity to develop a reform initiative that could be implemented within their schools.

### **EDUC 532 CTE Differentiated Instructional Methods (3)**

This graduate-level course equips educators with the knowledge and skills necessary to effectively differentiate instruction in Career and Technical Education (CTE) classrooms. Emphasizing the emotional and intellectual development of young adults, the course explores advanced strategies for adapting instructional methods to meet diverse learner needs. Participants will refine their ability to modify instructional resources, implement inclusive teaching practices, and create supportive learning environments that foster student success. By the end of the course, educators will have the expertise and confidence to design and deliver differentiated instruction that enhances engagement and achievement for all students in CTE settings.

### **EDUC 533 Evolving School Landscapes: Challenges and Reforms (3)**

This course will focus on evolving challenges and opportunities encountered by contemporary schools and teachers. Students will explore and analyze the impact of a greater number of diverse, at risk, low income, and special needs students, struggling community environments, demands of community stakeholders, diminishing financial resources, and increased federal and state regulations. Students will identify and evaluate new paradigm models used to meet the needs of underserved students. Using research based best practices, students will analyze the characteristics of successful school reforms which reflect evolving school landscapes.

### **EDUC 534 Online Teaching: Design and Delivery (3)**

This course focuses on the design and delivery of online learning, which can be applied to workforce, higher education, K-12, continuing, or adult education. Throughout the course, students will design and develop an online module by studying the learners, applying instructional design skills, and building one learning module within a course management system. Students will also evaluate technology tools for interaction and the quality of online courses using standards of best practice.

### **EDUC 535 Technological Applications Across the Curriculum (3)**

This course explores a wide range of activities and instructional methods that incorporate various technologies.

Fundamental concepts and designs, as well as techniques and tools, will provide the foundation for the participants to systematically analyze their classroom needs and activities. Graduate students will develop instructional designs which implement user-friendly technology applications and computer-assisted instruction. (Prerequisite: EDUC 524)

### **EDUC 536 Research Methods (3)**

This course provides students with a comprehensive overview of the process of planning, implementing, and evaluating quantitative and qualitative educational research. A seven-stage model of the research process will serve as the conceptual framework. Through classroom lectures and independent readings, students will be provided with an in-depth analysis of how to analyze and interpret quantitative and qualitative data, elements of research design, how to write and interpret research reports and methods of presenting research findings. An equal emphasis will be placed on understanding educational research through the process of factually conducting a cooperative research study in applied setting.

### **EDUC 537 CTE Research and Writing (3)**

This graduate-level course provides the student with research and writing skills necessary to investigate educational challenges and innovations within Career and Technical Education leading to academic and professional success. Emphasis is placed on practical research skills, inclusive of research methodologies, literature reviews, academic writing conventions, citation and referencing, research paper development, and career and technical publication opportunities associated with academic and professional audiences. Through lectures, independent readings, and hands-on research experience, students will refine their ability to critically evaluate educational research. Students will develop critical thinking, ethical research practices, and the ability to effectively communicate, demonstrated by a well-structured, coherent, and scholarly cooperative research paper and presentation relevant to Career and Technical Education (CTE). Final evaluations will include active class participation, completion of all module assignments and successful execution of the culminating research project.

### **EDUC 538 Educational Administration (3)**

This course provides the supervisor in training with a foundation of the educational theories and research that affect day-to-day administration of schools. Topics will include theories of organization, educational foundations, and structures, supervision of personnel, collaboration and team-building, interdisciplinary curriculum design, effective job analysis procedures and staff performance appraisals, and technology issues. This course is designed to examine and analyze the means for managing institutional resources in educational settings, with an emphasis on human, fiscal, and physical resources. There is a focus on Pennsylvania school budgeting procedures as the course considers the development of practical skills in resource management in school finance and school plant operations. Issues of management include school facilities and their effective utilization, the incorporation of diverse instructional methodologies, as well as the consideration of class scheduling alternatives.

### **EDUC 539 Research in Learning, Design, and Technology (3)**

This course provides an opportunity for participants to research in-depth a topic related to online learning, instructional design, and instructional technology administration and management. Students are encouraged to select a topic related to their specific career interest or organizational need. Research projects will be shared, discussed, and analyzed using collaborative learning methods such as peer review

### **EDUC 540 Human Diversity Issues in Education (3)**

This course identifies and analyzes the impact diversity has upon students in the classroom today. By collaborating with individuals from various cultural and ethnic groups, religious backgrounds, and social classes, students will investigate the relationship that exists between school systems and their diverse populations. Developing lessons and projects that optimize talent, pride, and participation will constitute the focus of coursework. (Prerequisite: EDUC 530)

### **EDUC 541 Culturally Responsive Schools, Teachers, and Classrooms (3)**

The course will examine the relationships that exist between school systems, communities and their diverse populations and will focus on the positive impact of culturally responsive schools where learners are supported using research based best practices. Pre-service teachers will develop instructional strategies and create positive parent/community relationships anchored in culturally relevant worldviews of students. Culturally responsive

theoretical models will provide frameworks for developing culturally responsive content knowledge, designing culturally-enriched curricula, creating learning environments for all students, developing cross-cultural communication skills, and utilizing teaching methods for diverse learners. Projects will include school visits, interviews with teachers, and the development of a culturally responsive curriculum for content areas.

#### **EDUC 542 Issues in Law and Education (3)**

This course will provide a comprehensive analysis of legal procedures, considerations, and concepts as they apply to education. Subject matter includes current state and federal laws effecting education, their impact on teachers, and knowledge of agencies that effect policymaking and legal responsibilities of educators. Students will write relevant case scenarios for a presentation designed to illustrate responsibilities and requirements for their district. (Prerequisite: EDUC 538)

#### **EDUC 543 Learning Technologies for Educators (3)**

This course explores current and emerging technology tools and applications that are transforming teaching and training in digital learning environments. After reviewing the terminology, history, and learning theories of educational technology, students examine technologies that enhance motivation, communication, engagement, collaboration, creativity, and critical thinking. Within the frameworks of pedagogy and andragogy, students integrate technology tools such as blogs, wikis, polls, simulations, games, podcasts, digital stories, and smart boards, and whiteboards into lessons for active and constructive learning. Students communicate to peers and stakeholders the purpose, costs, and benefits of incorporating technology into an instruction plan.

#### **EDUC 545 The Principalsip (3)**

This course is designed to present an overview of the principal's role in relation to leadership, supervision, organizational management, and community interaction. Topics include transactional and transformational leadership, systems theory and standards aligned systems, learning communities, decision-making, strategic and continuous school improvement planning, change theory, school culture and climate, data and technology, personnel, scheduling, budgeting, building management, and communications with constituent groups. Through scenarios and case studies, participants will consider and discuss issues faced by school principals. Course activities will enable students to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them.

#### **EDUC 546 Clinical Supervision and Leadership (3)**

This course is designed to foster professional growth in supervision and leadership. Curriculum Supervision and Leadership supports district-wide curriculum specialists and other educators in their endeavors to contribute to the field of teaching and learning. Students will be introduced to models of supervision, including theory, design, and techniques, as they learn how to supervise instruction and personnel, evaluate staff, identify staff development needs and resources, manage staff conflict, and organize, facilitate and evaluate professional development programs. Students will develop collaborative collegiality, i.e., those supervisory skills that accommodate all stakeholders in a school system (e.g., teachers, administrators, parents, the community at large), including clinical and developmental expertise, observation and conferencing competence, peer coaching, and interdisciplinary teaming aptitude. Students will learn to identify potential venues, write competent communications, and perform effectively with audiences of parents, school administrators, school boards, advisory committees, or the community-at-large. (Prerequisites: EDUC 520 & EDUC 524)

#### **EDUC 549 Applied Research Practicum in School Administration I - School Principal K-12 (3)**

This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in diverse K-12 environments (over two terms). The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed

during the practicum. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

### **EDUC 550 Applied Research Practicum in School Administration II - School Principal K-12 (3)**

A continuation of EDUC 549. This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in diverse K-12 environments (over two terms). The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed during the practicum. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

### **EDUC 551 Foundations of STEM Education and Integrated Curriculum Design (3)**

This course explores foundational concepts of STEM education and the standards that govern it, including the Next Generation Science Standards (NGSS), Pennsylvania Mathematics Standards, and Pennsylvania Science and Technology Standards. It emphasizes STEM as an integrated, interdisciplinary approach to education and covers the design and implementation of STEM curricula that connect science, technology, engineering, and mathematics with other subjects like history, arts, and social studies. Educators will explore strategies using the Engineering Design Framework to create cross-disciplinary, developmentally appropriate lessons that foster creativity and critical thinking in students.

### **EDUC 552 Inquiry-Based STEM Pedagogy and Makerspace Education (3)**

This course focuses on inquiry-based learning methodologies and their application in STEM education, with a particular emphasis on utilizing makerspaces to foster hands-on learning. Educators will explore the design thinking process, Agency by Design framework, problem-solving approaches, and critical thinking as key components of makerspace activities. The course will provide practical strategies for incorporating makerspace tools (such as 3D printers, coding platforms, and crafting materials) and resources into STEM lessons, enhancing student engagement and promoting innovation.

### **EDUC 553 Teaching STEM in Elementary and Makerspace Environments (3)**

This course focuses on teaching STEM in elementary school settings, with a particular emphasis on makerspaces. Educators will learn how to design, implement, and assess developmentally appropriate STEM projects that encourage creativity, collaboration, and problem-solving in younger students. The course will cover how to adapt lessons for elementary learners, focusing on hands-on, experiential learning in makerspaces that integrate literacy, math, and other subjects. Strategies for using the Novel Engineering method to engage elementary students in iterative design processes, including prototyping and refining projects, will also be explored.

### **EDUC 554 Assessment and Technology Integration in STEM Education (3)**

This course addresses the assessment of STEM learning through differentiated, authentic assessments, with a focus on the purposeful integration of instructional technologies. Educators will explore formative and summative assessments, self-assessment strategies, and the use of technology to monitor and support student progress. The course also highlights how to incorporate the Human Centered Design framework, instructional technologies, such as simulations, coding, and data analysis tools, to deepen students' understanding of STEM concepts and extend their abilities to transfer and adapt knowledge across disciplines.

### **EDUC 555 CTE Program Evaluation and Improvement (3)**

This graduate-level course provides educators with advanced methodologies for assessing and enhancing the effectiveness of Career and Technical Education (CTE) programs. Participants will engage in a critical analysis of program review processes, stakeholder engagement strategies, and continuous improvement models. Emphasis is placed on data-

driven decision-making, utilizing formative and summative assessments to evaluate program outcomes, inform curriculum development, and align instruction with industry standards. Educators will also explore strategies for integrating stakeholder feedback, addressing equity and access, and implementing sustainable improvements that support student achievement and workforce readiness. By the end of the course, participants will be equipped with the expertise to lead comprehensive program evaluations and drive meaningful enhancements in CTE settings.

### **EDUC 560 Content Area Design for Structured Literacy (3)**

This course explores the design of curriculum as it relates to structured literacy competencies with application across the educational spectrum. Elements ranging from K-12 reading content domains and experiential based to postmodernism and the inclusion of exceptional learners combine to provide students with a holistic foundation in which to explore curriculum design. Structured Literacy curriculum design and development will provide serve them in their leadership roles as Reading Specialists. Participants will tailor a curriculum based upon their specific needs in the scope and sequencing of Structured Literacy.

### **EDUC 561 CTE Professional Teaching Practicum (6)**

The Graduate CTE Teaching Practicum is a 6-credit, advanced field-based experience designed for current and aspiring Career and Technical Education (CTE) teachers seeking to refine their instructional practice, leadership skills, and professional competencies. This practicum provides a bridge between educational theory and real-world application, emphasizing evidence-based instructional strategies, differentiated learning approaches, and data-driven decision-making to enhance student outcomes. Participants will develop and implement lesson plans and assessments, engage in reflective teaching practices, and analyze student progress to inform instructional adjustments. Through structured observations and feedback, students will refine their ability to create inclusive, engaging, and industry-relevant learning environments that prepare CTE learners for post-secondary success. To demonstrate their professional growth, students will compile a comprehensive electronic portfolio, maintain a weekly Professional Teaching and Reflection Log, and participate in guided self-assessment to critically evaluate their instructional effectiveness. This practicum offers a hands-on experience that supports continuous professional development, ensuring that CTE educators are well-equipped to lead and innovate in their classrooms

### **EDUC 562 Methods of Teaching Mathematics PreK-4 (3)**

This course provides teacher candidates with methods and current strategies in teaching math in PreK-4<sup>th</sup> grade. The candidates will recognize constructivist theories, as well as informal and formal methodologies and assessments when preparing unit plans and demonstration lessons. These activities will be developed in accordance to PA standards and an emphasis will be placed on connections within the subject of math, among other academic areas and real life situations. Students will demonstrate their ability to prepare, select, and use materials in instructional approaches to construct until plans and demonstration lessons. Field placement activities are required.

### **EDUC 563 Methods of Teaching Science and Health PreK-4 (3)**

This course provides teacher candidates with methods and current strategies in teaching science and health in PreK-Grade 4. Students will demonstrate their ability to prepare, select, and use materials and instructional approaches appropriate to diverse needs and abilities of students. Unit plans, demonstrations and field placement activities are required. The course will also connect students to the professional community of science education, professionals and resources.

### **EDUC 564 Methods of Teaching Social Studies PreK-4 (3)**

Innovative techniques for an interdisciplinary approach to the teaching of social sciences and citizenship education will be addressed in this course. Special attention is given to anti-biased curriculum. Presentation through developmentally appropriate materials and resources is examined. Students will select, implement and adapt effective instructional strategies , curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including; problem analysis, creativity, problem solving, and decision-making skills. Field experiences are an integral part of this course.

### **EDUC 565 CTE Legal and Ethical Issues (3)**

This graduate-level course provides an in-depth exploration of the legal and ethical considerations unique to Career

and Technical Education (CTE). Participants will examine federal and state regulations, including compliance with labor laws, safety standards, and educational policies that impact CTE programs. Emphasis is placed on ethical decision-making, professional responsibilities, and strategies for maintaining equitable, inclusive, and legally compliant learning environments. Through case studies and real-world scenarios, educators will develop the critical skills needed to navigate complex legal challenges, uphold student rights, and foster ethical leadership within vocational education. By the end of the course, participants will be equipped to ensure both program integrity and student success while mitigating legal risks in CTE settings.

### **EDUC 567 Methods for Teaching English Language Learners in the Content Areas (3)**

Educators participating in this course will develop an understanding of the supports and instructional strategies that should be in place in order to assist the English Language Learner acquire content area knowledge while moving through the stages of language acquisition. A thorough understanding of the importance of scaffolding of instruction, the SIOP model, Content-Based Literacy Instruction and native language support will be offered for teachers who work with ELLs in general education classrooms.

### **EDUC 569 Reading Specialist Practicum (3)**

This field-based practicum is designed to give the prospective reading specialist experience with a practicing reading specialist. The practicum requires the completion of 42 hours in a reading clinic. The candidate and his/her instructor will identify areas of focus for the practicum, which must include curriculum development, instructional strategies, assessment, communication, professional development skills and any additional areas identified by the student with the instructor. Collaboration with administrators, including the principal, vice principle, and curriculum and instruction supervisor, is considered vital and necessary for the student's professional development during the practicum experience. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the students by providing opportunities that coincide with the student's identified objectives and goals. A daily log and an electronic portfolio will be completed during the practicum.

### **EDUC 570 Art and Science of Authenticity (3)**

The Art and Science of Authenticity in Leadership is the first course intended to provide a framework for the learner to develop a philosophy of leading in the 21st Century. The course builds from the idea that authenticity is based upon being true to one's self, of understanding one's purpose, mission and, critically, core values. We begin with an exploration of personal beliefs about learning, children and other minor topics. From this reflection, learning is focused on the personal: purpose, mission, core values and a critical understanding of ethics. We then transcend to an in-depth dialog on ethics and the morality of leadership. Building on an understanding that authenticity is critical to transformation the learner is challenged to determine if his / her purpose, mission and core values are congruent to the organization. We conclude with a real-time, data-driven question / reflection on personal authenticity, research on beliefs, mission and core values of staff tied to an understanding of growing congruency within the organization.

### **EDUC 571 Art and Science of Visionary Leadership (3)**

The Art and Science of Visionary Leadership is the second course in a series designed to provide the learner with a complete framework for leading. The intent is to aid the learner in developing a real time applicable vision of an organization working at its ideal best. In practice leaders must be masters at building a compelling purpose, a passion that galvanize others to action. But, passion and vision are of no use if trust does not exist. This second course in the Total Leader Leadership Framework is focused on the importance of connecting authenticity to vision to purpose in such a way as to build trust within the organization. It is at this point, at the intersection of trust and vision, that one has an organization prepared to create an imaginative plan for its future.

### **EDUC 572 Art and Science of Cultural/Relational Leadership (3)**

The Art and Science of Cultural/Relational Leadership is the third course in a series of six courses, designed to provide the learner with a complete framework for leading organizations. The Art and Science of Cultural/Relational Leadership course is the hub of the series of courses. Establishing, monitoring and modeling a positive culture and creating strong relationships are crucial to the long-term success of any organization. Cultural/relational leadership is participatory and interpersonal. The central purpose of cultural/relational leadership is to establish a productive change process and provide vested ownership in the success of achieving the organizational purpose, mission, and vision. All

organizational members must have a sense of efficacy in the creation of a positive culture of where everyone is learning and striving to make the organization better.

#### **EDUC 573 Art and Science of Quality/Capacity Leadership (3)**

The Art and Science of Quality/Capacity Leadership is the fourth course in a total leadership framework. In the previous courses, the learner discovered organizations do not change unless there is a compelling purpose, a clear vision, and people who are committed to changing. This course demonstrates that organizations will not improve unless people have the capacity to change and improve. Quality leaders stimulate people to grow and, in turn, people will increase their own expectations and production.

#### **EDUC 574 Art and Science of Systems and Service Leadership (3)**

The Art and Science of Systems and Service Leadership is the fifth step in dynamic transformation. The course is designed to challenge thinking targeted at the Achilles heel of leadership; systems and service design. Systems / Service is focused on three targets: adult motivation / learning, sustaining the purpose / mission / vision, and restructuring systems to insure result. Primary is system design that enhances adult learning and freedom to excel tied to student performance. The course opens with research and discussion on managing the purpose / vision / mission. This includes learning in clarifying, articulating, and forward planning to gain traction. Management skill is challenged and enhanced through units on restructuring to achieve results. Dialog and problem solving relative to learning occur in data analysis and application, problem solving, aligning and allocation of capacity, and re-framed systems planning based upon a decade time frame. The learner explores the design of systems within context that serve to inherently motivate, reward initiative, and identify poor performance; each targeted to enhancing teacher transformation and subsequently, student performance.

#### **EDUC 575 Art and Science of Communication in Leadership (3)**

The Art and Science of Communication in Leadership is the sixth in a series and the final course targeted at the trigger of transformation. The Art and Science of Communication in Leadership is designed as a beginning in the journey toward congruency; that point where a staff and leader are absolutely attuned to the purpose, mission and vision, to the point of shared passion. The course addresses five critical ideas. It begins with a look at personal style an underestimated factor as we push for one size fits all best practice and magic answer solutions. The course is designed as a reflective reality check on the personality and style of the leader targeted on how these truths impact communication. To develop these critical philosophies, this course is built around a series of required readings, reflective writings and discussions with the ending outcome being a customized outlook and philosophy on communicating.

#### **EDUC 576 Assessment Strategies and Data Driven Instruction: Secondary Education (3)**

This course will develop and refine student's abilities to plan and modify instruction based on assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative, and authentic assessments and review strategies related to utilization of various screening tools for identifying children needing additional interventions.

#### **EDUC 577 Trauma Informed Practices (3)**

This course prepares students with knowledge and skills regarding social emotional learning and how it relates to resiliency. The course presents research linking social emotional learning to positive and negative aspects of human development. Theoretical frameworks on social and emotional wellness will be explored. Special focus will include: Adverse Childhood Experiences (ACEs), trauma and its impact on development and learning, mental illness and mental wellness, including how life experiences and conditions can impact growth, development, and learning of children, adolescents and young adults. Course content will include the benefits and models of Multi-tiered Systems of Support. Field work hours are part of this course.

#### **EDUC 578 Social, Emotional Learning and Collaborative School Based Relationships (3)**

This course is designed to equip participants with the knowledge and skills necessary to foster a collaborative environment that promotes social and emotional growth in students. Through a combination of theoretical foundations,

practical applications and experiential learning participants will explore various strategies for building strong relationships, fostering empathy, promoting effective communication, and resolving conflicts constructively. Participants will develop a comprehensive understanding of collaborative social and emotional learning principles and develop strategies to create supportive environments in schools. Key topics include Understanding Social and Emotional Learning Frameworks; Building Collaborative Environments; Effective Communication Strategies; Promoting Diversity, Equity and Inclusion in Collaborative Settings; Implementing Collaborative SEL Practices within a Multi-Disciplinary Team approach. This course will include a combination of readings, discussion boards, case studies, field experiences and reflective exercises.

#### **EDUC 579 Issues and Trends in Digital Learning (3)**

In this course, students have the opportunity to research and analyze current issues and trends in digital learning. Students will examine new and emerging trends including next generation digital learning environments, open educational resources (OER), digital literacy and citizenship, and the role of social media in learning. Issues related to privacy, security, and access to technology will be considered.

#### **EDUC 580 Instructional Technology Administration and Management (3)**

This course is designed to introduce participants to the issues involved in the administration and management of instructional technology including leadership, planning, management of resources, project management, and the impact of effective technology management on organizations and their stakeholders. The course will introduce students to leadership theory and applications for effective administration and management within organizational settings.

#### **EDUC 581 Innovative Instruction and Leadership (3)**

In this course, students are given the opportunity to research emerging technologies, adapt and/or design novel teaching and learning strategies, and develop skills as agents of change. Topics include, but are not limited to, makerspaces, augmented and virtual reality, artificial intelligence, learning analytics, and adaptive learning. Other topics may include emerging approaches to teaching and learning such as open educational resources, badging and credentialing, and specifications grading. A primary focus of the course will be to prepare the student to become an effective advocate, manager, and leader of change.

#### **EDUC 582 Dance Pedagogy (3)**

Students will learn a range of dance teaching methods and they will evaluate how to apply these methods in a classroom setting. Further, students will connect these methods to historical and philosophical developments in dance pedagogy. They will create and implement strategies for responsive teaching and instruction modification to accommodate diverse learners. Responsive teaching instruction will include peer teaching methods and opportunities to practice giving and receiving teaching feedback. Students will compare and contrast various cultural relationships between music and dance and select music for the K-12 dance classroom. This course will address safety and consent in the classroom including how to implement age-appropriate imagery and provide tactile feedback. Students will gain knowledge about National Core Arts Standards in Dance and investigate how these standards and benchmarks can be a tool for structuring curriculum. They will identify the skill sets developed through dance and address the range of careers in the dance field. Coursework includes investigating the range of professional organizations that support dance educators, and students will research scholarly journals and resources that promote continuing education.

#### **EDUC 583 Dance Aesthetics and Criticism (3)**

In this course, students will formulate their personal artistic viewpoint. This begins with establishing a foundational understanding of the communicative and expressive capability of movement and dance. Further, students will analyze and synthesize movement observation with attention to the historical, cultural, and philosophical context. Contemporary approaches to dance dramaturgy will be introduced and discussed. Students will develop skills to write and respond critically to performance while considering audience, thematic content, and choreographic methods. This work will include identifying genre specific aesthetic values and recognizing and discussing theories and philosophies of dance and relevant disciplines.

#### **EDUC 584 Dance History (3)**

This course will address dance as a global phenomenon from a range of cultural perspectives. Students will discuss

how dance encompasses a myriad of meanings as an art form and as a cultural practice. They will compare dance aesthetics from different geographic regions and time periods to understand how dance reflects practitioner's beliefs. Students will analyze how dance forms circulate to understand the role and function of dance in a cross section of cultures. Further, they will evaluate the culturally specific process of citing and attributing credit to dance communities and individual choreographers. They will identify how nationalism and colonization have impacted a range of dance practices. Finally, the students will distinguish how dance has been commodified in the 20th and 21st century and think critically about the role of technology and media in this process.

### **EDUC 585 Dance Production and Technology (3)**

Students will acquire knowledge about elements of dance production including lighting, sound, technology, costuming, and stage management. Students will review production processes including schedules and budgeting. This course will address how to supervise an audition room from a stage management perspective, and students will learn different approaches to lighting an original piece versus implementing a previous design. Requirements for site specific performance practices will also be discussed. Students will implement dance technology resources including multimedia applications and emerging technologies. In this process, they will analyze which technologies are suitable in various situations and they will learn how to ensure that technology meets accessibility standards. Students will recognize and apply best practices for effective and safe use of materials, equipment, technology, and tools.

### **EDUC 586 Choreography and Composition (3)**

Students will be introduced to a range of choreographic structures, principles, and forms. Throughout this course, students will learn how to apply these choreographic tools to create intentional expression through movement. This course will address strategies for choreographing performance pieces, and methods for teaching choreography tools. Students will compare how these tools can be applied in a variety of contexts with attention paid to setting, participants, and genre. They will analyze the use of time, space, and energy in their movement creation process. Students will research techniques for teaching musical phrasing, syncopation, and diverse approaches to counting beats of music in the classroom setting. Further, students will demonstrate how to develop a concept, problem solve, and work with collaborative compositional forms such as music, film, and visual art. Techniques for choreographing musical theatre performances will be addressed. Students will identify and apply equitable casting practices and methods for structuring the rehearsal process. Students will differentiate how to approach staging original choreography versus restaging pre-existing choreography. This will include examining how to secure copyright and permissions for choreography, music, set pieces, costumes, and other materials. Students will formulate approaches for solo and group choreography while learning strategies to work with each dancer's individual skill set to ensure dancers receive equitable opportunities to perform.

### **EDUC 587 Teaching Dance Methods PreK-12 (3)**

Teaching Dance Methods PreK-12 is designed for preparing graduate students to teach dance education. Students will learn a conceptual and comprehensive model of dance education that embraces dance as an art form and a lifelong physical activity. Students will gain the tools they need to teach various dance forms, create effective lesson and unit plans, and develop a curriculum that meets arts and education standards. Integrating the theories of multiple intelligences with learning styles, students will learn a variety of teaching techniques to be able to differentiate instruction to meet the needs of PreK-12th grade students. Students will utilize the Charlotte Danielson Framework for Teaching to best design their lessons.

### **EDUC 588 Student Teaching Seminar- Dance Education (3)**

Seminar course is for all students enrolled in the M.Ed in PK-12 Dance Education Certificate Program who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship

### **EDUC 589 Student Practicum Experience in Social Emotional Learning (3)**

The Practicum in Social Emotional Learning is designed to provide students with practical experience and skills in implementing social and emotional learning (SEL) strategies in educational settings. Through a combination of

classroom instruction, hands-on experiences and reflective practice, students will deepen their understanding of SEL theory and its practical application in a diverse educational setting. Students will examine the role of culture, diversity, and equity into SEL implementation and how to adapt SEL practices to meet the needs of all students. Students will engage in a variety of activities, including observing and assisting experienced educators in implementing SEL programs, designing and facilitating SEL lessons and activities, and collaborating with school staff, parent, families, and communities to promote a positive school climate and foster students' social and emotional development. Students will document their experiences through classroom logs, weekly reflections, and submission of artifacts with detailed descriptions.

#### **EDUC 595/596/597 Special Topics (1-3)**

(Prerequisites: EDUC 520, EDUC 524, and EDUC 530)

#### **EDUC 601 Practicum I in Learning, Design, and Technology (3)**

This practicum experience is designed to provide the student with experiences in the following areas where the student will apply knowledge and skills learned in the MA program in Learning, Design, and Technology; emphasis will be on instructional design, assessment, trends and professional responsibilities. In this practicum, students will develop skills in following areas: design and development of online instruction; delivery of online instruction (teaching); assessment of online learning; emerging trends and professional responsibilities in online instruction. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified career objectives and goals. The fieldwork experience is expected to contain adequate rigor that both demonstrates practical application of coursework from the MA program as well as provide new opportunities for the student's professional growth. A daily log and an electronic portfolio will be completed during the course.

#### **EDUC 602 Practicum II in Learning, Design, and Technology (3)**

This practicum is intended to provide the student with field-based experiences in one or more of the following areas: oversight of instructional technology infrastructure within an organizational setting; integration of technology into curricular planning and instructional design; management and administration of instructional technology programs and projects; research, problem solving, and product development of instructional technological applications.

The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified career objectives and goals. Emphasis will be on the development and application of administration, management, and leadership of instructional technology projects that foster best practices in learning, design, and technology. A daily log and an original research project will be completed during the practicum.

#### **EDUC 603 Field Work in K-12 Schools in Learning, Design, and Technology (3)**

This K-12 schools focused fieldwork course is intended to provide the student with experiences in several of the following areas in schools: design and development of online instruction; delivery of online instruction (teaching); assessment of online learning; emerging trends and professional responsibilities in online instruction. The onsite supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. The field experience is expected to contain adequate rigor that both demonstrates practical application of coursework as well as provide new opportunities for professional growth. A daily log and an electronic portfolio will be completed during the course.

#### **EDUC 604 Practicum in K-12 Schools in Learning, Design, and Technology (3)**

Practicum experience in K-12 is intended to provide the student with K-12 experience in one or more of the following areas: oversight of instructional technology infrastructure within an organizational setting; integration of technology into curricular planning and instructional design; management and administration of instructional technology programs and projects; research, problem solving, and product development of instructional technological applications. The onsite supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. Emphasis will be on the development and application of administration, management, and leadership of instructional technology projects that foster best practices in learning, design, and technology. A daily log and an original research project will be completed during the practicum.

**EDUC 623 Student Teacher Seminar: PreK-Grade 4 (3)**

Seminar course for all students enrolled in the Master of Education with Certification PreK-Grade 4 program who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. A reflective journal will be maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship.

**EDUC 624 Student Teacher Seminar: Secondary (3)**

Seminar course for all students enrolled in the M.Ed. in Secondary Education who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship.

**EDUC 625 Student Teaching Practicum (6)**

Each student will be placed at an appropriate certification site – early childhood, elementary, or secondary school – for a 14-week student teaching semester. Prerequisites: Successful completion of all competencies, course work and field experiences; 3.00 GPA overall; Act 34 and 151 clearances. Successful completion of required PRAXIS exams.

**EDUC 627 Mentorship for ABCTE Certification – PreK – 4 (0)**

Once having enrolled with the American Board for Certification of Teacher Excellence, having passed the Professional Teaching Knowledge and Multisubject exams, completed the required 2 graduate courses, submitted required paperwork, and received a Temporary Teaching Permit through PDE TIMS, candidates will be supervised in a full time 60-day mentoring teaching placement in their certification area under the supervision of a university mentor.

**EDUC 640 Mentorship for ABCTE Certification – Secondary Grades 7 – 12 (0)**

Once having enrolled with the American Board for Certification of Teacher Excellence (ABCTE) and then having passed the Professional Teaching Knowledge and Content Tests, students will be supervised in a 60 day mentoring teaching placement under the supervision of a university mentor.

**EDUC 710 Theory and Practice of Leadership (3)**

Based upon the Program's Beliefs and Assumptions, the Theory and Practice of Total Leadership is designed to introduce the cohort members to one another, to the faculty, to the program format mechanisms and expectations, and to an overview of the body of knowledge to be studied, paying particular attention to leadership theory, and the practice of leadership through observation and study. Cohort members will be expected to develop a draft plan of action for the professional practica including specification of possible mentor(s), site(s), and experiences. Cohort members and program faculty will further determine areas of study and research interest that will eventually lead to each cohort member's selection of a dissertation topic. To facilitate the interpersonal "bonding" that optimizes a group's problem-solving abilities, the cohort and faculty will participate in outdoor education, group problem-solving, and community building activities of two days' duration. This activity will be led by experts in the field of experiential education and leadership training, and the Learning Facilitator. This will be followed by two days of classroom instruction.

**EDUC 711 Mitigating Differences (3)**

In this course, students will explore conflict as a form of human interaction. Students will examine how culturally and contextually-bound values; motivations; ideas; beliefs; and drives fuel conflict-interactions. Meaning-making; sense-making; conflict theory; expectancy and equity theories; and the content theories of motivation will be explored. The student will also examine his or her needs, identify points of contention, and determine how he or she mitigates and facilitates critical moments.

**EDUC 712 Cultivating Ethical Diversity (3)**

This course will focus on dimensions of cultural differences, leadership and diversity, including effective and ethical leadership practices in a wide range of diverse settings and organizations. Students will research, analyze, synthesize and

evaluate contemporary leadership literature, theories and practices in the context of diversity and diverse organizational contingency variables. Students will identify and develop organizational leadership competencies which incorporate cultural diversity dimensions, complex system analysis, interrelationship variables, ethics, legal issues, and globalization. Students will identify benchmarks to build cross cultural competencies and personal growth through exercises, professionally reflective practice, and completion of assignments aligned to course objectives.

### **EDUC 713 Organizational Development (3)**

This course immerses the student in Positive Organization Development (POD), which is the effort dedicated to the positive cultivation and strengthening of human systems (formal and informal groups; communities; and societies), in order to increase their effectiveness and enhance organizational performance. The student will explore POD and Innovation-inspired Positive Organization Development (IPOD) interventions; the application of inclusive methodologies and strength-based strategies; organization design and leadership requisite to enable strategic paradox, organizational sustainability; the myths surrounding resistance to change; mindful organizing; and collective efficacy. Students will apply Positive Organizational Scholarship (POS) theories and models, and Appreciative Inquiry (AI) approaches to the study of organizational development and the transformative process.

### **EDUC 714 Research Methods I: Quantitative Methods (3)**

This course will provide the doctoral candidate with the fundamental knowledge and skills in quantitative research methods in educational research that are used to conduct the doctoral dissertation. Course content will prepare candidates for the tasks of: a) formulating theory and research-based hypotheses; b) developing a quantitative research design related to the hypotheses; c) developing a research plan that provides a detailed description of the proposed study including the sampling plan, instruments, and data collection techniques; and, d) analyzing data using statistical software (SPSS, EXCEL). Upon the successful completion of this course, students will be able to demonstrate the skills of specifying testable hypotheses and then designing a proposed methodology that identifies how the research design will be implemented. Prime emphasis will be placed on hypothesis testing, examining relationships between constructs and/or the advancement of educational theory using the scientific method. Specific focus will be given to examining the methodology of survey research, experimental design and quasi-experimental design. Attention will also be given to the analysis of quantitative data using statistical software packages that are well-suited to social scientific research.

### **EDUC 715 Research Methods II: Qualitative Methods (3)**

This course will provide the doctoral candidate with the fundamental knowledge and skills in qualitative research methods in educational research that are used to conduct doctoral dissertations. Course content will prepare candidates for the tasks of: a) specifying an initial set of research questions for the qualitative study based on theory and prior research; b) formulating a qualitative research plan related to the set of research questions; c) developing a qualitative research plan that identifies the overall approach that will be used in the dissertation; c) developing a research plan that provides a detailed description of the methodology including the proposed site and sample selection, instruments, data collection techniques; and, d) qualitative data analysis. Upon the successful completion of this course, the student will be able to demonstrate an understanding of the types of problems for which qualitative methods are well suited and the skills needed to design and conduct a high quality dissertation using qualitative research methods.

### **EDUC 720 Art and Science of Authenticity (3)**

The *Art and Science of Authenticity in Leadership* begins a journey of the philosophical undergirded with the practical. It serves as the foundation of a six course series intended to provide a framework for the learner to develop a philosophy of leading in the 21<sup>st</sup> Century. Authenticity is the key ingredient of all long-term successful leadership. Authenticity understood causes a leader to be worthy of acceptance, of being followed. The course builds from the idea that authenticity is based upon being true to one's self, of understanding one's purpose, mission and, critically, core values. We begin with an exploration of personal beliefs about learning, children and other minor topics. From this reflection learning is focused on the personal: purpose, mission, core values and a critical understanding of ethics. We then transcend to an in-depth dialog on ethics and the morality of leadership. Building on an understanding that authenticity is critical to transformation the learner is challenged to determine if his / her purpose, mission and core values are congruent to the organization. This involves the critical behaviors of listening, engaging and planning. We conclude with a real time, data driven question / reflection on personal authenticity, research on beliefs, mission and core values

of staff tied to an understanding of growing congruency within the organization. This reflective practicum concludes with a peer dialog on beliefs, core values, mission, ethics and what authenticity means to the learner.

### **EDUC 721 Art and Science of Visionary Leadership (3)**

*The Art and Science of Visionary Leadership* is the second course in a series designed to provide the learner with a complete framework for leading. The intent is to aid the learner in developing a real time applicable vision of an organization working at its ideal best. In practice leaders must be masters at building a compelling purpose, a passion that galvanize others to action. But, passion and vision are of no use if trust does not exist. This second course in the Total Leader Leadership Framework is focused on the importance of connecting authenticity to vision to purpose in such a way as to build trust within the organization. It is at this point; at the intersection of trust and vision that one has an organization prepared to create an imaginative plan for its future.

### **EDUC 722 Art and Science of Cultural/Relational Leadership (3)**

The Art and Science of Cultural/Relational Leadership is the third course in a series of six courses, designed to provide the learner with a complete framework for leading organizations. *The Art and Science of Cultural/Relational Leadership* course is the hub of the series of courses. Establishing, monitoring and modeling a positive culture and creating strong relationships are crucial to the long-term success of any organization. Cultural/relational leadership is participatory and interpersonal. The central purpose of cultural/relational leadership is to establish a productive change process and provide vested ownership in the success of achieving the organizational purpose, mission and vision. All organizational members must have a sense of efficacy in the creation of a positive culture of where everyone is learning and striving to make the organization better. When cultural/ relational leadership is working at its ideal best everyone is empowered, engaged and committed to the vision.

### **EDUC 723 Art and Science of Quality/Capacity Leadership (3)**

*The Art and Science of Quality/Capacity Leadership* is the fourth course in a total leadership framework. In the previous courses the learner discovered organizations do not change unless there is a compelling purpose, a clear vision and people who are committed to changing. This course demonstrates that organizations will not improve unless people have the capacity to change and improve. Quality leaders stimulate people to grow and in turn people will increase their own expectations and production.

### **EDUC 724 Art and Science of Systems and Service Leadership (3)**

*The Art and Science of Systems and Service Leadership* is the fifth step in dynamic transformation. The course is designed to challenge thinking targeted at the Achilles heel of leadership; systems and service design. Systems / Service is focused on three targets: adult motivation / learning, sustaining the purpose / mission / vision and restructuring systems to insure result. Primary is system design that enhances adult learning and freedom to excel tied to student performance. The course opens with research and discussion on managing the purpose / vision / mission. This includes learning in clarifying, articulating and forward planning to gain traction. Management skill is challenged and enhanced through units on restructuring to achieve results. Dialog and problem solving relative to learning occur in data analysis and application, problem solving, aligning and allocation of capacity and re-framed systems planning based upon a decade time frame. The learner explores the design of systems within context that serve to inherently motivate, reward initiative and identify poor performance each targeted to enhancing teacher transformation and subsequently, student performance. The course ends with a job embedded practicum focused on ethnographic study of a pre-determined special needs problem. The practicum for learners not within education are custom designed to study real time problems.

### **EDUC 725 Art and Science of Communication in Leadership (3)**

The Art and Science of Communication in Leadership is the sixth in a series and the final course targeted at the trigger of transformation. If a leader is blessed with a great vision yet, cannot effectively communicate or engage others to walk along, the journey is without hope. If a leader is a skilled communicator but is unclear as to destination, then the effort is wasted. The culture in each case simply cannot transform, there are too many factors aligned against the effort. The Art and Science of Communication in Leadership is designed as a beginning in the journey toward congruency; that point where a staff and leader are absolutely attuned to the purpose, mission and vision, to the point of shared passion. The course addresses five critical ideas. It begins with a look at personal style an underestimated factor as we push for one size fits all best practice and magic answer solutions. Unit 1 is designed as a reflective reality check on the

personality and style of the leader targeted on how these truths impact communication. This opening unit is followed by a series of explorations. Each is characterized through a question. What critical behaviors are in need of change within the leader and organization? How are the issues of listening, hearing, responding and conflict management addressed in a 21<sup>st</sup> century context? What is the leader's / organization's message and how can it be honed as to pitch, clarity and consistency? How are 21<sup>st</sup> century communication systems best used and managed in an effort to embed the mission over time? There are no secret answers; great communication is neither easy nor natural. Leaders are different and within those differences each must determine how best to deliver, implant and focus the message. To develop these critical philosophies this course is built around a series of required readings, reflective writings and discussions with the ending outcome being a customized outlook and philosophy on communicating.

### **EDUC 738 Educational Administration (3)**

This course provides the supervisor in-training with a foundation of the educational theories and research that affect the day-to-day administration of schools. Topics will include theories of organization, educational foundations and structures, supervision of personnel, collaboration and team-building, school improvement planning, and organizational climate. This course is designed to examine the social-systems model and the four critical elements of school life—structure, motivation, culture and politics. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

### **EDUC 740 Introduction to Research Writing (3)**

The purpose of this course is to introduce students to the method of scholarly writing, especially as it takes the form of a five chapter dissertation and the form of scholarly articles. Students will compare/contrast elements of existing dissertations and scholarly articles, eliciting the main components of each. Using a rubric, students will write and peer critique introductory approximations of making a scholarly argument, supporting it with a literature review and suggesting plausible research methodologies whereby a research question might be studied. Self-reflection in learning reports, peer critique and instructor feedback will lead to identification of writing skills to be further developed during the program.

### **EDUC 741 Dissertation Seminar (3)**

The Dissertation Seminar will prepare the student for the dissertation process. A dissertation is a rigorous, ongoing substantial learning experience. This course will lead the student to drafting a very close approximation to the first three chapters of the student's dissertation, i.e., the dissertation proposal. The student will have opportunities to both develop and to critique: presentations of a research problem, reviews of literature that justify the research problem, and methodologies that best address the research question(s). During the dissertation writing process, the student will write several drafts of the various parts of the document. The student's committee members will provide critique and feedback. Remember the history of scholarly writing – development, feedback, rewriting are central to the scientific writing process. In this course, the student will reflect critically upon plans for future learning via Learning Reports. They will be, in a sense, the student's self-critique and plans for growth in the process.

### **EDUC 744 Dissertation Research Design (3)**

By the conclusion, students will be expected to have completed a substantial update of Chapters 1, 2, and 3 of the dissertation. Under the direction of their dissertation chair, the student will revise and present to the dissertation committee highlights of the draft of the first three chapters developed during the Dissertation Seminar and revised during this course. The focus of this course is to prepare students to present a dissertation proposal to a committee of three faculty and/or community representatives who have a terminal degree.

Upon approval of the dissertation proposal by the committee, the student will prepare the appropriate Institutional Review Board packet of materials for approval by their dissertation chair and doctoral program director. The doctoral program director will then submit the materials for approval by the University IRB committee.

### **EDUC 745 The Principalship (3)**

This course is designed to present an overview of the principal's role in relation to leadership, supervision, organization management, and community interaction. Topics include transactional and transformational leadership, systems theory and standards aligned systems, learning communities, data-driven decision-making, strategic and continuous

school improvement planning, change theory, school culture and climate, personnel, scheduling, budgeting, building management, and interactions with constituent groups. Through scenarios and case studies, participants will consider and discuss issues faced by school principals. Course activities will enable students to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

#### **EDUC 746 Curriculum and Supervision and Leadership (3)**

This course is designed to foster professional growth in supervision and leadership. Curriculum Supervision and Leadership supports district-wide curriculum specialists and other educators in their endeavors to contribute to the field of teaching and learning. Students will be introduced to models of supervision including theory, design and techniques as they learn how to supervise instruction and personnel, evaluate staff, identify professional development needs and resources, manage staff conflict, and organize, facilitate and evaluate professional development programs. Students will develop collaborative collegiality, i.e. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

#### **EDUC 749 Applied Research Practicum I - School Administrator – School Principal K-12 (3)**

This course provides the supervisor in-training with a foundation of the educational theories and research that affect the day-to-day administration of schools. Topics will include theories of organization, educational foundations and structures, supervision of personnel, collaboration and team-building, school improvement planning, and organizational climate. This course is designed to examine the social-systems model and the four critical elements of school life—structure, motivation, culture and politics. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

#### **EDUC 750 Applied Research Practicum II - School Administrator – School Principal K-12 (3)**

This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 360 hours (approximately 180 hours completed during Practicum I and the additional 180 hours completed during Practicum II) of diverse K-12 environments. The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A Practicum log and a certification project will be completed during the practicum. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration.

#### **EDUC 751, 752, 753 Dissertation Writing I, II, III (3)**

This is the final phase of the doctoral process. Each candidate will work with a Dissertation Chair and at least two other committee members, to finalize and defend the first three chapters of the dissertation, which had been developed during the Dissertation Seminar: Statement of the Problem; Literature Review; and Methodology. The proposal will be submitted to the Point Park University Institutional Review Board (IRB), and after IRB approval, the candidate will conduct the research and write the final two dissertation chapters: Findings and Analysis; and Discussion and Recommendations for Future Research. The final defense will be held before the Dissertation Committee (the voting members), but be open to the academic community and any members of the larger community who may have relevance in the dissertation topic. The Dissertation Committee will deliberate privately immediately following the defense and announce findings to the candidate. All credits must be registered prior to the defense.

#### **EDUC 754, 755, 756 Dissertation Writing IV, V, VI (3)**

This course focuses dissertation writing as a continuation course for students who need more time to complete the

dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed the year following EDUC 753.

**EDUC 761, 762, 763 Dissertation Writing VII, VIII, IX (3)**

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year two after the completion of all degree requirements.

**EDUC 771, 772, 773 Dissertation Writing X, XI, XII (3)**

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year three after the completion of all degree requirements.

**EDUC 781, 782, 783 Dissertation Writing XIII, XIV, XV (3)**

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year four after the completion of all degree requirements.

**EDUC 791, 792, 793 Dissertation Writing XVI, XVII, XVIII (3)**

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year five after the completion of all degree requirements, reaching the statute of limitations.

## **GRID – GRAPHIC DESIGN**

**GRID 507 Graphic Design II (Fall/Spring—3-2-2)**

Using Macintosh and PCs for desktop publishing. This course emphasizes on technical skills, design and creativity in producing professional publications. Beginning skills taught, advancing to projects involving newsletters, newspaper and magazine pages, advertisements and brochures, as time permits. Not available to the student with credit in GRID 307

**GRID 520 Magazine and Marketing Design (3)**

This course provides students with advanced planning, design and production techniques for creating and enhancing persuasive editorial design. Students will use industry standard software combined with solid theory in targeting and reaching audiences. Students will conceive and create designs for promotional campaigns, including newsletters, brochures, magazine spreads and marketing collateral. Prerequisite: JOUR 507 or JOUR 307.

**GRID 536 Branding and Identity Design (3)**

This course provides students with advanced planning, design and production techniques for creating and enhancing persuasive communications. Students will use industry standard software, combined with solid theory in targeting and reaching audiences through creative and persuasive messages. Students will conceive and create and apply designs including logos, stationary systems and graphic standards for a variety of organizations. Prerequisites: GRID 307

**GRID 595 SPECIAL TOPICS (Fall/Spring/Summer (1-3 credits)**

**GRID 596 Independent Study (Fall/Spring/Summer (1-3 credits)**

## INTL – INTERNATIONAL AND INTELLIGENCE STUDIES

### **INTL 500 Research Methods in Security and Intelligence Studies (3)**

Students will learn basic research methods for studying issues and problems in security and intelligence studies. They will gain proficiencies in research planning, data collection, and analysis and in the various methodologies that are utilized by academic, governmental, and corporate entities and the relationship of each to the study of social sciences. By using inductive and deductive approaches, the student will achieve an understanding of the theories of competing hypothesis design.

### **INTL 501 Strategic Intelligence (3)**

This course enables the student to examine and understand the difference between strategic or long term intelligence, from operational and tactical short-term intelligence gathering. It analyzes the different methods of collection and tradecraft used in strategic collection. The course provides an appraisal of the intelligence cycle and the target-centric approach to analysis. The course further addresses current U.S. laws and policies, as well as congressional oversight, of the methods and operational guidelines that affect the intelligence community.

### **INTL 502 Intelligence Operations (3)**

This course examines the concept and practice of intelligence operations. The course focus is to recognize the range of resources that are necessary to carry out intelligence operations. It identifies the tools, as well as techniques, that are related to successful operations and contrasts those techniques and tools that are lacking and result in failures.

### **INTL 503 Target-Concentric Analysis (3)**

This course describes a modern approach developed in 2002 for the collecting and analysis of data. This replaces the former intelligence cycle, which was popular during the Cold War era. It maintains the use of experts in analysis, but broadens participation in analysis of information to non-experts, in order to obviate bias as a factor when reviewing information. It also includes participation of the policy maker(s) in defining specific tasks and the expanded use of open-source intelligence.

### **INTL 504 Threat Analysis (3)**

This course analyzes current global security threats. It attempts to explain why these threats are prominent and offers possible solutions of both a short- and long-term strategy in coping with the new threats. The student will develop a comprehensive knowledge of threat analysis and how U.S. intelligence addresses such threats. It also examines the amount of involvement of foreign intelligence services during such actions.

### **INTL 505 International Terrorism (3)**

This course examines the risks of growing international terror acts, the organizations that figure most prominently as the perpetrators, and current strategies to prevent the growth of such groups. It also examines the history of terrorism and current trends with respect to financing, structure and weapons used by terrorist groups.

### **INTL 506 Cyber Crime Analysis (3)**

This course examines the proliferation of cyber criminal activity in the 20<sup>th</sup> and 21<sup>st</sup> centuries. It defines the threat of such activity and its implications to U.S. and global security. It advances ways to deal with and prevent the spread of cyber criminal activity and addresses the methods used in conducting criminal investigations into cyber crime. The course also assesses the degree to which such activity has influenced transnational criminal activity.

### **INTL 507 Homeland Security (3)**

This course examines Homeland Security from its inception after 9/11, describing why it was created and what agencies were merged to form it. This course affords knowledge of the mission and responsibilities of the Department of Homeland Security under the Homeland Security Act. The course also evaluates the changes in Homeland Security since its inception and its current duties and responsibilities.

### **INTL 508 Communication and Writing for Intelligence (3)**

This course addresses the collection of intelligence and analyzes how such collection is formatted into intelligence

briefs used by policy makers. It synthesizes a variety of writing techniques to create a short, decisive, and informative report, retrieved from volumes of data.

### **INTL 509 Research Project (3)**

The student must select a topic of research. The topic must be chosen with the consent of the Graduate Review Committee. The research conducted by the student will be presented in his/her research paper to the Graduate Review Committee in order to be nominated to graduate with the MA degree. Prerequisite: The student must successfully complete all other program requirements with a Q.P.A of 3.0 or better.

## **JOUR – JOURNALISM**

### **JOUR 503 Writing and Editing in the Journalistic Style (3)**

This course combines techniques of journalistic writing and editing. This is for the graduate student who has earned a bachelor's degree in a discipline other than journalism or those required to, or wishing to polish their skills in writing and editing on a professional level. Graduate students who have professional experience, undergraduate credit for journalistic writing and editing may be granted a waiver for the course.

### **JOUR 504 Broadcast News Reporting (3)**

This course teaches broadcast writing and reporting skills that include radio-television news style, terms, rules and format. Exercises move from leads to entire newscasts. Students develop “news sense” for visual and aural media, as well as how to make news judgments on deadline. Not open to the student with credit in JOUR 304. Prerequisite: JOUR 503.

### **JOUR 506 Public Affairs Reporting (3)**

This course consists of a series of real reporting assignments under deadline conditions beginning with the University and extending into the city of Pittsburgh and the surrounding area. Not open to the student with credit in JOUR 406. Prerequisite: JOUR 503 or equivalent.

### **JOUR 509 Specialized Reporting (3)**

This course combines concentrated research and writing experience in one of the following reportorial areas: economics, finance and business; health and welfare; labor; arts and entertainment; religion; sports; politics; or education. Faculty guidance will be coupled with input from working professionals in lecture and advisory sessions related to their specialties. Prerequisites: JOUR 503 or permission.

### **JOUR 510 Investigative Reporting (3)**

This course concentrates on practical reporting experience with heavy emphasis on investigative techniques and computer-assisted reporting; development of sources and information; development of advanced research and interview skills; determination of subjects, organization and writing of stories and series for newspaper publication. Students enrolled in this course will be required to complete a set of online modules covering the basics of Journalistic Writing and Reporting at the beginning of class. Dual listed with JOUR 410. Prerequisites: JOUR 503 or demonstrated equivalency

### **JOUR 517 On Camera Reporting (3)**

Experiential training to develop “on screen” presentation skills through practice of performance techniques in various television formats. Dual Listed with JOUR 317

### **JOUR 530 Television Anchoring and Producing (3)**

This course provides students with experience in producing and anchoring news and feature television programs. Students will also work as writers and reporters. Students will collaborate with others in the class to create television programs.

### **JOUR 546 History of Documentary Cinema (3)**

Students will review the history of documentary film and profile innovative documentary filmmakers. Students will view and analyze major works within the context of major film theories, as well as a wide variety of documentary archetype, styles, and methods. The films and filmmakers profiled in the course represent a diverse sampling of modern world cultures. This course is cross-listed with CINE 301 and JOUR 446.

### **JOUR 547 Electronic Media Management (3)**

This course will introduce students to the fundamental theories and concepts of management in the media industry. Students will demonstrate their understanding of these concepts through projects, case studies and management simulations.

### **JOUR 553 Journalism Initiative I (3)**

In this course, to be taken in sequence with JOUR 554, students will research, report, write and peer-edit in-depth, long-form journalism focusing on issues or trends in a specific subject area. Students will work independently to produce enterprise or investigative series; single magazine-length journalism (including documentary), but may collaborate on story ideas, story input and story editing. The instructor will fill the role of editor and will work one-on-one with the students during the course. The objective is to prepare students for a career in enterprise/investigative journalism in multiple platforms with a solid foundation in specific subject concentrations. Course assignments are intended for publication or presentation in industry publications and/or media organizations, and thus for preparation of a student portfolio of professional work. Prerequisite: 6 credit hours of MSES courses completed.

### **JOUR 554 Journalism Initiative II (3)**

In this course, taken in sequence with JOUR 553, students will research, report, write and peer-edit in-depth, long-form journalism focusing on issues or trends in a specific subject area. Students will work independently to produce enterprise or investigative series; single magazine-length journalism (including documentary), but may collaborate on story ideas, story input and story editing. The instructor will fill the role of editor and will work one-on-one with the students during the course. The objective is to prepare students for a career in enterprise/investigative journalism in multiple platforms with a solid foundation in specific subject concentrations. Course assignments are intended for publication or presentation in industry publications and/or media organizations, and thus for preparation of a student portfolio of professional work. Prerequisite: 6 hours of journalism initiative concentration courses completed.

### **JOUR 562 Documentary Thesis I (3)**

This course, to be taken in sequence with JOUR 563, is designed for students to research, report, write and produce in-depth entrepreneurial or investigative long-form visual documentary reportage in the context of actual political, societal or cultural issues, events or news. Students will produce documentaries for possible publication, display or broadcast to the community in public venues or through existing, professional media and informational outlets. This is a capstone project that will be approved by the program director and a full-time faculty member, overseen and graded as an independent project by a full-time faculty member; and it can comprise, as determined in consultation with the program director and supervising faculty member, a single, long-form project produced over the course of two semesters in conjunction with JOUR 563, or two or more shorter projects.

### **JOUR 563 Documentary Thesis II (3)**

This course, to be taken in sequence with JOUR 562, is designed for students to research, report, write and produce in-depth entrepreneurial or investigative long-form visual documentary reportage in the context of actual political, societal or cultural issues, events or news. Students will produce documentaries for possible publication, display or broadcast to the community in public venues or through existing, professional media and informational outlets. This is a capstone project that will be approved by the program director and a full-time faculty member, overseen and graded as an independent project by a full-time faculty member; and it can comprise, as determined in consultation with the program director and supervising faculty member, a single, long-form project produced over the course of two semesters in conjunction with JOUR 562, or two or more shorter projects.

### **JOUR 565 Mass Media History (3)**

This course details the development of journalism in print, electronic, and digital media form international roots

through the developmental history of the professions, primarily in the United States. Business (advertising and subscription), noncommercial and other models of support for news gathering and dissemination will be traced and analyzed. Development of the philosophical construct of free speech will be explored, as will the role and significance of free expression to politics, governance, social systems, cultural expression, diversity, and economic activity.

#### **JOUR 599 Completion of Thesis in Journalism & Mass Communication II (1)**

This course is to be taken only if the student does not complete the Thesis requirement in JOUR 598. If the adviser deems progress has been satisfactory in one of the above, even though the project was not completed, a grade of "P" may be awarded. The student must register for JOUR 599 during one regular academic term, but not summer sessions, and complete all requirements during the term for which registered. Pass ("P") or ("F") grade only. No Incomplete ("I") permitted. Fail ("F") in JOUR 599 precludes the student from re-enrolling in the course failed. Successful completion must be verified by presentation of the finished project for graduate director's files.

### **MBA – MASTER OF BUSINESS ADMINISTRATION**

#### **MBA 511 Accounting for Managers (3)**

This course provides an overview of financial and managerial accounting, with the focus upon the use of financial information within organizations to understand and analyze activities and operations. An objective is to develop an understanding of the basic structure and substance of a company's financial statements from a user's perspective. In addition, the course provides an understanding of planning and budgetary control systems and basic financial performance measurements.

#### **MBA 514 International Economics (3)**

The framework for international economic analysis is examined with respect to the global aspects of supply, and demand. International trade theories, geographic trade patterns, globalization, multinational corporations, and international variations of corporate and national economic policies are reviewed and evaluated.

#### **MBA 517 International Finance (3)**

This course provides an overview of the financial function including applications and sources of corporate funds relating to the money and capital markets. This course also examines the special risks and returns of international operations. Special financial considerations of beginning operations such as joint ventures in another country, different tax systems, foreign exchange valuation, altered working capital and long-term funding arrangements such as use of the Eurodollar and other capital sources are analyzed.

#### **MBA 525 Intro to Supply Chain Management (3)**

This course will provide a broad overview of corporate procurement and global supply chain practices both in the public and private sectors. Emphasis will be placed on the practice as a competitive advantage. Logistics, Inventory Planning, Negotiation Strategies, Contract Management, as well as other pertinent topics will be discussed. Students will gain a comprehensive understanding of the supply chain process through in-class presentations, discussions, and analyses of publications.

#### **MBA 526 International Finance for Supply Chain Managers (3)**

Utilizing GAAP, SEC, and other financial regulatory guidelines, this course will provide an in depth discussion on the need for supply chain professionals to communicate needs and results in the language of corporate finance. Students will gain a comprehensive understanding of the challenges of translating international supply chain concepts in the face of global monetary exchange rates, such as Cost Savings, Cost Avoidance, and Opportunity Cost into hard dollar reportable value.

#### **MBA 527 Global Logistics & Demand Planning (3)**

Students will gain an understanding of the importance of demand planning and the material movement of goods in the global supply chain process. The course will provide students the opportunities to explore various case studies

and problem solve for real world solutions.

**MBA 528 Supply Chain Technologies (3)**

This course focuses on understanding the various technologies in use for managing and implementing a world-class global supply chain. Specific systems include MRP/ERP, Demand Forecasting, e-Sourcing, Inventory Control, SRM, TMS, and others.

**MBA 531 International Marketing (3)**

A study of the world-wide marketing environments to develop skills for international market analysis. Includes practice in designing marketing objectives and strategies for different national markets. Emphasis on specific methods of market research capable of facilitating market analysis and competitive analysis. Students utilize appropriate policies concerning the product, its pricing, promotion and distribution as well as aspects of planning and organizing for the international marketplace.

**MBA 540 Statistics and Quantitative Methods (3)**

The class provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Non-parametric statistics and Analysis of Variance (ANOVA) techniques will be used. Forecasting, linear regression, and correlation analysis leading to computer use for solutions will be the basis for a class project. A grade of "B" or higher must be achieved by a student in this class to be able to continue in the MBA/ Business Analytics Concentration. Prerequisite: Undergraduate Statistics and/or Quantitative Management class. Dual Listed as MIS 510.

**MBA 541 Cultures of International Business (3)**

This course provides an overview of the socio-cultural dimensions of doing business in an increasingly global environment. Topics to be discussed include problems and challenges of intercultural communication, intercultural politics, issues of leadership and decision making, cultural change, diversity management and effective performance in the global marketplace.

**MBA 542 Business Analytics (3)**

The purpose of this class is for students to learn the emerging business analytical approaches, technologies, platforms, and applications that are used in leading organizations today. The use of statistics and related data science approaches allows for data-driven decision-making that eventually leads to better outcomes. This course provides a conceptual understanding and applications using Excel, SPSS, and Minitab. Students apply specific modeling techniques, such as linear and nonlinear programming, decision analysis, simulation, classification, regression, and clustering. An analytical view of decision-making is pursued by formalizing tradeoffs and constraints, providing for uncertainty, and applying sensitivity analysis. A project using actual company data for a series of decisions is the basis of the coursework. Prerequisite: MBA 540. Dual Listed as MIS 525.

**MBA 543 Data Analysis and Visualization (3)**

The goal of this course is to understand how visual representations can help in the analysis and understanding of complex data. Visualization is increasingly important in this era, as the use of data is growing in many different fields. This course enables students to develop data presentation visualizations that aid in the effective interpretation and explanation of the data, an explanation of the underlying data, and identification of trends that can be easily connected in order to explain relationships and interrelationships in the data. Several industry-based software packages, such as Tableau, will be used to visualize the data for easy interpretation. A concluding project will apply the tools to actual company data. Prerequisites: MBA 540, MBA 542 Dual Listed as MIS 530.

**MBA 544 Applied Data Mining (3)**

Data mining is about extracting useful patterns from raw data. The rapid growth of data storage and computing power available to analyze data creates valuable opportunities for data mining in business and other domains. This course provides a comprehensive introduction to data mining tools and techniques to enhance managerial decision-making. The common methods of data warehousing and retrieval will be examined. Applications will focus on marketing experience with an emphasis on customer relationship management (CRM) systems. The intention is to find out how

companies learn about their customers by using information collected from these customers for segmentation, targeting, and positioning practices. A final research project will be based on popular analytic tools. Prerequisite: MBA 542

#### **MBA 551 Applied SAEM Marketing (3)**

This course will provide a strategic look at marketing concepts within the sport, arts and entertainment industries. Specifically, students will develop and evaluate strategic marketing plans that address consumer (fan/audience) behavior, creating high levels of customer service, developing brand loyalty (relationship marketing), applying research data, segmenting markets, promotions, and branding.

#### **MBA 554 SAEM Fiscal and Resource Management (3)**

This course will provide both a broad overview and detailed analysis of fiscal and resource management in the Sports, Arts and Entertainment industries including general management; business models and best practices; fiscal management including assets/liabilities, balance sheet, fiscal analysis, budgeting, operating vs capital asset, and more; asset management including human resource management and facility management; and more. Using best model practices, discussions, research, and provided materials, students will use and understand basic and advanced business models and structures in SAE including for-profit and not-for-profits models; management of said models including daily operating policies and procedures, daily fiscal management, artistic and programming management along with scheduling and usage; understanding of revenue streams; and ethical issues related to resource and fiscal management of a new or development SAE organization.

#### **MBA 555 Business of Live Entertainment (3)**

This course will focus on all aspects of the entertainment business within the sports, arts and entertainment industry. The course is designed to give graduate students a practical real world entertainment education. Key aspects to the course will include discussion, research, training, and writing/presenting about the core and advance principles of entertainment business including production, venue management, marketing/promotion, advertising, artist and talent management, the touring industry, professional and ethical behavior, record labels and media services, sponsorships, and ticketing operations.

#### **MBA 560 Ethical Leadership and Sustainable Organizations (3)**

This course examines how ethical leadership creates sustainable learning organizations, by helping students discover what values make a leader ethical and effective. This course exposes the student to concepts and theories of the ethical decision-making process so students can appraise the signs of an ethical dilemma in order to resolve conflict in an organization. Students will uncover how ethical leaders create trust and cooperation. Participants in this class will assess the values and principles that unite organizations to become sustainable in a global environment.

#### **MBA 566 International Political Economy (3)**

Examines the interplay of economic and political variables and their impact on the international sphere. Emphasis on the effect of the aforementioned variables on international institutional arrangements. Other topics of concern include political risk analysis, the activities of the multinational corporation and the dichotomies between developed and less developed countries.

#### **MBA 570 Global Environment of Business (3)**

This course introduces the global environment of multinational and transnational business operations. Topics to be discussed include the structures and processes of international business transactions as well as the impact of major economic, political, social and ecological issues. The positive and negative impacts of globalization will be assessed.

#### **MBA 571 Legal Environment of Business (3)**

The relationship of the business manager to the legal foundations of the business/economic system is considered through theory and case studies. The legal and regulatory climates in which businesses operate are examined. The impact of international laws such as the act of state doctrine, and the effects of U.S. legislation on multinational business operations will also be considered.

**MBA 572 Marketing (3)**

This class will examine contemporary marketing topics. Markets and their environments, goods and services from inception to final consumption will be discussed. Product, pricing, promotion and distribution issues will be analyzed. Moreover, aspects of planning and organizing for the domestic and international marketplace will be explored.

**MBA 573 Corporate Finance (3)**

The class will examine discounted cash flow techniques for decision-making applications. Topics to be examined will involve operational budgeting, capital appropriation requests, investment planning, new product introductions, acquisitions, divestitures, shutdowns, and other special project decisions. The course will combine theory, cases and computer application projects. Prerequisite: MBA 511

**MBA 574 Organizational Behavior (3)**

This course examines human behavior in organizations at both the micro and macro levels. The interaction of human, technological and structural factors in organizations will be examined. Important issues to be considered include theories of communication, motivation and decision making. Issues of organizational politics and the challenges of conflict management will be addressed. Special attention is given to designing efficient and effective organizational structures and processes, and the application of modern organization theories to real world situations.

**MBA 575 Organizational Systems (3)**

This course examines systems thinking, holistic analysis and systems dynamics. A variety of systems theories ranging from mechanistic approaches, organismic approaches, cybernetics as well as current understandings of flux and transformations will be examined. Special attention is given to practical applications to real world business problems.

**MBA 576 Quantitative Methods (3)**

This course provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Forecasting, linear regression and correlation analysis leading to computer use for solutions will be the basis for a class project.

**MBA 577 Strategic Planning (3)**

This course will enable students to identify, comprehend and appraise an organization's strategies and policies. It will provide students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions.

**MBA 578 Managerial Economics (3)**

Managerial Economics deals with a diversity of issues. For instance, the class will discuss ways of directing scarce resources in an efficient manner so as to attain managerial goals defined by the firm. To this end, students will learn to apply economic ideas, theories and methodologies in a strategic manner to enhance corporate performance. Students also will analyze organizational structures in order to maximize corporate behavior in the multitude of industrial and service sectors in which firms operate. Discussion of additional pertinent topics will provide students with further ways of using managerial economics tools and procedures in the modern business environment.

**MBA 579 Health Economics (3)**

Economic concepts will be applied to analyze health care markets and evaluate health policies, including distinctive economic characteristics of health, the health care industry and the delivery of care, health care professionals, and the financing of health care services. The American system of health care, current health policy issues such as health care reform, managed care, and manpower planning will be areas of focus as well as a comparative study of other health care systems.

**MBA 580 Management Information Systems (3)**

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. In particular, it explores presentation and spreadsheet programs providing the students

with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision-making. Topics include: data summary measure, methods, population and sample characteristics, and linear regression, all implemented using spreadsheet technology. Dual Listed as MIS 520.

**MBA 581 Development of Support Networks (3)**

This course is a comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology; concepts of project management; design of information systems for managing the traditional functional areas of a firm; and the use of computer-aided software engineering (CASE) tools in systems development. Dual Listed as MIS 550.

**MBA 582 Database Management and Applications (3)**

This course explores the concepts, principles, issues, and techniques for managing organizational data using database management systems. Topics include database architecture, data models with emphasis on the relational model, logical database design, relational query languages, normalization, and database administration issues. There is an emphasis on the managerial and strategic impact of databases. Two projects are required. Dual Listed as MIS 540.

**MBA 583 Financial Management of Health Care (3)**

This course addresses financial principles and concepts as applied to the health care financial management of both for-profit and not-for-profit entities within the context of the current health care environment in the United States. The goal of this course is to prepare individuals for the responsibilities involved in maintaining a well-managed health care organization. Specific processes, functions and reports are presented in this course, including financial statements and reports as commonly seen in health care environments. This course will also include a discussion of financial management of challenges of particular interest to administrators such as identification of costs of care, and types of provider payment

**MBA 585 Health Care Policy Analysis (3)**

The core elements of health policy analysis: problem definition; background; political, economic, and social landscape; development of policy options; and recommendations will be presented. The course will also teach the written, graphic, and oral presentation skills associated with policy analysis. Case studies of various health care issues will provide students substantive knowledge of the federal policy making process and key issues in health policy. In the context of the discussion of the cases, in-depth historical background related to the policies addressed will be provided. Students should gain both a technical capacity for analysis and an understanding of the operations of the health policy making process.

**MBA 587 Health Systems Management and Administration (3)**

Theories, strategies and systems of managing health care organizations are analyzed. Students will analyze administrative practices and procedures in health services organizations including certain information technology aspects, examine the evolution of organizational design, and appraise accountability relative to public trust. Continuous process improvement and healthcare quality management will be explored. The course will also examine the contributions of operations research and quality management to improve delivery and production of health services and business and computer processes from the perspective of the health care manager.

**MBA 590 Graduate Internship in Sport, Arts & Entertainment (3)**

In this course students complete an internship in a sport, arts and/or entertainment organization under the supervision of the appropriate graduate faculty member.

**MBA 589 Special Topics in Health Field (3)**

**MBA 595 Special Topics in Management (3)**

**MBA 596 Special Topics in International Business (3)**

**MBA 597 Special Topics in Information Systems (3)**

### **MBA 598 Internship in Global Business (3)**

Internships may be taken for three credits. Students eligible for an internship must have completed 18 M.B.A. credits with a Q.P.A. of 3.30 or higher prior to application. Contact the M.B.A. office for details of sponsoring organizations and typical assignments.

## **MFAI – INTERDISCIPLINARY ARTS**

### **MFAI 500 G1 Residency (0)**

An eight- day on-campus intensive community experience in which interdisciplinary art students participate in professional development workshops including artistic presentations, artistic showcases, screenings and viewing, live productions and special events; lectures and discussions including artistic authenticity, context and audience development, community engagement, social responsibility, human interconnection, project development, grant writing, grass roots fundraising, marketing and branding, crafting an artistic statement and practice of product. Advisor group meeting discussions include topics for discovering the meaning of interdisciplinary, as applicable to an individual, unique and authentic artistic voice. One on One meetings with advisors enable artists to design a semester study plan to formulate a path to successfully complete semester goals including research, artistic process, artistic work and self-reflection. Four residencies are required to complete the degree requirements.

### **MFAI 510 G1 Artistic Process and Practice Study (4)**

Student and Advisor remote learning and study occurs through long distance communication. One-on-one student creative development with the support and guidance for faculty advisor. Student follows the self- designed study plans to examine, research, uncover, and craft an interdisciplinary artistic practice. Faculty Advisor provides written and oral feedback of student work submissions throughout the semester. Faculty Advisor analysis and commentary of student progress is provided through online communication including online, email, and telephone. Students are challenged to cultivate their individual aspirations as thinking creators.

### **MFAI 520 G1 Reflection Report (4)**

Students develop and submit self-evaluation report which reflect current understanding of research, study, curiosity interconnections, artistic authenticity, new discoveries and prospective goals. Students include writings, work samples, and artistic statement to support current understandings. Faculty advisor reviews and responds to ensure successful completion of semester intention and goals. Students work to craft a study plan for the next semester to continue a transformative interdisciplinary artistic practice.

### **MFAI 530 G2 Residency (0)**

An eight- day on-campus intensive community experience in which interdisciplinary art students participate in professional development workshops including artistic presentations, artistic showcases, screenings and viewing, live productions and special events; lectures and discussions including artistic authenticity, context and audience development, community engagement, social responsibility, human interconnection, project development, grant writing, grass roots fundraising, marketing and branding, crafting an artistic statement and practice of product. Advisor group meeting discussions include topics for discovering the meaning of interdisciplinary, as applicable to an individual, unique and authentic artistic voice. One on One meetings with advisors enable artists to design a semester study plan to formulate a path to successfully complete semester goals including research, artistic process, artistic work and self-reflection. Four residencies are required to complete the degree requirements. Prerequisites: MFAI 500,MFAI 510, MFAI 520.

### **MFAI 535 G2 Residency Presentation (2)**

Second Semester students (G2) present samples of work representative to the artist current understanding of interdisciplinary; relationship, inquiry, discovery, breakthroughs, critical theory and transformational process during the on-campus residency. Student presentations may include performances, lectures, discussions, showcases, viewings, exhibits and/or creative demonstrations of development. Student presentations are opt to MFAI community and reviewed by Faculty Advisors. Prerequisites: MFAI 500,MFAI 510, MFAI 520.

**MFAI 540 G2 Artistic Process and Practice Study (4)**

Student and Advisor remote learning and study occurs through long distance communication. One-on-One student creative development with the support and guidance of faculty advisor. Student follows self-designed study plan to examine, research, uncover, and craft an interdisciplinary artistic practice. Faculty Advisor provides written and oral feedback of student work submissions throughout the semester. Faculty Advisor analysis and commentary of student progress is provided through online communication including online, email, and telephone. Students are challenged to cultivate their individual aspirations as thinking creators. Prerequisites: MFAI 530, MFAI 535

**MFAI 550 G2 Reflection Report (4)**

Students develop and submit self-evaluation report which reflects current understanding of research, study, curiosity interconnections, artistic authenticity, new discoveries and prospective goals. Students include writings, work samples and artist statement to support current understandings. Faculty advisor reviews and responds to ensure successful completion of semester transformative interdisciplinary artistic practice.

**MFAI 560 G3 Residency (0)**

An eight-day on-campus intensive community experience in which interdisciplinary art students participate in professional development workshops including artistic presentations, artistic showcases, screenings and viewing, live productions and special events; lectures and discussions including artistic authenticity, context and audience development, community engagement, social responsibility, human interconnection, project development, grant writing, grass roots fundraising, marketing and branding, crafting an artistic statement and practice of product. Advisor group meeting discussions include topics for discovering the meaning of interdisciplinary, as applicable to an individual, unique and authentic artistic voice. One on One meetings with advisors enable artists to design a semester study plan to formulate a path to successfully complete semester goals including research, artistic process, artistic work and self-reflection. Four residencies are required to complete the degree requirements. Prerequisites: MFAI 500, MFAI 510, MFAI 520.

**MFAI 565 G3 Residency Presentation (4)**

Third semester students (G3) present current creative projects to demonstrate skills in respectful, responsible and sustainable collaboration. Collaborators present samples of work representative to the artist current understanding of interdisciplinary; relationship, inquiry, discovery, breakthroughs, critical theory and transformational process in relation to social, political, spiritual, environmental, and/or cultural impact. Student presentations may include live performances or creative demonstrations of project including pre-recording documentation of the project. Student presentations are open to MFAI community and reviewed by Faculty Advisors. (G2) Faculty Advisor reviews and responds to ensure student successful completion of project intention and goals. Prerequisites: MFAI 550, MFAI 560

**MFAI 570 G3 Artistic Process and Practice Study (4)**

Student and Advisor remote learning and study occurs through long distance communication. One-on-One student creative development with the support and guidance of faculty advisor. Student follows the self-service-designed study plan to examine, research, uncover and craft an interdisciplinary artistic practice. Faculty Advisor provides written and oral feedback of student work submissions throughout the semester. Faculty Advisor analysis and commentary of student progress is provided through online communication including online, email, and telephone. Students are challenged to cultivate their individual aspirations as thinking creators. Prerequisite: MFAI 560, 565

**MFAI 580 G3 Reflection Report (4)**

Students develop and submit self-evaluation report which reflects current understanding of research, study, curiosity interconnections, artistic authenticity, new discoveries and prospective goals. Students include writings, work samples and artist statement to support current understandings. Faculty advisor reviews and responds to ensure successful completion of semester intention and goals. Students work to craft a study plan for the next semester to continue a transformative interdisciplinary artistic practice. Prerequisites: MFAI 560, 565, 570

**MFAI 590 Professional Development Project (4)**

Student develops a professional development project in collaboration with MFAI program peers under the guidance and support of the Faculty Advisor. Project is an interdisciplinary creation to advocate and activate responsible awareness

for social, political, spiritual, environmental and/or cultural change. Projects are authentically produced and are presented in their home community. Collaborations are then presented during the G 3 residency to the MFAI community. The project development extends through the G3 residency and culminates with documentation of artistic work including a 20-page written essay. Faculty Advisor reviews and responds to ensure student successful completion of project intention and goals. Prerequisites: MFAI 560, 565,570,580

#### **MFAI 600 G 4 Residency (0)**

An eight-day on-campus intensive community experience in which interdisciplinary art students participate in professional development workshops including artistic presentations, artistic showcases, gallery exhibits, screenings, viewings and storytelling, live productions and special events; lectures and discussions including artistic authenticity, context and audience development, community engagement, social responsibility, human interconnection, project development, grant writing, grass-roots fundraising, marketing and branding, crafting an artistic statement and practice to product. Advisor group meeting discussions include topics for discovering the meaning of interdisciplinary, as applicable to an individual, unique, and authentic artistic voice. One-on-One meetings with Advisor enable student to design a semester study plan to formulate a path to successfully complete semester goals including research, artistic process, artistic work and self-reflection. Four residences are required to complete the degree requirements. Prerequisites: MFAI 580

#### **MFAI 605 G4 Residency Presentation (2)**

Fourth semester students present professional development projects to demonstrate skills in respectful, responsible and sustainable collaboration. Collaborators present samples of work representative to the artist current understanding of interdisciplinary; relationship, inquiry, discovery, breakthroughs, critical theory and transformational process in relation to social, political, spiritual, environmental and/or cultural impact. Student presentations may include live performances or creative demonstrations of project including pre-recording documentation of the project. Student presentations are open to MFAI community and reviewed by Faculty Advisors. Faculty Advisor reviews and responds to ensure student successful completion of project intention and goals. Prerequisite: MFAI 580, 600.

#### **MFAI 610 G4 Artistic Process and Practice Study (4)**

Student and Advisor remote learning and study occurs through long distance communication. One-on-one student creative development with the support and guidance of faculty advisor. Student follows the self-designed study plan to examine, research, uncover and craft an interdisciplinary artistic practice. Faculty Advisor provides written and oral feedback of student work submissions throughout the semester. Faculty Advisor analysis and commentary for student progress is provided through online communication including online, email, and telephone. Students are challenged to cultivate their individual aspirations as thinking creators. Prerequisites: MFAI 600, 605.

#### **MFAI 620 G4 Reflection Report (4)**

Students develop and submit self-evaluation report which reflects current understanding of research, study, curiosity interconnections, artistic authenticity, new discoveries and prospective goals. Students include writing, reflection on professional development projects, and documentation to support current understandings. Faculty advisor reviews and responds to ensure successful completion of semester intention and goals. Students work to craft a study plan for the next semester to continue a transformative interdisciplinary artistic practice. Prerequisite MFAI 600, 605, 610.

#### **MFAI 630 G4 Pitch Project (4)**

Student develops a project to pitch for nonprofit or commercial development under the guidance and support of the Faculty Advisor. Project is an interdisciplinary creation to demonstrate skills in developing a concept from vision to fruition. Pitches are designed for professional query and submission. Pitch Projects include mission statement, strategic plan, financial plan, accommodating budget with projections and marketing plan. Student creators present Pitch Projects during the G4 residency to the MFAI community. The project development extends through the G4 residency and culminates with the documentation of artistic work including a 20-page report inclusive of a business plan. Faculty Advisor reviews and responds to ensure student successful completion of project intention and goals. Prerequisites: MFAI 600, 605,610,620.

**MFAI 640 G5 Residency (0)**

An eight-day on-campus intensive community experience in which interdisciplinary art students participate in professional development workshops including artistic presentations, artistic showcases, gallery exhibits, screenings, viewings and storytelling, live productions and special events; lectures and discussions including artistic authenticity, context and audience development, community engagement, social responsibility, human interconnection, project development, grant writing, grass-roots fundraising, marketing and branding, crafting an artistic statement and practice to product. Advisor group meeting discussions include topics for discovering the meaning of interdisciplinary, as applicable to an individual, unique, and authentic artistic voice. One-on-One meetings with Advisor enable student to design a semester study plan to formulate a path to successfully complete semester goals including research, artistic process, artistic work and self-reflection. Four residences are required to complete the degree requirements. Prerequisites: MFAI 620

**MFAI 645 G5 Residency Presentation (2)**

Fifth semester students present Pitch Projects to demonstrate skills in developing a concept from vision to fruition. Pitches are presented as professional queries and submissions. Pitch Projects include mission statement, strategic plan, financial plan, accommodating budget with projections and marketing plan. Students share progress and current status of Pitch Project. Student presentations include live performances or creative demonstrations of project including pre-recording documentation or development negotiations of the Pitch. Student presentations are open to MFAI community and reviewed by Faculty Advisors. G3 Faculty Advisor reviews and responds to ensure student successful completion of project intention and goals. Prerequisites: MFAI 620,640.

**MFAI 650 G5 Interdisciplinary Arts Thesis Outline and Overview (4)**

Student and Advisor remote learning and planning occurs while in residency. One-on-one student creative development with the support and guidance of faculty advisor. Student follows the self-designed study plan to craft an outline and overview of interdisciplinary arts thesis. Faculty Advisor provides feedback of student thesis plan. Students are challenged to cultivate their individual aspirations as thinking creators. Prerequisites: MFAI 640,645

**MFAI 660 G5 Reflection Report (4)**

Students develop and submit self-evaluation report which reflects current understanding of research, study, curiosity interconnections, artistic authenticity, new discoveries and prospective goals. Students include writings, reflection on Pitch Projects, and documentation to support current understandings. Faculty advisor reviews and responds to ensure successful completion of semester intention and goals. Students work to craft a study plan for the next semester to continue a transformative interdisciplinary artistic practice. Prerequisites: MFAI640,645,650

**MFAI 670 G5 Interdisciplinary Arts Thesis and Portfolio (4)**

Student Thesis and Portfolio is evidence of transformation as an interdisciplinary artist. Thesis and Portfolio content is indicative of student reflective process and degree criteria. Contents should include documentation to support an informed practice and advanced authentic artist. Students provide artist statement, mission statement, reflection essays, critical thinking essays, transformative discoveries, professional development project documentation, pitch project documentation, samples of artistic work, tables of contents and bibliography. Faculty Advisor and second reader will review and respond to ensure individual aspirations of the student is transformed as a thinking creator.

**MHA – HEALTH ADMINISTRATION****MHA 510 Health Systems Administration and Management (3)**

Theories, strategies and systems of managing healthcare organizations will be analyzed. Students will analyze administrative practices and procedures in health services organizations including certain information technology aspects, examine the evolution of organizational design, and appraise accountability relative to public trust. Continuous process improvement and healthcare quality management will be explored. The course will also examine the contributions of operations research and quality management to improve delivery and production of health services and business and computer processes from the perspective of the healthcare manager.

**MHA 515 Accounting for Healthcare Managers (3)**

This course provides an overview of financial and managerial accounting, with the focus upon the use of financial information within the healthcare sector to understand and analyze activities and operations. An objective is to develop an understanding of the basic structure and substance of financial statements from a user's perspective. In addition, the course provides an understanding of planning and budgetary control systems and basic financial performance measurements.

**MHA 520 Quantitative Methods and Data Analysis for Healthcare (3)**

This course provides a general overview of statistical techniques, data analysis and quantitative methods used in healthcare. Probability theory and statistical decision models are covered. Forecasting, linear regression and correlation analysis leading to computer use for solutions will be the basis for a class project.

**MHA 525 Marketing and Strategic Planning in Healthcare (3)**

This class will examine contemporary marketing topics in healthcare. Markets and their environments, healthcare goods and services from inception to final consumption will be discussed. Product, pricing, promotion and distribution issues will be analyzed. Overall strategic planning theories and methods will be explored.

**MHA 530 Health Economics (3)**

Health Economics deals with a diversity of complex issues. Student will learn to direct resources in an efficient manner to attain managerial goals defined by the healthcare organization. Students will learn to apply economic ideas, theories and methodologies in a strategic manner to enhance performance in the sector. Discussion of additional pertinent topics will provide students with further ways of utilizing healthcare economics tools and procedures.

**MHA 535 Healthcare Policy Analysis (3)**

The core elements of healthcare policy analysis: problem definition; background; political, economic, and social landscape; development of policy options; and recommendations will be presented. The course will also teach the written, graphic, and oral presentation skills associated with policy analysis. Case studies of various healthcare issues will provide students substantive knowledge of the federal policymaking process and key issues in health policy. In the context of the discussion of the cases, in-depth historical background related to the policies addressed will be provided. Students should gain both a technical capacity for analysis and an understanding of the operations of the health policy-making process.

**MHA 540 Financial Management of Health Systems (3)**

This course addresses financial principles and concepts as applied to the healthcare financial management of both for-profit and not-for-profit entities within the context of the current healthcare environment in the United States. The goal of this course is to prepare individuals for the responsibilities involved in maintaining a well-managed healthcare organization. Specific processes, functions and reports are presented in this course, including financial statements and reports as commonly seen in healthcare environments. This course will also include a discussion of financial management of challenges of particular interest to administrators such as identification of costs of care, and types of provider payment.

**MHA 545 Ethics and Leadership for Healthcare Managers (3)**

This course examines how ethical leadership creates sustainable healthcare organizations, by helping students discover what values make a healthcare manager ethical and effective. This course exposes the student to concepts and theories of the ethical decision-making process so students can appraise the signs of an ethical dilemma in order to resolve conflict in the healthcare sector.

**MHA 550 Healthcare Quality and Evidence-Based Medicine (3)**

This class will provide a thorough overview of what is considered true quality healthcare. This class will examine evidence-based practice (EBP). Students will explore what research is relevant to derive the best treatments options.

**MHA 555 Healthcare Law (3)**

The relationship of the healthcare manager to the legal foundations of the healthcare system is considered through

theory and case studies. The legal and regulatory climates of healthcare operations are examined. The impact of international laws such as the act of state doctrine, and the effects of US legislation on multinational operations will also be considered.

### **MHA 560 Healthcare Informatics (3)**

This class will examine information and computer science as it relates to the healthcare sector. Students will discuss methodology, guidelines and resources required to store and utilize information. Students will also explore electronic health record and its relationship to data gathering and mining.

### **MHA 565 Global Healthcare Administration and Management (3)**

The facets, complexities and issues of administrating and managing healthcare organizations will be analyzed on the global level. Students will analyze the various administrative practices and procedures in health services organizations across the globe. This will include an overview of theories, strategies and systems of healthcare industries internationally. Issues with healthcare quality will be explored. The course will also examine world health issues from the perspective of the healthcare manager.

## **MIS – MANAGEMENT INFORMATION SYSTEMS**

### **MIS 510 Statistics and Quantitative Methods (3)**

The class provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Non-parametric statistics and Analysis of Variance (ANOVA) techniques will be used. Forecasting, linear regression, and correlation analysis leading to computer use for solutions will be the basis for a class project. A grade of “B” or higher must be achieved by a student in this class to be able to continue in the MBA/ Business Analytics Concentration. Prerequisite: Undergraduate Statistics and/or Quantitative Management class. Dual Listed as MBA 540.

### **MIS 515 Introduction to AI (3)**

In this course, students will be introduced to AI and will learn foundational concepts, such as problem solving, knowledge, reasoning, and planning, and dealing with uncertainty and probabilistic reasoning. In addition, we will look at practical applications and the impact of these on business and society. There will be a significant hands-on component in the course.

### **MIS 520 Management Information Systems (3)**

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. It explores presentation and spreadsheet programs, providing students with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision-making. Topics include: data summary measures, methods, population and sample characteristics, and linear regression; all implemented using spreadsheet technology.

### **MIS 525 Business Analytics (3)**

The purpose of this class is for students to learn the emerging business analytical approaches, technologies, platforms, and applications that are used in leading organizations today. The use of statistics and related data science approaches allows for data-driven decision-making that eventually leads to better outcomes. This course provides a conceptual understanding and applications using Excel, SPSS, and Minitab. Students apply specific modeling techniques, such as linear and nonlinear programming, decision analysis, simulation, classification, regression, and clustering. An analytical view of decision-making is pursued by formalizing tradeoffs and constraints, providing for uncertainty, and applying sensitivity analysis. A project using actual company data for a series of decisions is the basis of the coursework. Prerequisite: MBA 540/MIS 510. Dual Listed as MBA 542.

**MIS 530 Data Analysis and Visualization (3)**

The goal of this course is to understand how visual representations can help in the analysis and understanding of complex data. Visualization is increasingly important in this era, as the use of data is growing in many different fields. This course enables students to develop data presentation visualizations that aid in the effective interpretation and explanation of the data, an explanation of the underlying data, and identification of trends that can be easily connected in order to explain relationships and interrelationships in the data. Several industry-based software packages, such as Tableau, will be used to visualize the data for easy interpretation. A concluding project will apply the tools to actual company data. Dual Listed as MBA 543.

**MIS 536 Advanced Topics in AI (3)**

In this course, students will learn advanced topics in AI such as decision making, machine learning, communicating, perceiving, and acting, natural language processing, computer vision, and robotics. In addition, we will look at practical applications and the impact of these on business and society. There will be a significant hands-on component in the course.

**MIS 540 Database Management and Applications (3)**

This course explores the concepts, principles, issues, and techniques for managing organizational data using database management systems. Topics include database architecture, data models with emphasis on the relational model, logical database design, relational query languages, normalization, and database administration issues. There is an emphasis on the managerial and strategic impact of databases. Dual Listed as MBA 582.

**MIS 545 Applied Data Mining (3)**

Data mining is about extracting useful patterns from raw data. The rapid growth of data storage and computing power available to analyze data creates valuable opportunities for data mining in business and other domains. This course provides a comprehensive introduction to data mining tools and techniques to enhance managerial decision-making. The common methods of data warehousing and retrieval will be examined. Applications will focus on marketing experience with an emphasis on customer relationship management (CRM) systems. The intention is to find out how companies learn about their customers by using information collected from these customers for segmentation, targeting, and positioning practices. A final research project will be based on popular analytic tools. Prerequisite: MBA 542/MIS 525. Dual Listed as MBA 544.

**MIS 550 Development of Support Networks (3)**

This course is a comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology; concepts of project management; design of information systems for managing the traditional functional areas of a firm; and the use of computer-aided software engineering (CASE) tools in systems development. Dual Listed as MBA 581.

**MIS 560 Special Topics in MIS (3)****MIS 565 Special Topics in MIS (3)****MLDR – ORGANIZATIONAL LEADERSHIP****MLDR 500 Leadership Theory and Practice (3)**

This course addresses leadership as a set of theories and models as a basis for determining the specific environmental context within which an array of behaviors for success is identified. Students will individually build a personal leadership paradigm based upon theories, best practices, beliefs and assumptions as applied to a specific organization. An additional focus is on how leaders help followers shift paradigms. The bottom line is a composed, rational perspective of leadership.

**MLDR 515 Professional and Research Writing (3)**

This course provides students with advanced research and writing skills and techniques culminating in the production of a significant research paper. Students will be required to respond in writing to issues in a leadership for social innovation and leadership in strategy framework. Additionally, the course will focus on the basics of delineating issues, formulating propositions, constructing an argument, and researching a topic. Adherence to skills presented in the American Psychological Association Manual (APA) for preparing manuscripts is required.

**MLDR 528 Decision Making Tools for Leaders (3)**

The purpose of this course is to acquaint students with the theoretical and practical aspects of the decision-making process. The course is designed to equip leaders with a conceptual and practical understanding of decision-making tools, and their use in making efficient and effective managerial decisions.

**MLDR 530 Organizational Cultures and Ethical Considerations for Leaders (3)**

The course examines human behavior in organizations at the individual, interpersonal and group levels. The interplay of human, technological, and structural factors in organizations is examined. Important issues considered also involve motivation theories, communication, and group decision theories for managerial applications. The course looks at how managers can design jobs and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the course explores techniques for the development of team building, leadership, and conflict resolution skills.

**MLDR 533 Women and Leadership (3)**

The purpose of this course is to analyze the roles and responsibilities of women in leadership positions. Current issues and trends are examined from historical, sociological, psychological, political, economic, and ethical perspectives. Analysis and synthesis are used to apply information from a variety of resources to issues facing women who hold or seek leadership roles. Strategies for developing leadership skills are integrated throughout the course.

**MLDR 534 Leaders as Partners and Mentors (3)**

This course examines different aspects of the leadership theme in literature and film, with special attention to such topics as ethical dilemmas confronting leaders, different styles and models of leadership, the intersection of a leader's private and public life, and the competing loyalties and pressures felt by leaders. In addition, students will discover that literature often raises provocative questions about the very nature and even desirability of leadership.

**MLDR 541 Team Building for Leaders (3)**

This course examines the concepts of team dynamics and team building within a variety of organizational framework. This course will focus on creating teams, understanding the team life-cycle, the dynamics of teamwork, building trust within teams, reducing communication barriers, strategies to encourage leadership development, and offer intervention strategies to enhance the team process. Students will participate in and evaluate a variety of team building and leading activities.

**MLDR 546 Leading in Diverse Communities (3)**

This course examines the interactive impact of leaders on diverse communities. This course will ask students to analyze the leadership needed in communities (local, regional, national and international), and explore the institutional influences of family, religion, education, government, and commerce for communities and leaders.

**MLDR 548 Policy and Compliance in Diverse Organizations (3)**

This course offers students an opportunity to explore the issues and ideas that connect legal and regulatory compliance to leaders' plans for diversity, equity and inclusion in organizational culture and organizational aspirations. We will cover themes of inclusion and diversity in hiring, physical accessibility and universal design, reasonable accommodations as well as celebrations and other special equity initiatives. Students will also examine the effectiveness of climate surveys, inclusion and sensitivity training, and DEI&A effectiveness measurements.

**MLDR 550 Social Entrepreneurship (3)**

Social entrepreneurship (SE) describes a set of behaviors focused on a social mission. SE fosters a business-like

discipline, a vision of/for innovation to ensure social value-social impact. Students will analyze how SE can be used to adopt a value driven mission, recognize and pursue opportunities to support and serve the mission, continuously innovate, adapt and learn, and do so with accountability as a key value.

### **MLDR 552 Fundraising, Proposal Development, and Grant Writing (3)**

This course provides an overview of American philanthropy, and examines the roles and responsibilities of executive directors and fundraisers. Students will investigate the fundamental theories behind designing and implementing a robust fundraising plan, including the development of a case statement, effective data management, and leading and building a fundraising team. Students will explore the motivations of individual donors, ascertain the sources of contributed funds, discern the internal and external forces affecting fundraising, and survey new and emerging fundraising techniques. Students will also gain practical experience in writing an annual fund appeal, researching foundations, and composing a grant proposal.

### **MLDR 554 Legal Aspects of Social Innovation (3)**

This course explicates the regulatory environment guiding social innovation. The social enterprise, the spectrum of non-profit organizations, are subject to a complex set of organizational and operational tests and doctrines—a web of state, federal laws. The information covered throughout this course ensures social entrepreneurs, board members and donors are well-prepared to make ethical decisions about their organizations' actions and future endeavors.

### **MLDR 556 Organizational Development and Intrapreneurship (3)**

Students will be introduced to the tenets of organization development; OD history, theory, and OD techniques will be explicated. Students will be immersed in the OD view of organizational functioning and purposeful change; the impact of change and the change process when addressing social impact with an effort to realize the triple-bottom line. Students will analyze the role and confluence of infrastructure, people, culture, power and the role of the intrapreneur within the organization.

### **MLDR 560 ESG Framework Development (3)**

This course will introduce students to developing frameworks for managing ESG in Organizations and roadmaps for its implementation. This framework development will include areas of focus, reporting, and integration into organizations.

### **MLDR 562 ESG Stakeholder Management (3)**

This course will focus on building trusting relationships with key business stakeholders as part of a successful ESG/Business program. Throughout the course, students will identify stakeholders, develop strategies for engaging with stakeholders and develop plans for engaging with staff and stakeholders.

### **MLDR 564 Risk Management (3)**

Managing risk is an essential and integral part of managing any organization. Entities track the significant risks to the organization and report on actions taken to address them as part of their Annual Report. Students will develop a comprehensive understanding of building a risk management process for ESG programs in energy industry and learn tools and techniques to facilitate this process.

### **MLDR 566 Data Analytics and Visualization (3)**

The purpose of this class is for students to learn the emerging ESG business analytical approaches, technologies, platforms, and applications used in leading organizations today. Using statistics and related to data science approaches allows for data-driven decision making that eventually leads to better outcomes. This course provides a conceptual understanding and applications using analytics and reporting software on relevant ESG data. Students apply specific modeling techniques, such as decision analysis, simulation, classification, regression, and clustering. An analytical view of ESG decision-making is pursued by formalizing tradeoffs and constraints, providing for uncertainty, and applying sensitivity analysis. A project using actual company data for a series of ESG decisions is the basis of the coursework.

### **MLDR 575 Community Leadership: Cultivating Networks (3)**

Community organizations, both nonprofit and governmental, provide a wide breadth of social and health services,

dependent on support from a variety of public and private sources. The key to successful organizations is the synergy they create in solving issues affecting groups of all scales. This course explores the networking and interdependencies of community organizations and how leaders can maximize their impact in resource limited environments.

**MLDR 590 Graduate Internship (3)**

In this course students complete an internship in an organization under the supervision of the MLDR Graduate Program Director or graduate faculty member.

**MLDR 595 Independent Study in Leadership (3)**

**MLDR 597 Capstone in Leadership and Strategy (3)**

The Capstone courses are dedicated to leadership in social innovation and strategy and the application of project-based community research, case study and/or autoethnographic approach. Students will be required to make presentations in the class on specifically assigned readings, followed by questions and discussions.

**MLDR 598 Special Topics in Leadership (3)**

## MULT - MULTIMEDIA

**MULT 511 Visual Communication Technology (3)**

This course applies visual communication theories to the analysis, interpretation, and critical assessment of visual messages. Examines the implications of various means of creating, manipulating, and disseminating visual messages. Course topics include but are not limited to visual language, semiotics, visual rhetoric, visual ethics, and visualization strategies for professional communicators. Enables students to develop a range of visual communication competencies.

**MULT 516 Technology Mediated Communication (3)**

This course examines technology mediated communication with special attention to the role of communication technology in diverse settings ranging from interpersonal to group communication, organizational communication and business communication. Emphasis is placed on strategies for communication problem solving in mediated contexts.

**MULT 528 Multimedia Production (3)**

Students in this class develop and apply foundational techniques in digital storytelling, including video, sound, lighting, audio, editing, and photography. The course will emphasize acquiring production skills and understanding the theory and principles of digital media storytelling.

**MULT 530 Multimedia Design (3)**

This course serves as an intermediate study of visual communication design. Students will learn to apply theory, concepts, and technical skills to visual and interactive design in order to create products used by advertising, public relations, and journalism professionals. Projects will span print and digital design, and may include page layouts, newsletters, brochures, infographics, social media design, photo essays and more.

**MULT 545 Communication, Technology, and Culture (3)**

This course is for students who wish to attain a comprehensive vision of communication and broaden their perspectives across the traditional fields. It explores the intersection of communication, technology and culture with a focus on six major areas: information, networking, socialization, identity, entertainment, and globalization. Covers issues such as technological determinism, social shaping of communication technologies, identity formation, cultural transnationalism and globalization.

**MULT 550 Web Publishing and Editing (3)**

This course will provide technical background for those students in the digital media field. Students will incorporate web design theory and technical skills to create a series of web products, including graphics, animations, and Web pages.

Students will learn the current practices of web publishing, which may include HTML, Flash, PHP coding, and the use of content management systems. Upon completion of this class, students will have a variety of web design pieces to add to their portfolios. (Dual listed with MULT 365)

**MULT 595 Special Topics (Fall/Spring/Summer (1-3 credits))**

**MULT 596 Independent Study (Fall/Spring/Summer (1-3 credits))**

## **MWSS – WRITING FOR SCREEN & STAGE**

**MWSS 500 Dramatic Storytelling (3)**

During this residency, students are introduced to the foundational elements of all dramatic stories and will begin short writing projects. Topics include archetype characters, the hero's journey, story purpose, and essential building blocks of storytelling - theme, character, want, need and traditional structure. Guest lecturers, seminars, screening and exercises will further encompass this residency. Lastly, students will map out their writing goals for the program.

**MWSS 515 Genre, Form and Style (3)**

Part history, part genre and part form, this course engages in the history, form and style of writing for the screen and stage. Students will explore classical and contemporary screen and stage works to look at the spectrum of genres, styles, approaches and forms of works. Prerequisites: MWSS 500.

**MWSS 520 Dramatic and Cinematic Theory (3)**

Throughout history, the human race has been drawn to and lived through its stories. Cultural and societal norms are played out in stories for the screen and stage. Students in this course will research and create theories that can be used to explain the phenomena of story.

**MWSS 530 Writing for Screen and Stage I (4)**

Students develop and rewrite a short script and a short play. Students focus on the creation of shorter dramatic stories to understand the tenants of telling successful brief narratives. A study of 1-minute and 10-minute plays, webisodes, and short films will accompany the course. The art of pitching, story concepts, and loglines, etc. are introduced. Students start the rewrite process based on comments from advisors and fellow students. Prerequisites: MWSS 500.

**MWSS 545 Engaging the Audience (3)**

An in-depth analysis of dramatic and cinematic structure, formulas, principles and storytelling will be the focus of the course. Students will study a wide range of successful films, shows and theatrical works and discover the common elements that they share as well as the different approaches each can take. Students will employ narrative devices to further develop scenes, sequences, acts and stories. Prerequisites: MWSS 515.

**MWSS 550 Writing for Screen and Stage II (4)**

Students develop and complete a full-length feature screenplay or stage play. Students are expected to formulate and execute a draft with feedback from their advisor and selected classmates. Student will meet creative milestones throughout the semester. Prerequisites: MWSS 530.

**MWSS 555 History of American Screenwriting (2)**

In this semester-long course, students will explore the history of American screenwriting from the silent era to the present. At the same time, students will read pivotal screenplays and view important films written by the men and women who pushed the art of screenwriting forward.

**MWSS 600 Exploring Creativity (3)**

During this residency, students will engage in activities to develop skills, disciplines and a plan for ensuring creativity

in stories and in life. Course introduces the habits of creative historical figures and current artists and writers as well as allows students to develop roadmaps to ensure their productive creativity. Students will also workshop stories, attend seminars, plays and, interact with a number of guest lecturers. Lastly, students will work closely with advisors and fellow students to assess, pitch and develop stories for their thesis projects.

### **MWSS 605 Knowledge Sharing for Storytelling (3)**

(Optional.) In this optional course, students engage in numerous on-line modalities for teaching the art and craft of screenwriting and playwriting. Students explore a variety of pedagogical approaches to knowledge sharing and building writing-centered cyber communities. Students pick a specific area of study within their specialization which they will explore and research and, ultimately, share the product of their investigation with the class as a learning module or presentation. Prerequisites: MWSS 550.

### **MWSS 620 Thesis I – Writing for the Screen and Stage (5)**

Students in conjunction with their thesis advisor will develop and complete a first draft of a feature, a stage play or other collection of other works. Students will be expected to employ the devices and materials introduced in the program to start work on drafting professional ready writing sample(s).

### **MWSS 630 Writing Landscapes (3)**

This course is an overview of a variety of forms including situation comedies, hour dramas, podcasts, web series, comic books, interactive media, and gaming. This course outlines the fundamentals of style, content and format specific to each and looks to provide information on avenues for careers and employment in the field. Students will engage with a number of writers working professionally in specific areas.

### **MWSS 635 Contemporary American Playwriting (2)**

Students will engage with a diverse selection of important voices in modern playwriting and playwriting theory. From Eugene O'Neill to Susan-Lori Parks, from David Mamet to David Henry Hwang, from Edward Albee to Paul Vogel and beyond, all writers hoping to master the craft of writing for screen and stage must read and learn from the artists that have come before. Over the course of one semester, students will read plays and in-depth interviews by a selection of the most relevant, innovative and diverse dramatists working in America today.

### **MWSS 650 Thesis II – Rewriting for the Screen and Stage (6)**

In this course, students take the project they developed in Thesis I and guide that project through an extensive outlining and rewrite process to ensure their final thesis projects are developed to their highest quality professional level. Prerequisites: MWSS 620.

### **MWSS 660 Elective in Media Writing (6)**

In this course, students take the knowledge acquired in Writing Landscapes and apply it to a project in a medium outside of their thesis subject(s). Students will appraise the media writing landscape and originate material to further diversify their writing portfolios. Prerequisites: MWSS 630.

### **MWSS 665 Thesis Presentation (1)**

This course will serve as the capstone presentation of the portfolio of work students have created throughout the program. Material will be presented in a public forum by professional actors and open to the public. Lastly, students will hone their polishing skills and will receive final critiques of their thesis projects. Prerequisites: MWSS 650.

### **MWSS 670 Past, Present and Future (1)**

Students take assessment of their work in the program, provide a response to the notes supplied from the readings as well as pitch projects for future work on once the MFA program is completed. Prerequisites: MWSS 650.

### **MWSS 690 Classroom Practicum (0)**

Students from the MWSS program will be introduced to a wide-range of instructional methods and strategies they can deploy should they embark on a teaching career. The Practicum will allow students to work closely with the assigned course instructor and give the students the opportunity to observe class protocol from an instructional perspective while

also engaging in a variety of pedagogical activities and responsibilities for use in the modern classroom. While students participating in the Practicum will, when requested, have input into grading, the sole responsibility for student grades belongs to the teacher of record. Beyond learning cinema-specific teaching skills, students will be exposed to general teaching responsibilities including but not limited to FERPA issues and ADA guidelines. On ground Practicum opportunities can only be provided to students in the Pittsburgh area. Online Practicum opportunities will be available to all students.

#### **MWSS 695 Internship or Teaching Practicum (3)**

This optional course provides students the opportunity to intern with a production company, theater or similar or the ability to gain credit for teaching experience.

#### **MWSS 698 Independent Study (3)**

This optional course provides students the opportunity to develop an independent study with program mentors in a specialized area of writing for the screen and stage.

## **PHOT - PHOTOGRAPHY**

#### **PHOT 500 Photographic Art Marketing (3)**

Photographic Art Marketing provides self-motivated students with direction into today's dynamic market for photography. The course focuses on grant writing, networking, navigating gallery shows, developing resumes, CVs, portfolio development, and what it means to be a professional artist. Classroom lectures cultivate a broader awareness of career options and professional prospects for photographers seeking to pursue a successful career in the art world. Individual research and projects allow students to explore an area in-depth. Students share their research methodology and results with their classmates, fostering growth of peer relationships.

#### **PHOT 501 Digital Photo Editing (3)**

Students will learn to use electronic photo and graphics editing tools such as a slide and negative scanner and industry standard software such as Photoshop. As the photojournalists move out of the darkroom and into the electronic newsroom, these skills will be increasingly vital to their careers. Not open to the student with credit in PHOT 350.

#### **PHOT 514 Business of Photography (3)**

This course will expose the student to the essential business principles of the editorial, commercial and fine art areas of the photographic industry. Topics to be covered include contracts, copyright, trade organizations, stock photo market, portfolio development, marketing, and the costs of doing business. Dual listed with PHOT 414.

#### **PHOT 565 Experimental Video (3)**

This course explores video as photographic writing, in particular, through the making of video from idea through realization and display. This will be accomplished through exploring and experimenting with methods, techniques, software and equipment to manipulate the moving image aesthetically and artistically. Students are expected to produce several projects, which emphasize ideas outside the traditional narrative and documentary forms and are encouraged to develop their own form of aesthetic expression. Students will establish personal methods to focus on the meaning and content of their moving pictures, the quality of their images and the way they observe the world around them. Students show and critique their work in class weekly in preparation for a final project and screenings at the end of the term.

#### **PHOT 570 Documentary Photography (3)**

Students will work on photo documentary projects based on the established methodology to reduce the fast paced world to a set of still images that convey life and world experiences by creating a distinctive and compelling sense of reason, place and time. Students will gain a basic understanding of documentary photography history and principles through writing reactions to assigned books and films about documentary principles. Students will establish personal methods to focus on the meaning and content of their pictures, the quality of their pictures and the way they observe the world around them. Prerequisites: JOUR 528, or Instructor Permission.

## PRAD – PUBLIC RELATIONS

### **PRAD 513 Social Media Practices (3)**

This course provides students the conceptual and technical understanding of the power and philosophy of social media, with a focus on how social media is changing media, business, journalism and government in fundamental ways. Upon completion of this course, students will have practical knowledge in the use of social media tools and building and maintaining an online community as well as a solid foundation in writing and reporting for social media. Dual listed with PRAD 306.

### **PRAD 521 Writing for Public Relations & Advertising (3)**

This course involves intensive work in preparation of information for newspapers, radio, television, magazines; speech writing; brochures, newsletters; planning publicity campaigns. It also includes coursework addressing persuasive writing techniques for advertising. This includes copywriting for digital media, social media, branding, direct marketing, etc. The course includes instruction in Associated Press style and journalistic news writing. Prerequisite: JOUR 503 or equivalent competency.

### **PRAD 522 Social Media Crisis & Strategic Communication (3)**

This course examines strategic communication practices throughout the stages of a crisis event. Special emphasis is placed on crisis planning, media relationships, image restoration, legal and ethical responses, and how to effectively handle a social media crisis using solid, effective crisis communication theories and techniques. Students will examine recent crises and the proper management of information flow. Emphasis will be placed on the use of social media in the management of various crises.

### **PRAD 531 Advertising and Public Relations Research (3)**

This course provides an overview of all major research methods used in advertising and public relations research, including focus groups, media measurement sources, ethnography, pretesting (including copy testing) and post-testing and clients' internal data. Students will learn how these resources fit into the public relations and advertising processes.

### **PRAD 537 Principles of Public Relations and Advertising (3)**

This course offers a comprehensive overview of public relations and advertising theories and principles with emphasis on the integration of the two disciplines in strategic integrated communications programs. It provides instruction and practical experience from a strategic and tactical viewpoint using readings, case studies and current event analysis. The focus is on identifying problems and issues in public relations and advertising, developing persuasive problem-solving techniques, and researching and applying creative solutions that can advance the mission and growth of organizations in contemporary society. This course is offered during the fall of odd years.

### **PRAD 538 Integrated Marketing Communication (3)**

The students will study marketing theory, case studies, specific applications to communications programs, and they will develop a complete marketing communications plan for a client. This course is offered during the spring semester.

### **PRAD 539 Public Relations for Non-profit Organizations (3)**

This course explores how public relations programs are managed in health care, social service and educational organizations. Students will explore programs relating to internal communications, external public relations campaigns and special topics such as crisis communications, marketing communications, public service and fund-raising.

### **PRAD 548 Sports Media and Marketing (3)**

This course is a survey of issues pertaining to sports media and the marketing of sports products and entities. Emphasis is given to the application of strategic marketing planning concepts. The guiding framework for the course is a "5Ps" model of sports marketing developed with the aim of creating exceptional customer experiences. In turn, experiences strengthen relationships between a company or organization and its customers. The course will also substantially review the emerging trends, tactics and platforms of sports media and be a weekly forum for examining analyzing "hot button" issues breaking in the industry.

**PRAD 564 Social Media Analytics & SEO (3)**

This course will teach students how to demonstrate return on investment (ROI) to clients by understanding and evaluating analytics. In addition, students will learn search engine optimization best practices to further increase a brand's social media ROI. Students will have a deeper understanding of the principles and how to measure and prove the ROI of social media and a working knowledge of various industry-standard analytics tools. Students will write social media reports for clients based on ROI and analytics results.

**PRAD 573 Social Media Campaigns (3)**

Students will research, write and implement advanced social media concepts that include analytics, advertising, activism, influencers and budgets. Social media for journalists will be emphasized. Students will either work directly with business or nonprofit clients to plan and execute a social media campaign or publish an advanced social media journalism project.

**PRAD 595 Special Topics (Fall/Spring/Summer (1-3 credits))****PRAD 596 Independent Study (Fall/Spring/Summer (1-3 credits))****PROF – PROFESSIONAL STUDIES****PROF 501 Seminar in Professional Studies (3)**

Students in Seminar in Professional Studies will examine the current issues relevant to their chosen fields of study. In addition, students will engage with students studying other disciplines to identify areas of commonality and difference. The course includes an overview of the academic research process to enable students to succeed in their current and future coursework.

**PROF 530 Technology Trends of the 21<sup>st</sup> Century (3)**

The PROF 530 course introduces students to cutting-edge technologies and techniques for creating immersive narratives across artificial intelligence (AI), gaming, augmented reality (AR), and virtual reality (VR). The curriculum blends foundational storytelling principles with innovative tools to empower students to design compelling, interactive experiences. The interplay between course concepts and overarching skills—information literacy, communication, problem-solving, and creativity/aesthetics—positions students for success in modern, tech-driven industries.

**PROF 590 Capstone Proposal Seminar (3)**

The Capstone Proposal Seminar requires students to synthesize information and insights from their chosen fields and prove their comprehensive knowledge of both disciplines. Students will create a detailed proposal for their capstone project, including literature review and planned method for research or creation of a Capstone Project. Prerequisite: PROF 501

**PROF 591 Capstone Project (3)**

The Capstone Project course requires students to synthesize information and insights from their prior coursework and individualized research. Students will execute the research plan or project proposal created in the Capstone Proposal Seminar. Prerequisite: PROF 590

**PROF 595, PROF 695 Special Topics in Continuing and Professional Studies (1-6)****PSYC – PSYCHOLOGY****PSYC 503 Foundations of Community Psychology (3)**

The historical, philosophical, and theoretical background to community psychology will be examined. Special

emphasis will be placed on involvement in our local urban community with recognition of its existing resources as well as its diverse population. The course will require small field work projects as well as theoretical and research papers.

**PSYC 511 Humanistic and Phenomenological Approaches to Psychology (3)**

This course will address comprehensively and in detail humanistic and phenomenological psychology as used in research and practice. The course will examine the phenomenological approach to research, and explore how this approach provides a foundation for a humanistic understanding of the person in the context of culture and community.

**PSYC 524 Childhood & Society (3)**

This course examines the impact of trends in American culture on children's development and mental health, including the standardized testing movement in education, the commercialization of childhood, screen immersion, weak public policies in support of family life, and environmental issues. It will explore countervailing trends that offer healthier alternatives to children and their families.

**PSYC 525 Lifespan Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across development and will explore language development and the role of genetics.

**PSYC 526 Applied Behavior Analysis I (3)**

Training in applied behavior analysis, informed by a humanistic and phenomenological framework, for therapeutic interventions in clinical practice with individuals on the autism spectrum, developmental disabilities, and other behavioral challenges. Students will be instructed in the ethics of behavior analysis, as approved by the Bureau of Autism Services; the diagnosis, etiologies and assessment for autism-spectrum disorders, intellectual disability, developmental disability, childhood disorders, and other relevant clinical issues; and comorbidities and medications. Prerequisite: PSYC 511.

**PSYC 531 Psychopathology in the Context of Society and Culture (3)**

Mental distress, maladaptive behavior, and problems in living will be examined broadly and from multiple perspectives, with special emphasis on the social and cultural antecedents and consequences of human suffering and dysfunction. Critical examination of current diagnostic systems will be explored in light of contemporary research.

**PSYC 532 Mental Health & Well Being: Individual and Collective (3)**

Theories of mental health and well-being will be critically examined in light of research evidence. The course will examine positive and adaptive states of mind, as well as personal strengths and virtues, with an emphasis upon the social and cultural antecedents and consequences of mental health and well-being. Prerequisite: PSYC 503.

**PSYC 541 Brain, Body and Experience (3)**

This course will interrelate human experiences and behavior with contemporary research in cognitive neuroscience, enactive cognition, and neurophenomenology. Each of the aforementioned disciplines will be discussed and their application to human development, learning, health, and psychological disorders will be addressed. Prerequisite: PSYC 511.

**PSYC 551 Quantitative Research Methods (3)**

This course will explore the historical, philosophical, and theoretical foundations to quantitative research and proceed to explore descriptive statistics, correlational analyses, experimental designs, and inferential statistics. Proficiency in information literacy and research will be expected. Understanding of quantitative measures and results within peer-reviewed journals will be stressed. APA ethical guidelines for using human participants will be reviewed. Quantitative lab projects will provides students with opportunities to apply concepts with actual data.

**PSYC 552 Qualitative Research Methods (3)**

This course will introduce the historical and philosophical foundation to qualitative research including specific theories, methods, practices, and interpretive skills within human science research. Proficiency in information literacy

and research is expected. Qualitative research will be compared and contrasted to natural science quantitative research. APA ethical guidelines for using human participants will be reviewed. The course will include original research: proposal, pilot study, field work (observations, participant observations), and interviews as well as analysis and scholarship.

### **PSYC 555 Critical Race Studies (3)**

Critical Race Studies is a seminar course for the contemporary clinical-community psychology scholar. This graduate seminar will explore the foundations and central tenets of Critical Race Theory, from its origins in Critical Legal Studies to current applications, debates, historic references, and policy. The aim is to emphasize the importance of understanding racial associations between individuals and the settings and systems in which they are embedded. Students will be graded by the successful completion of APA style writing assignments, oral presentations, and critical analysis of issues of relevance to clinical-community psychology research and practice.

### **PSYC 556 Girls' and Women's Mental Health (3)**

Although girls and women in the U.S are comparatively privileged, patriarchal attitudes continue to impact their lives in adverse ways. Glaring examples include significant wage disparities, sexual assaults on college campuses, and the fact that the U.S. stands alone among wealth nations in not guaranteeing paid maternity leave, or high-quality childcare. Girls' and women's bodies are routinely sexualized and pathologized as evidenced by rampant body dysmorphia and eating disorders, psychiatric diagnoses that are tied to their reproductive cycles such as premenstrual dysphoric disorder, and postpartum depression, the medicalization of childbirth, and the discomfort/shame women are made to feel when breastfeeding in public. This course will explore the impact of these prevailing attitudes on girls' and women's psychological well being and ways in which communities can promote and protect their mental health.

### **PSYC 557 Integrative Mental Health (3)**

This course revitalizes and expands the biopsychosocial model of mental health. We are biological beings; interdependent on a complex ecosystem that surrounds us, and lives within us (the microbiome). We are psychological beings; formed from our unique histories and our existential longings (e.g. to feel that our lives have meaning, and a sense of purpose). We are social beings embedded in families, communities, and cultures. Achieving optimal mental health requires that we support each of these levels of experience while recognizing that they are inextricably linked. In this class we will explore the interplay among the biological, psychological, and social contributions to mental health, and consider how to apply this knowledge to strengthen individuals and communities.

### **PSYC 558 Introduction to Grant Writing (3)**

This course will introduce students to the fundamental elements of writing and preparing a successful grant proposal. Students will develop skills in grant seeking, proposal development, budget preparation, and evaluation of grant proposals.

### **PSYC 559 LGBTQ Studies (3)**

This seminar provides foundational knowledge and general practice skills for workings with lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) individuals and communities. The course content will include an examination of historical and political perspectives, with an emphasis on contemporary mental health concerns and the psychological impact of stigma and discrimination against members of LGBTQ communities. Social, psychological, cultural, behavioral, environmental, and biological factors contributing to health and mental health disparities among LGBTQ individuals and communities will be highlighted. Students will also explore ethical and legal issues and debates through the lens of the disciplines of psychology and psychiatry.

### **PSYC 560 Mindfulness: Buddhist and Contemplative Psychology (3)**

Students will examine theories from Buddhist and Contemplative Psychology, with particular emphasis on mindfulness and meditative practices. Application of these practices in western psychology will be critically examined in light of primary texts, as well as empirical research. Selected texts will emphasize therapeutic, individual, and collective wellbeing. This course is highly experiential in nature. Students will engage in weekly meditative practices, small group activities, and open classroom dialogue. Although Buddhist theories will be highlighted, this course is relevant to all students, regardless of their potential spiritual or religious beliefs.

**PSYC 561 Social Psychology and Cultural Transformation (3)**

This course will ask how theories of social psychology may, as participatory action research, affect beneficial cultural transformations within communities. Socio-cultural therapeutics will be analyzed in-depth. Traditional foundations to social psychology will be comprehensively presented along with current and cutting-edge perspectives in the field. Prerequisite: PSYC 503.

**PSYC 563 Program Development, Evaluation and Assessment (3)**

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance, and local community partnerships. Program evaluation and assessment skills will be taught.

**PSYC 595 Special topics in Clinical-Community Psychology (3)**

This is a seminar course that will address a topical issue in contemporary clinical-community psychology. While the subject matter will change, the course will focus on development of student comprehension of primary texts, APA style writing, oral presentation skills, and critical thinking about issues of relevance to clinical-community psychology research and practice.

**PSYC 626 Applied Behavior Analysis II (3)**

Advanced training in applied behavioral analysis, informed by a humanistic and phenomenological framework, for therapeutic interventions and best practices for individuals on the autism spectrum, developmental disabilities, and other behavioral challenges. Students will be instructed in instructional strategies and best practices, crisis intervention, family collaboration, a specific skill deficit training. Prerequisite PSYC 526

**PSYC 631 Ethical and Professional Issues in Psychology (3)**

This course will provide a detailed account of ethical issues that arise within clinical and research settings. Specific case examples will be studied and ethical issues will be role-played and scrutinized in class. The American Psychological Association's ethical standards as well as the Pennsylvania Psychological Association's ethical guidelines will be examined in depth.

**PSYC 642 Critical Theory in the Social Sciences (3)**

Students will define and evaluate major concepts in critical theory and apply the theories to social systems and social science. Students will identify major movements in the field of critical theory, such as the Frankfurt School and French post-structuralism, including major figures within these movements, such as Max Horkheimer, Herbert Marcuse, Erich Fromm, Michel Foucault, and others. Critical theory within these traditions will be applied in critiques of ideological presuppositions and other biases in contemporary social and behavioral sciences.

**PSYC 643 Dynamics of Social Systems (3)**

Systems theory will be defined and applied to the understanding of social systems and social change. An emphasis will be placed on phenomenological foundations for social systems theory. Students will evaluate various theories of social systems and apply these theories to concrete examples and problems related to current issues in clinical-community psychology.

**PSYC 644 Psychology of Social Capital (3)**

This course will examine social networks and dynamics with an emphasis on the ways in which social capital (resources, organization, shared governances, and interpersonal power) is potentially shared through cooperation and mutual empowerment.

**PSYC 645 Empowerment Theory (3)**

This course will review empowerment theory and examine issues such as accountability, organizational freedoms, health initiatives training, and general community well-being.

**PSYC 646 Psychology of Religion and Spirituality (3)**

This course will explore the relationships between religion and spirituality and individual and community well-being. The psychological life of religiosity and spirituality will be examined, including various forms of religious and spiritual beliefs, rituals, and practices.

**PSYC 647 Psychology of Sex and Gender (3)**

This course will offer understanding and descriptive accounts of sexual diversity and preferences, gender and transgendered distinctions, and the relation of these choices and identities (self-identification) with clinical-community practices and research.

**PSYC 648 Psychology of Diversity & Social Justice (3)**

Human diversity in all forms will be explored in relation to community building. Theories of diversity will be identified, described, and applied to understand and solve social problems of contemporary relevance. The course will examine the role impact of diverse social identifies, including racial, ethnic, sexual, gender, and other categories of social identity, and seek to understand the role of these identities in the development of mental and physical health and well-being.

**PSYC 649 Psychology of Emotion and Motivation (3)**

Emotion and motivation will be examined through various theoretical perspectives, including evolutionary, cognitive-behavioral, neuro-cognitive, psychodynamic, and phenomenological perspectives. Emphasis will be placed on emotion and motivation in the context of family and interpersonal dynamics.

**PSYC 652 Community Practicum I (3)**

This practicum is an independent study course which will involve supervised practice in applied community psychology. Students will participate in community intervention or program within an agency. A minimum of 120 hours of on-site work at the placement site must be completed in order to earn a grade for the course. Prerequisite: PSYC 503.

**PSYC 653 Community Practicum II (3)**

This practicum is an advanced independent study course which will involve supervised practice in applied community psychology. Students will participate in community intervention or program within an agency. A minimum of 120 hours of on-site work at the placement site must be completed in order to earn a grade for the course. Prerequisite: PSYC 651.

**PSYC 662 Teaching Practicum I (3)**

The purpose of this course is to give students a practical introduction to teaching at the university level. Topics will deal with pedagogical philosophies and technical and pragmatic issues. By the end of the semester, students will create a full teaching portfolio, including sample syllabi, and a teaching statement. Students will also be taught how to navigate potential issues that arise when teaching at the university level.

**PSYC 663 Teaching Practicum II (3)**

The second half of the practicum is dedicated to the practical application of what was learned in the first practicum. Students will design and deliver guest lectures, design learning assessments with justifications, and an assessment of a peer's lecture. Students will be able to compare and contrast different teaching styles and justify their preferred approach. Students will also consider alternative methods of teaching, such as online delivery, both synchronous and asynchronous.

**PSYC 680 Counseling Theories and Interventions (3)**

This course will focus on the historical, philosophical and theoretical foundations of various mental health counseling theories and interventions. Specific scholars, clinical orientations and research will be addressed as well as a critical analysis of each. Emphasis will be placed on multi-cultural, ethnic, racial and gender differences as addressed by varying forms of mental health counseling interventions. An introduction to research on the effectiveness of counseling interventions and evidence-based practice will be integrated into the course materials.

**PSYC 681 Career and Lifestyle Development (3)**

This course will introduce theories and models of career development and decision-making. It will cover strategies for assessing abilities, interests, values and other factors that contribute to career development. It will also include strategies for advocating for employment support for individuals facing barriers in the workplace, with an emphasis on improving access to educational and employment opportunities for individuals from marginalized groups.

**PSYC 682 Assessment and Evaluation (3)**

Introduction to psychological tests and assessment measurements for application in master's level counseling settings. Beginning-level competency in assessment will be developed in measurement of cognitive, psychosocial, emotional, personality and clinical constructs. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment, and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements.

**PSYC 685 Clinical-Community Practicum (3)**

This 100-hour practicum will provide an opportunity for students to begin to develop individual and/or group counseling skills within a clinical-community practicum applied setting. Students will be introduced to applications of clinical practice in psychology, including beginning level individual counseling, diagnosis and assessment of clients in an applied clinical setting. Practicum activities will be supervised by university faculty and field-based supervisors. Practicum students complete at least 40 hours of direct service with clients that contributes to the development of counseling skills.

**PSYC 686 Internship I (3)**

After successful completion of the practicum, students complete 300 hours of supervised counseling internship involving client-contact experiences. This course provides students with introductory practice skills for entry into the profession, including intake interviews, mental status evaluation, bio-psychosocial history, mental health history, and psychological assessment for treatment and caseload management. Prerequisite: PSYC 685

**PSYC 687 Internship II (3)**

Building from skills developed in Psych 686 (Internship I), students will complete an additional 300 hours of supervised clinical-community counseling internship involving client-contact experiences. This course provides students with advanced practice skills and conceptual preparation for entry into the profession, including intake interviews, mental status evaluation, bio-psychosocial history, mental health history, and psychological assessment for treatment and caseload management. Prerequisite: PSYC 686

**PSYC 695 Advanced Special Topics in Clinical-Community Psychology (3)**

This is a seminar course that will address an advanced, topical issue in contemporary clinical-community psychology. While the subject matter will change, the course will focus on development of student advanced comprehension of primary texts, APA style writing, oral presentation skills, and critical thinking about issues of relevance to clinical-community psychology research and practice.

**PSYC 691 Thesis (3)**

One faculty member will chair the thesis, and at least one other faculty member will serve on the committee. Students will identify a regional community that appears to be in need of intervention, due to a high prevalence of antecedent social factors that are likely to increase or mediate mental illness and/or wellbeing. Based on a review of the research literature and assessment of the community, students will design a plan for a community intervention that promises to improve the mental health and well-being of members of the identified at-risk community.

**PSYC 693 Research Practicum (3)**

This practicum will provide students with research experience under the guidance of a faculty member and/or a community agency on-site supervisor. Students will engage in community assessment, program development, and/or community-based interventions for a minimum of 10 hours per week.

**PSYC 694 Research Practicum II (3)**

This practicum will provide students with ongoing research experience under the guidance of a faculty member and/or community agency on-site supervisor. Students will engage in community assessment, program development, and/or community-based interventions for a minimum of 10 hours per week.

**PSYC 700 Clinical Fundamentals (3)**

This course provides the opportunity for students to experientially learn basic helping skills and explore personal and professional challenges related to being in a helping role-prior to engaging in that role. During the course, students will have the opportunity to practice basic helping/communication skills and to reflect broadly upon what it means to be in a helping role, including related interpersonal and multi-cultural issues, power dynamics, and social responsibilities inherent in the work. An introduction to research on psychotherapy effectiveness and evidence-based practice will be integrated into the course materials.

**PSYC 701 Psychotherapy Methods I (3)**

Building upon the knowledge-base of Clinical Fundamentals, this course will provide an in-depth examination of one or more approaches to psychotherapy from a particular orientation or an integration of one or more orientations. Clinical orientations examined may include humanistic/person-centered, existential, psychoanalytic, Gestalt and emotion-focused approaches, among others. Evidence in support of the approach and critical evaluation of orientation's strengths and weaknesses will be addressed. The approach will also be critically evaluated in terms of its philosophical assumptions and social, history and cultural context.

**PSYC 702 Psychotherapy Methods II (3)**

Building upon the knowledge-base of Psychotherapy Methods and Practicum I, this course will provide an in-depth examination of one or more approaches to psychotherapy from a particular orientation or an integration of one or more orientations. Clinical orientations examined may include humanistic/person-centered, existential, psychoanalytic, Gestalt and emotion-focused approaches, among others. Evidence in support of the approach and critical evaluation of orientation's strengths and weaknesses will be addressed. The approach will also be critically evaluated in terms of its philosophical assumptions and social, history and cultural context. Prerequisite: PSYC 701

**PSYC 703 Psychopathology in the Context of Society and Culture (3)**

Mental distress, maladaptive behavior, and problems in living will be examined broadly and from multiple perspectives, with special emphasis on the social and cultural antecedents and consequences of human suffering and dysfunction. Critical examination of current diagnostic systems will be explored in light of contemporary research.

**PSYC 704 Mental Health & Well-Being: Individual & Collective (3)**

Theories of mental health and well-being will be critically examined in light of research evidence. The course will examine positive and adaptive states of mind, as well as personal strengths and virtues, with an emphasis upon the social and cultural antecedents and consequences of mental health and well-being.

**PSYC 705 Psychological Assessment I (3)**

Introduction to psychological tests and measurements for application in clinical settings. Beginning-level competency in assessment will be developed in measurement of cognitive, psychosocial, emotional, personality, and clinical constructs. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements. Prerequisite: PSYC 700 & 781.

**PSYC 706 Consultation & Supervision (3)**

This course is an introduction to theory, research, and application of supervision and consultation in clinical and community settings. Prerequisite: PSYC 701.

**PSYC 707 Couples & Family Therapy (3)**

This course provides an overview of evidence-based approaches to working with couples and families in clinical

settings. Assessment of dysfunction in couples and families will be identified, and clinical interventions for treatment of couples and families problems will be examined. Prerequisite: PSYC 702.

### **PSYC 708 Psychological Assessment II (3)**

Building on Psychological Assessment I, students will continue to develop competency in psychological assessment of cognitive, psychosocial, emotional, personality, and clinical constructs through classroom learning and practice in the use of various instruments. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment, and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements Prerequisite: PSYC 705.

### **PSYC 709 Psychotherapy Practicum I (3)**

In this course, students apply what they learned in PSYC 701, which includes the provision of beginning level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students receive individual supervision of clinical work by the course instructor. Classroom discussion and/or group supervision, and individual supervision will provide opportunities for students to continue to critically evaluate the approach as well as to explore ethical issues as applied to practice. Prerequisite: PSYC 701.

### **PSYC 710 Psychotherapy Practicum II (3)**

In this course, students will apply what they learned in PSYC 702 in their practicum placement, which includes the provision of beginning level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students receive group consultation of clinical work by the course instructor who is a Licensed Psychologist. Classroom discussions and case presentations will provide students opportunities to continue to critically evaluate the approach as well as to explore ethical issues as applied to practice. Prerequisite: PSYC 702.

### **PSYC 711 Lifespan Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across childhood development, and will explore language development and the role of genetics.

### **PSYC 712 Foundations of Critical Psychology (3)**

This course investigates how issues of power and oppression are both propagated and resisted in the field of psychology. We will critically analyze the field of psychology for its implicit assumptions about the constitution of subjectivity and the experiences of well-being and suffering. Students will investigate the ways in which issues of power, oppression and liberation come to affect human suffering and well-being and begin to consider the ways in which psychology can contribute to changing the status quo. We will also examine research methodologies through critical lenses

### **PSYC 713 Qualifying Seminar (3)**

This course will serve in lieu of the comprehensive exam to mark the end of doctoral coursework. The purpose of the course is to demonstrate a synthesis of the coursework completed over the previous years. Students will learn how to prepare to write their dissertation, select a theoretical orientation and methodology, as well as the steps and procedures necessary for dissertation completion. We will also discuss topics pertaining to entering the job market, such as drafting cover letters and teaching statements, as well as the publication process. Students will be expected to produce a paper to send out for potential publication.

### **PSYC 721 Brain, Body & Experience (3)**

This course will interrelate human experiences and behavior with contemporary research in cognitive neuroscience, enactive cognition, and neurophenomenology. Each of the aforementioned disciplines will be discussed and their application to human development, learning, health, and psychological disorders will be addressed.

### **PSYC 722 Psychology of Cognition, Emotion, and Motivation (3)**

Cognition, emotion and motivation will be examined through various theoretical perspectives, including evolutionary, cognitive-behavioral, psychodynamic, and phenomenological perspectives. Emphasis will be placed on cognition,

emotion and motivation in the context of interpersonal dynamics.

**PSYC 724 Childhood and Society (3)**

This course examines the impact of trends in American culture on children's development and mental health, including the standardized testing movement in education, the commercialization of childhood, screen immersion, weak public policies in support of family life, and environmental issues. It will explore countervailing trends that offer healthier alternatives to children and their families.

**PSYC 725 Lifespan Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across development and will explore language development and the role of genetics.

**PSYC 731 Foundations of Community Psychology (3)**

The historical, philosophical and theoretical background to community psychology will be examined. Special emphasis will be placed on involvement in our local, urban community with recognition of its existing resources as well as its diverse population. In the practical aspect of this course, students will engage in community assessment and interventions in the field under supervision of an instructor and on-site supervisor. Regular class meetings will provide students with supervision and guidance in their community practicum experience.

**PSYC 732 Social Psychology & Cultural Transformation (3)**

This course will ask how theories of social psychology may, as participatory action research, effect beneficial cultural transformations within communities. Socio-cultural therapeutics will be analyzed in-depth. Traditional foundations to social psychology will be comprehensively presented along with current and cutting edge perspectives in the field. Prerequisite: PSYC 731.

**PSYC 733 Community Psychology Practicum (3)**

In this course, students apply what they learned in PSYC 731. Students engage in community assessment and interventions in our local community under supervision of an instructor and/or on-site supervisor. Regular class meetings will provide students with supervision and guidance in their community practicum experience. Prerequisite: PSYC 731.

**PSYC 734 Program Development, Evaluation and Assessment (3)**

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance, and local community partnerships. Program evaluation and assessment skills will be taught. Prerequisite: PSYC 741 & 742.

**PSYC 736 Psychology of Human Diversity (3)**

Human diversity in all forms will be explored in relation to community building. Theories of diversity will be identified, described, and applied to understand and solve social problems of contemporary relevance. The course will examine the impact of diverse social identities, including racial, ethnic, sexual, gender, and other categories of social identity, and seek to understand the role of these identities in the development of mental and physical health and well-being.

**PSYC 741 Qualitative Research Methods (3)**

This course will introduce the history and philosophical foundation to qualitative research including specific theories, methods, practices, and interpretive skills within human science. Proficiency in information literacy and research is expected. Qualitative research will be compared and contrasted to natural science quantitative research. APA ethical guidelines for using human participants will be reviewed. The course will include original research: proposal, pilot study, field work (observations, participant observations) and interviews as well as analysis and scholarship.

### **PSYC 742 Statistics and Quantitative Research (3)**

This course will explore the historical, philosophical, and theoretical foundations of quantitative research and proceed to explore various experimental designs and associated statistics. This course provides an overview of statistics used in quantitative psychological research as well as practice in conducting various statistical tests (i.e., t-tests and ANOVAs). Content of the course will include instruction on frequency of distributions and percentiles, measures of central tendency, measures of variability, z-scores and the normal curve model, the correlation coefficient, linear regression, statistics for hypothesis tests, and other relevant subject matter. Proficiency in information literacy and research will be expected. Understanding of quantitative measures and results within peer-reviewed journals will be stressed. APA ethical guidelines for using human participants will be reviewed. Quantitative lab projects will provide students with opportunities to apply concepts to actual data.

### **PSYC 751 Humanistic & Phenomenological Approaches (3)**

This course will address comprehensively and in detail humanistic and phenomenological psychology as used in research and practice. The course will examine the phenomenological approach to research and explore how this approach provides a foundation for a humanistic understanding of the person in the context of culture and community.

### **PSYC 752 History & Theory of Psychology (3)**

This course provides a survey of the major theories and systems of psychology in the modern age, as well as the roots of these approaches in prior history. Critical theory will be utilized to identify underlying philosophical and theoretical assumptions of major systems of psychology and their implications.

### **PSYC 754 Clinical Practicum I (1)**

This course provides students with the opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement-related material from a licensed clinical psychologist. Prerequisite: PSYC 701

### **PSYC 756 Girls' and Women's Mental Health (3)**

Although girls and women in the U.S are comparatively privileged, patriarchal attitudes continue to impact their lives in adverse ways. Glaring examples include significant wage disparities, sexual assaults on college campuses, and the fact that the U.S. stands alone among wealth nations in not guaranteeing paid maternity leave, or high-quality childcare. Girls' and women's bodies are routinely sexualized and pathologized as evidenced by rampant body dysmorphia and eating disorders, psychiatric diagnoses that are tied to their reproductive cycles such as premenstrual dysphoric disorder, and postpartum depression, the medicalization of childbirth, and the discomfort/shame women are made to feel when breastfeeding in public. This course will explore the impact of these prevailing attitudes on girls' and women's psychological well being and ways in which communities can promote and protect their mental health.

### **PSYC 757 Integrative Mental Health (3)**

This course revitalizes and expands the biopsychosocial model of mental health. We are biological beings; interdependent on a complex ecosystem that surrounds us, and lives within us( the microbiome). We are psychological beings; formed from our unique histories and our existential longings ( e.g. to feel that our lives have meaning, and a sense of purpose). We are social beings embedded in families, communities, and cultures. Achieving optimal mental health requires that we support each of these levels of experience while recognizing that they are inextricably linked. In this class we will explore the interplay among the biological, psychological, and social contributions to mental health, and consider how to apply this knowledge to strengthen individuals and communities.

### **PSYC 758 Introduction to Grant Writing (3)**

This course will introduce students to the fundamental elements of writing and preparing a successful grant proposal. Students will develop skills in grant seeking, proposal development, budget preparation, and evaluation of grant proposals.

### **PSYC 759 LGBTQ Studies (3)**

This seminar provides foundational knowledge and general practice skills for workings with lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) individuals and communities. The course content will include an examination of historical and political perspectives, with an emphasis on contemporary mental health concerns and the psychological impact of stigma and discrimination against members of LGBTQ communities. Social, psychological, cultural, behavioral, environmental, and biological factors contributing to health and mental health disparities among LGBTQ individuals and communities will be highlighted. Students will also explore ethical and legal issues and debates through the lens of the disciplines of psychology and psychiatry.

### **PSYC 760 Mindfulness: Buddhist and Contemplative Psychology (3)**

Students will examine theories from Buddhist and Contemplative Psychology, with particular emphasis on mindfulness and meditative practices. Application of these practices in western psychology will be critically examined in light of primary texts, as well as empirical research. Selected texts will emphasize therapeutic, individual, and collective wellbeing. This course is highly experiential in nature. Students will engage in weekly meditative practices, small group activities, and open classroom dialogue. Although Buddhist theories will be highlighted, this course is relevant to all students, regardless of their potential spiritual or religious beliefs.

### **PSYC 761 Social Psychology and Cultural Transformation (3)**

This course provides students with the opportunity to explore issues relate to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement-related material from a licensed clinical psychologist. Prerequisite: PSYC 701

### **PSYC 762 Clinical Practicum II (1)**

Building from clinical skills developed in PSYC 754, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Prerequisite: PSYC 701, PSYC 754.

### **PSYC 763 Clinical Practicum III (1)**

Building from clinical skills developed in PSYC 754 and 762, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Students will demonstrate more advanced skills in diagnosis, case conceptualization, and treatment planning, based on prior courses and applications in practicum Prerequisite: PSYC 702 and 762

### **PSYC 764 Clinical Practicum IV (1)**

Building from clinical skills developed in PSYC 754, 762, and 763, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Students will draw upon their learning PSYC 722 and other training relevant to the psychology of cognition, emotion and motivation to demonstrate enhanced clinical skills in diagnosis, case conceptualization and treatment planning. Prerequisite: PSYC

702, PSYC 722 and PSYC 763.

**PSYC 765 Clinical Practicum V (1)**

Building from clinical skills developed in PSYC 754, 762, 763, and 764, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Students will draw upon their learning in PSYC 736 and other training relevant to human diversity to demonstrate advanced clinical skills in multicultural strategies for work with diverse clients in psychotherapy. Prerequisite: PSYC 702, 736, and 764

**PSYC 766 Clinical Practicum VI (1)**

Building from clinical skills developed in PSYC 754, 762, 763, 764, and 765, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in clinical consultation on placement related material from a licensed clinical psychologist. Students will draw upon their learning in PSYC 711 Lifespan Development and other training relevant to human development to demonstrate advanced clinical skills in the application of theories and models of developmental psychology for diagnosis, case conceptualization and treatment planning in clinical practice. Prerequisite: PSYC 702, 711, and 765

**PSYC 771 Internship I (1)**

Students will successfully complete the first half of their one year, APA accredited internship. Students will provide reports, as directed, to the Director of Clinical Training and submit any requested documentation to demonstrate ongoing progress in their clinical training during the internship.

**PSYC 772 Internship II (1)**

Students will successfully complete the first half of their one year, APA accredited internship. Students will provide reports, as directed, to the Director of Clinical Training and submit any requested documentation to demonstrate ongoing progress in their clinical training during the internship.

**PSYC 781 Ethical & Professional Issues (3)**

This course will provide a detailed account of ethical issues that arise within clinical and research settings. Specific case examples will be studied and ethical issues will be role-played and scrutinized in class. The American Psychological Association's ethical standards as well as the Pennsylvania Psychological Association's ethical guidelines will be examined in depth.

**PSYC 789 Dissertation Reading (2)**

Students will begin work on their dissertation proposals by reviewing the literature in their chosen field of dissertation study. Faculty will provide guidance as students select readings and begin to write a review of the literature, which will form a portion of the dissertation proposal.

**PSYC 790 Dissertation Writing (2)**

Students will continue work on their dissertations, to include further reading and writing with the support and guidance of faculty. Prerequisite: PSYC 789.

**PSYC 791 Dissertation I (6)**

Students will work toward completion and defense of their doctoral dissertations under the supervision of a Chair and at least one Point Park University faculty member. Students will work from their dissertation proposals (written in APA style, including a literature review and methodology that were previously approved by the faculty and IRB) to collect

and analyze data, and report the results, including discussion. Prerequisite: PSYC 741 & 742.

**PSYC 792 Dissertation II (6)**

Students will complete and defend a doctoral dissertation under the supervision of a Chair and at least one Point Park University faculty member. An external reader may be chosen as well, if this is of interest to the student and approved by the Dissertation Chair. Prerequisite: PSYC 791.

**PSYC 795 Special Clinical Topics (3)**

Students will examine a special topic in clinical psychology in-depth. Advanced theories of humanistic, psychoanalytic, existential, and/or related areas of theoretical interest will be applied to clinically-relevant practices and critically examined in light of empirical research evidence. Primary texts will emphasize careful, in-depth readings in theory and philosophy with the aim to demonstrate their relevance to therapeutic practices.

**PSYC 796 Special Theoretical Topics (3)**

Students will examine a special topic in theoretical and philosophical psychology within the humanistic, existential, and/or psychoanalytic traditions. Primary texts will be examined in-depth with the aim of critically examining the philosophical foundations of psychological theory, research, and/or practice.

**PSYC 900 Dissertation Extension (1-9)**

Students who have not successfully defended and submitted a dissertation to the Graduate School by the end of the fourth year of the program must continuously enroll (fall, spring, and summer terms) until the dissertation is completed, but no longer than seven years from beginning the program, when the statute of limitations is reached. Prerequisites: completion of all degree requirements other than the dissertation and approval of Core PsyD faculty.

## SPED – SPECIAL EDUCATION

**SPED 520 Instructional/Assistive Technology and Universal Design (3)**

This introduction to Assistive and Instructional Technologies will explore the use of a wide range of technology tools that can be utilized to meet the academic and communicative needs of students with special needs and abilities. Students will discuss the legislative, educational, and ethical foundations upon which assistive technology integration are grounded. Students will utilize the SETT framework and feature-match principles to identify, apply, and assess instructional and assistive technology tools for use by individual students as well as larger learner groups. Finally, students will complete a detailed research paper focused on one particular piece of assistive technology currently utilized by students who have disabilities and present the findings in class. The in-class presentation should include a mini demonstration of the use of this technology and how this technology can support classroom instruction.

**SPED 533 Special Education and Inclusive Practices (3)**

This introductory course will provide the student with an overview of the field of special education with emphasis on the evolution of special education and the legal basis for the current types of programs and services delivered to students with disabilities. Students will learn about the various categories of disabilities and the impact of these on the educational programs of special needs students. Students will examine instructional and behavioral strategies that promote positive learning experiences for students with disabilities. Observations of students with disabilities in a variety of educational settings and service delivery models will be required. Interaction will take place with special education professionals who are currently working with and delivering services to students with disabilities in various school settings. An additional student requirement of this course will include an in-depth report and class presentation on a disability area of research interest to the student. Parameters and details of this project will be discussed and agreed upon between instructor and student during the first two weeks of class. Prerequisite: Current clearances as required by PDE

### **SPED 534 Differentiated Instructional Practices in the Inclusive Classroom (3)**

This course will provide information on how educators can differentiate instruction to meet the needs of their students with disabilities in the regular classroom setting. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented in the regular education setting. Students will learn how to assess the learning styles and needs of their students as they acquire skills to manage a classroom where a variety of instructional strategies are used. Data-based and data-driven decision making as it relates to the teaching of academics will be included. While observing lessons in specific content areas, students will analyze instructional practices observed to determine which will be the most effective for students with disabilities. Students will be required to demonstrate the strategies presented in class and apply these strategies in demonstration lessons in their areas of teacher certification. Finally, students will complete an in-depth research paper on a specific component of differentiated instruction (learning strategies, adapted grading procedures, etc.) and present the findings of this research paper to the class.

### **SPED 535 Positive Behavioral Interventions and Supports (3)**

This comprehensive course is designed to provide students an understanding of the integration of PBIS, with the Multi-Tiered System of Support (MTSS) framework alongside the principle of SEL, using evidenced-based, positive, proactive, and responsive behavior interventions and supports and strategies in classrooms. Based on a historic exclusion of students with behavior problems from schools, the Individuals with Disabilities Act of 1997 emphasizes the use of functional assessments and positive approaches to encourage good behavior and remains in the current version of the law as amended in 2004. Within a Multi-Tiered System of Support, these strategies can be used for class-wide, small group or intensified individualized supports for students enriched by SEL principles. Positive behavior support strategies assist the teacher in focusing on instructional time by minimizing disruptions in the classroom. Information and practical training in the implementation of basic classroom management theories and strategies for all students, especially those with behavioral and learning disabilities, will be the focus of this course. Students will learn the fundamental practice and process of Functional Behavioral Assessments and will create a detailed individualized Behavioral Support Plan. Key topics covered include introduction to PBIS, MTSS and the CASEL Frameworks; understanding the core principles and components of PBIS; implementing MTSS to support behavioral success; incorporating SEL competencies into PBIS and MTSS practices; collaboration among educators, administrators, students and families; data-driven decision making for behavior support and intervention; creating a positive and inclusive school climate and culture; addressing equity, and cultural responsiveness in behavior support systems, tiered interventions and supports for diverse student needs. Prerequisite: SPED 533 Special Education Inclusive Practices

### **SPED 536 Evidence Based Effective Instruction: High Incidence Disabilities (3)**

This course will provide an overview of how to teach students with high incidence disabilities. Included in this course will be a review of students who are identified as having a learning disability, a mild intellectual disability or an emotional disturbance. The definition, causes, and characteristics of each disability will be presented in order for the students to develop a thorough understanding of each disability category. In addition, the programs and services that are available for students with high incidence disabilities will be discussed in terms of the range of options and their effectiveness in meeting the needs of these students. Emphasis will be on the best teaching practices to use with students with high incidence disabilities and the accommodations that may be necessary in order for them to learn. The importance of building family partnerships and understanding the impact this can have on a student's progress will be discussed. Consideration will be given to the role that collaboration and communication plays in the Individual Education Program (IEP) plan and the ability to successfully program for students with high incidence disabilities. Finally, students will choose a high incidence disability and complete an in-depth research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in the regular education classroom environment. The results of this research paper will be presented to the class prior to the end of the term.

### **SPED 537 Evidence Based Effective Instruction: Low Incidence Disabilities (3)**

This course will provide an introduction to children with physical, multiple, health and sensory disabilities and their educational implications. The material will emphasize the importance of school personnel needing to understand the student's disability in order to meet his or her unique needs and to provide an appropriate education. The students will also learn the importance of a team in order to support a student with complex disabilities as they progress through

the educational system. Students with physical, health and multiple disabilities have needs that require many different types of professional expertise in order to receive an appropriate education. The students will examine the importance of team approaches as they relate to the education of these students. Some of the disabilities covered in this course are: cerebral palsy, traumatic brain injury and spinal cord injury, spina bifida, osteogenesis imperfecta, juvenile rheumatoid arthritis, vision loss, hearing loss, muscular dystrophy, cystic fibrosis. Treatments for the conditions will also be covered. It is important for educators to understand the different conditions and the treatments so that they are better able to work with other specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have the opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. In addition, students will interact with professionals who are currently working with children in schools and therapeutic settings. Finally, the student will choose a low incidence disability and complete a research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in both the regular education classroom and in the delivery of pull-out services when appropriate. The results of this research paper will be presented to the class prior to the end of the term.

### **SPED 538 Secondary Transition Processes and Procedures (Grades 7-12) (3)**

This course will provide an introduction to children with physical, multiple, health and sensory disabilities and their educational implications. The material will emphasize the importance of school personnel needing to understand the student's disability in order to meet his or her unique needs and to provide an appropriate education. The students will also learn the importance of a team in order to support a student with complex disabilities as they progress through the educational system. Students with physical, health and multiple disabilities have needs that require many different types of professional expertise in order to receive an appropriate education. The students will examine the importance of team approaches as they relate to the education of these students. Some of the disabilities covered in this course are: cerebral palsy, traumatic brain injury and spinal cord injury, spina bifida, osteogenesis imperfecta, juvenile rheumatoid arthritis, vision loss, hearing loss, muscular dystrophy, cystic fibrosis. Treatments for the conditions will also be covered. It is important for educators to understand the different conditions and the treatments so that they are better able to work with other specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have the opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. In addition, students will interact with professionals who are currently working with children in schools and therapeutic settings. Finally, the student will choose a low incidence disability and complete a research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in both the regular education classroom and in the delivery of pull-out services when appropriate. The results of this research paper will be presented to the class prior to the end of the term.

### **SPED 540 Autism Spectrum Disorders (3)**

This course will provide an introduction to children with Autism Spectrum Disorder (ASD). The material will include current research on causes, characteristics, assessment and treatment of this disorder. The students will receive an overview of the information necessary for teachers to be adequately informed if they have a child in their class with ASD. Students will also learn the importance of collaborating with other team members in order to support students with ASD as children progress through the educational system. Areas covered include assessment, evidence based practices, applied behavioral analysis, and the importance of social skills and communication learning. Students will be introduced to the role that families play in the advocacy for their child from their input at an IEP meeting to developing support groups for other families. The students will also have the opportunities to observe children with ASD in the classrooms and in other therapeutic settings on site and through DVDs. Students will interact with professionals who are currently working with children with ASD in school and in therapeutic/community settings. Finally, as a part of the student observations in classrooms and other therapeutic settings, the graduate student will complete an in-depth case study of one student diagnosed on the autism spectrum focusing on the effective instructional practices, behavioral and communication supports and assistive technology as identified in the child's Individualized Education Program (IEP) plan.

### **SPED 542 Intensive Reading, Writing, and Math Interventions (3)**

This course will provide information regarding effective instructional practices including strategies and interventions

in the area of reading, writing and mathematics for the special education teacher delivering instruction to students with disabilities. Emphasis in the course will include a history of instructional practices and delivery of intensive instruction in reading and mathematics and the effects on achievement for students with disabilities. In addition, candidates will explore current research based practices and a variety of service delivery models identified as “best practice” with options available for intensive intervention programs and strategies for students with identified disabilities. Candidates will become familiar with PA State Standards, Anchors and Eligible Content in reading and mathematics and the alignment of instructional practices to promote achievement opportunities for all learners. Class participants will experience a variety of “hands on” experiences involving “best practice” programs and strategies. Students will be provided with opportunities to interact with professionals who are currently working in educational settings and utilizing intensive instructional practices in reading and mathematics for students receiving special education services. Finally, the graduate student will choose an intensive reading, writing or mathematics intervention and research the intervention in detail by completing a research paper on this topic. In addition, the student will present the results of her/his research to the class and provide a demonstration lesson to the class as to how this intervention might be implemented.

#### **SPED 550 Student Practicum in Special Education (3)**

This field-based practicum/seminar is designed to give the prospective special education teacher experiences under the guidance of a practicing special education teacher. This practicum will combine microteaching strategies and inclusive teaching experiences in order to expose the graduate student to a diverse population of students with disabilities. Emphasis will be placed on understanding how the specific needs of individual students will drive the instructional practices in the classroom. Emphasis will be placed on learning effective classroom management strategies, differentiated instructional practices and managing the plethora of compliance documentation related to special education programs and services. A daily log and a culminating project will be completed during the practicum.

#### **SPED 555 Selected Case Studies in Special Education (3)**

This course provides students with a comprehensive overview of special education law. Through case studies, supplemental readings and discussion board, students will be provided with an in-depth analysis of how special education law pertains to their everyday practice as a classroom teacher. Practical applications of the law in the classroom will be emphasized throughout this course, specifically, in the reflection paper and a cumulative case study investigation. Student’s final course evaluations will be based on demonstrated understanding of Special Education Law and NCLB via discussions, case study write-ups, the Application paper and a Case Study.

#### **SPED 624 Student Teacher Seminar: Special Education Certification PreK-12 (3)**

Seminar course for all students enrolled in Master of Education in Special Education Leading to PA Certification in PreK-12 who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. A reflective journal will be maintained noting how best to translate skill, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship

#### **SPED 634 Leadership for Differentiated Instructional Practices (3)**

This course will provide information on how principals and other school leaders will be able to assist teachers to differentiate instruction to best meet the needs of students with disabilities as well as any other students experiencing learning difficulties. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented in the regular education setting. The focus will be in how principals will be able to assist teachers in working with students so that they may achieve their learning goals.

#### **SPED 640 Mentorship for ABCTE Certification – Special Education PreK – 12 (0)**

Once having enrolled with the American Board for Certification of Teacher Excellence, having passed the Professional Teaching Knowledge, Multisubject, and Special Education exams, completed the required 2 graduate courses, submitted required paperwork, and received a Temporary Teaching Permit through PDE TIMS, candidates will be supervised in a full time 60-day mentoring teaching placement in their certification area under the supervision of a university mentor.

### **SPED 734 Differentiated Instructional Practices in the Inclusive Classroom (3)**

This course will provide information on how regular educators can differentiate instruction to meet the needs of all of their students, particularly those with disabilities, who are instructed in the regular classroom setting. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented into regular education. Students will learn how to assess the learning styles and needs of their students as they acquire the skills to manage a classroom where a variety of instructional strategies are used. While observing video-taped lessons in the content areas of reading, math, social studies, and science, students will analyze instructional practices observed and determine which ones will be most effective for students with disabilities. In addition to an observation in an actual inclusive setting, direct field experiences will include an interview with the regular educator and the opportunity to assess a school-age student's learning profile. Students will be required to present in class what they learned and experienced about differentiated instruction in their area of certification. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

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