

# Department of Education

## **EDUC 5XX The Art and Science of Athletic Coaching**

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 5XX Safety and Physical Conditioning of Athletes I**

This course provides an in-depth look into exercise physiology. The course addresses safety and physical conditioning for Pre-K through Grade 10 youth. This course will also explore youth training principles and guidelines. Topics will include biomechanical, cardiovascular and hormonal growth, as well as how to optimize training with youth athletes as they develop and mature.

## **EDUC 5XX Safety and Physical Conditioning of Athletes II**

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 5XX Sports Psychology**

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 5XX Diversity and Ethical Responsibility in Coaching**

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 5XX Administration and Financial Responsibilities of Coaching**

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 5XX Communication Skills for Athletic Coaches**

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 5XX Research: Contemporary Theory to Current Practice**

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 5XX Supervision and Evaluation of Athletes**

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 5XX Practicum**

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 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 502 Classroom Management for Secondary Teachers (3)**

This course will investigate the causes, assessment, and strategies associated with behaviorally challenged students in the secondary classroom. Students will develop strategies to organize and to prevent common behavioral problems associated with the secondary teaching situation. Course topics will include normal and abnormal behavior, behavior management, safe schools, and violence prevention. Students will develop portfolios of preventive strategies and corrective methods, create classroom management plans, and establish techniques to enhance parent-teacher partnerships. Students will participate in classroom observations and field experiences.

### **EDUC 520 Curriculum & Instruction: Theory, Design & Development (3)**

This course explores the design of curriculum as it relates to contemporary competencies, with application across the educational spectrum. Elements ranging from K-12 content domains and experiential-based education to postmodernism and the inclusion of exceptional learners combine to provide students with a holistic foundation in which to explore curriculum design. Theories of curriculum design and development will provide students with an educational foundation that will serve them in their leadership roles as Curriculum and Instruction specialists. Participants will tailor a curriculum based upon their specific needs, taking into account societal, institutional, instructional and experiential spheres of interests, as well as considering scope and sequencing in their designs.

### **EDUC 521 Issues in Adult Education (3)**

The course examines a minimum of seven core issues that impact the adults engaged in formal and informal learning experiences. Students will apply core competencies related to adult education and training to their own learning and reflect on the use of these competencies in a variety of settings. As part of the course requirements, students identify specific learning objectives.

### **EDUC 522 Administration and Supervision in Adult Education (3)**

The course provides students with background in the principles associated with human performance improvement (HPI), program administration, and applications for various settings and contents. Students apply core competencies related in adult education and training to their own learning and reflect on the use of these competencies in a variety of settings.

### **EDUC 523 Instructional Methods for Adult Learners (3)**

This course provides a theoretical overview of the principles of adult learning. The course provides students with a strong foundation in andragogical process, assumptions and applications for various settings and contents. Students apply core competencies related to adult education and training to their own learning and reflect on the use of these competencies in a variety of settings. Students develop skills in the design and

implementation of instructional design characteristics appropriate for non-traditional, post-secondary, and higher education settings.

#### **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.

#### **EDUC 526 Program Management (3)**

Students will develop skill in the assessment of program needs, development of a program and administrative budget, and the preparation and presentation of grant proposals and marketing strategies.

#### **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 Twenty-First Century Schools (3)**

This course will focus on contemporary challenges and opportunities related to schools of the twenty-first century. Students will explore and analyze the impact of diminishing financial resources, increased federal and state regulations, demands of community stakeholders, impact of media and technology, struggling urban community environments, and a greater number of diverse, at risk, low-income, and special-needs students. Students will identify and evaluate new paradigm models used to improve classroom teaching. Students will apply their understanding of twenty-first century schools to create new learning environments that result in increased student achievement, a more caring and welcoming learning environment, and a more professional work place for the teacher.

#### **EDUC 534 Online Teaching: Design and Delivery (3)**

This course will include the historical roots of distance education, characteristics and demographics of online learners, the role of the online instructor, student engagement strategies, regulatory bodies, online

teaching best practices and standards, models of online learning course design and delivery, incorporation of adult learning best practices into online course design, course management strategies, application of new and emerging technologies, and incorporating social media. Students will design an online course using best practices and current standards.

### **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.

### **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 Advanced Research Seminar (3)**

This course will build on the skills and techniques learned in the research methods course, EDUC 536. The research proposal that was developed in EDUC 536 will be expanded and refined. The majority of course time will be devoted to conducting the research that was previously proposed. As students conduct their research, they will meet periodically for sharing, peer review, and joint analysis of the research process in action. Students will produce and present their research findings at the conclusion of the course.

### **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 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.

### **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.

### **EDUC 545 The Principalship (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 Curriculum, 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.

### **EDUC 547 Principalship I: Supervision and Leadership (3)**

This course is designed to present an overview of the principal's role in creating an organizational vision and cultivating a positive school climate. This course will introduce decision-making models and will emphasize data driven decision-making. Curriculum administration concerns including instructional methods, learning theory and motivation, and special education and student services will also be covered. Finally, the human resource issues of personnel evaluation and professional development will be examined. Through scenarios and case studies the participants will read, consider, and discuss issues faced by school principals. Written and oral exercises will enable the students to internalize ISLLC Standards 1, 2, and 5 and adopt strategies reflective of them.

### **EDUC 548 Principalship II: Organizational Management and Community Interaction (3)**

This course is designed to acquaint the student with organizational management and community interaction. Topics include staffing issues, the deployment of personnel, scheduling, technology applications, relations between the school and the community, and the legal rights and responsibilities of the staff and students. Heavy emphasis will be placed on budgeting and financial planning including: Incremental Budgeting, Zero-Based Budgeting, and the Planning, Programming, Budgeting System (PPBS). The course will culminate with the students creating a budgeting plan. Accounting, supplies/equipment management, care of the school plant, and working with classified personnel will also be examined. Through scenarios and case studies, the participants will read, consider, and discuss issues faced by school principals. Written and oral exercises will enable the students to internalize ISLLC Standards 3,4, and 6 and adopt strategies reflective of them.

### **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. Prerequisite: EDUC 536.

**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. Prerequisite: EDUC 549.

**EDUC 551, 552, 553 Practicum: Teaching in the Schools (modified course) (3)**

This field-based practicum/seminar is designed to give the prospective teachers experience under the guidance of a practicing teacher appropriate to their area of certification. Combines microteaching and teaching experiences to provide for an application of methodologies through interaction with diverse populations of students. Classroom management, special needs students, and daily teaching strategies will be emphasized.

**EDUC 554 Practicum/Seminar in Learning Organizations I (3)**

This seminar course will provide students with a broad overview of the wide range of adult educational settings. Students will visit, report, and reflect on various educational settings in preparation for their Practicum II experience (EDUC 555). Guest speakers will provide additional perspectives through classroom presentations and discussions. A variety of career exploration activities will be included as part of the course requirements. Students will develop short- and long-term career goals and effective strategies for achievement. In-depth research and reflective logs will be emphasized.

**EDUC 555 Applied Research Practicum in Adult Education and Training (3)**

This field-based practicum is designed to give the prospective adult education specialist experience within a setting designed to foster professional development under the supervision of a mentor. Particular emphasis will be placed on learning how to conduct and evaluate experimental instructional programs in light of relevant basic or applied research fundamentals. The initiative rests with the student in designing a substantial part of 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 an original research project will be completed during the practicum. Prerequisite: EDUC 536.

**EDUC 556 Applied Research Practicum in Curriculum and Instruction I (3)**

This field-based practicum is designed to give the prospective supervisor experience with a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in the participant's area of certification (over two terms). The candidate and his/her advisor will identify areas of focus for the practicum, which must include curriculum development, budgeting, supervision and evaluation of personnel, policy and program development, communication and any additional areas identified by the student with the advisor. Collaboration with administrators, including the principal, vice-principal, 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 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.

#### **EDUC 557 Applied Research Practicum in Curriculum and Instruction II (3)**

A continuation of EDUC 556. This field-based practicum is designed to give the prospective supervisor experience with a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in the participant's area of certification (over two terms). The candidate and his/her advisor will identify areas of focus for the practicum, which must include curriculum development, budgeting, supervision and evaluation of personnel, policy and program development, communication and any additional areas identified by the student with the advisor. Collaboration with administrators, including the principal, vice-principal, 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 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.

#### **EDUC 558 School Reform Issues (3)**

This course is designed to give students the opportunity to focus their research on school reform efforts for a particular level of the educational continuum. Through selected readings, literature review, hands-on projects, and peer review, the student will examine multiple facets of their area of study. Students will be able to describe the developmental needs of that age group, the characteristics of the school that best meets those needs, and current reform efforts related to that population. Students will present a seminar on school reform efforts as a final class project.

#### **EDUC 559 ESL Practicum (3)**

This field-based practicum is designed to give the prospective ESL teacher an extended experience in working first-hand in a setting with students whose native language is other than English. Candidates will observe and instruct students in ESL classrooms, observe first-hand the obstacles faced by these students, develop instructional materials for ESL students, develop appropriate assessment materials, and engage in first-hand experiences to better understand the cultures of their students. The candidate will cooperatively identify areas for focus with his/her assigned advisor. An action research project will serve as a culminating experience of this practicum.

#### **EDUC 560 Differentiated Teaching and Learning (3)**

This course will explore the range of human behavior commencing with characteristics of typical behavior to that of the behaviorally challenged. Course topics will include: normal and abnormal human development, IDEIA Reauthorization, federal and PDE regulations, IEP development and functional behavioral assessment, state assessment policies, alternative education services for disruptive youth, etc.

#### **EDUC 561 The Reflective Practitioner (3)**

This course provides practicing educators with the opportunity to develop their ability to become reflective practitioners who practice the continuous improvement of instruction in the classroom. This course will provide students with an in-depth look at the four domains of teaching and learning practices, as defined in Charlotte Danielson's Framework for Teaching model. The course analyzes experiences in each of the domains and components of the Framework, including planning, preparation, and assessment; classroom environment; instruction; and professional responsibility. Students examine relevant research-based practice appropriate to each domain area.

#### **EDUC 565 Second Language Acquisition (3)**

Educators participating in this course will develop knowledge and skills in the structure of the English language, grammar and pronunciation including lexical, morphological, phonological and pragmatic components. The course will then delve into specific issues related to English Language Learners related to BICS and

CALP, L1 and L2 acquisition, myths concerning second language acquisition, affective filters and speech/discourse patterns. The course will then use the theories provided to the educators to show their relationship to the ESL students' reading, vocabulary and writing development.

### **EDUC 566 Methods for Teaching English Language Learners (3)**

Educators participating in this course will develop methods, strategies and resources that address the educational needs of ELLs in their learning process. Topics of instruction and application will include adapting and modifying instruction based on language proficiency, research-based instructional practices, review and evaluation of materials for English Language Learners, and the use of instructional technology. Educators will develop lesson plans using levels of English proficiency and conduct action research with ESL teaching methods with ESL/non-ESL students in their classrooms.

### **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 568 Assessment and Support for English Language Learners (3)**

This course is designed to expand the participants' knowledge of effective assessment practices and support services available for ELL students. In addition to effective assessment practices, purposes for assessment, multiple assessment models, use of evaluation techniques, scaffolding of assessments and formal/informal assessment tools will be discussed. Participants will learn the availability of school support services to assist ELLs in language acquisition and content learning and ways to promote parental/family involvement with their children's educational program. Participants will gain hands-on experience in test administration, interpretation and reporting. Individualized Education Plans for ELLs identified as special needs students will also be discussed.

### **EDUC 595/596/597 Special Topics**

### **EDUC 608 Methods of Teaching Social Sciences (3)**

Innovative techniques for an interdisciplinary approach to the teaching of the social sciences. Special attention is given to cultural and ethnic diversity. Presentation through traditional materials and experimental multi-learning resources is examined. Graduate students are expected to demonstrate additional competencies in action research and translating instructional theory to practice.

### **EDUC 609 Methods of Teaching Mathematics (3)**

Study of appropriate content and techniques for teaching school mathematics consistent with the recommendations of professional societies. Consideration of the diagnostic, prescriptive and evaluative processes of teaching, classroom management and curricular organization. Field experience required. Graduate students are expected to demonstrate additional competencies in action research and translating instructional theory to practice.

### **EDUC 610 Methods of Teaching Science & Health (3)**

Methods and current strategies in teaching science and health. Students will demonstrate their ability to prepare, select and use materials and instructional approaches appropriate to various student needs. Unit plans, demonstrations and field placement activities required. Graduate students are expected to demonstrate additional competencies in action research and translating instructional theory to practice.



**EDUC 616 Developmental Reading (3)**

Develops competencies necessary for the teaching of reading (readiness through grade six). Methods and techniques for teaching a variety of approaches to reading. Practical application of theories and methodologies. Field experiences are included. Graduate students are expected to demonstrate additional competencies in action research and translating instructional theory to practice.

**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 626 Social Foundations of Education (3)**

Consideration of the sociological, historical and philosophical foundations of education in America. Examines the various instructional processes and their underlying bases leading to better judgments about the role of the school in modern society. Graduate students are expected to demonstrate additional competencies in action research and translating instructional theory to practice.

**EDUC 628 Educational Psychology (3)**

Emphasis on the direct application of learning theory to classroom educational practice. Students will study human development and psychological influences which impact the teaching/learning process. The course will explore classroom management, discipline, assessment, and developmentally appropriate instructional strategies. Students will begin to develop lesson plans using the principles of learning and developmental theory. Observational field experiences are required. Graduate students are expected to demonstrate additional competencies in action research and translating instructional theory to practice.

**EDUC 632 Selected Case Studies in Special Education (3)**

This course will focus on the development of two case studies of children with disabilities selected from the caseload of a special education classroom teacher or teachers. Students will participate in a minimum of ninety (90) hours of documented field work for successful completion of this course. Students will identify and select a child with a high-incidence disability and a child with a low-incidence disability for intensive study. The student will analyze and examine in detail each child's current special education program and services in order to determine if there is an appropriate provision of high quality, standards-based instruction that meets the individual child's academic, communicative and social/emotional/behavioral needs. In addition, each student will be able to assess and critique specific universal design concepts as well as quality differentiated instructional practices related to each child's current educational needs. Likewise, students will be able to analyze the evaluate the appropriateness of both the formal and informal assessment strategies embedded in the Individualized Education Program (IEP) plans including progress monitoring and adapted grading strategies. At the conclusion of these various data analyses, the student will take a position supporting or challenging each child's current recommended special education program and placement related to the mandate of the least-restrictive environment.

**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 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 Comprehensive Presentation, Synthesis, and Statement of Leadership and Learning (3)**

This course serves as the capstone of the coursework phase of the doctoral program. It is a high stakes requirement to formally present and defend to a broad audience the student's understanding of what has been learned, and the mental model he/she has developed regarding leadership that will guide future behavior and decision making. The student will also present highlights of the draft of the first three chapters developed during Dissertation Seminar. During a 90-minute time period, each student will present a formal synthesis using PowerPoint, media, artifacts from the practicum experience portfolio, and other methods to demonstrate the knowledge, skills, and dispositions learned in the program, as well as the commitment to using that mental set as a leader and administrator. Audience members, to include the other students, faculty members, mentors, administrators, and invited leaders, will engage each student in discussion and defense of the student's presentation. A rubric based assessment will be used and students will write peer commentary/recommendations for each presentation. This will serve as the gateway to dissertation candidacy.

#### **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. Candidates may register for one to three credits per course I, II, and III, but all credits must be registered prior to the defense. This is to allow for some time flexibility should the candidate require more time to complete the dissertation beyond the end of the three year program.

### **EDUC 900 Dissertation Writing Continuation (1)**

This is a one (1) credit course. After completing EDUC 751 Dissertation Writing I, EDUC 752 Dissertation Writing II and EDUC 753 Dissertation Writing III, students who have not completed their dissertation must continuously enroll (fall I and II, spring I and II, and summer I and II) for each eight week term until they successfully complete the dissertation or their statute of limitations expires (no longer than seven years from the start of the program).

### **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)**

Information and practical training in the implementation of basic classroom management theories and strategies for all students, especially those with high incidence disabilities will be the focus of this course. Students will learn about mandates and current legislation affecting the management of all student behavior in schools. The Positive Behavioral Interventions and Support (PBIS) model will be studied in depth. Data-based and data-driven decision making will be emphasized. Students will also learn and practice strategies for addressing and improving school survival skills, social skills, and specific student behavior problems. Students will understand, develop, and practice culturally responsive behavior strategies that promote effective communication and collaboration with students with disabilities and their families. Observations in the schools will be required. Finally, each student will develop an in-depth individualized Positive Behavioral Intervention and Support plan for a selected student who has been observed and studied during school observations. 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 specialist 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 specialist 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 541 Professional Collaboration and Communication (3)**

This course is designed for the special education teacher candidate. It is designed to help classroom teachers acquire conceptual and skill-based competencies in the area of collaborative consultation in educational teams. Additionally, the course will focus on those skills necessary for interactions with other professionals and parents. Students will examine and apply consultation as an interactive process among team members from various disciplines and expertise, with the goal of creating joint team decisions for learners with diverse needs. Emphasis will be placed on interactive problem solving, collaborative learning, and resource sharing among team members. Finally, the student will identify one component of the professional collaboration and consultation model and complete an in-depth research paper focusing on effective practices in the field. The results of this research paper will be presented during an in-class discussion session.

#### **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)**

#### **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).

# Department of Humanities and Human Sciences

## **PSYC 501 MFT I: Theoretical Approaches to Psychotherapy in a Family and Social Systems Context (3)**

This course presents introductory theory and skill sets for psychotherapy and counseling from the perspective of relatedness, family, and social systems. Topics include fundamental counseling skills, an introduction to the epistemological, philosophical, and scientific foundations of family and social systems theory.

## **PSYC 502 MFT II: Advanced Theoretical Approaches to Psychotherapy in a Family and Social Systems Context (3)**

This course builds upon PSYC 501 with an emphasis on specific approaches to family systems intervention. This includes structural and communication models, problem solving, narrative, contextual, person-centered, emotion-focused, historical, and/or deconstructionist models. Prerequisite: PSYC 501.

## **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 504 MFT III: Trauma and Attachment Issues in Psychotherapy (3)**

This course builds upon the PSYC 501 and 502 sequence, emphasizing the integration of trauma/attachment theory and object relations approaches to family systems models of treatment. Prerequisite: PSYC 502.

## **PSYC 505 MFT IV: Community Engagement and Empowerment in Clinical Practice (3)**

This course considers family systems approaches within the context of community engagement and empowerment, including “wrap around” service planning, service coordination and advocacy, strength-based approaches, and multi-family group counseling. Prerequisite: PSYC 502.

## **PSYC 506 Individual Psychotherapy (3)**

This course will consider psychoanalytic, humanistic, existential, and/or CBT approaches to individual psychotherapy. Topics may include the therapeutic relationship, the nature of defensive and homeostatic processes in psychotherapy, the role of cognition, emotion, self-reflection, body awareness, insight, and narration. Prerequisite: PSYC 501.

## **PSYC 507 Child Psychotherapy (3)**

This course will consider psychoanalytic, humanistic, existential, and/or CBT approaches to individual psychotherapy. Topics may include the therapeutic relationship, the nature of defensive and homeostatic processes in psychotherapy, the role of cognition, emotion, self-reflection, body awareness, insight, and narration. Prerequisite: PSYC 502.

## **PSYC 508 Sex Therapy & Instruction (3)**

This course will introduce students to theories of human sexuality and the clinical practice of sex therapy and instruction. The course will address sexual anatomy and the wide diversity of sexual behaviors. A critical evaluation in light of research evidence will inform discussion of identified sexual dysfunctions and contemporary clinical interventions for the remedy of sexual dysfunction and to enhance human sexual experience. The course will emphasize understanding sexual behavior within the context of the individual, the couple, and family systems. Prerequisite: PSYC 502.

## **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 521 Child Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing to adolescence. The course will examine the socialization of the person across childhood development and will explore language development and the role of genetics.

**PSYC 522 Adolescent Development (3)**

This course will review various theories and empirical research on development during the years of adolescence into early adulthood. The course will examine the socialization of the person across adolescence, and will explore the development of identity, friendship, and love relationships, and the influence of family, peers, and culture on adolescent development. Prerequisite: PSYC 521.

**PSYC 523 Adult Development (3)**

This course will review various theories and empirical research on development during the years of adulthood through death. Development theory and research on the formation and patterns of adult relationships, family life, career, and leisure will be discussed, as well as death and dying. Emphasis will be placed on the influence of culture and other social systems on the development of adult identity and relationships. Prerequisite: PSYC 521.

**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. Prerequisite: PSYC 521.

**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 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. Prerequisite: PSYC 503.

**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 provide 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 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. Prerequisites: PSYC 551 and PSYC 552.

**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 611 Marriage and Family Life (3)**

Historical and cross-cultural accounts of a diversity of families, marriages and couples will be explored using family systems theories generally and corresponding community relations. Students will be encouraged to form their own views on marriage and family that may include both traditional and nontraditional understanding and that fully supports the psychological health of couples and children. Prerequisite: PSYC 521.

**PSYC 612 Marriage & Family Life II (3)**

This course builds upon PSYC 611 and explores the diverse range of family systems and their impact on individual and social dynamics. The course will critically examine ways of conceptualizing family dysfunction and health and understand the family within the larger context of socio-cultural influences on the family and the individuals who compose the family. Prerequisite: PSYC 611.

**PSYC 613 Marriage & Family Life III (3)**

This course builds upon PSYC 612 and expands the understanding of diversity by exploring variations in family structures and dynamics across history and cultures. Understanding family dynamics from a broader, cross-cultural scope will be engaged in with the intent to return to critical reflection on contemporary theory and research of the family. Prerequisite: PSYC 612.

**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 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 role 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 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 651 Community Coaching (3)**

Description of applications of community psychology to empower communities to identify and resolve social problems, including issues related to mental health. The course will explore past and current community coaching projects and programs, and the challenges, problems, and successes that have resulted from these

projects and programs. Prerequisite: PSYC 503.

**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 654 Clinical-Community Practicum I (3)**

This practicum is an independent study course which will involve supervised practice in an area of applied clinical and community psychology. 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 501.

**PSYC 655 Clinical-Community Practicum II (3)**

This is an advanced practicum which is an independent study course which will involve supervised practice in an area of applied clinical and community psychology. 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 621.

**PSYC 656 Clinical-Community Practicum III (3)**

This practicum is an advanced independent study course that will involve supervised practice in an area of applied clinical and community psychology. Students will incorporate feedback from supervisors in order to advance toward professional skills in the field. 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 655.

**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. Prerequisite: PSYC 563.

**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 and Practicum I (6)**

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. Students will apply classroom learning in the practical aspect of the course, which includes the provision of beginning level individual psychotherapy, diagnosis and assessment of clients in an applied clinical setting. Students will receive individual supervision of clinical work by the course instructor. Classroom discussion and individual supervision will provide opportunities for students to explore ethical issues as applied to practice. Prerequisite: PSYC 700 & 781.

**PSYC 702 Psychotherapy II (6)**

Building upon the knowledge-base of Psychotherapy 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. Students will apply classroom learning in the practical aspect of the course, which includes the provision of beginning-level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students will receive individual supervision of clinical work by the course instructor. Classroom discussion and individual supervision will provide opportunities for students to explore ethical issues as applied to practice. 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 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 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 731 Foundations of Community Psychology and Community Practicum (6)**

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 Coaching (3)**

Introduction to basic competencies and principles of the practice of community coaching for the purpose of sustainable community change. Examination of evidence-based practices for community interventions will be discussed and illustrated with case examples. 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 (ie, 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 743 Phenomenological Research (3)**

This course is an advanced-level, in-depth survey of phenomenological research and its basis in phenomenological philosophy and psychology. Descriptive, eidetic, and hermeneutic approaches to phenomenological investigation will be discussed. A pilot study using an approach to phenomenological research will be completed. Prerequisite: PSYC 741.

### **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 763 Clinical Practicum III (1)**

This course provides students the opportunity to continue to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a community practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians in a clinical field as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in the community. Prerequisite: PSYC 701.

### **PSYC 764 Clinical Practicum IV (3)**

Building on PSYC 763, this course affords students the ongoing opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a community practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians in a clinical field as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in the community. Prerequisite: PSYC 763.

**PSYC 772 Community Practicum II (3)**

Students will build upon the skills they developed in Community Practicum I and advance their community projects in the field, completing assessments and implementing practices of community coaching. Regular class meeting will provide students with supervision and guidance in their community practicum experience. Prerequisite: PSYC 771.

**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 (3)**

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 (3)**

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 793 Pre-Doctoral Internship I (3)**

All students will complete a pre-doctoral internship program during which they will maintain contact with Point Park Psychology faculty in order to continue to assess their training progress. Prerequisite: Faculty approval.

**PSYC 794 Pre-Doctoral Internship II (3)**

All students will complete a pre-doctoral internship program during which they will maintain contact with Point Park Psychology faculty in order to continue to assess their training progress. Prerequisite: PSYC 793.

**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.

# Department of Criminal Justice and Intelligence Studies

## **CRMJ 515 Professional and Research Writing (Fall/Spring–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 criminal justice 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.

## **CRMJ 520 Criminal Justice Administration and Management (Spring/Summer–3)**

This course focuses on the administration and management of criminal justice agencies. Budgeting and long-range planning as well as human resources management are emphasized. The student also will study and analyze the development of various criminal justice agency policies and procedures from a multicultural perspective.

## **CRMJ 522 Legal Issues in Criminal Justice Administration (Fall/Summer–3)**

An in-depth examination of the fundamental principles, concepts, and development of criminal law and the constitutional provisions which define it. This includes the study of criminal statutes and laws governing police procedure, as well as the rights of criminal defendants during judicial proceedings and of convicted offenders under the jurisdiction of criminal justice agencies. Issues related to multiculturalism also will be addressed.

## **CRMJ 525 Theories of Criminology (Fall/Spring–3)**

A critical analysis of the major criminological theories from an interdisciplinary perspective will be provided by this course. The student will study how crime is defined and measured and the impact of this knowledge on major policy decisions. The concept of crime will be studied from sociological, psychological, economic, and political frames of reference.

## **CRMJ 528 Politics, Policy and Criminal Justice (3)**

This course will examine criminal justice concerns from the perspective of political science. The overall course objective will be to learn about how the criminal justice system is created, operates, and is evaluated within a particular political multicultural framework. Students will be expected to learn how the various parts of this system works in relation to the development of policy.

## **CRMJ 530 Organizational Behavior in Criminal Justice (Fall/Summer–3)**

This course reviews organizational behavior as it relates to the foundations of individual and group behavior, the role of personality, emotions, motivation and communication, and human resource policies and practices. Research and theories from the behavioral sciences will be examined. Analyses of the following topics are included: leadership, group decision-making, cooperation, competition, and inter-group conflict. Prerequisite: CRMJ 520

## **CRMJ 532 Economics of the Criminal Justice System (Fall/Summer–3)**

The focus of this course is for students to develop an understanding of economic principles applied to contemporary issues in the field of criminal justice. Students will examine the effects of fiscal and monetary policies on the state of the economy, on the funding of governmental agencies and the decision-making processes of resource allocation. Students will examine the role of economics as related to the cost of crime and its impact to the criminal justice system. Various theories will be used to study optimum decision-making rules under changing conditions, as well as consumption, distribution of goods and services, and pricing. The use of cost-benefit analysis as a tool is emphasized. Each student will have the opportunity to select a specific topic in criminal justice and explore that issue from an economic perspective. Prerequisite: CRMJ 520

**CRMJ 534 Ethical Issues in Criminal Justice (Spring/Summer–3)**

This class discusses ethics or the study of goodness and how it relates to such concepts as justice, fairness, and professionalism. The focus will be on understanding ethical systems and how morality develops and analyzing moral and ethical dilemmas.

**CRMJ 536 Advanced Research Design & Analysis in Criminal Justice (Spring/Summer–3)**

This course is designed to introduce the graduate student to the process of social research. It discusses research concepts such as problem identification, data collection, data analysis, hypothesis testing, and conclusion and the inter-relatedness of these different stages. Prerequisite: CRMJ 515

**CRMJ 550 Criminal Justice Administration Practicum (Fall/Summer–3)**

The Practicum experience provides students with administrative experience in the field of criminal justice administration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the field of criminal justice administration. The Practicum requires students to complete a project that results in a final report and presentation at the annual Criminal Justice Administration Graduate Student Symposium. Students will be encouraged to submit proposals to a professional conference to present their projects. Prerequisite: CRMJ 536

**CRMJ 555 Criminal Justice Administration Thesis (Fall/Summer–3)**

Students will identify a research question and will develop and write a thesis to further explore and explain the question. The student's advisor and a second reader will grade the thesis. Thesis students will present the result of their research at the annual Criminal Justice Administration Graduate Student Symposium. Prerequisite: CRMJ 536

**CRMJ 559 Master's Capstone Seminar in Criminal Justice (Fall/Summer–3)**

The Capstone Seminar course is an intensive experience in critical analysis, designed to broaden graduate students' perspectives beyond their culture or discipline and provides an opportunity for integration of all previous courses in the Criminal Justice Administration program. The topic or issue for the capstone project will be determined by the Program Director in conjunction with a criminal justice related institution, agency, or organization within the Pittsburgh community. The Capstone Seminar is designed for graduate students to foster cooperation and collaboration among their peers, to develop interdisciplinary partnerships, and to cultivate relationships with community partners. Students will examine a specific issue in the field of criminal justice, will prepare a final written document and present the results of their project at the annual Criminal Justice Administration Graduate Student Symposium. Prerequisite: CRMJ 536

**CRMJ 595 Directed Research in Criminal Justice Administration (3)**

The student works under the guidance of a faculty member and completes a comprehensive research project on a focused topic or issue that is not addressed in other courses offered at the University. The student will prepare a final written document and present the results of his or her project at the annual Criminal Justice Administration Graduate Student Symposium. Prerequisite: CRMJ 536

**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.

# Department of Natural Sciences and Engineering Technology

## **MSEM 500 Management of Engineering, Scientific and Technical Professionals (Fall—3)**

The course will cover the management of human resources in a technology-based enterprise with engineering, scientific, and technological professionals. The course also will concentrate on the development of personnel policies regarding training, employee-labor relations with technical staff and administrative personnel. Students will apply coursework via interaction with human resource professionals and research assignments.

## **MSEM 505 Economic Analysis in Engineering Management (Fall—3)**

The course covers the principles and methodologies of economic analysis and selection of projects as they pertain to engineering activities. Individual, corporate, and public projects will be considered. Among topics covered are time value of money, short-term and long-term investment analysis, management of assets, inflation, and taxation analysis. Basic concepts such as stochastic analysis and deterministic methods will be introduced. Students will be able to utilize financial principles including: accounting income and cash flow, equivalence, cash flow modeling, depreciation, taxation, investment worth, selection of alternatives, and budgeting models. Students also will have special appreciation for comparisons of project viability and risk for selection of projects including investment worth under risk, comparing projects, and decision trees.

## **MSEM 510 Organizational Behavior (Spring—3)**

The determinants of individual and group behavior within the engineering organization are discussed. Motivation, leadership, group behavior, organizational structures, and processes as they affect performance and satisfaction in the organization will be covered. Students will obtain practical knowledge of organizational behavior via reading, research projects, and interactions with engineering and business professionals.

## **MSEM 520 Contract Law and the Engineering Enterprise (Spring—3)**

Introduction to the legal factors affecting contractor activities; contract responsibilities of contractors, engineers and owners; subcontracts and third party liability; legal as well as ethical issues facing engineering managers; federal and state regulations relating to contracts.

## **MSEM 525 Engineering Project Management (Spring—3)**

The course will include extensive coverage of project management related to staffing, planning, and budgeting engineering projects. Course content will include client satisfaction, cost control, and development of the project team, along with the engineering manager's role in motivation, performance reviews, and negotiations. The effects of deregulation will be discussed. Students will apply practical knowledge of how to plan and execute a successful engineering project.

## **MSEM 530 Engineering Analysis I (Fall—3)**

The course provides an introduction to deterministic operations research models and solutions techniques. Specific topics covered include: linear programming formulation, graphical solution, simplex method introduction, special applications of the simplex method introduction to duality, the transportation and assignment problems, network flow problems, integer, and dynamic programming. Design projects will involve spreadsheet software, spreadsheet ad-ins, LINDO, and other special purpose packages. Students will become familiar with deterministic math models.

## **MSEM 540 Seminar in Contemporary Issues in Engineering Management (Summer—3)**

Students will interact with visiting experts, fellow students and faculty in open discussions relating to a diverse range of topics including human resource management, legal issues, strategic planning, and financial management. Field activities will reinforce classroom experience. Students will become familiar with topical issues confronting engineers and managers.

**MSEM 545 Project in Engineering Management (Spring–3)**

Students will apply classroom learning in the execution of a project of substantial magnitude. Together with faculty, the student will select a topic that focuses on an application in one of the eight course areas, or one that is more broadly based. Faculty will evaluate a detailed student report. Students will achieve significant expertise in engineering projects, learn to work independently in applying previously learned concepts to specific problem, demonstrate appropriate written and oral communication skills and demonstrate the ability to select, and utilize appropriate computing tools.