

2022-2023
Graduate Catalog

Point Park University

Pittsburgh, Pennsylvania



The University Seal



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

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

This catalog is the official announcement of Point Park University (a tax-exempt, not-for-profit, educational institution) for the academic year 2022-2023. The University reserves the right to repeal, change, or amend the rules, regulations, and provisions contained in this catalog, and may withdraw or modify the programs and courses listed herein. Updates to the catalog will be posted on the University website. It is published by the Office of the University Registrar.

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Calendar 2022-2023

Fall Semester 2022

Fall Term Begins	August 29
Labor Day, University Closed	September 5
Thanksgiving Break	November 21 - 27
Last Regular Class Session	December 12
Final Examination Week	December 13 - 16

Spring Semester 2023

Spring Term Begins	January 09
Dr. Martin Luther King Jr. Day, University Closed	January 16
Spring Break	February 27- March 5
Last Regular Class Session	April 24
Final Examination Week	April 25- 28
Commencement	April 29

Summer Semester 2023

Summer Term Begins	May 1
Memorial Day, University Closed	May 29
Independence Day, University Closed	July 4
Summer II & Summer 12 Classes End	July 21

For the full academic calendar please visit [our webpage](#)

Point Park University

Mission Statement

Point Park University provides innovative undergraduate and graduate education in a dynamic urban setting. Dedicated to academic excellence and community engagement, we prepare students of diverse backgrounds with the knowledge, skill, and experience to lead meaningful lives as informed citizens and successful professionals.

Vision Statement

To be one of the most dynamic, private urban universities in America with an intense focus on student success through distinctive, innovative, and experiential learning.

Values

- Promoting divergent thinking and problem solving
- Fostering a community of mutual respect and diversity
- Encouraging innovation
- Ensuring integrity and ethics
- Focusing on student needs
- Responding to our stakeholders
- Fostering good citizens

About the University

Founded in 1960, Point Park is a dynamic, urban university with a strong liberal arts tradition. Located in Downtown Pittsburgh, Point Park enrolls approximately 3,200 full- and part-time students. There are 86 bachelor's programs, 17 master's programs and three doctoral programs offered through the School of Arts and Sciences, Rowland School of Business, School of Communication, School of Education and Conservatory of Performing Arts.

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

Embedded in Downtown, Point Park is committed to being an integral part of the success of the city and region. Its growth and development over the years reflects that: Established in 1933 as a business training college, Point Park became a junior college in 1960 and then a four-year undergraduate institution in 1966. It offered its first graduate degree in 1981 and achieved university status in 2003. In 2008, Point Park announced the Academic Village Initiative, a multi-block, living and learning hub that is redefining the student experience, campus life and the University's connection to Downtown Pittsburgh. The Academic Village Initiative has resulted in new residence halls, a student center, the Village Park and streetscape enhancements. The Center for Media Innovation opened in 2016, providing a creative, collaborative space for students, an innovative networking place for media professionals and an informative showcase for the city.

In the fall of 2018, the new Pittsburgh Playhouse opened downtown, having relocated from Oakland.

The Campus

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

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

The School of Communication also boasts the Center for Media Innovation, which includes broadcast and photo studios, a multimedia newsroom, podcasting center, and presentation and gallery space.

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

The Pittsburgh Playhouse

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

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

The Library

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

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

The Student Center

The [Student Center](#) is open year-round, offering opportunities for fitness training, recreation, and individual and group programming. Free weights and Nautilus equipment are available. Billiards, electronic darts, and table tennis are offered as leisure activities, in addition to a full-court gymnasium, and free bike rental. Students are encouraged to take advantage of the fitness opportunities provided by the Student Center, which is open to all currently registered students free of charge. The Student Center is also home to the new Esports arena. A valid Pioneer Card is required for entry to the facility. For more information, call the Student Center at 412-392-3853.

General Information

Annual Notification of Rights under FERPA

(Family Educational Rights and Privacy Act)

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

- (1) The right to inspect and review the student's education records.

A student should submit to the Registrar, Financial Aid Director, Dean or other appropriate University official written requests that identify the record(s) the student wishes to inspect. The University official will make arrangements for access within 45 days of the University's receipt of the initial request and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that they believe are inaccurate or misleading. The student shall write the University official responsible for the record, clearly identify the part of the record the student wants to have changed, and specify why it is inaccurate or misleading.

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

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

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

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

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

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

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

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

Credit Hour Policy

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

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

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

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

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

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

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

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

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

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

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

Education Practica: (follows PDE guidelines)

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

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

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

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

Experiential Learning: Credit for experiential learning may be granted to individuals who submit evidence of learning equivalent to University level course objectives/learning outcomes. Considered evidence may include portfolios, summaries of learning experiences, letters from supervisors and/or other materials that clearly illustrate achievement of each course learning outcome. A student must have completed a minimum of six credits at Point Park before a faculty evaluation for experiential learning can be processed. Students may earn up to 18 undergraduate credits in experiential learning. These credits do NOT fulfill the University residency requirement.

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

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

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

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

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

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

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

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

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

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

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

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

Diversity Statement

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

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

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

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

Non-Discrimination, Equal Opportunity and Diversity Initiatives

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

This policy is in accord with local, state and federal laws, including Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination Act of 1975 and the Pittsburgh Human Relations Act. Inquiries regarding these regulations and policies, or complaints, should be referred to Point Park's vice president of human resources, equity and inclusion, phone number 412-392-3952. Complaints of discrimination can be filed via the Incident Reporting Form and will be processed by the University Office of Equity and Inclusion according to Point Park's policy on discrimination and harassment. Complaints may also be emailed to equity@pointpark.edu.

Inquiries regarding Title IX and the Title IX regulations should also be referred to the University's Title IX coordinator. The Title IX coordinator, Vanessa Love, may be reached at vlove@pointpark.edu, 412-392-3980 or 201 Wood Street, Student Center, Room 104D, Pittsburgh, PA 15222. A Title IX incident report can be filed online via the Incident Reporting Form.

Find Point Park's Title IX information resources, including the Notice of Nondiscrimination and Policy Prohibiting Sexual Harassment, Relationship Violence and Stalking.

Accessibility Services

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

Because students' needs vary, accommodations are determined on a case-by-case basis. Therefore, after the appropriate documentation has been provided, students must participate in an interview with the Assistant Director of Accessibility, Equity and Inclusion. The Assistant Director of Accessibility, Equity and Inclusion

will determine appropriate and reasonable accommodations after careful review of documentation, consideration of interview findings, and if needed, consultation with the student's healthcare provider/evaluator, University faculty/staff, and/or external resources.

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

Academic Absences Due to Religious Obligations

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

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

Regional and Professional Accreditation and Approval

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

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

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

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

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

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

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

Admissions and Financial Information

Admission

General Information

Point Park University welcomes applications for admission to the following graduate programs:

- Doctorate of Education in Leadership and Administration
- Doctorate of Philosophy in Community Engagement
- Doctorate of Psychology in Clinical Psychology
- Doctorate of Philosophy in Critical Psychology
- Master of Arts in Community Psychology
- Master of Arts in Educational Administration (online only)
- Master of Arts in Intelligence and Global Security (online only)
- Master of Arts in Learning, Design, and Technology (online only)
- Master of Arts in Media Communication
- Master of Arts in Media Communication and Master of Business Administration (concurrent degrees)
- Master of Arts in Multimedia
- Master of Arts in Organizational Leadership
- Master of Arts in Public Relations, Advertising, and Social Media
- Master of Arts in Special Education with PA certification PreK-Grade 12(online only)
- Master of Business Administration
- Master of Education in Athletic Coaching and Administration (online only)
- Master of Education in Education with Certification PreK-4 (online only)
- Master of Education in Learning, Design, and Technology (online only)
- Master of Education in Reading and Literacy (online only)
- Master of Education in Secondary Education Leading in PA Certification in Grades 7-12 (online only)
- Master of Education in Secondary Education with PA Certification PreK-Grade 12 (online only)
- Master of Education in Teaching and Leadership (online only)
- Master of Fine Arts in Writing for the Screen and Stage
- Master of Science in Criminal Justice Administration
- Master of Science in Engineering Management
- Master of Science in Environmental Studies
- Master of Science in Health Care Administration and Management (online only)
- Master of Science in Information Systems and Business Analytics

For current list of programs, please visit www.pointpark.edu/graddegrees.

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

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

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

Applications from qualified students are admitted throughout the year. Students are admitted into the

graduate programs for the fall, spring and summer terms, although some programs admit new students only in the fall and/or spring. All application materials should be sent to:

Graduate Admission Office
201 Wood Street
Pittsburgh, PA 15222-1984
gradadmissions@pointpark.edu

Criteria for Admission

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

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

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

Graduate Enrollment Classifications

Degree-Seeking Graduate Students

Regular Master's Degree Seeking

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

Conditional Master's Degree Seeking

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

Provisional Master's Degree Seeking

Degree-seeking graduate students who are admitted based on informal documentation, such as unofficial transcripts, or who have not submitted all of the required admission application materials. This is a temporary admissions category pending completion of the application file. Students must submit all required materials within 6 weeks of the beginning of the first term in which they are enrolled for classes. Based upon the complete official file, the Graduate Admission Office will make a determination of admission classification at that point of either *Regular Master's Degree Seeking* or *Conditional Master's Degree Seeking*.

Non-Degree-Seeking Graduate Student

Non-Regular Graduate

This category is for students who have completed a baccalaureate degree and wish to take graduate courses for professional development, certifications, or licensures but who do not plan to pursue a degree. These students are generally admitted by self-certification. Admission to this category does not constitute regular admission

to a graduate program at Point Park University. However, on the recommendation of the advisor and approval of the graduate Program Director, a limited number of graduate credit courses (normally no more than 9 semester hours) may be applied to individual degree programs after students have been regularly admitted to do graduate study.

Visiting Graduate Student

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

Admissions Requirements

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

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

Application for Admission

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

Master's degree program applicants must submit the following:

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

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

- Official TOEFL and TWE scores
- Completed International Student Affidavit of Support Form and notarized/certified bank statements
- Certified translation of college and university transcripts
- Copies of passport, visa, and any previously issued I-20(s)
- Other documents as required by the University

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

Re-admission

Any graduate student who has not attended classes in the past calendar year must reapply for admission. Students will be notified if they are required to resubmit additional materials in support of the application.

Additional Requirements

Pennsylvania K-12 Certificate: Supervisor of Curriculum and Instruction

A person prepared as a Supervisor of Curriculum and Instruction may be eligible for certification provided the applicant:

- Provides a chief school administrator's verification of the completion of a minimum of five (5) years of professional school experience in an instructional area (22 PA Code § 49.111)
- Has completed an approved program of graduate study preparing the applicant for district-wide supervisory functions
- Is recommended for certification by the authorized certification officer (Dean, School of Education, Point Park University) or person who holds a comparable certificate from another state
- Has passed the PRAXIS examination required by the Pennsylvania Department of Education.

Pennsylvania Secondary Teaching Certificate

A candidate is eligible for Secondary Teaching Certification provided the applicant:

- Has completed an approved program of graduate study
- Successfully completed the appropriate content area PRAXIS exam
- Successfully completed a student teaching experience
- Is recommended for certification by the authorized certification officer (Dean, School of Education, Point Park University)

Pennsylvania K-12 Certificate: School Principal K-12

Pennsylvania State Certification requires candidates to do the following:

- Provide a chief school administrator's verification of the completion of a minimum of three years of professional school experience in an instructional area (22 PA Code Section 49.111)
- Successfully complete the School Leaders Licensure Assessment #6011
- Is recommended for certification by the authorized certification officer (Dean, School of Education, Point Park University) or person who holds a comparable certificate from another state

Transfer Credits

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

The following are the maximum number of graduate hours accepted in transfer to each program:

Ed.D. in Leadership and Administration	18 hours
Ph.D. in Community Engagement.....	12 hours
Ph.D. in Critical Psychology.....	30 hours
Psy.D. in Clinical Psychology.....	6 hours
M.A. in Advertising and Public Relations	9 hours
M.A. in Community Psychology	9 hours
M.A. in Educational Administration	9 hours
M.A. in Intelligence and Global Security	6 hours
M.A. in Learning, Design and Technology	6 hours
M.A. in Media Communication	9 hours
M.A./M.B.A Concurrent Degree	9 hours
M.A. in Multimedia.....	9 hours
M.A. in Public Relations, Advertising, and Social Media.....	9 hours
M.A. in Organizational Leadership	6 hours
M.A. in Special Education with PA Certification PreK-12	6 hours
Master of Business Administration	9 hours
M.Ed. in Athletic Coaching and Administration	6 hours
M.Ed. in Education with PA Certification PreK-4	9 hours
M.Ed. in Learning, Design and Technology.....	6 hours
M.Ed. in Reading and Literacy.....	6 hours
M.Ed. in Secondary Education with PA Certification 7-12	9 hours
M.Ed. in Special Education with PA Certification PreK-12	9 hours
M.Ed. in Teaching and Leadership.....	6 hours
M.F.A. in Writing for the Screen and Stage.....	15 hours
M.S. in Criminal Justice Administration	6 hours
M.S. in Engineering Management	6 hours
M.S. in Environmental Studies	6 hours
M.S. in Health Care Administration and Management	9 hours
M.S. in Information Systems and Business Analytics	9 hours

Student Accounts

Billing and Payment Information

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

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

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

Phone: 412-392-3424
Email: studentaccounts@pointpark.edu
Location: 1st Floor Thayer Hall
Website: pointpark.edu/studentaccounts

University Charges

University charges including tuition, fees, room and board are available on the University's website, pointpark.edu/tuition.

The University reserves the right to alter the tuition and fee schedule without notice.

Mandatory Fees

The following are mandatory fees charged by the University.

University Fee
Technology Fee
Health Services Fee

Detailed fee information is available on the University's website, pointpark.edu/tuition.

Specialized Instructional Fees

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

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

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

Undergraduate Courses

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

Financial Registration Terms and Conditions

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

All students who register for courses at Point Park University must agree to the financial registration terms and conditions. Students will agree to the terms and conditions upon signing into PointWeb. The terms and conditions are available for print on the University’s website, pointpark.edu/policies and on PointWeb.

E-billing and Payment Schedule

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

All University charges including tuition, fees, room and board, are due prior to the first day of the semester/term. Due dates are posted on the University’s website, pointpark.edu/studentaccounts. If registration occurs after the due date, payment is due immediately.

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

Monthly Payment Plans

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

Employer Deferred Tuition Program

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

Payment Methods

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

Tuition and Fees Refund Policy

Refunds to students are computed on the basis of the official date of withdrawal certified by the Office of the University Registrar. It is the responsibility of the student to notify the Office of the University Registrar in writing on the day of withdrawal and inquire with the Office of Student Accounts about a refund. Refunds of tuition will not be made to students who are suspended or dismissed. Withdrawing or dropping courses may affect a student's financial aid awards; therefore, students should always meet with the Office of Financial Aid when considering a drop or withdrawal.

Tuition and fees are refunded as follows.

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

Courses less than 15 weeks

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

Summer Sessions (Six- and Twelve-week Terms)

1-7 calendar days, inclusive 100%
More than 7 calendar days..... None

Fully Online Programs

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

Room and Board Refund Policy

Single rooms are available on a limited basis. Priority is given to students with junior or senior status. For new students, there is a maintenance fee deposit. This is a one-time deposit used for normal wear and tear associated with living in the residence halls. The maintenance fee deposit is non-refundable after May 1. If a refund of the deposit is granted, it will first be applied to the student's balance. If the student does not have a balance, the deposit will be refunded to the student.

Returning students (those who have already lived in the residence halls) must complete and submit a Housing and Food Service Contract every academic year to participate in room selection. You must also pay a down payment to be eligible to participate in housing selection.

Current academic year deposit amounts are listed on the University's website, pointpark.edu/student-life.

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

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

Financial Aid

General Information

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

Graduate Assistantships, Grants, Scholarships and Loans

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

Point Park Scholarships and Grants

Alumni Grant

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

International Graduate Students (9 or more credits per semester)

Please see our [webpage](#)

Graduate Merit Scholarship

Please see our [webpage](#)

Federal Direct Loans

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

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

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

Federal Graduate Direct PLUS Loans

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

Private Loans

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

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

- [ELMSelect](#)
- [Pennsylvania Private Student Loan Marketplace](#)

Student Lending Code of Conduct

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

Student Affairs

The mission of the Office of Student Affairs is to meet the multifaceted, co-curricular, and non-academic needs of Point Park University students. Covering a broad spectrum of support programs, activities, and organizations, the Office of Student Affairs provides services which address the career, cultural, health, recreational, social, and spiritual needs of students. These services comprise an integral part of university life and are available to all Point Park University students.

Student Activities, Involvement, and Leadership

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

Student Government Association

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

Student Support Services

Alumni Engagement and Giving

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

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

The Bookstore

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

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

Professional Career-Readiness Center

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

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

Career-Ready. That's the POINT.

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

Commuter Services

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

Reserve Officers Training Corps (ROTC) Program

Army ROTC

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

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

Students may participate in the ROTC Basic Course (level 100 and 200 courses) their freshman and sophomore years without obligation to join the Army, unless they receive an Army scholarship. Completion of the program leads to a commission as a Second Lieutenant in the US Army, the Army National Guard, or the US Army Reserve.

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

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

Air Force ROTC (AFROTC)

The AFROTC program is open to all full-time Point Park University students through a cross-registration agreement with the University of Pittsburgh. The AFROTC offers both a two- and a four-year program leading to a commission as a Second Lieutenant in the Air Force or Space Force.

Students complete one or two years in the General Military Course (GMC) before competing for an enrollment allocation into a two-week summer leadership training program at Maxwell AFB in Alabama. After completion of the summer training program, students are enlisted into the Professional Officer Course (POC), where they will take on role leading anywhere from 10-50 of their fellow cadets in weekly activities. Students are under NO contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In addition to the academic portion of the curriculum, each student attends a weekly two-hour, hands-on "leadership laboratory" that tests both their followership and leadership abilities amongst their peers. This lab is used to practice various leadership and management techniques and groom students into future military leaders.

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

Computer and Technology Resources

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

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

Rights

Assignment of Accounts

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

Removal of Accounts

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

Use of Resources

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

Safety

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

Access to Information

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

Freedom of Expression

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

Privacy

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

of the information. Point Park University reserves the right to search data stored on its servers should it be suspected that a user is violating a policy or guideline.

Official University Information

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

Responsibilities

Accounts

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

Disclosure of Information

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

Policy Violations

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

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

University Police Department

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

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

Student Health Center

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

In addition, when arranged through the Student Health Center, students are eligible for office visits with the University-contracted physician at no charge. Costs for additional services, such as x-rays, laboratory testing, etc., are the responsibility of the student. The student's insurance is able to be billed for costs related to additional services; coverage and payment is subject to the terms of the policy.

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

The staff of the Student Health Center is bound by the medical ethics of confidentiality. Information provided will not be released to a third party, including parents, without the student's written authorization, unless legally required or permitted.

For more information, call or visit the Student Health Center, or visit the [website](#).

University Counseling Center

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

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

Interfaith Meditation Room

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

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

Academic Policies

Philosophy of Graduate Education

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

Mission Statement

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

The Graduate Committee

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

Graduate Student Outcomes

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

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

Program Requirements

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

- The Doctorate of Education in Leadership and Administration requires the completion of a minimum of 54 graduate semester hours.
- The Doctorate of Philosophy in Community Engagement requires the completion of a minimum of 54 graduate semester hours.
- The Doctorate of Psychology in Clinical Psychology requires the completion of 90 graduate semester hours.
- The Master of Arts degree in Community Psychology requires the completion of a minimum of

48 graduate semester hours.

- The Master of Arts degrees in Media Communication, Multimedia, and Public Relations, Advertising, and Social media require the completion of a minimum of 36 graduate semester hours.
- The Master of Arts degrees in Curriculum and Instruction and Educational Administration require the completion of a minimum of 36 graduate semester hours.
- The Master of Arts degree in Intelligence and Global Security requires the completion of a minimum of 30 graduate semester hours.
- The Master of Arts in Media Communication and Master of Business Administration concurrent degrees require the completion of a minimum of 54 graduate semester hours.
- The Master of Business Administration degree requires the completion of a minimum of 36 graduate semester hours.
- The Master of Education degree in Secondary Education leading to PA Certification requires the completion of a minimum of 42 graduate semester hours.
- The Master of Education degree in Special Education leading to PA Certification requires the completion of a minimum of 36 graduate semester hours.
- The Master of Fine Arts in Writing for the Screen and Stage requires the completion of a minimum of 44 graduate semester hours.
- The Master of Science degrees in Criminal Justice Administration, Engineering Management, and Environmental Studies require the completion of a minimum of 30 graduate semester hours.
- The Master of Science degree in Health Care Administration and Management degree (online only) requires the completion of 36 graduate semester hours.

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

Statute of Limitations

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

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

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

All doctoral students in the Community Engagement (Ph.D.) program are required to complete a minimum

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

Thesis Copies

The University requires all master's degree students who are in a program that requires a thesis must submit an electronic copy of their thesis to the Point Park University Library. The thesis will follow the format and style determined by the student's program.

Course Grades

Grading System:

A	=	4.00	B ⁻	=	2.75	N	=	No Credit
A ⁻	=	3.75	C ⁺	=	2.25	I	=	Incomplete
B ⁺	=	3.25	C	=	2.00	F	=	Fail
B	=	3.00	P	=	Pass	W	=	Withdrawal

A student who does not complete a course by the end of the term may request and may be granted, at the instructor's discretion, an "I" (Incomplete). The "I" in a given course must be completed within a period of time set by the instructor. This time period may not exceed one year from the end of the semester in which the course was taken.

An Incomplete Grade Request Form detailing the conditions under which the "I" is permitted must be signed by both the student and the instructor. If the agreed upon conditions are not fulfilled, the "I" grade will be changed to the grade stipulated on the Incomplete Grade Request Form. The student is responsible for contacting the instructor and ensuring that all expectations with regard to removal of an "I" grade and the completion of a change of grade are met. The instructor will complete the Change of Grade Form when all expectations are met.

For students enrolled in the Master of Arts in Curriculum and Instruction, or Educational Administration the following applies:

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

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

For students enrolled in the Master of Arts in Journalism and Mass Communication the following applies:

Under special circumstances, undergraduate courses taken to increase competency levels or as prerequisites in the Journalism and Mass Communication graduate program may be taken for a letter grade. A grade of "C" or better must be earned. Undergraduate course grades do not affect graduate students' GPAs. Should a student earn an "F," the student must repeat the required course or take an additional course to complete the required

number of elective credits.

The following applies to students enrolled in Thesis in Journalism and Mass Communication I, II – COMM 597, COMM 598:

During the regular fall or spring terms of each academic year until the course is completed, the student must enroll for the appropriate three unit course or, if the course has not been completed during the regular term, for COMM 599. The student is not required to register for COMM 599 during the summer terms.

The student enrolled in any of the above courses during the regular fall or spring terms will be awarded letter grades based upon the instructor's assessment of progress toward completion of the course assignment.

For students enrolled in the Master of Science in Criminal Justice Administration the following applies:

Should a student earn an "F" during his or her tenure in the program, the student must repeat the required course.

Graduation: If the student has not earned a GPA of 3.0 at the completion of the required 30 credits, additional courses must be taken and the degree will not be conferred until the required GPA is achieved.

Change of Grade Policy

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

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

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

Grade Appeals

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

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

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

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

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

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

Institutional Review Board

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

Academic Excellence – Graduation Awards

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

Academic Probation and Dismissal

Graduate students must achieve a GPA of 3.00 in graduate course work to attain the master's degree. In any 500-level course, a grade of C or higher must be achieved for credit to be granted toward the degree.

Students whose GPA falls below 3.00 are placed on academic probation and are subject to dismissal if unable to achieve a cumulative GPA of 3.00 or higher upon completion of the subsequent 12 credits of graduate course work. Students will be placed on final probation at the discretion of the graduate program director, depending on the number of credits for which they are enrolled in subsequent semesters.

Leadership and Administration (Ed.D.) doctoral students must have a 3.25 GPA plus timely completion of department and program requirements.

Policy for Appeal of Academic Dismissal from Graduate Programs

Students wishing to appeal academic dismissal from graduate programs must first appeal to the program director of the school which administers the student's graduate program. This appeal must be made within

one week of receiving official notification of their academic dismissal. The Program Director shall respond to the student's appeal within two weeks. If the program director denies the student's appeal or fails to respond within two weeks the student may appeal to the Provost. The Provost may accept or reject the Program Director's recommendation. The Provost decision ends the appeals process for academic dismissal.

Student Code of Conduct

The code of conduct for all students can be found in the annual *Student Handbook* distributed by the Office of Student Affairs.

Academic Integrity

Students found guilty of plagiarism and/or other academic dishonesty may be dismissed from the University. Punishment for plagiarism or other academic dishonesty may include failure in an assignment, failure in a course, or expulsion from the University. The Office of the University Registrar will notify the student involved in the incident by letter and copy of the Academic Integrity Violation Form.

Any facts which are not common knowledge and not widely disseminated locally must be credited to the source from which they came. All phraseology purported to be original must be the student's. If at any time the student's language is identical with that of the source, the latter must be identified.

Besides plagiarism, other forms of academic dishonesty carrying the same penalties for the same reasons include, but are not limited to: 1) fabricating data, evidence, facts, including but not limited to laboratory results and journalistic interviews or observations; 2) obtaining prohibited assistance from another student, regardless of whether that other student is aware of it, by looking at another student's paper (in or out of class) during a quiz, exam, or during work on an assignment; 3) turning in the same work in two or more different courses, regardless of whether the two courses are taught by the same professor, in the same degree program, or even at the same institution, without explicit prior approval from both instructors, because students should not obtain credit twice for doing work once; 4) forging or altering documentation of an illness and/or absence that has been requested or required by an instructor.

In cases of marked disparity between in-class and out-of-class work, the student will receive a grade no higher than the average of that student's in-class work unless it can be demonstrated that the student received no improper assistance on the out-of-class work.

Note: The following general principles about plagiarism apply primarily to writing but may apply as well to other kinds of academic work in disciplines such as mathematics, science, technology, business, computer science, and performing arts. For specific conventions and ways of avoiding plagiarism in these disciplines, check with your instructor.

The faculty of Point Park University is committed to each student's intellectual development and welcomes every student into a community that values learning. Writing is a crucial aspect of that learning, and the faculty at Point Park University strives to help students become confident, ethical, proficient writers.

Plagiarism, however, destroys any hope of intellectual growth or progress in writing. Therefore, to help students, the following policies define plagiarism, spell out ways to avoid it altogether, and indicate sanctions for plagiarism.

I. Definition of Plagiarism

Plagiarism, according to Annette T. Rottenberg in *Elements of Argument*, is "The use of someone else's words or ideas without adequate acknowledgment—that is, presenting such words or ideas as your own... Deliberate plagiarism is nothing less than cheating and theft...."

II. Avoidance of Plagiarism

Document all sources of words, paraphrases, and ideas that derive from someone else's work. Acknowledge

help you received in completing your work. Also: enclose in quotation marks words copied from a source and identify that source; identify a source which you have summarized or paraphrased; note the course of an idea you have taken from someone else's work; acknowledge sources in all formats, including web pages, television, sound recordings, as well as traditional hard copy.

Instructors and appropriate stylebooks provide information on correct documentation format in academic disciplines (generally the American Psychological Association stylebook in social sciences and some other programs; the *MLA Handbook for Writers of Research Papers*, by Joseph Gibaldi, in humanities and some other programs; or the *Chicago Manual of Style* by the University of Chicago Press). Instructors reserve the right to check the originality of students' writing by various means, including submission to electronic search engines.

III. Sanctions for Plagiarism

Punishment for plagiarism or other academic dishonesty may include failure in an assignment, failure in a course, or expulsion from the University. For more information on plagiarism, check with your instructor and the following website: [Purdue University Online Writing Lab](#).

Works Cited:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Society of American, 2003.

Rottenberg, Annette T. *Elements of Argument: A Text and Reader*. 7th ed. New York: Bedford/St. Martin's, 2003.

Registration

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

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

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

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

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

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

Transcripts

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

Transcripts can be ordered at a cost for a hard paper copy or a secure electronic copy using any major credit/debit card. A transcript request will not be honored if there is a financial obligation on the student's Point Park University account. The student will be notified by email in this instance.

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

Diplomas

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

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

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

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

Course Additions and Withdrawals

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

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

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

Complete Withdrawal

Students wishing to withdraw from the University after the beginning of a term must use a Complete

Withdrawal form to drop all classes and deliver the completed form to the Office of the University Registrar. Please see the current semester course book online for important dates.

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

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

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

Leave of Absence

A student must fill out a Leave of Absence form if the student will miss one eight-week or fifteen-week semester. Failure to do so will require the student to go through readmission in the Office of Graduate Admission and to follow the program of study in effect during the term of return.

A student must have a cumulative G.P.A. of 3.0 or above to apply for a leave of absence. A student granted a leave of absence may return and maintain the same degree requirements that the student was following during the student's last term of attendance at the University. There is no guarantee about maintaining Federal financial aid. Please see the Office of Financial Aid.

Medical Exception Request

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

Students with a medical condition involving a short-term or long-term disability should also consider meeting with the Student Success Coordinator - Disability Services in the Center for Student Success. Call the office at 412-392-8077, email mberwick@pointpark.edu, or visit the office on the fifth floor of the West Penn Building.

International students should meet with the International Student Services and Enrollment (ISSE) staff to discuss how a Medical Exception will affect their visa status. Call the office at 412-392-4775, email iss@pointpark.edu or visit the office on the first floor of the 101 Wood Street Building.

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

Medical Exception Request Process

A Medical Exception will be granted for a full academic term only; requests for a partial term or part of a student's course load will not be granted; thus, in order to request a Medical Exception the student will be

required to withdraw from all classes for the applicable academic term. Only one Medical Exception for a total of one academic term will be granted per student.

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

Medical Exception Request Form

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

Complete Withdrawal Form

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

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

Leave of Absence Form

If the student is eligible for a leave of absence, it is recommended s/he complete the Leave of Absence Form for any fall or spring semester they expect to be absent. If the student is unsure if they are eligible for a leave of absence, it is recommended that the student complete the form. Leaves of absence will be granted according to University policy. The Offices of Student Affairs, Student Accounts and the University Registrar will make the eligibility determination and will notify the student of the decision via U.S. Mail to the address on the form (this decision is not the Medical Exception Request decision). Note: It is not necessary or recommended to explain the medical circumstances on the leave of absence form.

Authorization to Release Information Form

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

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

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

Deadline to Submit Medical Exception Request

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

Submitting Medical Exception Request Documents

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

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

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

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

Confidentiality of Medical Records

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

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

Medical Exception Request Decision

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

Readmission to the University

Readmitted students are responsible for meeting all academic requirements in effect at the time they are readmitted, not at the time they were originally admitted to the University. Students granted a Medical Exception may also be required to fulfill additional requirements as a condition of granting the Medical Exception, such as obtaining clearance from their medical provider.

Code of Student Conduct

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

The Conservatory of Performing Arts

Garfield Lemonius, Dean and Artistic Director

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

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

Master of Fine Arts in Writing for the Screen and Stage

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

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

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

- To equip students with the skills and craft of working professional writers for the screen and stage, including but not limited to feature films, plays, television, mobile media, gaming, etc.
- To equip students with the ability to demonstrate increasing skills and craft in one of the disciplines of writing for the stage or screen.
- To provide students the opportunity to think analytically and critically about writing from a structural, aesthetic, and application perspective.
- To equip students with the collaborative language to be able to articulate, demonstrate and contribute in a production focused, artistic environment.

Admission requirements:

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

Curriculum, Sequence, Timeline and Distribution by Academic Year

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

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

Total Program Minimum Requirements 44 credits

Year One

Residency One 3 credits

MWSS 500 - Dramatic Storytelling (3)

Fall Term - Online 10 credits

MWSS 515 - Genre, Form & Style (3)

MWSS 520 - Dramatic & Cinematic Theories (3)

MWSS 530 - Writing for Screen & Stage I (4)

Spring Term - Online 9 credits

MWSS 545 - Engaging the Audience (3)

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

MWSS 555 - Contemporary Playwriting (2)

Residency Two 3 credits

MWSS 600 - Exploring Creativity (3)

Year Two

Fall Term - Online 9-12 credits

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

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

MWSS 630 - Writing Landscapes (3)

MWSS 635 - History of American Screenwriting (2)

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

Spring Term - Online 9-12 credits

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

MWSS 660 - Elective in Media Writing (3)

MWSS 698 - Independent Study (Optional) (3)

Residency Three 2 credits

MWSS 665 - Thesis Presentation (1)

MWSS 670 - Past, Present & Future (1)

Course Descriptions

MWSS 500 Dramatic Storytelling (3)

During this residency, students are introduced to the foundational elements of all dramatic stories and will begin short writing projects. Topics include archetype characters, the hero's journey, story purpose, and essential building blocks of storytelling - theme, character, want, need and traditional structure. Guest lecturers, seminars, screening and exercises will further encompass this residency. Lastly, students will map out their writing goals for the program.

MWSS 515 Genre, Form and Style (3)

Part history, part genre and part form, this course engages in the history, form and style of writing for the screen and stage. Students will explore classical and contemporary screen and stage works to look at the spectrum of genres, styles, approaches and forms of works. Prerequisites: MWSS 500.

MWSS 520 Dramatic and Cinematic Theory (3)

Throughout history, the human race has been drawn to and lived through its stories. Cultural and societal norms are played out in stories for the screen and stage. Students in this course will research and create theories that can be used to explain the phenomena of story.

MWSS 530 Writing for Screen and Stage I (4)

Students develop and rewrite a short script and a short play. Students focus on the creation of shorter dramatic stories to understand the tenants of telling successful brief narratives. A study of 1-minute and 10-minute plays, webisodes, and short films will accompany the course. The art of pitching, story concepts, and loglines, etc. are introduced. Students start the rewrite process based on comments from advisors and fellow students. Prerequisites: MWSS 500.

MWSS 545 Engaging the Audience (3)

An in-depth analysis of dramatic and cinematic structure, formulas, principles and storytelling will be the focus of the course. Students will study a wide range of successful films, shows and theatrical works and discover the common elements that they share as well as the different approaches each can take. Students will employ narrative devices to further develop scenes, sequences, acts and stories. Prerequisites: MWSS 515.

MWSS 550 Writing for Screen and Stage II (4)

Students develop and complete a full-length feature screenplay or stage play. Students are expected to formulate and execute a draft with feedback from their advisor and selected classmates. Student will meet creative milestones throughout the semester. Prerequisites: MWSS 530.

MWSS 555 Contemporary American Playwriting (2)

Students will engage with a diverse selection of important voices in modern playwriting and playwriting theory. From Eugene O'Neill to Susan-Lori Parks, from David Mamet to David Henry Hwang, from Edward Albee to Paul Vogel and beyond, all writers hoping to master the craft of writing for screen and stage must read and learn from the artists that have come before. Over the course of one semester, students will read plays and in-depth interviews by a selection of the most relevant, innovative and diverse dramatists working in America today.

MWSS 600 Exploring Creativity (3)

During this residency, students will engage in activities to develop skills, disciplines and a plan for ensuring creativity in stories and in life. Course introduces the habits of creative historical figures and current artists and writers as well as allows students to develop roadmaps to ensure their productive creativity. Students will also workshop stories, attend seminars, plays and, interact with a number of guest lecturers. Lastly, students will work closely with advisors and fellow students to assess, pitch and develop stories for their thesis projects.

MWSS 605 Knowledge Sharing for Storytelling (3)

(Optional.) In this optional course, students engage in numerous on-line modalities for teaching the art and craft of screenwriting and playwriting. Students explore a variety of pedagogical approaches to knowledge sharing and building writing-centered cyber communities. Students pick a specific area of study within their specialization which they will explore and research and, ultimately, share the product of their investigation with the class as a learning module or presentation. Prerequisites: MWSS 550.

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

Students in conjunction with their thesis advisor will develop and complete a first draft of a feature, a stage play or other collection of other works. Students will be expected to employ the devices and materials introduced in the program to start work on drafting professional ready writing sample(s).

MWSS 630 Writing Landscapes (3)

This course is an overview of a variety of forms including situation comedies, hour dramas, podcasts, web series, comic books, interactive media, and gaming. This course outlines the fundamentals of style, content and format specific to each and looks to provide information on avenues for careers and employment in the field. Students will engage with a number of writers working professionally in specific areas.

MWSS 635 History of American Screenwriting (2)

In this semester-long course, students will explore the history of American screenwriting from the silent era to the present. At the same time, students will read pivotal screenplays and view important films written by the men and women who pushed the art of screenwriting forward.

MWSS 650 Thesis II – Rewriting for the Screen and Stage (4)

In this course, students take the project they developed in Thesis I and guide that project through an extensive outlining and rewrite process to ensure their final thesis projects are developed to their highest quality professional level. Prerequisites: MWSS 620.

MWSS 660 Elective in Media Writing (6)

In this course, students take the knowledge acquired in Writing Landscapes and apply it to a project in a medium outside of their thesis subject(s). Students will appraise the media writing landscape and originate material to further diversify their writing portfolios. Prerequisites: MWSS 630.

MWSS 665 Thesis Presentation (1)

This course will serve as the capstone presentation of the portfolio of work students have created throughout the program. Material will be presented in a public forum by professional actors and open to the public. Lastly, students will hone their polishing skills and will receive final critiques of their thesis projects. Prerequisites: MWSS 650.

MWSS 670 Past, Present and Future (1)

Students take assessment of their work in the program, provide a response to the notes supplied from the readings as well as pitch projects for future work on once the MFA program is completed. Prerequisites: MWSS 650.

MWSS 690 Classroom Practicum (0)

Students from the MWSS program will be introduced to a wide-range of instructional methods and strategies they can deploy should they embark on a teaching career. The Practicum will allow students to work closely with the assigned course instructor and give the students the opportunity to observe class protocol from an instructional perspective while also engaging in a variety of pedagogical activities and responsibilities for use in the modern classroom. While students participating in the Practicum will, when requested, have input into grading, the sole responsibility for student grades belongs to the teacher of record. Beyond learning cinema-specific teaching skills, students will be exposed to general teaching responsibilities including but not limited to FERPA issues and ADA guidelines. On ground Practicum opportunities can only be provided to students in the Pittsburgh area. Online Practicum opportunities will be available to all students.

MWSS 695 Internship or Teaching Practicum (3)

This optional course provides students the opportunity to intern with a production company, theater or similar or the ability to gain credit for teaching experience.

MWSS 698 Independent Study (3)

School of Arts and Sciences

Josie Brown, Ph.D.; Dean

Point Park University's School of Arts and Sciences is comprised of four academic departments: Humanities and Social Sciences, Psychology, Natural Sciences and Engineering Technology, and Criminal Justice and Intelligence Studies. Graduate programs include:

- Doctorate of Psychology in Clinical Psychology
- Doctorate of Philosophy in Critical Psychology
- Master of Arts in Community Psychology
- Master of Arts in Intelligence and Global Security
- Master of Science in Criminal Justice Administration
- Master of Science in Engineering Management
- Master of Science in Environmental Studies

Doctorate of Psychology (Psy.D) in Clinical Psychology

Brent Robbins, Ph.D. Program Director

Britney Brinkman, Ph.D, Director of Clinical Training

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

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

The community focus of our program prepares students to engage with communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to mental illness and impoverished well-being. Students will learn

skills to engage in strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations. Students will learn essential skills and techniques for conducting research in communities, as well as collaborative assessment and evaluation of social and environmental interventions in community work. An emphasis on participatory action research will provide students with a mindset to conduct research collaboratively so that professionals and community members are both involved in realizing goals of knowledge creation and positive social change. Ultimately, students develop analytical and conceptual frameworks for understanding the complex interrelationship between personal psychological distress and community well-being, which in turn can inform their engagement in communities.

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

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

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

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

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

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

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

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

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

Total Program Requirements	90 credits
Clinical Core	33 credits
PSYC 700 - Clinical Fundamentals (3)	
PSYC 701 - Psychotherapy Methods (3)	
PSYC 702 - Psychotherapy Methods II (3)	
PSYC 703 - Psychopathology in Context (3)	
PSYC 704 - Mental Health & Well-Being OR PSYC 795 (3)	
PSYC 705 - Psychological Assessment I (3)	
PSYC 706 - Consultation & Supervision (3)	
PSYC 707 - Couples , Family, and Group Therapy (3)	
PSYC 708 - Psychological Assessment II (3)	
PSYC 709- Psychological Practicum I (3)	
PSYC 710- Psychological Practicum II (3)	
Development	3 credits
PSYC 711 - Lifespan Development (3)	
Foundational	6 credits
PSYC 721 - Brain, Body & Experience (3)	
PSYC 722 - Psychology of Cognition, Motivation & Emotion (3)	
Community & Social	15 credits
PSYC 731 - Foundations Community Psychology (3)	
PSYC 732 - Social Psychology & Cultural Transformation (3)	
PSYC 733- Community Psychology Practicum (3)	
PSYC 734 - Program Development, Evaluation & Assessment (3)	
PSYC 736 - Psychology of Human Diversity (3)	
Research Methods	6 credits
PSYC 741 - Qualitative Research (3)	
PSYC 742 - Statistics and Quantitative Research (3)	
History & Theory	6 credits
PSYC 751 - Humanistic & Phenomenological Approaches OR PSYC 796 (3)	
PSYC 752 - History & Theory of Psychology (3)	
External Clinical Practica	2 credits
PSYC 763 - Clinical Practicum III (1)	
PSYC 764 - Clinical Practicum IV (1)	
Ethical & Professional	3 credits
PSYC 781 - Ethical & Professional Issues (3)	
Dissertation	10 credits
PSYC 789 - Dissertation Reading (2)	
PSYC 790 - Dissertation Writing (2)	
PSYC 791 - Dissertation I (6)	
PSYC 792 - Dissertation II (6)	
PSYC 900- Dissertation Extension (0)	
Special Topics	0 credits
PSYC 795 - Special Clinical Topics (3)	
PSYC 796 - Special Theoretical Topics (3)	
PSYC 797- Focused Clinical Placement (3)	

Doctorate of Philosophy in Critical Psychology

Bethany Morris, Ph.D. Program Director

The mission of Point Park University's PhD program in Critical Psychology is to cultivate in students a rigorous blend of psychological theories and critical theory with practical interventions in the systems of oppression as they are exemplified in the field of psychology. Faculty and students work to conduct research and implement programs that challenge the status quo of the discipline, as well as interrogate those theories and practices in psychology that have sought to maintain it. Research spans across disciplinary boundaries and frameworks in order to consider the many manifestations of the human subject in the contemporary context, drawing on the scholarship of feminist, critical race, Marxist, psychoanalytic, humanistic, phenomenological, hermeneutic, and post-structural orientations.

The goals and objectives of the PhD program in Critical Psychology is formed by the values articulated by a number of prominent critical psychologists, such as Ian Parker (2007), Isaac Prilleltensky, Dennis Fox and Stephen Austin (2009) These goals and objectives are designed to prepare critical psychologists to work within the field of psychology in a variety of contexts with the goal of infusing the discipline with critical reflectivity and a concern for the sociopolitical situatedness of the human subject. The program stresses an approach to scholarship and community engagement that is ethically informed by recognition of human dignity of persons and their fundamental relatedness to others and situatedness within communal and social structures. Students will develop the skills to work within Non-Profit organizations, as well as pursue employment in mental health organizations and academia.

Upon successful completion of the **PhD in Critical Psychology**, a student will be able to:

- 1. Understand and Apply the Psychological Foundations of Critical Psychology**
Examine the field of psychology from within the field and explain its role in perpetuating or challenging its contributions to the status quo of oppressive systems
Describe how where there is power, there is resistance, with the understanding that within dominant oppressive systems and practices there is room to change or challenge those practices and ideologies.
Describe the ways in which the field of psychology is a pervasive organizing structure within contemporary society and not confined to institutions or academia
Describe and critique the implicit assumptions that psychology is a strictly empirical science
Describe and critique theory and research on the ways in which the human being is socially embedded
Evaluate and justify approaches and interventions that consider the sociopolitical conditions of the human being
Apply advanced level description of the dynamics of social systems, and explain the impact of such systems on communities, families, couples, and persons
- 2. Apply Critical Psychology to action plans to facilitate wellbeing at the individual, community, and societal levels.**
Organize strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations
Apply conceptual and practical tools for developing critical thinking in persons and in communities
Demonstrate proficiency in research informed by critical theory
Evaluate treatment effectiveness of interventions designed at enhancing the wellbeing or ameliorating the suffering of the individual
- 3. Employ Research Skills to Explore Questions and Help Solve Problems in Psychology through a Critical Psychology lens**

Demonstrate implementation of research tools for assessing, evaluating and producing social and environmental interventions that address issues of power, oppression and liberation of marginalized and disadvantaged communities and individuals
 Advanced level description and application of qualitative methods for research, with special emphasis on critical psychological and action research
 Assessment of strategies for mixed methods approaches to studying questions and problems in the field with practical, real-world applications
 Demonstrate advanced APA style scientific and theoretical writing skills, oral presentation skills, and psychology report writing skills

4. Demonstrate. Evaluate and Apply Understanding of Ethics and Values of the Field of Critical Psychology

Evaluate and demonstrate professional research ethics
 Apply professional ethics in academic and community settings
 Describe, apply and evaluate social issues relevant to psychology

5. Demonstrate Appreciation of Individual and Cultural Diversity

Demonstrate appreciation for and sensitivity to personal and cultural diversity
 Assess strategies for working effectively with individuals and communities with a variety of sociopolitical backgrounds
 Assess issues facing a diversity of sub-cultures and populations in the United States

Total Program Requirements: **73 credits**

Mandatory Courses **40 credits**

PSYC 503/ PSYC 771 Foundations of Community Psychology
 PSYC 561/PSYC 772 Social Psychology and Cultural Transformation
 PSYC 511/ PSYC 773 Humanistic and Phenomenological Approaches
 PSYC 531/ PSYC 774 Psychopathology
 PSYC 563/PSYC 775 Program Develop., Eval., & Assess.
 PSYC 631/PSYC 776 Ethical and Professional Issues
 PSYC 736 Human Diversity
 PSYC 741 Qualitative Research
 PSYC 742 Statistics
 PSYC 752 History and Theory
 PSYC 654/694 Research Practicum/ OR Psych 652/653 Community Practicum
 PSYC 789 Dissertation Reading (2 hrs)
 PSYC 790 Dissertation Writing (2 hrs)

Dissertation **12 credits**

PSYC 791 Dissertation I (6 hours)
 PSYC 792 Dissertation II (6 hours)

Electives (*21 credits of the following or any 500-700 level course by permission of instructor*) **21 credits**

PSYC 647/ 747 Sex and Gender
 Psych 560/760 Mindfulness: Buddhist and Contemplative Psychology
 PSYC 524/724 Childhood & Society
 PSYC 525/725 Lifespan Development
 PSYC 532/737 Mental Health and Well-Being
 PSYC 556/756 Girls' & Women's Mental Health
 PSYC 557/ 757 Integrative Mental Health
 PSYC 558/ 758 Intro to Grant Writing

PSYC 559/759 LGBTQ Studies
PSYC 595/795 Spec. Topics in Community Psychology
PSYC 643/743 Dynamics of Social Systems
PSYC 646/746 Psych. of Religion & Spirituality
PSYC 649/749 Psych. of Emotion and Motivation
PSYC 695/796 Advanced Spec Topics
PSYC 555/755 Critical Race Studies
 PSYC 642/743 Critical Theory in the Social Sciences
 PSYC 722 Cognition, Motivation and Emotion
PSYC 721 Brain, Body & Experience
CENG 701 Seminar in Leadership, Communities and Engagement
CENG 704 Public Policy, Advocacy, Social Change
CENG 745 Psycho/Social Community Engagement
CENG 702 Fundraising and Development
CENG 740 Sustainability and Community Development
CENG 750 Cultural Networks/Community Development
CENG 755 Community Engagement in the Arts

Master of Arts in Community Psychology

Bethany Morris Ph.D., Community Psychology Master's Program Director

Point Park University's Master of Arts program in Community Psychology is focused on social and cultural influences on personal well-being, which include research and interventions at the community level to alleviate human suffering. Community psychology, therefore, is an approach to psychology that places emphasis on better understanding the role of socio-cultural factors in mental health and well-being, including the diagnosis, prevention, and treatment of mental illness. Ultimately, our program's approach to Community Psychology is one that seeks to enhance the well-being of individuals, groups and communities through research, community intervention, and clinical practices.

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

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

Students with an interest in an emphasis on Marriage and Family Therapy may choose courses that will prepare them for the MFT license in Pennsylvania and other students in order to practice as a therapy. Students seeking an MFT will need to take additional courses beyond graduation in order to fulfill state requirements for licensure. Students who are licensed MFT clinicians work with families and couples to address problems of living in the context of their relationships. The community psychology emphasis in our program prepares the student to conceptualize clinical work with couples and families within the larger social, economic, and cultural contexts in which they endeavor to survive and thrive. While students learn conventional clinical interventions for marriage and family therapy, they are also introduced to innovations in strategies for community engagement to prevent and alleviate family, couple, and childhood dysfunction.

Goals and Objectives

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

- Describe the psychological foundations of clinical-community psychology
 - Describe human development from birth to old age

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

Total Program Requirements

36 credits

Program Requirements

18 credits

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

PSYC 631 - Ethical and Professional Issues (3)

Research Methods

6 credits

PSYC 551 - Quantitative Research Methods (3)

PSYC 552 - Qualitative Research Methods (3)

PSYC 692 - Thesis Continuation (1)

Choose One: 3 credits

PSYC 652 Community Practicum (3)

PSYC 691 Thesis (3)

PSYC 693 Research Practicum (3)

Electives – Choose Three

9 credits

PSYC 524 - Child and Society (3)

PSYC 525 - Lifespan Development (3)

PSYC 532 - Mental Health & Well-Being: Individual and Collective (3)

PSYC 541 - Brain, Body and Experience (3)

PSYC 555 Critical Race Studies (3)

PSYC 556 Girls' & Women's Mental Health (3)

PSYC 557 Integrative Mental Health (3)

PSYC 558 Introduction to Grant Writing (3)

PSYC 559 LGBTQ Studies (3)

PSYC 560 Mindfulness: Buddhist & Contemplative Psychology (3)

PSYC 595 - Special Topics in Clinical-Community Psychology (3)

PSYC 642 - Critical Theory in the Social Sciences (3)

PSYC 643 - Dynamics of Social Systems (3)

PSYC 646 - Psychology of Religion and Spirituality (3)

PSYC 647 - Psychology of Sex and Gender (3)

PSYC 648 - Psychology of Human Diversity (3)

PSYC 649 - Psychology of Emotion and Motivation (3)

PSYC 652 - Community Practicum I (3)

PSYC 653 - Community Practicum II (3)

PSYC 693 Research Practicum

PSYC 694 Research Practicum II (3)

PSYC 695 - Advanced Special Topics in Clinical-Community Psychology (3)

Course Descriptions

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.

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.

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 555 Critical Race Studies (3)

Critical Race Studies is a seminar course for the contemporary clinical-community psychology scholar. This graduate seminar will explore the foundations and central tenets of Critical Race Theory, from its origins in Critical Legal Studies to current applications, debates, historic references, and policy. The aim is to emphasize

the importance of understanding racial associations between individuals and the settings and systems in which they are embedded. Students will be graded by the successful completion of APA style writing assignments, oral presentations, and critical analysis of issues of relevance to clinical-community psychology research and practice.

PSYC 556 Girls' and Women's Mental Health (3)

Although girls and women in the U.S are comparatively privileged, patriarchal attitudes continue to impact their lives in adverse ways. Glaring examples include significant wage disparities, sexual assaults on college campuses, and the fact that the U.S. stands alone among wealth nations in not guaranteeing paid maternity leave, or high-quality childcare. Girls' and women's bodies are routinely sexualized and pathologized as evidenced by rampant body dysmorphia and eating disorders, psychiatric diagnoses that are tied to their reproductive cycles such as premenstrual dysphoric disorder, and postpartum depression, the medicalization of childbirth, and the discomfort/shame women are made to feel when breastfeeding in public. This course will explore the impact of these prevailing attitudes on girls' and women's psychological well being and ways in which communities can promote and protect their mental health.

PSYC 557 Integrative Mental Health (3)

This course revitalizes and expands the biopsychosocial model of mental health. We are biological beings; interdependent on a complex ecosystem that surrounds us, and lives within us(the microbiome). We are psychological beings; formed from our unique histories and our existential longings (e.g. to feel that our lives have meaning, and a sense of purpose). We are social beings embedded in families, communities, and cultures. Achieving optimal mental health requires that we support each of these levels of experience while recognizing that they are inextricably linked. In this class we will explore the interplay among the biological, psychological, and social contributions to mental health, and consider how to apply this knowledge to strengthen individuals and communities.

PSYC 558 Introduction to Grant Writing (3)

This course will introduce students to the fundamental elements of writing and preparing a successful grant proposal. Students will develop skills in grant seeking, proposal development, budget preparation, and evaluation of grant proposals.

PSYC 559 LGBTQ Studies (3)

This seminar provides foundational knowledge and general practice skills for workings with lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) individuals and communities. The course content will include an examination of historical and political perspectives, with an emphasis on contemporary mental health concerns and the psychological impact of stigma and discrimination against members of LGBTQ communities. Social, psychological, cultural, behavioral, environmental, and biological factors contributing to health and mental health disparities among LGBTQ individuals and communities will be highlighted. Students will also explore ethical and legal issues and debates through the lens of the disciplines of psychology and psychiatry.

PSYC 560 Mindfulness: Buddhist and Contemplative Psychology (3)

Students will examine theories from Buddhist and Contemplative Psychology, with particular emphasis on mindfulness and meditative practices. Application of these practices in western psychology will be critically examined in light of primary texts, as well as empirical research. Selected texts will emphasize therapeutic, individual, and collective wellbeing. This course is highly experiential in nature. Students will engage in weekly meditative practices, small group activities, and open classroom dialogue. Although Buddhist theories will be highlighted, this course is relevant to all students, regardless of their potential spiritual or religious beliefs.

PSYC 561 Social Psychology and Cultural Transformation (3)

This course will ask how theories of social psychology may, as participatory action research, affect beneficial cultural transformations within communities. Socio-cultural therapeutics will be analyzed in-depth. Traditional foundations to social psychology will be comprehensively presented along with current and cutting-edge perspectives in the field. Prerequisite: PSYC 503.

PSYC 563 Program Development, Evaluation and Assessment (3)

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance, and local community partnerships. Program evaluation and assessment skills will be taught.

PSYC 595 Special topics in Clinical-Community Psychology (3)

This is a seminar course that will address a topical issue in contemporary clinical-community psychology. While the subject matter will change, the course will focus on development of student comprehension of primary texts, APA style writing, oral presentation skills, and critical thinking about issues of relevance to clinical-community psychology research and practice.

PSYC 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

capitol (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 identifies, including racial, ethnic, sexual, gender, and other categories of social identity, and seek to understand the role of these identities in the development of mental and physical health and well-being.

PSYC 649 Psychology of Emotion and Motivation (3)

Emotion and motivation will be examined through various theoretical perspectives, including evolutionary, cognitive-behavioral, neuro-cognitive, psychodynamic, and phenomenological perspectives. Emphasis will be placed on emotion and motivation in the context of family and interpersonal dynamics.

PSYC 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.

PSYC 693 Research Practicum (3)

This practicum will provide students with research experience under the guidance of a faculty member and/or a community agency on-site supervisor. Students will engage in community assessment, program development, and/or community-based interventions for a minimum of 10 hours per week.

PSYC 694 Research Practicum II (3)

This practicum will provide students with ongoing research experience under the guidance of a faculty member and/or community agency on-site supervisor. Students will engage in community assessment, program development, and/or community-based interventions for a minimum of 10 hours per week.

PSYC 700 Clinical Fundamentals (3)

This course provides the opportunity for students to experientially learn basic helping skills and explore personal and professional challenges related to being in a helping role-prior to engaging in that role. During the course, students will have the opportunity to practice basic helping/communication skills and to reflect broadly upon what it means to be in a helping role, including related interpersonal and multi-cultural issues, power dynamics, and social responsibilities inherent in the work. An introduction to research on psychotherapy effectiveness and evidence-based practice will be integrated into the course materials.

PSYC 701 Psychotherapy Methods I (3)

Building upon the knowledge-base of Clinical Fundamentals, this course will provide an in-depth examination of one or more approaches to psychotherapy from a particular orientation or an integration of one or more orientations. Clinical orientations examined may include humanistic/person-centered, existential, psychoanalytic, Gestalt and emotion-focused approaches, among others. Evidence in support of the approach and critical evaluation of orientation's strengths and weaknesses will be addressed. The approach will also be critically evaluated in terms of its philosophical assumptions and social, history and cultural context.

PSYC 702 Psychotherapy Methods II (3)

Building upon the knowledge-base of Psychotherapy Methods and Practicum I, this course will provide an

in-depth examination of one or more approaches to psychotherapy from a particular orientation or an integration of one or more orientations. Clinical orientations examined may include humanistic/person-centered, existential, psychoanalytic, Gestalt and emotion-focused approaches, among others. Evidence in support of the approach and critical evaluation of orientation's strengths and weaknesses will be addressed. The approach will also be critically evaluated in terms of its philosophical assumptions and social, history and cultural context. Prerequisite: PSYC 701 and PSYC 709

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

Mental distress, maladaptive behavior, and problems in living will be examined broadly and from multiple perspectives, with special emphasis on the social and cultural antecedents and consequences of human suffering and dysfunction. Critical examination of current diagnostic systems will be explored in light of contemporary research.

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

Theories of mental health and well-being will be critically examined in light of research evidence. The course will examine positive and adaptive states of mind, as well as personal strengths and virtues, with an emphasis upon the social and cultural antecedents and consequences of mental health and well-being.

PSYC 705 Psychological Assessment I (3)

Introduction to psychological tests and measurements for application in clinical settings. Beginning-level competency in assessment will be developed in measurement of cognitive, psychosocial, emotional, personality, and clinical constructs. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements. Prerequisite: PSYC 700 & 781.

PSYC 706 Consultation & Supervision (3)

This course is an introduction to theory, research, and application of supervision and consultation in clinical and community settings. Prerequisite: PSYC 701.

PSYC 707 Couples & Family Therapy (3)

This course provides an overview of evidence-based approaches to working with couples and families in clinical settings. Assessment of dysfunction in couples and families will be identified, and clinical interventions for treatment of couples and families problems will be examined. Prerequisite: PSYC 702.

PSYC 708 Psychological Assessment II (3)

Building on Psychological Assessment I, students will continue to develop competency in psychological assessment of cognitive, psychosocial, emotional, personality, and clinical constructs through classroom learning and practice in the use of various instruments. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment, and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements Prerequisite: PSYC 705.

PSYC 709 Psychotherapy Practicum I (3)

In this course, students apply what they learned in PSYC 701, which includes the provision of beginning level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students receive individual supervision of clinical work by the course instructor. Classroom discussion and/or group supervision, and individual supervision will provide opportunities for students to continue to critically evaluate the approach as well as to explore ethical issues as applied to practice. Prerequisite: PSYC 701.

PSYC 710 Psychotherapy Practicum II (3)

In this course, students apply what they learned in PSYC 702, which includes the provision of beginning level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students

receive individual supervision of clinical work by the course instructor. Classroom discussion and/or group supervision, and individual supervision will provide opportunities for students to continue to critically evaluate the approach as well as to explore ethical issues as applied to practice. Prerequisite: PSYC 702.

PSYC 711 Lifespan Development (3)

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

PSYC 721 Brain, Body & Experience (3)

This course will interrelate human experiences and behavior with contemporary research in cognitive neuroscience, enactive cognition, and neurophenomenology. Each of the aforementioned disciplines will be discussed and their application to human development, learning, health, and psychological disorders will be addressed.

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

Cognition, emotion and motivation will be examined through various theoretical perspectives, including evolutionary, cognitive-behavioral, psychodynamic, and phenomenological perspectives. Emphasis will be placed on cognition, emotion and motivation in the context of interpersonal dynamics.

PSYC 724 Childhood and Society (3)

This course examines the impact of trends in American culture on children's development and mental health, including the standardized testing movement in education, the commercialization of childhood, screen immersion, weak public policies in support of family life, and environmental issues. It will explore countervailing trends that offer healthier alternatives to children and their families.

PSYC 725 Lifespan Development (3)

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across development and will explore language development and the role of genetics.

PSYC 731 Foundations of Community Psychology (3)

The historical, philosophical and theoretical background to community psychology will be examined. Special emphasis will be placed on involvement in our local, urban community with recognition of its existing resources as well as its diverse population. In the practical aspect of this course, students will engage in community assessment and interventions in the field under supervision of an instructor and on-site supervisor. Regular class meetings will provide students with supervision and guidance in their community practicum experience.

PSYC 732 Social Psychology & Cultural Transformation (3)

This course will ask how theories of social psychology may, as participatory action research, effect beneficial cultural transformations within communities. Socio-cultural therapeutics will be analyzed in-depth. Traditional foundations to social psychology will be comprehensively presented along with current and cutting edge perspectives in the field. Prerequisite: PSYC 731.

PSYC 733 Community Psychology Practicum (3)

In this course, students apply what they learned in PSYC 731. Students engage in community assessment and interventions in our local community under supervision of an instructor and/or on-site supervisor. Regular class meetings will provide students with supervision and guidance in their community practicum experience. Prerequisite: PSYC 731.

PSYC 734 Program Development, Evaluation and Assessment (3)

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance, and local community partnerships. Program evaluation and assessment skills will be taught. Prerequisite: PSYC 741 & 742.

PSYC 736 Psychology of Human Diversity (3)

Human diversity in all forms will be explored in relation to community building. Theories of diversity will be identified, described, and applied to understand and solve social problems of contemporary relevance. The course will examine the impact of diverse social identities, including racial, ethnic, sexual, gender, and other categories of social identity, and seek to understand the role of these identities in the development of mental and physical health and well-being.

PSYC 741 Qualitative Research Methods (3)

This course will introduce the history and philosophical foundation to qualitative research including specific theories, methods, practices, and interpretive skills within human science. Proficiency in information literacy and research is expected. Qualitative research will be compared and contrasted to natural science quantitative research. APA ethical guidelines for using human participants will be reviewed. The course will include original research: proposal, pilot study, field work (observations, participant observations) and interviews as well as analysis and scholarship.

PSYC 742 Statistics and Quantitative Research (3)

This course will explore the historical, philosophical, and theoretical foundations of quantitative research and proceed to explore various experimental designs and associated statistics. This course provides an overview of statistics used in quantitative psychological research as well as practice in conducting various statistical tests (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 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 756 Girls' and Women's Mental Health (3)

Although girls and women in the U.S are comparatively privileged, patriarchal attitudes continue to impact their lives in adverse ways. Glaring examples include significant wage disparities, sexual assaults on college campuses, and the fact that the U.S. stands alone among wealth nations in not guaranteeing paid maternity leave, or high-quality childcare. Girls' and women's bodies are routinely sexualized and pathologized as evidenced by rampant body dysmorphia and eating disorders, psychiatric diagnoses that are tied to their reproductive cycles such as premenstrual dysphoric disorder, and postpartum depression, the medicalization of childbirth, and the discomfort/shame women are made to feel when breastfeeding in public. This course will explore the impact of these prevailing attitudes on girls' and women's psychological well being and ways in which communities can promote and protect their mental health.

PSYC 757 Integrative Mental Health (3)

This course revitalizes and expands the biopsychosocial model of mental health. We are biological beings; interdependent on a complex ecosystem that surrounds us, and lives within us (the microbiome). We are psychological beings; formed from our unique histories and our existential longings (e.g. to feel that our lives have meaning, and a sense of purpose). We are social beings embedded in families, communities, and cultures. Achieving optimal mental health requires that we support each of these levels of experience while recognizing that they are inextricably linked. In this class we will explore the interplay among the biological, psychological, and social contributions to mental health, and consider how to apply this knowledge to strengthen individuals and communities.

PSYC 758 Introduction to Grant Writing (3)

This course will introduce students to the fundamental elements of writing and preparing a successful grant proposal. Students will develop skills in grant seeking, proposal development, budget preparation, and evaluation of grant proposals.

PSYC 759 LGBTQ Studies (3)

This seminar provides foundational knowledge and general practice skills for working with lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) individuals and communities. The course content will include an examination of historical and political perspectives, with an emphasis on contemporary mental health concerns and the psychological impact of stigma and discrimination against members of LGBTQ communities. Social, psychological, cultural, behavioral, environmental, and biological factors contributing to health and mental health disparities among LGBTQ individuals and communities will be highlighted. Students will also explore ethical and legal issues and debates through the lens of the disciplines of psychology and psychiatry.

PSYC 760 Mindfulness: Buddhist and Contemplative Psychology (3)

Students will examine theories from Buddhist and Contemplative Psychology, with particular emphasis on mindfulness and meditative practices. Application of these practices in western psychology will be critically examined in light of primary texts, as well as empirical research. Selected texts will emphasize therapeutic, individual, and collective wellbeing. This course is highly experiential in nature. Students will engage in weekly meditative practices, small group activities, and open classroom dialogue. Although Buddhist theories will be highlighted, this course is relevant to all students, regardless of their potential spiritual or religious beliefs.

PSYC 761 Social Psychology and Cultural Transformation (3)

This course 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 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 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 795 Special Clinical Topics (3)

Students will examine a special topic in clinical psychology in-depth. Advanced theories of humanistic, psychoanalytic, existential, and/or related areas of theoretical interest will be applied to clinically-relevant practices and critically examined in light of empirical research evidence. Primary texts will emphasize careful, in-depth readings in theory and philosophy with the aim to demonstrate their relevance to therapeutic practices.

PSYC 796 Special Theoretical Topics (3)

Students will examine a special topic in theoretical and philosophical psychology within the humanistic, existential, and/or psychoanalytic traditions. Primary texts will be examined in-depth with the aim of critically examining the philosophical foundations of psychological theory, research, and/or practice.

PSYC 900 Dissertation Extension (0)

Students who have not successfully defended and submitted a dissertation to the Graduate School by the end of the fourth year of the program must continuously enroll (fall, spring, and summer terms) until the dissertation is completed, but no longer than seven years from beginning the program , when the statute of limitations is reached. Prerequisites: completion of all degree requirements other than the dissertation and approval of Core PsyD faculty.

Master of Arts in Intelligence and Global Security

Sean Elliot Martin, Ph.D., Intelligence and Global Security Graduate Program Director

The primary focus of the Master of Arts program in Intelligence and Global Security is to achieve an understanding of intelligence and its effect on policy development, foster critical thinking, and enhance the measures of response and preparedness intrinsic in thwarting overt and covert threats to national security.

The program offers thirty semester credit hours of instruction, which shall consist of nine 3-credit classes, and one 3-credit Thesis course. It is a stand-alone Master's Program offered in online and on-ground formats. Because the program is scheduled as a full year format, it is anticipated graduation requirements will be completed in one year. As a requirement of graduation each student shall, after working in concert with the Review Committee, select a complete, appropriate and relevant research project, and present such research to the Review Committee.

This program is designed for persons who are interested in enhancing their knowledge within their current professions, and/or seeking employment opportunities in the field of Intelligence and Global Security. The courses in the Master of Arts program reflect the current needs of the U.S. Intelligence Community.

Goals and Objectives

Upon successful completion of the Master of Arts in Intelligence and Global Security, a student will be able to:

- Evaluate the evolution, functions, and capabilities of the combined Intelligence Community.
- Analyze the structure, functions, and capabilities of the 16 agencies that comprise the Intelligence Community and their interrelated mission and contribution to overall national security.
- Synthesize the intelligence collection cycle and its development into a target -centric approach for collecting, analyzing, and disseminating intelligence to policy makers.
- Compile the primary potentials, confines, and measures of tasking human, geospatial, and electronic signals and open sources for collecting information.
- Assay, compare, and contrast traditional and non-traditional menaces to national and international security
- Examine the threat of cyber-criminal activity and its proliferation in the internet age.
- Employ advanced research of a qualitative, quantitative, and/or mixed models methodology, directed at understanding and predicting international threats and transnational criminal activity.

Total Program Requirements

30 credits

Department Requirements

- INTL 500 - Research Methods in Security and Intelligence Studies (3)
- INTL 501 - Strategic Intelligence (3)
- INTL 502 - Intelligence Operations (3)
- INTL 503 - Target-Concentric Analysis (3)
- INTL 504 - Threat Analysis (3)
- INTL 505 - International Terrorism (3)
- INTL 506 - Cyber Crime Analysis (3)
- INTL 507 - Homeland Security (3)
- INTL 508 - Communication and Writing for Intelligence (3)
- INTL 509 - Research Project (3)

Course Descriptions

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 20th and 21st 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.

Master of Science in Criminal Justice Administration

Richard Linzer, J.D., Criminal Justice Administration Graduate Program Director

The Master of Science in Criminal Justice Administration is a 30-credit, one-year program that is designed to integrate criminological theory, public and criminal justice policy, law, economics, administration, and management and business. This is a program for the well-educated contemporary criminal justice professional who may continue to work during the week while pursuing advanced education on Saturdays.

Mission

The Master of Science degree in Criminal Justice Administration at Point Park University is designed to provide a broad base of knowledge in criminology and the criminal justice systems as well as administration of public agencies and private security firms. In addition, the student is taught specific skills designed to prepare him/her for administrative and policy-making positions in related professions or for additional academic coursework at the doctoral level. The program is structured to accommodate both the full-time student and the working professional.

Graduate Program Goals

The Master of Science in Criminal Justice Administration curriculum is designed for the graduate student to achieve the following goals:

- Knowledge of the historical, political, sociological, and psychological context in which the criminal justice system operates in the United States.
- Demonstrate leadership skills through effective communication skills, both written and in speech.
- Analysis of community conflict and crime, the causes and impact thereof on society, and the relationship among crime, violence, and other social conditions.
- Develop administrative and management skills that utilize technology to access, analyze, and interpret data to support decision making.
- Serve as a community partner to criminal justice organizations and agencies through research collaborations, service learning activities, or experiential learning activities.
- Embrace the concepts of integrity and adhere to ethics when interacting with all persons in the criminal justice system and functioning as a criminal justice professional.

Graduate Program Objectives

Upon successful completion of this program, a student will be able to:

- Analyze how criminal justice policy is formulated at the federal, state, and local level within a political, economic, and social context.
- Articulate the roles and functions of the various components of the criminal justice system.
- Integrate theory and practice in relation to public and private agency planning, accounting, budgeting, and finance.
- Explain the cultural context in which the criminal justice system operates.
- Specify how multi-culturalism relates to the community, the workplace, and the effectiveness of the criminal justice professional and job performance.
- Compare and contrast the various theories of criminology.
- Apply the basic principles of public and private agency management and administration, including resource management and allocation to criminal justice agencies.
- Demonstrate leadership skills through effective written and oral communication.
- Use current technology to access information, analyze and interpret data, and generate reports.
- Apply organizational behavior theories and concepts in practical organizational settings within criminal justice.

Total Program Requirements **30 credits**

Core Requirements **27 credits**

- CRMJ 515 - Professional and Research Writing (3)
- CRMJ 520 - Criminal Justice Administration and Management (3)
- CRMJ 522 - Legal Issues in Criminal Justice Administration (3)
- CRMJ 525 - Theories of Criminology (3)
- CRMJ 528 - Politics, Policy and Criminal Justice (3)
- CRMJ 530 - Organizational Behavior in Criminal Justice (3)
- CRMJ 532 - Economics of the Criminal Justice System (3)
- CRMJ 534 - Ethical Issues in Criminal Justice (3)
- CRMJ 536 - Advanced Research Design & Analysis in Criminal Justice (3)

Select one option: 3 semester hours

Selected in consultation with advisor and approved by Program Director

Option 1 CRMJ 555 - Thesis (3)

Option 2 CRMJ 559 - Master's Capstone Seminar in Criminal Justice (3)

Course Descriptions

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 that 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 con-

tacts 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

Master of Science in Engineering Management

Gregg Johnson, Ph.D. Associate Professor of Electrical Engineering and Director of MSEM

The Master of Science in Engineering Management at Point Park University is a 30-credit graduate program in which a student earns a Master of Science degree in as little as five semesters. Master of Science in Engineering Management graduates will learn how to utilize human, financial, and technical resources. The program's six-credit per semester format has been designed to accommodate the working adult with classes meeting in the evening and/or on Saturday. A full-time student can finish the program in as little as three semesters.

The purpose of the Master of Science in Engineering Management is to prepare graduates of bachelor level programs in engineering and engineering technology to function as managers in companies engaged in all aspects of the engineering enterprise.

The Master of Science in Engineering Management has three goals:

- To use human, financial, and technical resources effectively.
- To apply the appropriate analytical techniques in problem solving.
- To incorporate traditional methodology and contemporary issues into planning.

The objectives of the Master of Science in Engineering Management are:

- Recognize management issues that impact technology-based firms.
- Be able to optimize the allocation of resources across multiple projects.
- Gain the skills needed to evaluate, implement and operate engineering projects.
- Deal with the complex technical, ethical, and legal issues facing the engineering industry.
- Gain the skills needed to optimize the use of financial principles in decision-making.
- Achieve expertise in engineering projects through an in-depth study of such projects.

Total Program Requirements

30 credits

Required Courses:

24 credits

- MSEM 500 - Management of Engineering, Scientific & Technical Professionals (3)
- MSEM 505 - Economic Analysis in Engineering Management (3)
- MSEM 510 - Organizational Behavior (3)
- MSEM 520 - Contract Law and the Engineering Enterprise (3)
- MSEM 525 - Engineering Project Management (3)
- MSEM 530 - Engineering Analysis (3)
- MSEM 540 - Seminar in Contemporary Issues in Engineering Management (3)
- MSEM 545 - Project in Engineering Management (3)

Electives:

6 credits

Course Descriptions

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.

Master of Science in Environmental Studies

Matthew Opdyke, Ph.D. Professor of Environmental Sciences

The Master of Science in Environmental Studies program at Point Park University is a 30-credit interdisciplinary program intended to provide students with an understanding of the complex nature of environmental problems and their solutions. Offered in an accelerated format, the Master of Science in Environmental Studies can be completed in 11 months. Graduate will be prepared to function as environmental professionals in industry, regulatory agencies, and non-profit organizations.

The Master of Science in Environmental Studies has four goals:

- To prepare students to apply the principles of biological, physical, and social science to an understanding of environment concerns.
- To develop an understanding of the historic perspective relating to environmental problems.
- To prepare students to design, implement, and/or evaluate environmental programs in government agencies, corporations, consulting firms, and non-profit organizations.
- To train students to be analytical, responsible, and socially aware communicators to diverse constituencies concerned with environmental issues.

The objectives of the Master of Science in Environmental Studies are:

- Use the theories of biology and ecology to identify the role of the sciences and scientific uncertainty, in solving environmental problems.
- Apply the principles of chemical equilibrium, acid-base theory, and toxicology to identify the complex relationships that exist in air, water, and ground pollution.
- Identify and describe how environmental policy is formulated at the federal, state, and local level within a political, economic, and social context.
- Use a variety of economic methods to evaluate environmental issues with respect to natural resource development and sustainability.
- Define the relationship between laws and regulations and how they affect institutions and individuals with respect to environmental protection.
- Identify practical solutions to conflicts arising from the various theories of environmental ethics.
- Explain the complex relationships that exist between domestic government institutions and global entities with respect to environmental concerns.

Total Program Requirements 30 credits

MSES 500 - Environmental Science I (3)

MSES 505 - Environmental Science II (3)

MSES 510 - Economics and the Environment (3)

MSES 515 - Politics and the Environment (3)

MSES 520 - Exploring the Environment and Health Connection (3)

MSES 535 - Environmental Technology (3)

MSES 540 - Environmental Law (3)

MSES 550 - Environmental Communication (3)

Course Descriptions

MSES 500 Environmental Science I (Fall— 3)

The course provides an overview of the scientific principles applicable to natural resources and environmental issues. The impact of water and atmospheric pollution on human and environmental health, solid and hazardous waste management; environmental chemistry and energy are among the topics to be discussed. The course will deal with such issues as climate change, acid precipitation and sustainable energy. This course provides a foundation for integrating other courses.

MSES 505 Environmental Science II (Fall—3)

Topics to be covered include ecology in its application of wetland protection and management, conservation of biodiversity and the impacts of humans on biological systems. The fields of geology, hydrology and soil science will be incorporated into discussions that include wetland delineation, sustainable agriculture and urban ecology.

MSES 510 Economics and the Environment (Fall—3)

Students will examine the fundamentals of economics with respect to natural resources development and sustainability, energy needs, and pollution control. Methods employed will include social welfare analysis, cost-benefit analysis and externalities.

MSES 515 Politics and the Environment (Fall—3)

The course examines the interaction of scientific, political and economic factors in the history and formation of environmental policy in the United States. It assesses the role of citizens, regulatory agencies, political institutions and non-governmental organizations in managing such issues as water and atmospheric pollution, climate change and biodiversity. Also, real world case studies will be used to discuss the ethics and morals that help to shape environmental regulations

MSES 520 Exploring the Environment and Health Connection (Spring—3)

An introduction to environmental health concepts. Examines historical and current events to illustrate and better appreciate the relationships between environment and health. The course will review the relationship of people to their environment, how the environment affects their physical well-being and what can be done to influence the quality of the environment and enhance the protection of health. Major environmental health problems discussed include: new and emerging infectious disease of public health importance, air quality, water quality, waste water, and soil and hazardous waste management.

MSES 535 Environmental Technology (Spring—3)

This course is an introduction to technologies applied in the environmental field. Students will gain skills in environmental sampling, analysis and reporting of air, water, and soil samples, delineating wetlands and conducting biological surveys for assessing environmental health. The course will also introduce geographical information system (GIS) mapping and modeling as it relates to environmental science.

MSES 540 Environmental Law (Spring—3)

A study of the impact of legal issues and regulating agencies on environmental protection. Local and federal statutes, such as Clean Air Act, Clean Water Act, National Environmental Policy Act, and waste management laws will be discussed.

MSES 550 Environmental Communication (Spring—3)

This course is an overview of professional communications with an emphasis on communications challenges encountered in environmental situations. Students will gain an understanding of direct and media communications with an emphasis on dialogue and research. Management planning and communications techniques will be explored as they apply to environmental case situations.

MSES 560 Research Methods (Summer—3)

This course is an overview of methodological issues and strategies, which are relevant to research in environmental studies. Topics include quantitative and qualitative research designs, literature resources and review of data collection, analysis and interpretation. Students will, together with a faculty advisor, select a "theme," which will be the focus of their research in MSES 570.

MSES 570 Research Dissemination (Summer—3)

Students will achieve a significant level of expertise on their research topic through independent review of literature and collaboration with their faculty advisor and professional contacts. The student will learn how to disseminate scientific writing to society and professionals by demonstrating written and oral communication skills.

School of Education

Darlene Marnich, Ph.D.; Dean

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

- Doctorate of Education in Leadership and Administration
- Master of Education in Athletic Coaching and Administration
- Master of Arts in Educational Administration
- Master of Education with Certification PreK-4
- Master of Education in Secondary Education leading to PA Certification in Grades 7-12
- Master of Arts in Special Education leading to PA Certification in Pre-K - 12
- Master of Education in Special Education leading to PA Certification in Grades PreK-12
- Master of Arts in Learning, Design, and Technology
- Master of Education in Learning, Design, and Technology
- Master of Education in Reading and Literacy
- Master of Education in Teaching and Leadership
- Certificate in School Principal K-12
- Certificate in Superintendent's Letter of Eligibility
- Certificate in Reading Specialist
- Certificate in Instructional Technology Specialist
- Endorsement in Online Instruction

Doctorate of Education in Leadership and Administration

Karen S. McIntyre, Ph.D., Program Director of Leadership and Administration

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

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

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

1. Authenticity
 - a. Creating and sustaining a compelling personal and reorganization purpose;
 - b. Being the lead learner;

- c. Modeling core organizational values and personal principles.
- 2. Vision
 - a. Defining and pursuing a preferred organizational future;
 - b. Consistently employing a client focus;
 - c. Expanding organizational perspectives and options.
- 3. Cultural/Relational
 - a. Involving everyone in productive change;
 - b. Developing a change-friendly culture of innovation, healthy relationships, quality, and success;
 - c. Creating meaning for stakeholders and employees.
- 4. Quality/Capacity
 - a. Developing and empowering all involved;
 - b. Improving the organization's performance standards and results;
 - c. Creating and using feedback loops for improved performance.
- 5. Service Systems
 - a. Supporting and managing the organization's purpose and vision;
 - b. Restructuring to achieve intended results;
 - c. Rewarding positive contributions to productive change.
- 6. Communication
 - a. Communicating with and influencing varied audiences;
 - b. Managing conflict through effective communication;
 - c. Creating and embedding a congruent message.

Program Objectives

Upon completion of the program, students will:

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

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

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

Total Program Requirements for Ed.D. 54 credits

Professional Leadership Specialization Track 1 (Block 1) 18 credits

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

K-12 Administration Specialization Track 2 (Block 1)* **18 credits**
 EDUC 738 - Educational Administration (3)
 EDUC 745 - Principalship (3)
 EDUC 746 - Curriculum and Supervision Leadership
 EDUC 749 - Applied Research in School Administration I (3)
 EDUC 750 - Applied Research in School Administration II (3)
 SPED 734 - Differentiated Instructional Practices (3)

Individualized Concentration Track 3 (Block 1)* **18 credits**
Transfer Credits; Minimum 3 credits, Maximum 18 credits
Required Seminars per Transfer Credit; (Seven (7) EIA hours per course)

Required Seminars (Seven hours EIA per course) **0 credits**
 Authenticity (P/F)
 Vision (P/F)
 Cultural/Relational (P/F)
 Quality/Capacity (P/F)
 Systems and Service (P/F)
 Communication (P/F)

Theory and Research Core (Required) (Block 2)** **18 credits**
 EDUC 710 - Theory and Practice of Leadership (3)
 EDUC 711 - Mitigating Differences (3)
 EDUC 712 - Cultivating Ethical Diversity (3)
 EDUC 713 - Organizational Development (3)
 EDUC 714 - Research I Quantitative (3)
 EDUC 715 - Research II Qualitative (3)

Dissertation Courses (Required) (Block 3)** **18 credits**
 EDUC 740 - Introduction to Research Writing (3)
 EDUC 741 - Dissertation Seminar (3)
 EDUC 744 - Comprehensive Presentation (3)
 EDUC 751 - Dissertation Writing I (3)
 EDUC 752 - Dissertation Writing II (3)
 EDUC 753 - Dissertation Writing III (3)

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

****Applicable for both Track 2 and Track 3**

Master of Education in Athletic Coaching and Administration

Richard Gutkind, Ph.D., School of Education, Director of Graduate Programs

Virginia Chambers, Ed.D., Program Coordinator

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

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

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

Program Objectives

Upon completion of the program, students will:

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

Total Program Requirements

30 credits

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

Master of Arts in Curriculum and Instruction:

No longer enrolling as of Fall 2022.

Master of Arts in Educational Administration

Richard Gutkind, Ph.D., School of Education Director of Master's Programs

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

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

Program Objectives

Upon completion of the program, students will:

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

Total Program Requirements **36 credits**

Department Core Requirements **18 credits**

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

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

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

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

- Provide a chief school administrator's verification of the completion of a minimum of three years of professional school experience in an instructional area.
- Successfully complete the School Leader Licensures Assessment/SLLA (6990) exam for Principals.
- Be recommended for certification by the authorized certification officer

Master of Education With Certification PreK- Grade 4

Richard Gutkind, Ph.D., School of Education Director of Master's Programs
Virginia Chambers, Ed.D., Program Coordinator

The Master of Education with Certification PreK- Grade 4 program prepares students with undergraduate degrees to utilize their strong content knowledge in order to provide effective instruction for PreK-4 students. Having completed this program, candidates will have earned their degrees, as well as have completed the requirements for PreK- 4 teaching certification, as established by the Pennsylvania Department of Education.

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

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

Program Objectives

Upon completion of the program, students will:

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

Total Requirements**42 credits**

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

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

- Act 34 criminal experience
- Act 33/151 child abuse clearance
- FBI criminal background check
- Passing scores in the Pearson (PECT) Grades PreK-4 Modules 1, 2, and 3 are required for certification

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

Richard Gutkind, Ph.D., School of Education Director of Master's Programs

Linda Hippert, Ph.D., Program Coordinator

The Master of Education in Secondary Education Leading to PA Certification in Grades 7-12 program prepares students with undergraduate degrees to utilize their strong content knowledge in order to provide effective instruction for secondary students. Having completed this program, candidates will have earned their degrees, as well as have completed the requirements for secondary teaching certification, as established by the PA Department of Education.

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

Course work in the graduate education program will have extensive research requirements designed to focus on scholarly questions and issues relative to the teaching profession. Student research will aim to: address

contemporary issues in education, improve school environments, and examine classroom teaching methods and student learning processes. Faculty will guide students to identify direct linkages between theory and direct application to the teaching, learning within the secondary classrooms.

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

Program Objectives

Upon completion of the program, students will:

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

Total Program Requirements

42 credits

EDUC 501 Instructional Methods for Secondary Teachers (3)
EDUC 516 Reading and Writing in the Content Area (3)
EDUC 52516 Human Behavior and Classroom Management (3)
EDUC 533 Evolving School Landscapes (3)
EDUC 535 Technology Applications (3)
EDUC 541 Culturally Responsive Schools (3)
EDUC 576 Assessment Strategies and Data Driven Instruction (3)
EDUC 567 Methods for Teaching English Language Learners (3)
EDUC 624 Student Teacher Seminar (3)
EDUC 625 Student Teaching Practicum (6)
SPED 533 Special Education Inclusive Practices (3)
SPED 534 Differentiated Instructional Practices (3)
SPED 535 Positive Behavioral Supports (3)

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

- Act 34 Criminal Clearance
- Act 33/151 Child Abuse Clearance
- FBI Criminal Background Check
- Copy of undergraduate transcript
- Passing scores in content area PRAXIS examination

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

Richard Gutkind, Ph.D., School of Education Director of Master's Programs

Arleen Wheat, Ed.D., Program Coordinator

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

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

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

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

Program Objectives

Upon completion of the program, students will:

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

Total Program Requirements

42 credits

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

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

- Hold a valid PA teaching certificate at the elementary, Pre-K-4, or 4-8 levels.
- Successfully complete the PECT Exam (PA 011 and PA 012) for Special Education PK-8.
- Be recommended for certification by the authorized certification officer.

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

Richard Gutkind, Ph.D., School of Education, Director of Master's Programs
Arleen Wheat, Ed.D., Program Coordinator

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

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

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

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

Program Objectives

Upon completion of the program, students will:

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

Total Program Requirements

30 credits

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

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

- Hold a valid PA teaching certificate at the secondary level.
- Successfully complete the PECT Exam (PA 011 and PA 012) for Special Education 7-12.
- Be recommended for certification by the authorized certification officer.

Master of Education in Teaching and Leadership

Richard Gutkind, Ph.D., School of Education, Director of Master's Programs

Jan Glunk, Ed.D, Program Coordinator

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

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

Program Objectives

Upon completion of the program, students will:

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

Total Program Requirements

30 credits

- EDUC 524 Content Area and Instruction (3)
- EDUC 525 Human Behavior and Classroom Management (3)
- EDUC 531 Emerging Teacher Leadership (3)
- EDUC 533 Evolving School Landscapes (3)
- EDUC 535 Technological Applications (3)
- EDUC 541 Culturally Responsive Schools (3)
- EDUC /SPED Elective (3)
- EDUC /SPED Elective (3)
- EDUC /SPED Elective (3)
- EDUC /SPED Elective (3)

Master of Education in Reading and Literacy with Reading Specialist Concentration

Richard Gutkind, Ph.D., School of Education, Director of Master's Programs

Jan Glunk, Ed.D, Program Coordinator

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

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

Program Objectives

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

Total Certificate Requirements

30 credits

Reading Specialist Requirements

24 credits

- EDUC 515- Foundations of Literacy and Writing from Theory to Practice: Models of Literacy (3)
- EDUC 516 - Reading and Writing in the Content Areas (3)
- EDUC 517- Literature and Literacy K-12: Principles of Organizing the Literacy Curriculum (3)
- EDUC 518 - Literacy Assessment, Diagnosis, and Intervention (3)
- EDUC 519 - Leadership, Supervision, and Coaching: Roles of the Reading Specialist (3)
- EDUC 524 - Content Area Design and Instruction (3)
- EDUC 536- Research Methods (3)
- EDUC 569- Reading Specialist Practicum (3)

Other Department Requirements

6 credits

- EDUC 535 Technological Applications Across the Curriculum (3)
- EDUC 541 Culturally Responsive Schools (3)

Master of Arts in Learning, Design, and Technology

Richard Gutkind, Ph.D., School of Education Director of Master's Programs
Vincenne Revilla, Ph.D., Program Coordinator

The Master of Arts in Learning, Design, and Technology (MALDT) is designed for those individuals who work, teach, train, and manage in public, private, non-profit, corporate, government, health care, and other technology-rich learning environments. Graduate courses in the MALDT program prepare students to design, administer, manage, and evaluate instruction in online, hybrid, and remote settings ~ the fastest growing segments of education and training in the 21st century.

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

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

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

Program Objectives

Upon completion of this program, students will:

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

Total Program Requirements

30 credits

EDUC 504 Instructional Methods for Digital Teaching and Learning (3)
EDUC 528 Assessment and Evaluation of Online Teaching and Learning (3)
EDUC 534 Online Teaching: Design and Delivery (3)
EDUC 539 Research in Learning, Design, and Technology (3)
EDUC 543 Learning Technologies for Educators (3)

EDUC 579 Issues and Trends in Digital Learning (3)
EDUC 580 Instructional Technology Administration and Management (3)
EDUC 581 Innovative Instructional Methods for Digital Teaching and Learning (3)
EDUC 601 Practicum I-Learning, Design, and Technology (3)
EDUC 602 Practicum II- Learning, Design, and Technology (3)

Master of Education Learning, Design, and Technology

Richard Gutkind, Ph.D., School of Education Director of Master's Programs
Vincenne Revilla, Ph.D., Program Coordinator

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

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

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

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

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

Program Objectives

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

1. Synthesize learning theory, design methods, and technology resources to address the learning needs of diverse populations in a variety of educational and training settings.
2. Develop and implement effective instructional and learning strategies that incorporate multimedia principles, copyright compliance, and digital accessibility for use in online and remote instruction environments.

3. Integrate instructional design and technology into curricular planning and direct instruction for multiple
 - a. settings.
4. Design and execute plans for conducting administrative activities related to online learning initiatives including needs analysis, strategic planning, and program evaluation.
5. Apply management and leadership skills from current research to a variety of online educational settings.
6. Apply qualitative and quantitative research methods as evidence-based practice to solve problems in online education settings.
7. Assess teaching and technology resources for educational and training settings.
8. Apply nationally recognized, established research-based standards for quality teaching, design and learning.

Total Program Requirements

30 credits

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

Certificate in School Principal K-12

Richard Gutkind, Ph.D., School of Education Director of Master's Programs

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

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

Department Core Requirements

18 credits

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

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

- Provide a chief school administrator's verification of the completion of a minimum of three years of professional school experience in an instructional area.
- Successfully complete the School Leader Licensures Assessment/SLLA (6990) exam for Principals.
- Be recommended for certification by the authorized certification officer

Certificate in Superintendent's Letter of Eligibility

Richard Gutkind, Ph.D., School of Education Director of Master's Programs

Linda Hippert, Ph.D, Program Coordinator

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

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

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

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

Program Objectives:

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

Total Certificate Requirements

18 credits

EDUC 570 – Art & Science of Authenticity in Leadership (3)

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

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

- Provide a chief school administrator’s verification of the completion of a minimum of three years of professional school experience in an instructional area.
- Successfully complete the School Leader Licensures Assessment/SLLA (6991) exam for Principals.
- Be recommended for certification by the authorized certification officer

Online Certificate Reading Specialist Certification

Richard Gutkind, Ph.D., School of Education, Director of Master’s Programs

Jan Glunk, Ed.D., Program Coordinator

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

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

Program Objectives

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

Total Certificate Requirements

24 credits

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

EDUC 516 - Reading and Writing in the Content Areas (3)
EDUC 517- Literature and Literacy K-12: Principles of Organizing the Literacy Curriculum (3)
EDUC 518 - Literacy Assessment, Diagnosis, and Intervention (3)
EDUC 519 - Leadership, Supervision, and Coaching: Roles of the Reading Specialist (3)
EDUC 524 - Content Area Design and Instruction (3)
EDUC 536- Research Methods (3)
EDUC 569- Reading Specialist Practicum (3)

Certificate in Instructional Technology Specialist

Richard Gutkind, Ph.D., School of Education Director of Master's Programs
Vincenne Revilla Beltran, Ph.D., Program Coordinator

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

Program Objectives

Upon completion of this program, students will:

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

PDE Instructional Technology Specialist Certificate- 15 credits

EDUC 504 Instructional Methods for Digital Teaching and Learning (3)
EDUC 534 Online Teaching: Design and Delivery (3)
EDUC 543 Learning Technologies for Educators (3)
EDUC 580 Instructional Technology Administration and Management (3)
EDUC 604 Practicum in K-12 Schools in Learning, Design, and Technology (3)

Endorsement in Online Instruction

Richard Gutkind, Ph.D., School of Education Director of Master's Programs
Vincenne Revilla Beltran, Ph.D., Program Coordinator

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

Program Objectives

Upon completion of this program, students will:

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

PDE Online Instruction Endorsement- 12 credits

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

EDUC 534 Online Teaching: Design and Delivery (3)

EDUC 543 Learning Technologies for Educators (3)

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

Course Descriptions

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 503 Marketing and Branding in Athletics (3)

This course focuses on the management, finance, marketing, and sponsorship of sport programs.

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

This course applies principles of pedagogy and andragogy to an instructional design model that can be applied to a variety of digital learning formats. Instruction delivered through online/virtual, hybrid, hyflex, mobile, or flipped formats demand unique methods of presenting content, interacting with students, and assessing performance. Teaching and learning methods are explored and adapted for various types of technology and the needs of diverse learners. Students design a microteaching or microtraining demonstration to facilitate an activity incorporating methods appropriate for the instructional goals and digital delivery format.

EDUC 505 The Art and Science of Athletic Coaching

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 506 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 507 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 508 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 509 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 510 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 511 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 512 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 513 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 514 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 515 Foundations of Literacy and Writing from Theory to Practice: Models in Literacy (3)

This course focuses on the foundational knowledge of theory, history, and evidenced-based research and their relationship for a balanced literacy program. It will explore the theoretical foundations of reading development. It also examines the major theorists, their perspectives and models for the reading process, and from that knowledge to instructional practices. Theories included are cognitive processing, transactional, psycholinguistic, sociocognitive, sociocultural, and critical/multiliteracies. The works of noted reading experts as Chall, Piaget, Beck, Frey, Allington, Bean, Clay, Fountas, and Pinnell are discussed.

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

This course examines the literacy instruction needed in the content subjects, with an emphasis on how teachers in the upper elementary, middle, and secondary schools can facilitate comprehension of nonfiction materials. Topics included are practical assessment, evidenced-based instructional practices, technical vocabulary, multicultural issues, writing in the content areas, and technology. It also provides an overview of how students learn to read across content areas, and the importance of metacognitive skills in content area reading, writing, speaking, and listening.

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

This course will discuss a wide variety of issues and approaches related to planning, implementing, and supervising a literacy program in K-12 settings. It is designed to give the students the knowledge and skills necessary to design effective instruction, to choose the most comprehensive literacy materials, to incorporate ongoing literacy assessment, to create a culture for a nourishing literacy environment and to plan professional development in order meet the needs of all students across grade levels.

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

This course introduces both formative, summative, and diagnostic literacy assessment tools that are used to analyze student strengths and weaknesses in reading. Further, the course allows prescriptive instructional strategies to be designed to meet the needs of all students. Students will research and analyze existing intervention programs used in K-12 settings. The course requires a field experience.

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

This course has two primary goals: 1) Examine the leadership role of the reading specialist/coach and 2) evaluate the literacy program at the school and district level.

EDUC 520 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. (Prerequisite: EDUC 530)

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 527 Assessment for Differentiated Reading Instruction

This course introduces both formative, summative, and diagnostic literacy assessment tools that are used to analyze strengths and weaknesses in reading. Further, the course allows for prescriptive instructional strategies to be designed to meet the needs of all students. Students will research and analyze the data to develop appropriate reading strategies.

EDUC 528 Assessment and Evaluation of Online Teaching and Learning (3)

This course introduces students to systematic ways to evaluate online teaching and learning, using research based best practices. Students will develop plans for conducting evaluations, assessing instruction, collecting data, analyzing data, and reporting results in a meaningful way for the organization and stakeholders. Participants will define how assessments and evaluations are used to impact content delivery, design decisions, and technology utilization and adoption.

EDUC 529 Assessment Strategies and Data Driven Instruction: PreK-4

This course will develop and refine student's abilities to plan and modify instruction based on assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative, and authentic assessments and review strategies related to the utilization of various screening tools for identifying children needing additional interventions.

EDUC 530 Instructional Methods (3)

Integrating the theories of Multiple Intelligences with learning styles, differentiated instruction supplies teachers with pragmatic techniques to use in the classroom to complement curriculum when working with a variety of student abilities. Students will develop instruments to determine talents and learning styles, design effective multi-delivery systems, and plan projects that empower learners by capitalizing on their strengths.

EDUC 531 Emerging Teacher Leadership (3)

The course will focus on the role of the teacher as an emerging leader within the culture of the school. While effective instruction is the most important component of high achieving schools, another determining factor is the extent to which teachers are prepared to engage with administrators in shared leadership. This course will examine the literature related to teacher leadership as well as provide opportunities to put this research into practice. Students will have the opportunity to develop a reform initiative that could be implemented within their schools.

EDUC 532 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 533 Evolving School Landscapes: Challenges and Reforms (3)

This course will focus on evolving challenges and opportunities encountered by contemporary schools and teachers. Students will explore and analyze the impact of a greater number of diverse, at risk, low income, and special needs students, struggling community environments, demands of community stakeholders, diminishing financial resources, and increased federal and state regulations. Students will identify and evaluate new paradigm models used to meet the needs of underserved students. Using research based best practices, students will analyze the characteristics of successful school reforms which reflect evolving school landscapes.

EDUC 534 Online Teaching: Design and Delivery (3)

This course focuses on the design and delivery of online learning, which can be applied to workforce, higher education, K-12, continuing, or adult education. Throughout the course, students will design and develop an online module by studying the learners, applying instructional design skills, and building one learning module within a course management system. Students will also evaluate technology tools for interaction and the quality of online courses using standards of best practice.

EDUC 535 Technological Applications Across the Curriculum (3)

This course explores a wide range of activities and instructional methods that incorporate various technologies. Fundamental concepts and designs, as well as techniques and tools, will provide the foundation for the participants to systematically analyze their classroom needs and activities. Graduate students will develop instructional designs which implement user-friendly technology applications and computer-assisted instruction. (Prerequisite: EDUC 524)

EDUC 536 Research Methods (3)

This course provides students with a comprehensive overview of the process of planning, implementing, and evaluating quantitative and qualitative educational research. A seven-stage model of the research process will serve as the conceptual framework. Through classroom lectures and independent readings, students will be provided with an in-depth analysis of how to analyze and interpret quantitative and qualitative data, elements of research design, how to write and interpret research reports and methods of presenting research findings. An equal emphasis will be placed on understanding educational research through the process of factually conducting a cooperative research study in applied setting.

EDUC 537 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. (Prerequisite: EDUC 536)

EDUC 538 Educational Administration (3)

This course provides the supervisor in training with a foundation of the educational theories and research that affect day-to-day administration of schools. Topics will include theories of organization, educational foundations, and structures, supervision of personnel, collaboration and team-building, interdisciplinary curriculum design, effective job analysis procedures and staff performance appraisals, and technology issues. This course is designed to examine and analyze the means for managing institutional resources in educational settings, with an emphasis on human, fiscal, and physical resources. There is a focus on Pennsylvania school budgeting procedures as the course considers the development of practical skills in resource management in school finance and school plant operations. Issues of management include school facilities and their effective utilization, the incorporation of diverse instructional methodologies, as well as the consideration of class scheduling alternatives.

EDUC 539 Research in Learning, Design, and Technology (3)

This course provides an opportunity for participants to research in-depth a topic related to online learning, instructional design, and instructional technology administration and management. Students are encouraged to select a topic related to their specific career interest or organizational need. Research projects will be shared, discussed, and analyzed using collaborative learning methods such as peer review

EDUC 540 Human Diversity Issues in Education (3)

This course identifies and analyzes the impact diversity has upon students in the classroom today. By collaborating with individuals from various cultural and ethnic groups, religious backgrounds, and social classes, students will investigate the relationship that exists between school systems and their diverse

populations. Developing lessons and projects that optimize talent, pride, and participation will constitute the focus of coursework. (Prerequisite: EDUC 530)

EDUC 541 Culturally Responsive Schools, Teachers, and Classrooms (3)

The course will examine the relationships that exist between school systems, communities and their diverse populations and will focus on the positive impact of culturally responsive schools where learners are supported using research based best practices. Pre-service teachers will develop instructional strategies and create positive parent/community relationships anchored in culturally relevant worldviews of students. Culturally responsive theoretical models will provide frameworks for developing culturally responsive content knowledge, designing culturally-enriched curricula, creating learning environments for all students, developing cross-cultural communication skills, and utilizing teaching methods for diverse learners. Projects will include school visits, interviews with teachers, and the development of a culturally responsive curriculum for content areas.

EDUC 542 Issues in Law and Education (3)

This course will provide a comprehensive analysis of legal procedures, considerations, and concepts as they apply to education. Subject matter includes current state and federal laws effecting education, their impact on teachers, and knowledge of agencies that effect policymaking and legal responsibilities of educators. Students will write relevant case scenarios for a presentation designed to illustrate responsibilities and requirements for their district. (Prerequisite: EDUC 538)

EDUC 543 Learning Technologies for Educators (3)

This course explores current and emerging technology tools and applications that are transforming teaching and training in digital learning environments. After reviewing the terminology, history, and learning theories of educational technology, students examine technologies that enhance motivation, communication, engagement, collaboration, creativity, and critical thinking. Within the frameworks of pedagogy and andragogy, students integrate technology tools such as blogs, wikis, polls, simulations, games, podcasts, digital stories, and smart boards, and whiteboards into lessons for active and constructive learning. Students communicate to peers and stakeholders the purpose, costs, and benefits of incorporating technology into an instruction plan.

EDUC 545 The 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 Clinical Supervision and Leadership (3)

This course is designed to foster professional growth in supervision and leadership. Curriculum Supervision and Leadership supports district-wide curriculum specialists and other educators in their endeavors to contribute to the field of teaching and learning. Students will be introduced to models of supervision, including theory, design, and techniques, as they learn how to supervise instruction and personnel, evaluate staff, identify staff development needs and resources, manage staff conflict, and organize, facilitate and evaluate professional development programs. Students will develop collaborative collegiality, i.e., those supervisory skills that accommodate all stakeholders in a school system (e.g., teachers, administrators, parents, the community at large), including clinical and developmental expertise, observation and conferencing competence, peer coaching, and interdisciplinary teaming aptitude. Students will learn to identify potential venues, write competent communications, and perform effectively with audiences of parents, school administrators, school boards, advisory committees, or the community-at-large. (Prerequisites: EDUC 520 & EDUC 524)

EDUC 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. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

EDUC 550 Applied Research Practicum in School Administration II - School Principal K-12 (3)

A continuation of EDUC 549. This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in diverse K-12 environments (over two terms). The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed during the practicum. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

EDUC 551, 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 Learning and Training

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. (Prerequisite: EDUC 536)

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 562 Methods of Teaching Mathematics PreK-4

This course provides teacher candidates with methods and current strategies in teaching math in PreK-4th grade. The candidates will recognize constructivist theories, as well as informal and formal methodologies and assessments when preparing unit plans and demonstration lessons. These activities will be developed in accordance to PA standards and an emphasis will be placed on connections within the subject of math, among other academic areas and real life situations. Students will demonstrate their ability to prepare, select, and use materials in instructional approaches to construct unit plans and demonstration lessons. Field placement activities are required.

EDUC 563 Methods of Teaching Science and Health PreK-4th

This course provides teacher candidates with methods and current strategies in teaching science and health in PreK-Grade 4. Students will demonstrate their ability to prepare, select, and use materials and instructional approaches appropriate to diverse needs and abilities of students. Unit plans, demonstrations and field placement activities are required. The course will also connect students to the professional community of science education, professionals and resources.

EDUC 564 Methods of Teaching Social Studies PreK-4

Innovative techniques for an interdisciplinary approach to the teaching of social sciences and citizenship education will be addressed in this course. Special attention is given to anti-biased curriculum. Presentation through developmentally appropriate materials and resources is examined. Students will select, implement and adapt effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including; problem analysis, creativity, problem solving, and decision-making skills. Field experiences are an integral part of this course.

EDUC 565 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 569 Reading Specialist Practicum (3)

This field-based practicum is designed to give the prospective reading specialist experience with a practicing reading specialist. The practicum requires the completion of 42 hours in a reading clinic. The candidate and his/her instructor will identify areas of focus for the practicum, which must include curriculum development, instructional strategies, assessment, communication, professional development skills and any additional areas identified by the student with the instructor. Collaboration with administrators, including the principal, vice principle, and curriculum and instruction supervisor, is considered vital and necessary for the student's professional development during the practicum experience. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the students by providing opportunities that coincide with the student's identified objectives and goals. A daily log and an electronic portfolio will be completed during the practicum.

EDUC 570 Art and Science of Authenticity (3)

The Art and Science of Authenticity in Leadership is the first course intended to provide a framework for the learner to develop a philosophy of leading in the 21st Century. The course builds from the idea that authenticity is based upon being true to one's self, of understanding one's purpose, mission and, critically, core values. We begin with an exploration of personal beliefs about learning, children and other minor topics. From this reflection, learning is focused on the personal: purpose, mission, core values and a critical understanding of ethics. We then transcend to an in-depth dialog on ethics and the morality of leadership. Building on an understanding that authenticity is critical to transformation the learner is challenged to determine if his / her purpose, mission and core values are congruent to the organization. We conclude with a real-time, data-driven question / reflection on personal authenticity, research on beliefs, mission and core values of staff tied to an understanding of growing congruency within the organization.

EDUC 571 Art and Science of Visionary Leadership (3)

The Art and Science of Visionary Leadership is the second course in a series designed to provide the learner with a complete framework for leading. The intent is to aid the learner in developing a real time applicable vision of an organization working at its ideal best. In practice leaders must be masters at building a compelling purpose, a passion that galvanize others to action. But, passion and vision are of no use if trust does not exist. This second course in the Total Leader Leadership Framework is focused on the importance of connecting authenticity to vision to purpose in such a way as to build trust within the organization. It is at this point, at the intersection of trust and vision, that one has an organization prepared to create an imaginative plan for its future.

EDUC 572 Art and Science of Cultural/Relational Leadership (3)

The Art and Science of Cultural/Relational Leadership is the third course in a series of six courses, designed to provide the learner with a complete framework for leading organizations. The Art and Science of Cultural/Relational Leadership course is the hub of the series of courses. Establishing, monitoring and modeling a positive culture and creating strong relationships are crucial to the long-term success of any organization. Cultural/relational leadership is participatory and interpersonal. The central purpose of cultural/relational leadership is to establish a productive change process and provide vested ownership in the success of achieving the organizational purpose, mission, and vision. All organizational members must have a sense of efficacy in the creation of a positive culture of where everyone is learning and striving to make the organization better.

EDUC 573 Art and Science of Quality/Capacity Leadership (3)

The Art and Science of Quality/Capacity Leadership is the fourth course in a total leadership framework. In the previous courses, the learner discovered organizations do not change unless there is a compelling purpose, a clear vision, and people who are committed to changing. This course demonstrates that organizations will not improve unless people have the capacity to change and improve. Quality leaders stimulate people to grow and, in turn, people will increase their own expectations and production.

EDUC 574 Art and Science of Systems and Service Leadership (3)

The Art and Science of Systems and Service Leadership is the fifth step in dynamic transformation. The course is designed to challenge thinking targeted at the Achilles heel of leadership; systems and service design. Systems / Service is focused on three targets: adult motivation / learning, sustaining the purpose / mission / vision, and restructuring systems to insure result. Primary is system design that enhances adult learning and freedom to excel tied to student performance. The course opens with research and discussion on managing the purpose / vision / mission. This includes learning in clarifying, articulating, and forward planning to gain traction. Management skill is challenged and enhanced through units on restructuring to achieve results. Dialog and problem solving relative to learning occur in data analysis and application, problem solving, aligning and allocation of capacity, and re-framed systems planning based upon a decade time frame. The learner explores the design of systems within context that serve to inherently motivate, reward initiative, and identify poor performance; each targeted to enhancing teacher transformation and subsequently, student performance.

EDUC 575 Art and Science of Communication in Leadership (3)

The Art and Science of Communication in Leadership is the sixth in a series and the final course targeted at the trigger of transformation. The Art and Science of Communication in Leadership is designed as a beginning in the journey toward congruency; that point where a staff and leader are absolutely attuned to the purpose, mission and vision, to the point of shared passion. The course addresses five critical ideas. It begins with a look at personal style an underestimated factor as we push for one size fits all best practice and magic answer solutions. The course is designed as a reflective reality check on the personality and style of the leader targeted on how these truths impact communication. To develop these critical philosophies, this course is built around a series of required readings, reflective writings and discussions with the ending outcome being a customized outlook and philosophy on communicating.

EDUC 576 Assessment Strategies and Data Driven Instruction: Secondary Education

This course will develop and refine student's abilities to plan and modify instruction based on assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative, and authentic assessments and review strategies related to utilization of various screening tools for identifying children needing additional interventions.

EDUC 579 Issues and Trends in Digital Learning (3)

In this course, students have the opportunity to research and analyze current issues and trends in digital learning. Students will examine new and emerging trends including next generation digital learning environments, open educational resources (OER), digital literacy and citizenship, and the role of social media in learning. Issues related to privacy, security, and access to technology will be considered.

EDUC 580 Instructional Technology Administration and Management (3)

This course is designed to introduce participants to the issues involved in the administration and management of instructional technology including leadership, planning, management of resources, project management, and the impact of effective technology management on organizations and their stakeholders. The course will introduce students to leadership theory and applications for effective administration and management within organizational settings.

EDUC 581 Innovative Instruction and Leadership (3)

In this course, students are given the opportunity to research emerging technologies, adapt and/or design novel teaching and learning strategies, and develop skills as agents of change. Topics include, but are not limited to, makerspaces, augmented and virtual reality, artificial intelligence, learning analytics, and adaptive learning. Other topics may include emerging approaches to teaching and learning such as open educational resources, badging and credentialing, and specifications grading. A primary focus of the course will be to prepare the student to become an effective advocate, manager, and leader of change.

EDUC 595/596/597 Special Topics

(Prerequisites: EDUC 520, EDUC 524, and EDUC 530)

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

This K-12 schools focused fieldwork course is intended to provide the student with experiences in several of the following areas in schools: design and development of online instruction; delivery of online instruction (teaching); assessment of online learning; emerging trends and professional responsibilities in online instruction. The onsite supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. The field experience is expected to contain adequate rigor that both demonstrates practical application of coursework as well as provide new opportunities for professional growth. A daily log and an electronic portfolio will be completed during the course.

EDUC 601 Practicum I in Learning, Design, and Technology (3)

This practicum experience is designed to provide the student with experiences in the following areas where the student will apply knowledge and skills learned in the MA program in Learning, Design, and Technology; emphasis will be on instructional design, assessment, trends and professional responsibilities. In this practicum, students will develop skills in following areas: design and development of online instruction; delivery of online instruction (teaching); assessment of online learning; emerging trends and professional responsibilities in online instruction. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified career objectives and goals. The fieldwork experience is expected to contain adequate rigor that both demonstrates practical application of coursework from the MA program as well as provide new opportunities for the student's professional growth. A daily log and an electronic portfolio will be completed during the course.

EDUC 602 Practicum II in Learning, Design, and Technology (3)

This practicum is intended to provide the student with field-based experiences in one or more of the

following areas: oversight of instructional technology infrastructure within an organizational setting; integration of technology into curricular planning and instructional design; management and administration of instructional technology programs and projects; research, problem solving, and product development of instructional technological applications.

The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified career objectives and goals. Emphasis will be on the development and application of administration, management, and leadership of instructional technology projects that foster best practices in learning, design, and technology. A daily log and an original research project will be completed during the practicum.

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

Practicum experience in K-12 is intended to provide the student with K-12 experience in one or more of the following areas: oversight of instructional technology infrastructure within an organizational setting; integration of technology into curricular planning and instructional design; management and administration of instructional technology programs and projects; research, problem solving, and product development of instructional technological applications. The onsite supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. Emphasis will be on the development and application of administration, management, and leadership of instructional technology projects that foster best practices in learning, design, and technology. A daily log and an original research project will be completed during the practicum.

EDUC 606 Reading Recovery Training of Teachers I (3)

This course is designed to prepare experienced teachers to implement specialized reading methods for use with young children with reading difficulties. Reading Recovery Teachers-in-Training learn how to observe, record, and analyze the reading and writing behaviors of individual children through 24 hours of assessment training. Teachers-in-Training develop understandings of the theoretical underpinnings of the reading-acquisition process from an emerging literacy perspective. Through a combination of coordinated experiences including class activities, tutoring of individual children, readings, and written assignments, the Teachers-in-Training are prepared to implement Reading Recovery procedures with first-grade children with reading difficulties. Teachers-in-Training will tutor four children daily in a practicum experience that is closely supervised by the course instructor who is a trained Reading Recovery Teacher Leader

EDUC 607 Reading Recovery Training for Teachers II (3)

This course is designed to prepare experienced teachers to implement specialized reading methods for use with young children with reading difficulties. Reading Recovery Teachers-in-Training learn how to observe, record, and analyze the reading and writing behaviors of individual children through 24 hours of assessment training. Teachers-in-Training develop understandings of the theoretical underpinnings of the reading-acquisition process from an emerging literacy perspective. Through a combination of coordinated experiences including class activities, tutoring of individual children, readings, and written assignments, the Teachers-in-Training are prepared to implement Reading Recovery procedures with first-grade children with reading difficulties. Teachers-in-Training will tutor four children daily in a practicum experience that is closely supervised by the course instructor who is a trained Reading Recovery Teacher Leader

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 623 Student Teacher Seminar: PreK-Grade 4 (3)

Seminar course for all students enrolled in the Master of Education with Certification PreK-Grade 4 program who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. A reflective journal will be maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship.

EDUC 624 Student Teacher Seminar: Secondary (3)

Seminar course for all students enrolled in the M.Ed in Secondary Education who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship.

EDUC 625 Student Teaching Practicum (6)

Each student will be placed at an appropriate certification site – early childhood, elementary, or secondary school – for a 14-week student teaching semester. Prerequisites: Successful completion of all competencies, course work and field experiences; 3.00 GPA overall; Act 34 and 151 clearances. Successful completion of required PRAXIS exams.

EDUC 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 and 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 640 Mentorship for ABCTE Certification (3)

Once having enrolled with the American Board for Certification of Teacher Excellence (ABCTE) and then having passed the Professional Teaching Knowledge and Content Tests, students will be supervised in a 60 day mentoring teaching placement under the supervision of a university mentor.

EDUC 710 Theory and Practice of Leadership (3)

Based upon the Program's Beliefs and Assumptions, the Theory and Practice of Total Leadership is designed to introduce the cohort members to one another, to the faculty, to the program format mechanisms and expectations, and to an overview of the body of knowledge to be studied, paying particular attention to leadership theory, and the practice of leadership through observation and study. Cohort members will be expected to develop a draft plan of action for the professional practica including specification of possible mentor(s), site(s), and experiences. Cohort members and program faculty will further determine areas of study and research interest that will eventually lead to each cohort member's selection of a dissertation topic. To facilitate the interpersonal "bonding" that optimizes a group's problem-solving abilities, the cohort and faculty will participate in outdoor education, group problem-solving, and community building activities of two days' duration. This activity will be led by experts in the field of experiential education and leadership training, and the Learning Facilitator. This will be followed by two days of classroom instruction.

EDUC 711 Mitigating Differences (3)

In this course, students will explore conflict as a form of human interaction. Students will examine how culturally and contextually-bound values; motivations; ideas; beliefs; and drives fuel conflict-interactions. Meaning-making; sense-making; conflict theory; expectancy and equity theories; and the content theories of motivation will be explored. The student will also examine his or her needs, identify points of contention, and determine how he or she mitigates and facilitates critical moments.

EDUC 712 Cultivating Ethical Diversity (3)

This course will focus on dimensions of cultural differences, leadership and diversity, including effective and ethical leadership practices in a wide range of diverse settings and organizations. Students will research, analyze, synthesize and evaluate contemporary leadership literature, theories and practices in the context of diversity and diverse organizational contingency variables. Students will identify and develop organizational leadership competencies which incorporate cultural diversity dimensions, complex system analysis, interrelationship variables, ethics, legal issues, and globalization. Students will identify benchmarks to build cross cultural competencies and personal growth through exercises, professionally reflective practice, and completion of assignments aligned to course objectives.

EDUC 713 Organizational Development (3)

This course immerses the student in Positive Organization Development (POD), which is the effort dedicated to the positive cultivation and strengthening of human systems (formal and informal groups; communities; and societies), in order to increase their effectiveness and enhance organizational performance. The student will explore POD and Innovation-inspired Positive Organization Development (IPOD) interventions; the application of inclusive methodologies and strength-based strategies; organization design and leadership requisite to enable strategic paradox, organizational sustainability; the myths surrounding resistance to change; mindful organizing; and collective efficacy. Students will apply Positive Organizational Scholarship (POS) theories and models, and Appreciative Inquiry (AI) approaches to the study of organizational development and the transformative process.

EDUC 714 Research Methods I: Quantitative Methods (3)

This course will provide the doctoral candidate with the fundamental knowledge and skills in quantitative research methods in educational research that are used to conduct the doctoral dissertation. Course content will prepare candidates for the tasks of: a) formulating theory and research-based hypotheses; b) developing a quantitative research design related to the hypotheses; c) developing a research plan that provides a detailed description of the proposed study including the sampling plan, instruments, and data collection techniques; and, d) analyzing data using statistical software (SPSS, EXCEL). Upon the successful completion of this course, students will be able to demonstrate the skills of specifying testable hypotheses and then designing a proposed methodology that identifies how the research design will be implemented. Prime emphasis will be placed on hypothesis testing, examining relationships between constructs and/or the advancement of educational theory using the scientific method. Specific focus will be given to examining the methodology of survey research, experimental design and quasi-experimental design. Attention will also be given to the analysis of quantitative data using statistical software packages that are well-suited to social scientific research.

EDUC 715 Research Methods II: Qualitative Methods (3)

This course will provide the doctoral candidate with the fundamental knowledge and skills in qualitative research methods in educational research that are used to conduct doctoral dissertations. Course content will prepare candidates for the tasks of: a) specifying an initial set of research questions for the qualitative study based on theory and prior research; b) formulating a qualitative research plan related to the set of research questions; c) developing a qualitative research plan that identifies the overall approach that will be used in the dissertation; c) developing a research plan that provides a detailed description of the methodology including the proposed site and sample selection, instruments, data collection techniques; and, d) qualitative data analysis. Upon the successful completion of this course, the student will be able to demonstrate an understanding of the types of problems for which qualitative methods are well suited and the skills needed to design and conduct a high quality dissertation using qualitative research methods.

EDUC 720 Art and Science of Authenticity (3)

The *Art and Science of Authenticity in Leadership* begins a journey of the philosophical undergirded with the practical. It serves as the foundation of a six course series intended to provide a framework for the learner to develop a philosophy of leading in the 21st 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 21st century context? What is the leader's / organization's message and how can it be honed as to pitch, clarity and consistency? How are 21st century communication systems best used and managed in an effort to embed the mission over time? There are no secret answers; great communication is neither easy nor natural. Leaders are different and within those differences each must determine how best to deliver, implant and focus the message. To develop these critical philosophies this course is built around a series of required readings, reflective writings and discussions with the ending outcome being a customized outlook and philosophy on communicating.

EDUC 738 Educational Administration (3)

This course provides the supervisor in-training with a foundation of the educational theories and research that affect the day-to-day administration of schools. Topics will include theories of organization, educational foundations and structures, supervision of personnel, collaboration and team-building, school improvement planning, and organizational climate. This course is designed to examine the social-systems model and the four critical elements of school life—structure, motivation, culture and politics. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

EDUC 740 Introduction to Research Writing (3)

The purpose of this course is to introduce students to the method of scholarly writing, especially as it takes the form of a five chapter dissertation and the form of scholarly articles. Students will compare/contrast elements of existing dissertations and scholarly articles, eliciting the main components of each. Using a rubric, students will write and peer critique introductory approximations of making a scholarly argument, supporting it with a literature review and suggesting plausible research methodologies whereby a research question might be studied. Self-reflection in learning reports, peer critique and instructor feedback will lead to identification of writing skills to be further developed during the program.

EDUC 741 Dissertation Seminar (3)

The Dissertation Seminar will prepare the student for the dissertation process. A dissertation is a rigorous, ongoing substantial learning experience. This course will lead the student to drafting a very close approximation to the first three chapters of the student's dissertation, i.e., the dissertation proposal. The student will have opportunities to both develop and to critique: presentations of a research problem, reviews of literature that justify the research problem, and methodologies that best address the research question(s). During the dissertation writing process, the student will write several drafts of the various parts of the document. The student's committee members will provide critique and feedback. Remember the history of scholarly writing - development, feedback, rewriting are central to the scientific writing process. In this course, the student will reflect critically upon plans for future learning via Learning Reports. They will be, in a sense, the student's self critique and plans for growth in the process.

EDUC 744 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 II, III, and I 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.

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 specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have the opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. In addition, students will interact with professionals who are currently working with children in schools and therapeutic settings. Finally, the student will choose a low incidence disability and complete a research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in both the regular education classroom and in the delivery of pull-out services when appropriate. The results of this research paper will be presented to the class prior to the end of the term.

SPED 538 Secondary Transition Processes and Procedures (Grades 7-12) (3)

This course will provide an introduction to children with physical, multiple, health and sensory disabilities and their educational implications. The material will emphasize the importance of school personnel needing to understand the student's disability in order to meet his or her unique needs and to provide an appropriate education. The students will also learn the importance of a team in order to support a student with complex disabilities as they progress through the educational system. Students with physical, health and multiple disabilities have needs that require many different types of professional expertise in order to receive an appropriate education. The students will examine the importance of team approaches as they relate to the education of these students. Some of the disabilities covered in this course are: cerebral palsy, traumatic brain injury and spinal cord injury, spina bifida, osteogenesis imperfecta, juvenile rheumatoid arthritis, vision loss, hearing loss, muscular dystrophy, cystic fibrosis. Treatments for the conditions will also be covered. It is important for educators

to understand the different conditions and the treatments so that they are better able to work with other specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have the opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. In addition, students will interact with professionals who are currently working with children in schools and therapeutic settings. Finally, the student will choose a low incidence disability and complete a research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in both the regular education classroom and in the delivery of pull-out services when appropriate. The results of this research paper will be presented to the class prior to the end of the term.

SPED 539 Effective Instructional Practices and Delivery Methods for All Levels of Special Education Support (PreK-8): Data Driven Instructional Practices (3)

This course provides a brief introduction to data collection and effective practices. These assessments help graduate special education teacher candidates understand students in different ways and focus their instruction on effective practices that can be measured and monitored. More in-depth attention will be given to Progress Monitoring/Formative Assessments. Progress-monitoring data is crucial to the efficient and effective use of classroom time. Graduate special education teacher candidates will learn to use ongoing progress-monitoring assessments to see if their instruction is having the desired effect and then make instructional adjustments as needed. Students will learn to monitor student progress through group tests, running records, anecdotal notes, or other observation formats. Students will examine and apply how to use data collection at the primary, secondary and tertiary levels in a Multi-Tiered Support System and connect these effective practices, assess these practices, and make modifications in order to monitor and assess for best results

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)

This course provides students with a comprehensive overview of special education law. Through case studies, supplemental readings and discussion board, students will be provided with an in-depth analysis of how special education law pertains to their everyday practice as a classroom teacher. Practical applications of the law in the classroom will be emphasized throughout this course, specifically, in the reflection paper and a cumulative case study investigation. Student’s final course evaluations will be based on demonstrated understanding of Special Education Law and NCLB via discussions, case study write-ups, the Application paper and a Case Study.

SPED 624 Student Teacher Seminar: Special Education Certification PreK-12 (3)

Seminar course for all students enrolled in Master of Education in Special Education Leading to PA Certification in PreK-12 who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. A reflective journal will be maintained noting how best to translate skill, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship

SPED 734 Differentiated Instructional Practices in the Inclusive Classroom

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).

Rowland School of Business

Stephen Tanzilli, J.D.; Dean

- Doctorate of Philosophy in Community Engagement

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

Doctorate of Philosophy in Community Engagement

Robert Ross Ph.D., Graduate Program Director

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

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

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

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

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

Mission

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

Program Objectives

1. Explore sociological, business, communication and environmental factors that contribute to a community's success.
2. Demonstrate the ability to apply ethical leadership principles to community based issues.
3. Demonstrate the ability to utilize public policy to bring about social change.
4. Develop and evaluate programs for use in business, government or nonprofit sectors
5. Explore the psychological and sociological factors that impact communities.

6. Illustrate the role of theory and research in guiding change and progress.

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

Community Engagement Core **15 credits**

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

Research and Practicum Requirements **18 credits**

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

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

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

Dissertation Requirements **15+ credits**

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

*Should be repeated until completion of Dissertation

Course Descriptions

CENG 701 Seminar in Community Engagement (3)

The Seminar in Community Engagement is designed to introduce students to an overview of the body of knowledge to be studied, paying particular attention to community engagement theory, and the practice of community engagement through observation and study along with a discussion on the definition of communities and community engagement

including topics such as conflict management, community needs assessment, sustainability, leadership, and communication

CENG 702 Comparative Organizational Systems (3)

In the study of organizational systems, leaders, researchers, and consultants are taking a comprehensive approach to understand the complexity of our work and living environments. Leaders are examining the interrelationships of people and the organizational structures with attention to how structures catalyze behaviors that determine events, outcomes, growth, and the alignment of human and organizational needs and interests. This multilevel, comparative approach to the study of organizational systems will give students the opportunity to examine and critique organizational system design (OSD) models, organizational sub-systems, and the internetwork dynamics engaged throughout the meta, macro, meso, and micro domains. Students will focus on the application, alignment, and development of OSD and the interdependent networks and integral models for implementation in a variety of domains. Students will identify and map the mindset, competencies, and approaches taken by *intrapreneurs*—i.e., internal change agents that challenge the structures and concomitant systems that belay organizations and people. Upon completion of this course, students will be able to identify, analyze, understand and deftly serve on an OSD and implementation effort.

CENG 703 Leadership, Ethics and Social Responsibility (3)

In this course, students explore the reverberation of leadership, good governance that embodies moral symmetry, and ethical as well as unethical practices imbuing our communities. Students examine the concept and application of moral symmetry, the needs and expectations of the citizen sector, and the complexity of leadership as governance. Community-centric leadership will be studied through the lens of stewardship, servant-leadership, and spiritual leadership frameworks. Community-centric leadership will be studied through the lens of stewardship, servant-leadership, and spiritual leadership frameworks. Topics including conflict management, program failure and restructuring and human resource management will be discussed.

CENG 704 Public Policy, Advocacy and Social Justice (3)

This course addresses the formulation and implementation of public policies that seek to end diverse inequalities. The course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge. Specifically, this course will explore definitions of equality and their implications for public policy, the role of issue definition, and agenda setting in policymaking. This course will also address current advocacy tools and help students to imagine how to utilize advocacy in own practice of creating social change.

CENG 705 Program Design, Implementation and Evaluation (3)

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance and local community partnerships. Program evaluation and assessment skills will be taught.

CENG 706 Social Entrepreneurship (3)

Throughout this course, students will explore the breadth of social entrepreneurship and the resonance of innovation, co-creating change. This course gives students the opportunity to examine the human ecosystem and community frameworks that inform and catalyze the change-maker: *the social entrepreneur*. Students will delve into the work of the social entrepreneur and compile a contemporary profile of a recognized change-maker. Students will determine and offer a reflective account discussing the wave, or stage, in which he or she is entering this conversation. The course is designed as a social lab, with student teams addressing complex social challenges at the local, regional, national, or global level. The social labs in this course can focus on, however are not limited to: equity, justice and social inclusion, poverty and homelessness, empathy initiatives, sustainability and economic citizenship, health and nutrition, health and human services, quality of living initiatives, transforming the media, climate and ecological sustainability, social innovation, social investment and resource development, social entrepreneurship peer-groups and mentor programs. Teams will develop and submit a case-study/meta-analysis of their social lab work and experience

CENG 709 Quantitative Research Methods I (3)

This course will provide the doctoral candidate with the fundamental knowledge and skills in quantitative research methods in educational research that are used to conduct the doctoral dissertation. Course content will prepare candidates for the tasks of: a) formulating theory and research-based hypotheses; b) developing a quantitative research design related to the hypotheses; c) developing a research plan that provides a detailed description of the proposed study including the sampling plan, instruments, and data collection techniques; and, d) analyzing data using statistical software (SPSS, EXCEL). Upon the successful completion of this course, students will be able to demonstrate the skills of specifying testable hypotheses and then designing a proposed methodology that identifies how the research design will be implemented. Prime emphasis will be placed on hypothesis testing, examining relationships between constructs and/or the advancement of educational theory using the scientific method. Specific focus will be given to examining the methodology of survey research, experimental design and quasi-experimental design. Attention will also be given to the analysis of quantitative data using statistical software packages that are well-suited to social scientific research.

CENG 710 Quantitative Methods II (3)

This course will provide advanced study of applications of quantitative methods. This course is designed as a continuation of Quantitative Methods I. It will contain advanced study of techniques appropriate to analysis of data from tests and surveys; group-experimental and quasi-experimental design; selected multivariate procedures and factor analysis. Students will learn through a combination of text reading assignments, critical analysis of professional journal articles, and hands-on experience in using a computer program for data analysis, and application activities. Students will be expected to identify and report on quantitative methods used in published research, to analyze data using the Statistical Package for Social Sciences. (SPSS) and to provide written reports of methodology and results.

CENG 711 Qualitative Research Methods I (3)

This course will provide the doctoral candidate with the fundamental knowledge and skills in qualitative research methods in educational research that are used to conduct doctoral dissertations. Course content will prepare candidates for the tasks of: a) specifying an initial set of research questions for the qualitative study based on theory and prior research; b) formulating a qualitative research plan related to the set of research questions; c) developing a qualitative research plan that identifies the overall approach that will be used in the dissertation; c) developing a research plan that provides a detailed description of the methodology including the proposed site and sample selection, instruments, data collection techniques; and, d) qualitative data analysis. Upon the successful completion of this course, the student will be able to demonstrate an understanding of the types of problems for which qualitative methods are well suited and the skills needed to design and conduct a high quality dissertation using qualitative research methods.

CENG 712 Qualitative Research Methods II (3)

This course will broadly introduce students to the theories, methods, and interpretive skills of qualitative research. Specifically, students will learn participatory, action research including community identification, empowerment theory, participant criteria selection and retention, organization evaluation and assessments as well as creating partnerships and action plans in the identified community. Students will be trained in ethnography including creation of protocols and field notes, knowledge of interviewing skills as well as the identification of gatekeepers and key informants. Students will gain knowledge of critical discourse analysis, which will include the collection of relevant archival data and subsequent genealogical analysis. Finally, an understanding of the Point Park University institutional review board process will be offered, including confidentiality, de-identification and safety of participants.

CENG 713 Community Engagement Practicum (3)

This field-based mentor-led practicum is designed to give the prospective leader practice working within a community leading a social change project. the practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, program development, advocacy, legal issues and responsibilities, the role of the leader in building community relations, and professional development. Collaboration with community members is considered vital and necessary for the student's professional development during the practicum experience. The on-site mentor will assist the student by providing opportunities that coincide with the student's identified objectives and goals.

CENG 714 Theoretical Perspectives in Community Engagement (3)

In this course, students will survey different aspects of social theory from its classical roots to contemporary branches. Students will be encouraged to view theories as ideas that 1) are able to explain, and predict social phenomenon and 2) may

be integrated and expanded upon to explain, understand, and predict social phenomenon. Upon the successful completion of this course, students will be able to identify and discuss the thoughts and ideas of major theorists who inform our understanding of community. Students will be able to articulate and evaluate the importance of classical and contemporary theories for the understanding, research, and explanation of contemporary social issues. Specific focus will be placed on coherently describing, discussing, critiquing and applying social theories to contemporary social issues.

CENG 720 Assessment and Evaluation of Decision Making Methods (3)

Examines individual and organizational decision-making processes drawing upon decision-making theory. Cognitive aspects of decision processes will be addressed as well as the role of more irrational dynamics such as emotion, conflict, incentives, power, and ambiguity. The course will explore models and methods for assessing and evaluating personal and organization decisions.

CENG 725 Business Leadership (3)

This course focuses on four major areas of Business Leadership, including Law, Economics, Finance and Accounting. In the Law area, students will explore laws as they pertain to not-for-profit and government agencies with an emphasis on compliance. In the Economics area, students will explore economic principles that are applicable to community engagement. In the area of Finance and Accounting, students will analyze financial reports and interpret financial data with an emphasis on budgeting.

CENG 730 Fundraising and Development (3)

This course introduces the distinguishing qualities of American philanthropy and examines the roles and responsibilities of a professional fundraiser in a nonprofit organization. Students will investigate the fundamental theories behind designing and implementing a robust fundraising plan including the development of a case statement, effective data management and leading and building a fundraising team. Students will explore the motivations of individual donors, ascertain the sources of contributed funds, discern the internal and external forces affecting fundraising, and survey new and emerging fundraising techniques. Students will also gain practical experience in writing an annual fund appeal, researching foundations, composing a grant proposal and developing a fundraising plan.

CENG 735 Strategic Communications Methods (3)

Students will explore the various communications tactics and media that government, social service and corporate entities employ to aid in accomplishing mission goals and growth objectives. A major emphasis will include the exploration of communications programming that integrates direct communications with traditional and social media that permeate a complex, interrelated society. Students will gain the ability to research and evaluate media choices and match these choices to attain time and cost efficient strategic management. Areas of study will include public relations (public affairs), direct communications (events, interpersonal), advertising (paid and public service) and integrated marketing promotions. Throughout the course students will examine the impact of mass media on society, culture and major issues that impact all organizations. Grant proposal research and follow up will be addressed. Frequent presentations by successful professional communications directors and news media professionals will engage students with key players in the communications world and best practices for communications management.

CENG 740 Sustainability and Community Development (3)

This course will examine the ecological (scientific), economic, legal and ethical aspects of sustainability as it applies to community development.

CENG 745 Psycho/Social Community Engagement (3)

A phenomenological account of community recognizes community as an experience; a welcoming of all others and as a moment of responsibility and action for others without automatic recourse to reified missions, rules of engagement, ideologies and values. Further, community as a phenomenon (*communitas*) avoids making others into the same (assimilation) or simply tolerating or reveling in our differences. Community then becomes co-munis, with service and solicitude to the common. This course will search for the common as defined as our shared and willing burdens, which bring us together. With the shared burdens of community as resolute and not absolute, students will discover an engaged, ethical place to stand with and on behalf of others.

CENG 750 Cultivating Networks and Community Development (3)

Examines how networking can contribute to the well-being of communities and civil society. Identifies ways that community development can utilize networking as a skilled and strategic intervention, and criteria for building and evaluating networking practices in order to enhance community engagement and empowerment.

CENG 755 Community Engagement in the Arts (3)

This course will examine the social, cultural, artistic, philosophical and ethical content and context of community engagement in the arts. The course will focus on relationship building between communities and arts organizations/individuals, and through a community art project or arts/arts education programming, develop a systemic process that motivates both sides to take social action and experience change. Students will utilize research, analysis, lectures, assigned readings, group discussions, consistent interaction with community/arts leaders and members, and local and cultural resources to contribute to a mutually satisfying vision and develop artistic projects/programming that will benefit the community.

CENG 790 Dissertation Seminar (3)

The Dissertation Seminar will prepare the student for the dissertation process by allowing them the opportunity to do individualized, directed research in their area of interest with their dissertation committees. The student will develop and refine research problems, reviews of literature that justify the research problem, and methodologies that best address the research question(s). During the individualized seminar course, students will write several drafts of various parts of the dissertation document. The student's committee members will provide critique and feedback.

CENG 795 Special Topics in Community Engagement (3)

CENG 796/797/798 Dissertation Writing I, II, and III (3)

Each candidate will work with a Dissertation Chair and at least two other committee members, to finalize and defend the first three chapters of the dissertation, which had been developed during the Dissertation Seminar: Statement of the Problem; Literature Review; and Methodology. The proposal will be submitted to the Point Park University Institutional Review Board (IRB), and after IRB approval, the candidate will conduct the research and write the final two dissertation chapters: Findings and Analysis; and Discussion and Recommendations for Future Research. The final defense will be held before the Dissertation Committee (the voting members), but be open to the academic community and any members of the larger community who may have relevance in the dissertation topic. The Dissertation Committee will deliberate privately immediately following the defense and announce findings to the candidate.

CENG 799 Dissertation Writing IV (3)

This course will serve as a continuation of Dissertation Writing III. Students will complete their research and writing and be guided in the completion of edits required by their dissertation committee. Students will prepare to defend their investigations. Candidates will also prepare future presentations and publications as well as present their ongoing dissertation research in either a poster or panel format at the annual Community Engagement Research Symposium.

CENG 800 Continuing Dissertation (3)

This course will serve as a continuation of Dissertation Writing IV for students who have not yet completed and defended their dissertation. Students will complete their research and writing and be guided in the completion of edits required by their dissertation committee. Students will prepare to defend their investigations. Candidates will also prepare future presentations and publications. Prerequisites: CENG 796, CENG 797, CENG 798, CENG 799

Master of Business Administration

Archish Maharaja, CFP, CPA/PFS, Ed.D., Professor

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

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

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

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

Total Program Requirements	36 credits
Required Courses	
Core Classes	24 credits
MBA 511 - Accounting for Managers (3)	
MBA 570 - Global Environment of Business (3)	
MBA 571 - Legal Environment of Business (3)	
MBA 572 - Marketing (3)	
MBA 573 - Corporate Finance (3)	
MBA 574 - Organizational Behavior (3)	
MBA 576 - Quantitative Methods (3)	
MBA 578 - Managerial Economics (3)	
Select one concentration:	
Business Analytics	12 credits
MBA 540- Statistics & Quantitative Methods (3)	

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

Health Systems Management **12 credits**

- MHA 530 - Health Economics (3)
- MHA 535 - Health Care Policy Analysis (3)
- MHA 540- Financial Mgmt. of Health Systems (3)
- MHA 565 - Global Healthcare Admin & Mgmt (3)

Engineering Management **15 credits**

- MSEM 500- Managing Engineers, Scientists, and technical Professionals (3)
- MSEM 521 -Contract Law and Engineering Enterprise (3)
- MSEM 525- Engineering Project Management (3)
- MSEM 540- Seminar in Contemporary Issues in Engineering Management (3)
- MSEM 530- Engineering Analysis I (3)

Global Supply Chain Management **12 credits**

- MBA 525- Intro to Global Supply Chain Management (3)
- MBA 526- Int'l Finance for Supply Chain (3)
- MBA 527- Global Logistics & Demand (3)
- MBA 528- Supply Chain Technologies (3)

International Business **12 credits**

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

Management **12 credits**

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

Management Information Systems **12 credits**

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

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

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

Public Service Seminars

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

Master of Arts in Organizational Leadership

Heather Starr Fiedler, CFP, PhD., Community Engagement & Leadership Department Chair

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

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

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

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

Total Program Requirements **30 credits**

Required Courses

Core Classes **15 credits**

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

Select one concentration:

Leading Social Innovation **15 credits**

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

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

Leading for Diversity and Inclusion **15 credits**

MLDR 533 - Women and Leadership (3)
MLDR 534 - Leaders as Partners and Mentors (3)
MLDR 541 - Team Building for Leaders (3)
MLDR 546 - Leading in Diverse Communities (3)
MLDR 575 - Community Leadership: Cultivating Networks (3)

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

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

General Concepts in Organizational Leadership **15 credits**

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

Students May Substitute One Course in a Concentration With One of the Following

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

Master of Science in Information Systems and Business Analytics

Archish Maharaja, CFP, CPA/PFS, Ed.D., Professor

The Master of Science in Information Systems and Business Analytics is an innovative and the Rowland School of Business (RSB)'s very first Science, Technology, Engineering and Math (STEM) classified graduate program. MSISBA was developed to address needs of today's business and not for profit sectors to be able to design and employ data analytics with the help of information technology. This program is a 36-credit program created in conjunction with the RSB and Natural Sciences, Engineering and Technology Department of the School of Arts and Sciences. The MIS program can be completed in an evening format on campus.

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

Program Objectives:

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

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

Total Program Requirements

36 credits

Required Courses

- MIS 510 – Statistics and Quantitative Methods (3)
- MSEM 530 – Engineering Analysis I (3)
- MIS 520 – Management Information Systems (3)
- MIS 525 – Business Analytics (3)
- MIS 530 – Data Analysis and Visualization (3)
- MSEM 535 – Engineering Project Management (3)
- MIS 540 – Database Management and Applications (3)
- MIS 545 – Applied Data Mining (3)
- MIS 550 – Development of Support Networks (3)
- MSEM 545 – Project in Engineering Management (3)
- MIS 560 – Special Topics in MIS (3)
- MIS 565 – Special Topics in MIS (3)

Master of Science in Healthcare Administration and Management

Archish Maharaja, CFP, CPA/PFS, Ed.D., Global Management and Organization, Professor

The Masters of Science in Healthcare Administration and Management (MSHAM) addresses the ever-growing demand for healthcare professionals at the national and international level. In addition, it meets the interest of working and non-working students in a completely online graduate program which will prepare them in a timely and convenient manner for a career in the expanding healthcare industry. The program also provides an opportunity for healthcare professionals to gain a deeper and more advanced understanding of healthcare administration and management.

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

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

1. Evaluate Key Concepts, Principles, and Practices: Students will be able to evaluate the key concepts, principles, and practices of healthcare management.
2. Recommend Principles, Concepts, and Best Practices: Students will be able to recommend healthcare principles, concepts, and best practices in management of problems and opportunities in the U.S. and global healthcare sectors.
3. Integrate Socially-Responsible Practices and Ethical Behavior: Students will be able to integrate socially-responsible practices and standards of ethical behavior into organizational decision-making in the global healthcare sector.
4. Perform Teamwork and Leadership: Students will be able to perform essential teamwork, leadership, and organizational skills in diverse environments of the global healthcare industry.
5. Assess Policy Change: Students will be able to assess the nature, direction, and timing of change in public and private healthcare policy and practices.
6. Evaluate Law and Policy: Students will be able to evaluate healthcare law, policy and practices to assess their impacts on humankind.
7. Select Financial and Quantitative Methodology: Students will be able to select appropriate quantitative tools and financial methodologies for analysis, appraisal, and management of healthcare services.
8. Specify Information Management: Students will be able to specify the use of relevant information management tools in the healthcare sector.

Total Program Requirements

36 credits

Required Courses

MHA 510 - Health Systems Administration and Management (3)

MHA 515 - Accounting for Healthcare Managers (3)

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

Dual Degree Programs

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

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

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

Course Descriptions

MBA 511 Accounting for Managers (3)

This course provides an overview of financial and managerial accounting, with the focus upon the use of financial information within organizations to understand and analyze activities and operations. An objective is to develop an understanding of the basic structure and substance of a company's financial statements from a user's perspective. In addition, the course provides an understanding of planning and budgetary control systems and basic financial performance measurements.

MBA 514 International Economics (3)

The framework for international economic analysis is examined with respect to the global aspects of supply, and demand. International trade theories, geographic trade patterns, globalization, multinational corporations, and international variations of corporate and national economic policies are reviewed and evaluated.

MBA 517 International Finance (3)

This course provides an overview of the financial function including applications and sources of corporate funds relating to the money and capital markets. This course also examines the special risks and returns of international operations. Special financial considerations of beginning operations such as joint ventures in another country, different tax systems, foreign exchange valuation, altered working capital and long-term funding arrangements such as use of the Eurodollar and other capital sources are analyzed.

MBA 525 Intro to Supply Chain Management (3)

This course will provide a broad overview of corporate procurement and global supply chain practices both in the public and private sectors. Emphasis will be placed on the practice as a competitive advantage. Logistics, Inventory Planning, Negotiation Strategies, Contract Management, as well as other pertinent topics will be discussed. Students will gain a comprehensive understanding of the supply chain process through in-class presentations, discussions, and analyses of publications.

MBA 526 International Finance for Supply Chain Managers (3)

Utilizing GAAP, SEC, and other financial regulatory guidelines, this course will provide an in depth discussion on the need for supply chain professionals to communicate needs and results in the language of corporate finance. Students will gain a comprehensive understanding of the challenges of translating international supply chain concepts in the face of global monetary exchange rates, such as Cost Savings, Cost Avoidance, and Opportunity Cost into hard dollar reportable value.

MBA 527 Global Logistics & Demand Planning (3)

Students will gain an understanding of the importance of demand planning and the material movement of goods in the global supply chain process. The course will provide students the opportunities to explore various case studies and problem solve for real world solutions.

MBA 528 Supply Chain Technologies (3)

This course focuses on understanding the various technologies in use for managing and implementing a world-class global supply chain. Specific systems include MRP/ERP, Demand Forecasting, e-Sourcing, Inventory Control, SRM, TMS, and others.

MBA 531 International Marketing (3)

A study of the world-wide marketing environments to develop skills for international market analysis. Includes practice in designing marketing objectives and strategies for different national markets. Emphasis on specific methods of market research capable of facilitating market analysis and competitive analysis. Students utilize appropriate policies concerning the product, its pricing, promotion and distribution as well as aspects of planning and organizing for the international marketplace.

MBA 540 Statistics and Quantitative Methods (3)

. The class provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Non-parametric statistics and Analysis of Variance (ANOVA) techniques will be used. Forecasting, linear regression, and correlation analysis leading to computer use for solutions will be the basis for a class project. A grade of "B" or higher must be achieved by a student in this class to be able to continue in the MBA/ Business Analytics Concentration. Prerequisite: Undergraduate Statistics and/or Quantitative Management class. Dual Listed as MIS 510.

MBA 541 Cultures of International Business (3)

This course provides an overview of the socio-cultural dimensions of doing business in an increasingly global environment. Topics to be discussed include problems and challenges of intercultural communication, intercultural politics, issues of leadership and decision making, cultural change, diversity management and effective performance in the global marketplace.

MBA 542 Business Analytics (3)

The purpose of this class is for students to learn the emerging business analytical approaches, technologies,

platforms, and applications that are used in leading organizations today. The use of statistics and related data science approaches allows for data-driven decision-making that eventually leads to better outcomes. This course provides a conceptual understanding and applications using Excel, SPSS, and Minitab. Students apply specific modeling techniques, such as linear and nonlinear programming, decision analysis, simulation, classification, regression, and clustering. An analytical view of decision-making is pursued by formalizing tradeoffs and constraints, providing for uncertainty, and applying sensitivity analysis. A project using actual company data for a series of decisions is the basis of the coursework. Prerequisite: MBA 540. Dual Listed as MIS 525.

MBA 543 Data Analysis and Visualization (3)

The goal of this course is to understand how visual representations can help in the analysis and understanding of complex data. Visualization is increasingly important in this era, as the use of data is growing in many different fields. This course enables students to develop data presentation visualizations that aid in the effective interpretation and explanation of the data, an explanation of the underlying data, and identification of trends that can be easily connected in order to explain relationships and interrelationships in the data. Several industry-based software packages, such as Tableau, will be used to visualize the data for easy interpretation. A concluding project will apply the tools to actual company data. Prerequisites: MBA 540, MBA 542 Dual Listed as MIS 530.

MBA 544 Applied Data Mining

Data mining is about extracting useful patterns from raw data. The rapid growth of data storage and computing power available to analyze data creates valuable opportunities for data mining in business and other domains. This course provides a comprehensive introduction to data mining tools and techniques to enhance managerial decision-making. The common methods of data warehousing and retrieval will be examined. Applications will focus on marketing experience with an emphasis on customer relationship management (CRM) systems. The intention is to find out how companies learn about their customers by using information collected from these customers for segmentation, targeting, and positioning practices. A final research project will be based on popular analytic tools. Prerequisite: MBA 542

Credits: 3

MBA 551 Applied SAEM Marketing (3)

This course will provide a strategic look at marketing concepts within the sport, arts and entertainment industries. Specifically, students will develop and evaluate strategic marketing plans that address consumer (fan/audience) behavior, creating high levels of customer service, developing brand loyalty (relationship marketing), applying research data, segmenting markets, promotions, and branding.

MBA 554 SAEM Fiscal and Resource Management (3)

This course will provide both a broad overview and detailed analysis of fiscal and resource management in the Sports, Arts and Entertainment industries including general management; business models and best practices; fiscal management including assets/liabilities, balance sheet, fiscal analysis, budgeting, operating vs capital asset, and more; asset management including human resource management and facility management; and more. Using best model practices, discussions, research, and provided materials, students will use and understand basic and advanced business models and structures in SAE including for-profit and not-for-profits models; management of said models including daily operating policies and procedures, daily fiscal management, artistic and programming management along with scheduling and usage; understanding of revenue streams; and ethical issues related to resource and fiscal management of a new or development SAE organization.

MBA 555 Business of Live Entertainment (3)

This course will focus on all aspects of the entertainment business within the sports, arts and entertainment industry. The course is designed to give graduate students a practical real world entertainment education. Key aspects to the course will include discussion, research, training, and writing/presenting about the core and advance principles of entertainment business including production, venue management, marketing/promotion, advertising, artist and talent management, the touring industry, professional and ethical behavior, record labels and media services, sponsorships, and ticketing operations.

MBA 560 Ethical Leadership and Sustainable Organizations (3)

This course examines how ethical leadership creates sustainable learning organizations, by helping students discover what values make a leader ethical and effective. This course exposes the student to concepts and theories of the ethical decision-making process so students can appraise the signs of an ethical dilemma in order to resolve conflict in an organization. Students will uncover how ethical leaders create trust and cooperation. Participants in this class will assess the values and principles that unite organizations to become sustainable in a global environment.

MBA 566 International Political Economy (3)

Examines the interplay of economic and political variables and their impact on the international sphere. Emphasis on the effect of the aforementioned variables on international institutional arrangements. Other topics of concern include political risk analysis, the activities of the multinational corporation and the dichotomies between developed and less developed countries.

MBA 570 Global Environment of Business (3)

This course introduces the global environment of multinational and transnational business operations. Topics to be discussed include the structures and processes of international business transactions as well as the impact of major economic, political, social and ecological issues. The positive and negative impacts of globalization will be assessed.

MBA 571 Legal Environment of Business (3)

The relationship of the business manager to the legal foundations of the business/economic system is considered through theory and case studies. The legal and regulatory climates in which businesses operate are examined. The impact of international laws such as the act of state doctrine, and the effects of U.S. legislation on multinational business operations will also be considered.

MBA 572 Marketing (3)

This class will examine contemporary marketing topics. Markets and their environments, goods and services from inception to final consumption will be discussed. Product, pricing, promotion and distribution issues will be analyzed. Moreover, aspects of planning and organizing for the domestic and international marketplace will be explored.

MBA 573 Corporate Finance (3)

The class will examine discounted cash flow techniques for decision-making applications. Topics to be examined will involve operational budgeting, capital appropriation requests, investment planning, new product introductions, acquisitions, divestitures, shutdowns, and other special project decisions. The course will combine theory, cases and computer application projects. Prerequisite: MBA 511

MBA 574 Organizational Behavior (3)

This course examines human behavior in organizations at both the micro and macro levels. The interaction of human, technological and structural factors in organizations will be examined. Important issues to be considered include theories of communication, motivation and decision making. Issues of organizational politics and the challenges of conflict management will be addressed. Special attention is given to designing efficient and effective organizational structures and processes, and the application of modern organization theories to real world situations.

MBA 575 Organizational Systems (3)

This course examines systems thinking, holistic analysis and systems dynamics. A variety of systems theories ranging from mechanistic approaches, organismic approaches, cybernetics as well as current understandings of flux and transformations will be examined. Special attention is given to practical applications to real world business problems.

MBA 576 Quantitative Methods (3)

This course provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Forecasting, linear regression and correlation analysis leading to computer use for solutions will be the basis for a class project.

MBA 577 Strategic Planning (3)

This course will enable students to identify, comprehend and appraise an organization's strategies and policies. It will provide students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions.

MBA 578 Managerial Economics (3)

Managerial Economics deals with a diversity of issues. For instance, the class will discuss ways of directing scarce resources in an efficient manner so as to attain managerial goals defined by the firm. To this end, students will learn to apply economic ideas, theories and methodologies in a strategic manner to enhance corporate performance. Students also will analyze organizational structures in order to maximize corporate behavior in the multitude of industrial and service sectors in which firms operate. Discussion of additional pertinent topics will provide students with further ways of using managerial economics tools and procedures in the modern business environment.

MBA 579 Health Economics (3)

Economic concepts will be applied to analyze health care markets and evaluate health policies, including distinctive economic characteristics of health, the health care industry and the delivery of care, health care professionals, and the financing of health care services. The American system of health care, current health policy issues such as health care reform, managed care, and manpower planning will be areas of focus as well as a comparative study of other health care systems.

MBA 580 Management Information Systems (3)

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. In particular, it explores presentation and spreadsheet programs providing the students with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision-making. Topics include: data summary measure, methods, population and sample characteristics, and linear regression, all implemented using spreadsheet technology. Dual Listed as MIS 520.

MBA 581 Development of Support Networks (3)

This course is a comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology; concepts of project management; design of information systems for managing the traditional functional areas of a firm; and the use of computer-aided software engineering (CASE) tools in systems development. Dual Listed as MIS 550.

MBA 582 Database Management and Applications (3)

This course explores the concepts, principles, issues, and techniques for managing organizational data using database management systems. Topics include database architecture, data models with emphasis on the relational model, logical database design, relational query languages, normalization, and database administration issues. There is an emphasis on the managerial and strategic impact of databases. Two projects are required. Dual Listed as MIS 540.

MBA 583 Financial Management of Health Care (3)

This course addresses financial principles and concepts as applied to the health care financial management of both for-profit and not-for-profit entities within the context of the current health care environment in the United States. The goal of this course is to prepare individuals for the responsibilities involved in maintaining

a well-managed health care organization. Specific processes, functions and reports are presented in this course, including financial statements and reports as commonly seen in health care environments. This course will also include a discussion of financial management of challenges of particular interest to administrators such as identification of costs of care, and types of provider payment

MBA 585 Health Care Policy Analysis (3)

The core elements of health policy analysis: problem definition; background; political, economic, and social landscape; development of policy options; and recommendations will be presented. The course will also teach the written, graphic, and oral presentation skills associated with policy analysis. Case studies of various health care issues will provide students substantive knowledge of the federal policy making process and key issues in health policy. In the context of the discussion of the cases, in-depth historical background related to the policies addressed will be provided. Students should gain both a technical capacity for analysis and an understanding of the operations of the health policy making process.

MBA 587 Health Systems Management and Administration (3)

Theories, strategies and systems of managing health care organizations are analyzed. Students will analyze administrative practices and procedures in health services organizations including certain information technology aspects, examine the evolution of organizational design, and appraise accountability relative to public trust. Continuous process improvement and healthcare quality management will be explored. The course will also examine the contributions of operations research and quality management to improve delivery and production of health services and business and computer processes from the perspective of the health care manager.

MBA 590 Graduate Internship in Sport, Arts & Entertainment (3)

In this course students complete an internship in a sport, arts and/or entertainment organization under the supervision of the appropriate graduate faculty member.

MBA 589 Special Topics in Health Field (3)

MBA 595 Special Topics in Management (3)

MBA 596 Special Topics in International Business (3)

MBA 597 Special Topics in Information Systems (3)

MBA 598 Internship in Global Business (3)

Internships may be taken for three credits. Students eligible for an internship must have completed 18 M.B.A. credits with a Q.P.A. of 3.30 or higher prior to application. Contact the M.B.A. office for details of sponsoring organizations and typical assignments.

MIS 510 Statistics and Quantitative Methods (3)

The class provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Non-parametric statistics and Analysis of Variance (ANOVA) techniques will be used. Forecasting, linear regression, and correlation analysis leading to computer use for solutions will be the basis for a class project. A grade of "B" or higher must be achieved by a student in this class to be able to continue in the MBA/ Business Analytics Concentration. Prerequisite: Undergraduate Statistics and/or Quantitative Management class. Dual Listed as MBA 540.

MIS 520 Management Information Systems (3)

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. It explores presentation and spreadsheet programs, providing students with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision-making. Topics include: data summary measures, methods,

population and sample characteristics, and linear regression; all implemented using spreadsheet technology.

MIS 525 Business Analytics (3)

The purpose of this class is for students to learn the emerging business analytical approaches, technologies, platforms, and applications that are used in leading organizations today. The use of statistics and related data science approaches allows for data-driven decision-making that eventually leads to better outcomes. This course provides a conceptual understanding and applications using Excel, SPSS, and Minitab. Students apply specific modeling techniques, such as linear and nonlinear programming, decision analysis, simulation, classification, regression, and clustering. An analytical view of decision-making is pursued by formalizing tradeoffs and constraints, providing for uncertainty, and applying sensitivity analysis. A project using actual company data for a series of decisions is the basis of the coursework. Prerequisite: MBA 540/MIS 510. Dual Listed as MBA 542.

MIS 530 Data Analysis and Visualization (3)

The goal of this course is to understand how visual representations can help in the analysis and understanding of complex data. Visualization is increasingly important in this era, as the use of data is growing in many different fields. This course enables students to develop data presentation visualizations that aid in the effective interpretation and explanation of the data, an explanation of the underlying data, and identification of trends that can be easily connected in order to explain relationships and interrelationships in the data. Several industry-based software packages, such as Tableau, will be used to visualize the data for easy interpretation. A concluding project will apply the tools to actual company data. Dual Listed as MBA 543.

MIS 540 Database Management and Applications (3)

This course explores the concepts, principles, issues, and techniques for managing organizational data using database management systems. Topics include database architecture, data models with emphasis on the relational model, logical database design, relational query languages, normalization, and database administration issues. There is an emphasis on the managerial and strategic impact of databases. Dual Listed as MBA 582.

MIS 545 Applied Data Mining (3)

Data mining is about extracting useful patterns from raw data. The rapid growth of data storage and computing power available to analyze data creates valuable opportunities for data mining in business and other domains. This course provides a comprehensive introduction to data mining tools and techniques to enhance managerial decision-making. The common methods of data warehousing and retrieval will be examined. Applications will focus on marketing experience with an emphasis on customer relationship management (CRM) systems. The intention is to find out how companies learn about their customers by using information collected from these customers for segmentation, targeting, and positioning practices. A final research project will be based on popular analytic tools. Prerequisite: MBA 542/MIS 525. Dual Listed as MBA 544.

MIS 550 Development of Support Networks (3)

This course is a comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology; concepts of project management; design of information systems for managing the traditional functional areas of a firm; and the use of computer-aided software engineering (CASE) tools in systems development. Dual Listed as MBA 581.

MIS 560 Special Topics in MIS (3)

MIS 565 Special Topics in MIS (3)

MHA 510 Health Systems Administration and Management (3)

Theories, strategies and systems of managing healthcare organizations will be analyzed. Students will ana-

lyze administrative practices and procedures in health services organizations including certain information technology aspects, examine the evolution of organizational design, and appraise accountability relative to public trust. Continuous process improvement and healthcare quality management will be explored. The course will also examine the contributions of operations research and quality management to improve delivery and production of health services and business and computer processes from the perspective of the healthcare manager.

MHA 515 Accounting for Healthcare Managers (3)

This course provides an overview of financial and managerial accounting, with the focus upon the use of financial information within the healthcare sector to understand and analyze activities and operations. An objective is to develop an understanding of the basic structure and substance of financial statements from a user's perspective. In addition, the course provides an understanding of planning and budgetary control systems and basic financial performance measurements.

MHA 520 Quantitative Methods and Data Analysis for Healthcare (3)

This course provides a general overview of statistical techniques, data analysis and quantitative methods used in healthcare. Probability theory and statistical decision models are covered. Forecasting, linear regression and correlation analysis leading to computer use for solutions will be the basis for a class project.

MHA 525 Marketing and Strategic Planning in Healthcare (3)

This class will examine contemporary marketing topics in healthcare. Markets and their environments, healthcare goods and services from inception to final consumption will be discussed. Product, pricing, promotion and distribution issues will be analyzed. Overall strategic planning theories and methods will be explored.

MHA 530 Health Economics (3)

Health Economics deals with a diversity of complex issues. Student will learn to direct resources in an efficient manner to attain managerial goals defined by the healthcare organization. Students will learn to apply economic ideas, theories and methodologies in a strategic manner to enhance performance in the sector. Discussion of additional pertinent topics will provide students with further ways of utilizing healthcare economics tools and procedures.

MHA 535 Healthcare Policy Analysis (3)

The core elements of healthcare policy analysis: problem definition; background; political, economic, and social landscape; development of policy options; and recommendations will be presented. The course will also teach the written, graphic, and oral presentation skills associated with policy analysis. Case studies of various healthcare issues will provide students substantive knowledge of the federal policymaking process and key issues in health policy. In the context of the discussion of the cases, in-depth historical background related to the policies addressed will be provided. Students should gain both a technical capacity for analysis and an understanding of the operations of the health policymaking process.

MHA 540 Financial Management of Health Systems (3)

This course addresses financial principles and concepts as applied to the healthcare financial management of both for-profit and not-for-profit entities within the context of the current healthcare environment in the United States. The goal of this course is to prepare individuals for the responsibilities involved in maintaining a well-managed healthcare organization. Specific processes, functions and reports are presented in this course, including financial statements and reports as commonly seen in healthcare environments. This course will also include a discussion of financial management of challenges of particular interest to administrators such as identification of costs of care, and types of provider payment.

MHA 545 Ethics and Leadership for Healthcare Managers (3)

This course examines how ethical leadership creates sustainable healthcare organizations, by helping students discover what values make a healthcare manager ethical and effective. This course exposes the student to concepts and theories of the ethical decision-making process so students can appraise the signs of an ethical dilemma in order to resolve conflict in the healthcare sector.

MHA 550 Healthcare Quality and Evidence-Based Medicine (3)

This class will provide a thorough overview of what is considered true quality healthcare. This class will examine evidence-based practice (EBP). Students will explore what research is relevant to derive the best treatments options.

MHA 555 Healthcare Law (3)

The relationship of the healthcare manager to the legal foundations of the healthcare system is considered through theory and case studies. The legal and regulatory climates of healthcare operations are examined. The impact of international laws such as the act of state doctrine, and the effects of US legislation on multinational operations will also be considered.

MHA 560 Healthcare Informatics (3)

This class will examine information and computer science as it relates to the healthcare sector. Students will discuss methodology, guidelines and resources required to store and utilize information. Students will also explore electronic health record and its relationship to data gathering and mining.

MHA 565 Global Healthcare Administration and Management (3)

The facets, complexities and issues of administrating and managing healthcare organizations will be analyzed on the global level. Students will analyze the various administrative practices and procedures in health services organizations across the globe. This will include an overview of theories, strategies and systems of healthcare industries internationally. Issues with healthcare quality will be explored. The course will also examine world health issues from the perspective of the healthcare manager.

MLDR 500 Leadership Theory and Practice (3)

This course addresses leadership as a set of theories and models as a basis for determining the specific environmental context within which an array of behaviors for success is identified. Students will individually build a personal leadership paradigm based upon theories, best practices, beliefs and assumptions as applied to a specific organization. An additional focus is on how leaders help followers shift paradigms. The bottom line is a composed, rational perspective of leadership.

MLDR 515 Professional and Research Writing (3)

This course provides students with advanced research and writing skills and techniques culminating in the production of a significant research paper. Students will be required to respond in writing to issues in a leadership for social innovation and leadership in strategy framework. Additionally, the course will focus on the basics of delineating issues, formulating propositions, constructing an argument, and researching a topic. Adherence to skills presented in the American Psychological Association Manual (APA) for preparing manuscripts is required.

MLDR 528 Decision Making Tools for Leaders (3)

The purpose of this course is to acquaint students with the theoretical and practical aspects of the decision making process. The course is designed to equip leaders with a conceptual and practical understanding of decision making tools, and their use in making efficient and effective managerial decisions.

MLDR 530 Organizational Cultures and Ethical Considerations for Leaders (3)

The course examines human behavior in organizations at the individual, interpersonal and group levels. The interplay of human, technological, and structural factors in organizations is examined. Important issues considered also involve motivation theories, communication, and group decision theories for managerial applications. The course looks at how managers can design jobs and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the course explores techniques for the development of team building, leadership, and conflict resolution skills.

MLDR 533 Women and Leadership (3)

The purpose of this course is to analyze the roles and responsibilities of women in leadership positions.

Current issues and trends are examined from historical, sociological, psychological, political, economic, and ethical perspectives. Analysis and synthesis are used to apply information from a variety of resources to issues facing women who hold or seek leadership roles. Strategies for developing leadership skills are integrated throughout the course.

MLDR 534 Leaders as Partners and Mentors (3)

This course examines different aspects of the leadership theme in literature and film, with special attention to such topics as ethical dilemmas confronting leaders, different styles and models of leadership, the intersection of a leader's private and public life, and the competing loyalties and pressures felt by leaders. In addition, students will discover that literature often raises provocative questions about the very nature and even desirability of leadership.

MLDR 541 Team Building for Leaders (3)

This course examines the concepts of team dynamics and team building within a variety of organizational framework. This course will focus on creating teams, understanding the team life-cycle, the dynamics of teamwork, building trust within teams, reducing communication barriers, strategies to encourage leadership development, and offer intervention strategies to enhance the team process. Students will participate in and evaluate a variety of team building and leading activities.

MLDR 546 Leading in Diverse Communities (3)

This course examines the interactive impact of leaders on diverse communities. This course will ask students to analyze the leadership needed in communities (local, regional, national and international), and explore the institutional influences of family, religion, education, government, and commerce for communities and leaders.

MLDR 550 Social Entrepreneurship (3)

Social entrepreneurship (SE) describes a set of behaviors focused on a social mission. SE fosters a business-like discipline, a vision of/for innovation to ensure social value-social impact. Students will analyze how SE can be used to adopt a value driven mission, recognize and pursue opportunities to support and serve the mission, continuously innovate, adapt and learn, and do so with accountability as a key value.

MLDR 552 Fundraising, Proposal Development, and Grant Writing (3)

This course provides an overview of American philanthropy, and examines the roles and responsibilities of executive directors and fundraisers. Students will investigate the fundamental theories behind designing and implementing a robust fundraising plan, including the development of a case statement, effective data management, and leading and building a fundraising team. Students will explore the motivations of individual donors, ascertain the sources of contributed funds, discern the internal and external forces affecting fundraising, and survey new and emerging fundraising techniques. Students will also gain practical experience in writing an annual fund appeal, researching foundations, and composing a grant proposal.

MLDR 554 Legal Aspects of Social Innovation (3)

This course explicates the regulatory environment guiding social innovation. The social enterprise, the spectrum of non-profit organizations, are subject to a complex set of organizational and operational tests and doctrines—a web of state, federal laws. The information covered throughout this course ensures social entrepreneurs, board members and donors are well-prepared to make ethical decisions about their organizations' actions and future endeavors.

MLDR 556 Organizational Development and Intrapreneurship (3)

Students will be introduced to the tenets of organization development; OD history, theory, and OD techniques will be explicated. Students will be immersed in the OD view of organizational functioning and purposeful change; the impact of change and the change process when addressing social impact with an effort to realize the triple-bottom line. Students will analyze the role and confluence of infrastructure, people, culture, power and the role of the intrapreneur within the organization.

MLDR 575 Community Leadership: Cultivating Networks (3)

Community organizations, both nonprofit and governmental, provide a wide breadth of social and health services, dependent on support from a variety of public and private sources. The key to successful organizations is the synergy they create in solving issues affecting groups of all scales. This course explores the networking and interdependencies of community organizations and how leaders can maximize their impact in resource limited environments.

MLDR 590 Graduate Internship (3)

In this course students complete an internship in an organization under the supervision of the MLDR Graduate Program Director or graduate faculty member.

MLDR 595 Independent Study in Leadership (3)

MLDR 597 Capstone in Leadership and Strategy (3)

The Capstone courses are dedicated to leadership in social innovation and strategy and the application of project-based community research, case study and/or autoethnographic approach. Students will be required to make presentations in the class on specifically assigned readings, followed by questions and discussions.

MLDR 598 Special Topics in Leadership (3)

School of Communication

Raymond Ankney, Ph.D.; Dean

- Master of Arts in Multimedia
- Master of Arts in Media Communication
- Master of Arts in Public Relations, Advertising, and Social Media
- Dual Master of Arts/ Master of Business Administration
- Certificate in Social Media

Master of Arts in Multimedia

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

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

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

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

Total Program Requirements **36 credits**

School of Communication Requirements

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

Degree Core Requirements **12 credits**

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

Major Requirements **12 credits**

MULT 528- Multimedia Production (3)

MULT 530 Multimedia Design (3)

MULT 545 Communication Technology, and Culture (3)

MULT 550- Web Publishing and Editing (3)

Thesis or Professional Track

6 credits

Thesis Track

COMM 597 - Thesis I (3)

COMM 598 - Thesis II (3)

Professional Track: Complete both of the following:

COMM 591 – Professional Track I (3) (Directed Readings, Publication Project, or Directed Research)

COMM 592 – Professional Track II (3) (Directed Readings, Publication Project, or Directed Research)

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

Electives

6 credits

Choose two courses from the following:

BPMM 529- Video Production and Editing (3)

MULT 511 - Visual Communication Technology (3)

COMM 545 - Communication, Technology & Culture (3)

COMM 551 - Graduate Internship I (3)

COMM 552 Graduate Internship II (3)

COMM 595 - Special Topics (by approval) (3)

MULT 550 - Web Publishing and Editing (3)

MULT 516 - Technology Mediated Communication (3)

MULT 517 - Global Communication (3)

PRAD 513- Social Media Practices (3)

PRAD 564 - Social Media Analytics and SEO (3)

PHOT 501 - Digital Photo Editing (3)

Master of Arts in Media Communication

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

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

Also, the M.A. program offers an interdisciplinary track, called the Journalism Initiative, designed to allow students to focus on a concentrated area of study in business (four separate sequences: health systems, general

management, international business and accounting/finance/economics), criminal justice or education. In this concentration, students will complete 12 hours of study in the chosen topic and then apply this specialized knowledge to two, 3-hour capstone courses in which students will complete long-form journalism projects (published magazine articles, newspaper series or book-length manuscripts) or public relations campaigns designed to demonstrate specialized, upper-level learning and journalistic or public relations expertise and ability in the topic of focus and to build portfolio.

New technologies propel the field, requiring participants to refine their techniques; sharpen their skills; broaden their knowledge of the vast interrelated media; and conduct further studies and research into the functions, operations and effects of journalism and mass communication. The goals of the program are:

1. To ensure strong journalistic writing and editing skills.
2. To develop a professional knowledge of legal and ethical principles.
3. To emphasize the requirement for continued academic and mass communication research in the field.
4. To provide internship opportunities with various media.
5. To offer a thesis track for research-oriented students, a professional track for job-oriented mass communicators, and an in-depth special topics initiative.
6. To supply general as well as specialized courses in a variety of media, new media and related areas, including broadcasting, print, public relations and advertising.

The program has courses taught by full-time and part-time faculty from the region's professional community in the four areas of public relations; advertising; print (newspapers, magazines, online), and broadcasting/cable/satellite/Internet (television, radio, online). Also offered are courses in media law, mass communication ethics, mass communication history, and others. The School of Business and School of Communication together offer a concurrent M.A./M.B.A. program.

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

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

The Department's specific objectives for students are:

1. To enable graduates to function in highly responsible jobs in specialized areas of the mass media or related fields, including advertising/public relations and journalism education.
2. To train graduates to adapt to the changing field and demands of today's interrelated media and the information superhighway.
3. To hone the research and intellectual powers of graduates to review, question and make enlightened decisions about current standards, practices and ethical matters in the field and those for the 21st century.

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

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

communication programs.

Documentary

Total Program Requirements

36 credits

School of Communication Requirements

JOUR 503, COMM 518 and/or COMM 519, and 528 may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

Degree Core Requirements

6-15 credits

- JOUR 503 - Writing and Editing in the Journalistic Style (3)
- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)

Course Requirements

21 credits

- JOUR 510 - Investigative Reporting (3)
- JOUR 546 - History of Documentary Cinema (3)
- JOUR 562 - Documentary Thesis I (3)
- JOUR 563 - Documentary Thesis II (3)
- MULT 528 - Multimedia Production (3)
- MULT 570 - Short Documentary (3)
- PHOT 500 - Photographic Art Marketing (3)

Journalism/Mass Communication Electives

PRAD 513, BPMM 529, BPMM 541, MULT 550, COMM 590, JOUR 595 (May be repeated as long as topic differs), PHOT 501

Journalism

Total Program Requirements

36 credits

School of Communication Requirements

JOUR 503, COMM 518 and/or COMM 519 may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

Degree Core Requirements

6-15 credits

- JOUR 503 - Writing and Editing in the Journalistic Style (3) OR
JOUR 510 - Investigative Journalism (3)
- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)

Major Requirements: Choose one of three tracks 21 credits

Thesis or Professional Track (6 credits)

Thesis Track

COMM 597 - Thesis I (3)

COMM 598 - Thesis II (3)

Choose Five Journalism/Mass Communication Course Electives (15 credits)

Professional Track – Complete both courses:

COMM 591 – Professional Track I (3)

COMM 592 – Professional Track II (3)

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

Choose Five Journalism/Mass Communication Course Electives (15 credits)

Journalism Initiative Track 21 credits

Required:

JOUR 553 - Journalism Initiative I (3) OR

PRAD 560 - Public Relations Campaign I (3)

JOUR 554 - Journalism Initiative II (3) OR

PRAD 561 - Public Relations Campaign II (3)

Choose one Journalism Initiative Concentration:

Education Concentration: Choose four (12)

EDUC 521 - Issues in Adult Education (3)

EDUC 531 - Emerging Teacher Leadership (3)

EDUC 532 - 21st Century Schools (3)

EDUC 540 - Human Diversity Issues in Education (3)

EDUC 542 - Issues in Law and Education (3)

EDUC 558 - School Reform Issues (3)

Criminal Justice Concentration: Choose four (12)

CRMJ 522 - Legal Issues in Criminal Justice Administration (3)

CRMJ 525 - Theories of Criminology (3)

CRMJ 528 - Politics, Policy and Criminal Justice (3)

CRMJ 530 - Organizational Behavior in CRMJ (3)

CRMJ 532 - Economics of the Criminal Justice System (3)

CRMJ 534 - Ethical Issues in Criminal Justice (3)

Business Concentrations: Choose one (12)

General Management (choose four)

MBA 511 - Accounting for Managers (3)

MBA 571 - Legal Environment of Business (3)

MBA 572 - Marketing (3)

MBA 573 - Corporate Finance (3)

MBA 578 - Managerial Economics (3)

- MBA 595 - Special Topics (3)
- MBA 596 - Special Topics (3)
- International Business (choose four)
 - MBA 511 - Accounting for Managers (3)
 - MBA 514 - International Economics (3)
 - MBA 517 - International Finance (3)
 - MBA 541 - Cultures of International Business (3)
 - MBA 570 - Global Environment of Business (3)
 - MBA 573 - Corporate Finance (3)
 - MBA 596 - Special Topics (3)
- Health Systems (choose four)
 - MBA 511 - Accounting for Managers (3)
 - MBA 573 - Corporate Finance (3)
 - MHA 520 - Health Economics (3)
 - MHA 535 - Health Care Policy Analysis (3)
 - MBA 597 - Special Topics (3)
- Accounting/Finance/Economics (choose four)
 - MBA 511 - Accounting for Managers (3)
 - MBA 517 - International Finance (3)
 - MBA 573 - Corporate Finance (3)
 - MBA 578 - Managerial Economics (3)

Journalism/Mass Communication Electives

Master of Arts/Master of Business Administration Concurrent Degree

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

The concurrent M.A. in Media Communications and M.B.A. degree program allows students to obtain both degrees in as little as two years of full-time course work. The concurrent degree program's curriculum has been designed for students who plan to or already work in management and executive positions in the public relations, advertising, integrated marketing communications, or comprehensive marketing professions and industries, print/digital or broadcast/digital formats.

Applicants to the concurrent degree program must complete admissions applications for both the M.B.A. degree program and the M.A. in Journalism and Mass Communication degree program, and students must be accepted by both programs to pursue the concurrent degree option.

School of Communication Requirements

*JOUR 503, COMM 518 and/or COMM 519 may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

Choose one concentration:

Broadcast/Digital Media Management Concentration 27 credits

Required:

- JOUR 504 - Broadcast News Reporting (3)
- BPMM 547 - Electronic Media Managements (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)

Electives: Select 4 (or more depending on waived requirements)

- BPMM 529 - Professional Video Techniques (3)
- BPMM 541 - Broadcast Copywriting (3)
- BPMM 542 - Advanced Television Production (3)
- COMM 515 - Mass Communication Theory (3)
- COMM 545 - Communication Technology and Culture (3)
- COMM 590 - International Media (3)
- COMM 591 - Professional Track I (3) (OR)
- COMM 592 - Professional Track II (3)
- PRAD 513 - Social Media Practices (3)
- MULT 528 - Multimedia Production (3)
- MULT 550 - Web Publishing and Editing (3)

Print/Digital Media Management Concentration 27 credits

Required:

- JOUR 503 - Writing and Editing in Journalistic Style (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)

Electives: Select 5 (or more depending on waived requirements)

- JOUR 510 - Investigative Reporting (3)
- PRAD 513 - Social Media Practices (3)
- COMM 515 - Mass Communication Theory (3)
- COMM 545 - Communication Technology and Culture (3)
- PRAD 548 - Sports Media and Marketing (3)
- MULT 550 - Web Publishing and Editing (3)
- COMM 590 - International Media (3)
- COMM 591 - Professional Track I (3) OR
- COMM 592 - Professional Track II (3)

PR/Advertising Agency/Department Management Concentration 27 credits

Required:

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

PRAD 521 Writing for Public Relations (3)

Electives: Select 4 (or more depending on waived requirements)

PRAD 513 - Social Media Practices (3)

COMM 515 - Mass Communication Theory (3)

PRAD 526 - Principles of Advertising (3)

PRAD 527 - Principles of Public Relations (3)

PRAD 531 - Advertising and PR Research (3)

PRAD 538 - Integrated Marketing Communication (3)

PRAD 539 - PR for Nonprofit Organizations (3)

PRAD 540 - Freelance Communication and Consulting (3)

COMM 545 - Communication Technology and Culture (3)

PRAD 548 - Sports Media and Marketing (3)

MULT 550 - Web Publishing and Editing (3)

COMM 590 - International Media (3)

COMM 591 - Professional Track I (3)

COMM 592 - Professional Track II (3)

School of Business Requirements

27 credits

MBA 511 - Accounting for Managers (3)

MBA 570 - Global Environment of Business (3)

MBA 571 - Legal Environment of Business (3)

MBA 572 - Marketing (3)

MBA 573 - Corporate Finance (3)

MBA 574 - Organizational Behavior (3)

MBA 576 - Quantitative Methods (3)

MBA 577 - Strategic Planning (3)

MBA 578 - Managerial Economics (3)

Master of Arts in Public Relations, Advertising, and Social Media

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

This program combines the theoretical concepts of communication with a heavy application of practical coursework that includes public relations and advertising research, writing and practice; integrated marketing communications; and social media crisis and strategic communications. In several of the courses, students work closely with clients to develop in depth campaigns and programs in a hands-on environment that brings theory to life. Students are encouraged to build professional portfolios and networking through internships with corporate, agency and non-profit partners and through work with Wood Street Communications, Point Park's on-site agency that provides high level marketing solutions to local non-profit organizations. Through an integrated course of study, students will acquire the theoretical knowledge and practical skill set necessary for excelling in today's evolving marketplace.

Program Objectives:

1. Analyze the functions of public relations and advertising and their role in marketing communications.

2. Critically evaluate and successfully implement various theoretical perspectives and research strategies/approaches of public relations and advertising.
3. Conceptualize, coordinate, and execute comprehensive public relations/advertising-related campaigns and activities.
4. Demonstrate proficiency in effective communication management that meets the needs of highly globalized and diverse stakeholder groups.
5. Apply industry best practices pertaining to ethics, policies, and regulations.

Public Relations and Advertising

Total Program Requirements

36 credits

School of Communication Requirements

COMM 518 and/or COMM 519, and PRAD 521 may be waived based on previous professional experience and/or academic work. Any waived course must be replaced by elective credits.

Degree Core Requirements

6-15 credits

- COMM 515 - Communication Theory (3)
- COMM 518 - Communication Law and Regulation (3)
- COMM 519 - Media Ethics and Responsibilities (3)
- COMM 593 - Applied Mass Communication Research Methods (3)
- PRAD 521- Writing for Public Relations (3)

Specialization Requirements

15 credits

- PRAD 513 - Social Media Practices (3)
- PRAD 522- Social Media Crisis & Strategic Communications
- PRAD 531- Advertising/PR Research (3)
- PRAD 537-Principles of PR/Advertising (3)
- PRAD 538- Integrated Marketing (3)

Thesis or Professional Track

6 credits

Thesis Track

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

Professional Track – Complete both courses:

- COMM 591 – Professional Track I (3)
- COMM 592 – Professional Track II (3)

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

Public Relations/Advertising Electives

COMM 516, COMM 517, PRAD 539, PRAD 540, BPMM 541, PRAD 548, MULT 550, COMM 551, COMM 552, PRAD 564, PRAD 573, COMM 590, COMM/PRAD 595 (May be repeated as long as topic differs), GRID 536, PRAD 596, MULT 528.

Certificate in Social Media

PROGRAM OBJECTIVES:

1. Apply social media best practices to the creation of social media content across platforms to serve various client needs.
2. Demonstrate the ability to engage and grow audiences effectively through social media
3. Develop crisis management strategies for social media clients
4. Analyze social media messages and analytics and make recommendations based on data
5. Create social media advertising and public relations campaigns

Social Media Requirements

12 credits

PRAD 513 - Social Media Practices (3)

PRAD 522- Social Media Crisis & Strategic Communications (3)

PRAD 564- Social Media Analytics & SEO (3)

PRAD 573- Social Media Campaigns (3)

Course Descriptions

BPMM 523 Radio and Music Programming and Sales (Odd Years/Spring—3)

Students will learn the processes and principles behind radio and music programming and sales. The course will address Broadcast Radio, Internet Radio, Audio Media Distribution, and the Record Industry. Students will also learn about economic and business factors, cultural issues, and legal and ethical issues that surround these industries.

BPMM 525 Video and Interactive Media Programming and Sales (Even Years/Fall—3)

Students will learn the processes and principles behind video and interactive media programming and sales. The course will address Broadcast Television, Cable Television, Video Games, and Video Media Distribution. Students will also learn about economic and business factors, cultural issues, and legal and ethical issues that surround these industries.

BPMM 529 Professional Video Techniques (Spring—3)

This course focuses on intermediate field video pre-production, production and post-production concepts and techniques are developed and applied. Students combine fundamentals of all three phases of the production process into a unified system of video planning, creation, construction, and feedback. Prerequisite: JOUR 528 or permission.

BPMM 541 Broadcast Copywriting (Fall—3-2-2)

This course adapts print writing ability to broadcast style techniques. It includes development of continuity in a variety of broadcast formats, including spot commercials, public service announcements, promos, info-spots and political spots. Not open to the student with credit in BPMM 341. Prerequisite: JOUR 503 and JOUR 528 or permission.

BPMM 542 Advanced Television Production (Odd Years/Fall—3-2-2)

In this course students will apply producing, directing, videotaping, writing, and editing skills to non-news television programming they create. Programming produced will air on U-View, Point Park University's closed circuit television channel. Graduate students would be required to do a research project in addition to the production requirements. Prerequisites: JOUR 528 or permission.

BPMM 595 SPECIAL TOPICS (Fall/Spring/Summer (1-3 credits))

BPMM 596 Independent Study (Fall/Spring/Summer (1-3 credits))

COMM 511 Visual Communication Technology (Even Years/Fall-3)

This course applies visual communication theories to the analysis, interpretation, and critical assessment of visual messages. Examines the implications of various means of creating, manipulating, and disseminating visual messages. Course topics include but are not limited to visual language, semiotics, visual rhetoric, visual ethics, and visualization strategies for professional communicators. Enables students to develop a range of visual communication competencies.

COMM 515 Communication Theory (Fall-3)

This course surveys contemporary theories in the field of communication including theories of mass communication, media and society, media content, new media, social construction of technology, and the impact of media on audiences. Theories and models originating both in the social sciences and the humanities are examined.

COMM 516 Technology Mediated Communication (Odd Years/Spring-3)

This course examines technology mediated communication with special attention to the role of communication technology in diverse settings ranging from interpersonal to group communication, organizational communication and business communication. Emphasis is placed on strategies for communication problem solving in mediated contexts.

COMM 517 Global Communication (Even Years/Spring-3)

The information and communication technologies revolution generates a flow of global communications that transcend national boundaries. This course focuses on the emergence and growth of communication channels and networks that operate on a global scale. Emphasis is placed on the opportunities for human communication brought by globalization, such as opening new communicative spaces, increasing social interconnectedness, adding platforms for participation, and challenges associated with the global - local divides. Enables students to improve their ability to communicate and use technology effectively and appropriately in an increasingly globalized world.

COMM 518 Communication Law and Regulation (Spring-3)

Study of contemporary and classic cases related to state and federal law of freedom of the press and freedom of speech is the focus of this course. Problems caused by efforts by government to control mass media and the freedom of government/public information also are addressed. Not open to the student with credit in COMM 418.

COMM 519 Media Ethics and Responsibilities (Fall-3)

Students examine mass communication professionals' characteristics and work environments. Students also examine ethical issues presented in the modern media, including their historical contexts and practical ramifications. The course compares and contrasts ethical standards and systems with professional processes and practices, and legal principles. Not open to the student with credit in COMM 412.

COMM 545 Communication Technology and Culture (Odd Years/Fall-3)

This course is for students who wish to attain a comprehensive vision of communication and broaden their perspectives across the traditional fields. It explores the intersection of communication, technology and

culture with a focus on six major areas: information, networking, socialization, identity, entertainment, and globalization. Covers issues such as technological determinism, social shaping of communication technologies, identity formation, cultural transnationalization and globalization.

COMM 551, 552 Graduate Internship in JMC I,II (Fall/Spring/Summer—3-0-15)

Student must have completed 15 credit hours toward the degree and prerequisite courses or practical experience for eligibility. This course requires a minimum of an average of 15 hours a week (a total of at least 225 hours) must be worked in a media-related position. Regular reports and periodic conferences with the instructor are required, as well as a final report. A total of six credits in internships may be earned toward the degree. Other specific criteria are published and applicable.

COMM 590 International Media (3)

This course combines classroom preparation and readings in professional and research-oriented scholarly source for the international setting of mass media in a designated country. Students will compare and contrast the designated country and U.S. media corporate and business models, law/regulations, production, and content. Prerequisites: six graduate credits in the School of Communication.

COMM 591 Professional Track I (3)

Prerequisite: Successful completion of 18 units

The following research or publication projects comprise this course. Neither this course, nor JOUR 592, may be repeated, but they may be taken in any sequence. Also, the projects that comprise this course may not be repeated; students may do only one directed readings, one publication project, or one directed research.

DIRECTED READINGS: The student will read, summarize, and critique six selected books, at least four of which must be scholarly, in a significant area of mass communication not otherwise covered in the curriculum, then synthesize them into a major paper comparing and contrasting them in multiple ways. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and by the program director. Final paper's text must be at least 20 pages. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

PUBLICATION PROJECT: The student earns credit for off-campus work on an investigative, interpretive series in a medium such as print, a media script, publications/advertising campaign, or other significant project. Proof of intended implementation is required. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and the program director. Also, a manager/owner of the organization or company for which the student does the publication project must submit an email or letter to the program director promising to publish/implement the project, and the organization/company for which the student does the project may not be affiliated with Point Park University, may not be a relative of the student, and may not be a current employer of the student. May constitute three of the six hours of the candidate's required research obligation. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

DIRECTED RESEARCH: The student works with the instructor on a comprehensive research project in an area of inquiry that is not available through any course offered at Point Park University. A formal paper of at least 40 pages, plus notes, references, and appendices, culminates the study. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required research obligation.

COMM 592 Professional Track II (3)

Prerequisite: Successful completion of 18 units

The following research or publication projects comprise this course. Neither this course, nor JOUR 591, may be repeated, but they may be taken in any sequence. Also, the projects that comprise this course may not be repeated; students may do only one directed readings, one publication project, or one directed research.

DIRECTED READINGS: The student will read, summarize, and critique six selected books, at least four of which must be scholarly, in a significant area of mass communication not otherwise covered in the curriculum,

then synthesize them into a major paper comparing and contrasting them in multiple ways. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and by the program director. Final paper's text must be at least 20 pages. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

PUBLICATION PROJECT: The student earns credit for off-campus work on an investigative, interpretive series in a medium such as print, a media script, publications/advertising campaign, or other significant project. Proof of intended implementation is required. A full-time faculty member must oversee the project, a proposal for which must be approved by that faculty member and the program director. Also, a manager/owner of the organization or company for which the student does the publication project must submit an email or letter to the program director promising to publish/implement the project, and the organization/company for which the student does the project may not be affiliated with Point Park University, may not be a relative of the student, and may not be a current employer of the student. May constitute three of the six hours of the candidate's required research obligation. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required professional track research obligation.

DIRECTED RESEARCH: The student works with the instructor on a comprehensive research project in an area of inquiry that is not available through any course offered at Point Park University. A formal paper of at least 40 pages, plus notes, references, and appendices, culminates the study. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required research obligation.

Students seeking to enroll in the publication project option of COMM 591 Professional Track I or COMM 592 Professional Track II focusing on concentration-specific projects may, with the agreement of a professor/instructor knowledgeable in that concentration, take this course as an independent study with approval by the director of the School's graduate program.

COMM 593 Applied Mass Communication Research Methods (Spring—3)

This course offers analysis and application of social scientific research methods used by academic researchers and/or in industry and professional research, especially surveys, polls, content and textual analysis, controlled experiments, focus groups, in-depth interviews, case studies, ethnography, and cultural/critical studies. Students also learn the structure, purpose, and philosophy of mass communication theory, and tailor homework assignments and term papers to their own professional/industry interests.

COMM 595 Special Topics in Journalism and Mass Communication (Fall/Spring/Summer – 3)

Courses are offered in specialized topics including branding, government lobbying, international advertising, media relations, history of public relations and advertising, high school journalism, alternative and minority media, community and citizen journalism, and others. Students may elect to take several COMM 595 courses as long as the topics differ.

COMM 596 Independent Study (Fall/Spring/Summer (1-3 credits))

Students have the option of making a written proposal to the Graduate Programs Director for 1-3 credits of independent study credit. Proposals will be considered on a case-by-case basis and need to be granted.

COMM 597, COMM 598 Thesis in Journalism and Mass Communication I, II (Fall/Spring/Summer-3)

The student works with a faculty committee of three on a topic and research for a major paper that will require two terms for completion. A proposal and committee chair must be approved before registration. Development of a bibliographic essay, outline, and research method(s) are emphasized in the first semester. Writing a fully documented original thesis of not less than 90 pages using the American Psychological Association's (APA) style is the goal for the second term. In order to participate in graduation ceremonies in the Spring, Thesis I must be completed by April. For the diploma to be dated that year, Thesis II must be completed before the last day of the following term. COMM 597 and COMM 598 may be Pass ("P"), Fail ("F"), or Incomplete ("I") depending on progress in Thesis. Student with Incomplete ("I") in COMM 598 must continue work by enrolling in JOUR 599 for one regular academic term only. Prerequisite for COMM

597:COMM 593

GRID 507 Graphic Design II (Fall/Spring—3-2-2)

Using Macintosh and PCs for desktop publishing. This course emphasizes on technical skills, design and creativity in producing professional publications. Beginning skills taught, advancing to projects involving newsletters, newspaper and magazine pages, advertisements and brochures, as time permits. Not available to the student with credit in GRID 307

GRID 520 Magazine and Marketing Design (Spring—3-2-2)

This course provides students with advanced planning, design and production techniques for creating and enhancing persuasive editorial design. Students will use industry standard software combined with solid theory in targeting and reaching audiences. Students will conceive and create designs for promotional campaigns, including newsletters, brochures, magazine spreads and marketing collateral. Prerequisite: JOUR 507 or JOUR 307.

GRID 536 Branding and Identity Design (Fall—3-2-2)

This course provides students with advanced planning, design and production techniques for creating and enhancing persuasive communications. Students will use industry standard software, combined with solid theory in targeting and reaching audiences through creative and persuasive messages. Students will conceive and create and apply designs including logos, stationary systems and graphic standards for a variety of organizations. Prerequisites: GRID 307

GRID 595 SPECIAL TOPICS (Fall/Spring/Summer (1-3 credits)

GRID 596 Independent Study (Fall/Spring/Summer (1-3 credits)

JOUR 503 Writing and Editing in the Journalistic Style (Fall—3-2-2)

This course combines techniques of journalistic writing and editing. This is for the graduate student who has earned a bachelor's degree in a discipline other than journalism or those required to, or wishing to polish their skills in writing and editing on a professional level. Graduate students who have professional experience, undergraduate credit for journalistic writing and editing may be granted a waiver for the course.

JOUR 504 Broadcast News Reporting (Fall/Spring—3-2-2)

This course teaches broadcast writing and reporting skills that include radio-television news style, terms, rules and format. Exercises move from leads to entire newscasts. Students develop "news sense" for visual and aural media, as well as how to make news judgments on deadline. Not open to the student with credit in JOUR 304. Prerequisite: JOUR 503.

JOUR 506 Public Affairs Reporting (Odd Year/Fall—3)

This course consists of a series of real reporting assignments under deadline conditions beginning with the University and extending into the city of Pittsburgh and the surrounding area. Not open to the student with credit in JOUR 406. Prerequisite: JOUR 503 or equivalent.

JOUR 509 Specialized Reporting (Fall—3-2-2)

This course combines concentrated research and writing experience in one of the following reportorial areas: economics, finance and business; health and welfare; labor; arts and entertainment; religion; sports; politics; or education. Faculty guidance will be coupled with input from working professionals in lecture and advisory sessions related to their specialties. Prerequisites: JOUR 503 or permission.

JOUR 510 Investigative Reporting (Spring—3-2-2)

This course concentrates on practical reporting experience with heavy emphasis on investigative techniques and computer-assisted reporting; development of sources and information; development of advanced research and interview skills; determination of subjects, organization and writing of stories and series for newspaper publication. Dual listed with JOUR 410. Prerequisites: JOUR 503 or demonstrated equivalency.

JOUR 546 History of Documentary Cinema (Spring-3)

Students will review the history of documentary film and profile innovative documentary filmmakers. Students will view and analyze major works within the context of major film theories, as well as a wide variety of documentary archetype, styles, and methods. The films and filmmakers profiled in the course represent a diverse sampling of modern world cultures. This course is cross-listed with CINE 301 and JOUR 446.

JOUR 547 Electronic Media Management (Spring - 3)

This course will introduce students to the fundamental theories and concepts of management in the media industry. Students will demonstrate their understanding of these concepts through projects, case studies and management simulations.

JOUR 548 Sports Media and Marketing (3)

This course is a survey of issues pertaining to sports media and the marketing of sports products and entities. Emphasis is given to the application of strategic marketing planning concepts. The guiding framework for the course is a “5Ps” model of sports marketing developed with the aim of creating exceptional customer experiences. In turn, experiences strengthen relationships between a company or organization and its customers. The course will also substantially review the emerging trends, tactics and platforms of sports media and be a weekly forum for examining analyzing “hot button” issues breaking in the industry.

JOUR 553 Journalism Initiative I (3)

In this course, to be taken in sequence with JOUR 554, students will research, report, write and peer-edit in-depth, long-form journalism focusing on issues or trends in a specific subject area. Students will work independently to produce enterprise or investigative series; single magazine-length journalism (including documentary), but may collaborate on story ideas, story input and story editing. The instructor will fill the role of editor and will work one-on-one with the students during the course. The objective is to prepare students for a career in enterprise/investigative journalism in multiple platforms with a solid foundation in specific subject concentrations. Course assignments are intended for publication or presentation in industry publications and/or media organizations, and thus for preparation of a student portfolio of professional work. Prerequisite: 6 credit hours of MSES courses completed.

JOUR 554 Journalism Initiative II (3)

In this course, taken in sequence with JOUR 553, students will research, report, write and peer-edit in-depth, long-form journalism focusing on issues or trends in a specific subject area. Students will work independently to produce enterprise or investigative series; single magazine-length journalism (including documentary), but may collaborate on story ideas, story input and story editing. The instructor will fill the role of editor and will work one-on-one with the students during the course. The objective is to prepare students for a career in enterprise/investigative journalism in multiple platforms with a solid foundation in specific subject concentrations. Course assignments are intended for publication or presentation in industry publications and/or media organizations, and thus for preparation of a student portfolio of professional work. Prerequisite: 6 hours of journalism initiative concentration courses completed.

JOUR 562 Documentary Thesis I (3)

This course, to be taken in sequence with JOUR 563, is designed for students to research, report, write and produce in-depth entrepreneurial or investigative long-form visual documentary reportage in the context of actual political, societal or cultural issues, events or news. Students will produce documentaries for possible publication, display or broadcast to the community in public venues or through existing, professional media and informational outlets. This is a capstone project that will be approved by the program director and a full-time faculty member, overseen and graded as an independent project by a full-time faculty member; and it can comprise, as determined in consultation with the program director and supervising faculty member, a single,

long-form project produced over the course of two semesters in conjunction with JOUR 563, or two or more shorter projects.

JOUR 563 Documentary Thesis II (3)

This course, to be taken in sequence with JOUR 562, is designed for students to research, report, write and produce in-depth entrepreneurial or investigative long-form visual documentary reportage in the context of actual political, societal or cultural issues, events or news. Students will produce documentaries for possible publication, display or broadcast to the community in public venues or through existing, professional media and informational outlets. This is a capstone project that will be approved by the program director and a full-time faculty member, overseen and graded as an independent project by a full-time faculty member; and it can comprise, as determined in consultation with the program director and supervising faculty member, a single, long-form project produced over the course of two semesters in conjunction with JOUR 562, or two or more shorter projects.

JOUR 565 Mass Media History

3 credits

This course details the development of journalism in print, electronic, and digital media from international roots through the developmental history of the professions, primarily in the United States. Business (advertising and subscription), noncommercial and other models of support for news gathering and dissemination will be traced and analyzed. Development of the philosophical construct of free speech will be explored, as will the role and significance of free expression to politics, governance, social systems, cultural expression, diversity, and economic activity.

JOUR 599 Completion of Thesis in Journalism & Mass Communication II (1)

This course is to be taken only if the student does not complete the Thesis requirement in JOUR 598. If the adviser deems progress has been satisfactory in one of the above, even though the project was not completed, a grade of "P" may be awarded. The student must register for JOUR 599 during one regular academic term, but not summer sessions, and complete all requirements during the term for which registered. Pass ("P") or ("F") grade only. No Incomplete ("I") permitted. Fail ("F") in JOUR 599 precludes the student from re-enrolling in the course failed. Successful completion must be verified by presentation of the finished project for graduate director's files.

MULT 528 Multimedia Production (Fall–3)

Students in this class develop and apply foundational techniques in digital storytelling, including video, sound, lighting, audio, editing, and photography. The course will emphasize acquiring production skills and understanding the theory and principles of digital media storytelling.

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Students in this class develop and apply foundational techniques in digital storytelling, including video, sound, lighting, audio, editing, and photography. The course will emphasize acquiring production skills and understanding the theory and principles of digital media storytelling.

MULT 550 Web Publishing and Editing (Fall/Spring–3)

This course will provide technical background for those students in the digital media field. Students will incorporate web design theory and technical skills to create a series of web products, including graphics, animations, and Web pages. Students will learn the current practices of web publishing, which may include HTML, Flash, PHP coding, and the use of content management systems. Upon completion of this class, students will have a variety of web design pieces to add to their portfolios. (Dual listed with MULT 365)

MULT 570 Short Documentary (Spring–3-3-2)

Students will work on photo documentary projects based on the established methodology to reduce the fast paced world to a set of still images that convey life and world experiences by creating a distinctive and compelling sense of reason, place and time. Students will gain a basic understanding of documentary photography history and principles through writing reactions to assigned books and films about documentary

principles. Students will establish personal methods to focus on the meaning and content of their pictures, the quality of their pictures and the way they observe the world around them. Prerequisites: JOUR 528, or Instructor Permission.

MULT 595 SPECIAL TOPICS (Fall/Spring/Summer (1-3 credits))

MULT 596 Independent Study (Fall/Spring/Summer (1-3 credits))

PRAD 513 Social Media Practices (Fall/Spring/Summer-3)

This course provides students the conceptual and technical understanding of the power and philosophy of social media, with a focus on how social media is changing media, business, journalism and government in fundamental ways. Upon completion of this course, students will have practical knowledge in the use of social media tools and building and maintaining an online community as well as a solid foundation in writing and reporting for social media. Dual listed with PRAD 306.

PRAD 521 Writing for Public Relations (Fall—3)

This course involves intensive work in preparation of information for newspapers, radio, television, magazines; speech writing; brochures, newsletters; planning publicity campaigns. It includes instruction in Associated Press style and journalistic news writing. Prerequisite: JOUR 503 or equivalent competency.

PRAD 522 Social Media Crisis & Strategic Communications (Spring—3)

This course examines strategic communication practices throughout the stages of a crisis event. Special emphasis is placed on crisis planning, media relationships, image restoration, legal and ethical responses, and how to effectively handle a social media crisis using solid, effective crisis communication theories and techniques. Students will examine recent crises and the proper management of information flow. Emphasis will be placed on the use of social media in the management of various crises.

PRAD 526 Principles of Advertising (Odd Years/Spring—3)

This course offers a comprehensive overview of advertising management and creative campaigns. Includes research, targeting/objective setting, media evaluation, copy writing and art direction for print, broadcast and interactive media along with analysis and exploration of creative techniques and abilities. Students prepare a complete advertising plan and creative campaign for a product, service or institution.

PRAD 527 Principles of Public Relations (Even Years/Spring—3)

This course offers a comprehensive overview of public relations principles, issues management, and creative campaigns. This course provides instruction and practical experience from a strategic and tactical viewpoint using case studies and current event analysis. Includes identifying problems and issues in public relations, developing problem solving techniques, and researching and applying the principles of public relations strategies and planning to complex situations facing organizations today.

PRAD 531 Advertising and Public Relations Research (Odd Years/Spring 3)

This course provides an overview of all major research methods used in advertising and public relations research, including focus groups, media measurement sources, ethnography, pretesting (including copy testing) and post-testing and clients' internal data. Students will learn how these resources fit into the public relations and advertising processes.

PRAD 535 Communication Management and Campaigns (Spring—3)

Students in this course study public relations/advertising agency and department management then act as an agency to plan, research and develop and Integrated Marketing Communications campaign for a local non-profit organization. Focus will be on utilizing advertising, public relations, direct communications and promotions to demonstrate mastery of communications theory/practice, processes and techniques involved in managing an agency or department. Emphasis will be on writing solid integrated marketing communications plans,

including strategic tactics and creative tools. Prerequisites: PRAD 521 and PRAD 526 OR PRAD 527 or instructor permission.

PRAD 537 Principles of Public Relations and Advertising (Spring-3)

This course offers a comprehensive overview of public relations and advertising theories and principles with emphasis on the integration of the two disciplines in strategic integrated communications programs. It provides instruction and practical experience from a strategic and tactical viewpoint using readings, case studies and current event analysis. The focus is on identifying problems and issues in public relations and advertising, developing persuasive problem-solving techniques, and researching and applying creative solutions that can advance the mission and growth of organizations in contemporary society.

PRAD 538 Integrated Marketing Communications (Odd Years/Fall-3)

The students will study marketing theory, case studies, specific applications to communications programs, and they will develop a complete marketing communications plan for a client.

PRAD 539 Public Relations for Non-profit Organizations (Even Years/Fall-3)

This course explores how public relations programs are managed in health care, social service and educational organizations. Students will explore programs relating to internal communications, external public relations campaigns and special topics such as crisis communications, marketing communications, public service and fund-raising.

PRAD 540 Freelance Communications and Consulting (Odd Years/Sum)

This course provides fundamental instruction in the basics of operating as an independent communications consultant or freelance journalist. This course is appropriate for students interested in starting a communications consultancy and/or those interested in pursuing freelance writing or editing opportunities while working full time. Topics will include: developing a communications business, research, planning, marketing and networking for success, and will be related to current issues, trends and employment opportunities.

PRAD 560 Public Relations Campaign I (3)

This course, to be taken in sequence with PRAD 561, is designed for students who already have experience or strong academic backgrounds in the field. Students will research, develop, write and prepare, with peer review, public relations campaigns focusing on issues or trends in a specific subject area. Students will work independently to produce individual campaigns but will collaborate on campaign ideas, focus and progress review. The instructor will fill the role of campaign coordinator and will work one-on-one with the students during the course of the two-semester sequence. The objective of the course is to prepare students for a career in marketing, public relations or strategic planning in multiple platforms with a solid foundation in specific subject concentrations. Course assignments are intended for presentation according to highest industry standards and thus for preparation of a student portfolio of professional work. Prerequisite: 6 hours of public relations campaign concentration courses completed.

PRAD 561 Public Relations Campaign II (3)

This course, to be taken in sequence with PRAD 560, is designed for students who already have experience or strong academic backgrounds in the field. Students will research, develop, write and prepare, with peer review, public relations campaigns focusing on issues or trends in a specific subject area. Students will work independently to produce individual campaigns but will collaborate on campaign ideas, focus and progress review. The instructor will fill the role of campaign coordinator and will work one-on-one with the students during the course of the two-semester sequence. The objective of the course is to prepare students for a career in marketing, public relations or strategic planning in multiple platforms with a solid foundation in specific subject concentrations. Course assignments are intended for presentation according to highest industry standards and thus for preparation of a student portfolio of professional work. Prerequisite: 6 hours of public relations campaign concentration courses completed.

PRAD 564 Social Media Analytics & SEO (Fall- 3)

This course will teach students how to demonstrate return on investment (ROI) to clients by understanding and evaluating analytics. In addition, students will learn search engine optimization best practices to further increase a brand's social media ROI. Students will have a deeper understanding of the principles and how to measure and prove the ROI of social media and a working knowledge of various industry-standard analytics tools. Students will write social media reports for clients based on ROI and analytics results.

PRAD 573 Social Media Campaigns (Spring- 3)

Students will research, write and implement advanced social media concepts that include analytics, advertising, activism, influencers and budgets. Social media for journalists will be emphasized. Students will either work directly with business or nonprofit clients to plan and execute a social media campaign or publish an advanced social media journalism project.

PRAD 595 SPECIAL TOPICS (Fall/Spring/Summer (1-3 credits)

PRAD 596 Independent Study (Fall/Spring/Summer (1-3 credits)

PHOT 500 Photographic Art Marketing (Spring—3)

Photographic Art Marketing provides self-motivated students with direction into today's dynamic market for photography. The course focuses on grant writing, networking, navigating gallery shows, developing resumes, CVs, portfolio development, and what it means to be a professional artist. Classroom lectures cultivate a broader awareness of career options and professional prospects for photographers seeking to pursue a successful career in the art world. Individual research and projects allow students to explore an area in-depth. Students share their research methodology and results with their classmates, fostering growth of peer relationships.

PHOT 501 Digital Photo Editing (Spring—3-2-2)

Students will learn to use electronic photo and graphics editing tools such as a slide and negative scanner and industry standard software such as Photoshop. As the photojournalists move out of the darkroom and into the electronic newsroom, these skills will be increasingly vital to their careers. Not open to the student with credit in PHOT 350.

PHOT 514 Business of Photography (Fall/Spring—3-3-2)

This course will expose the student to the essential business principles of the editorial, commercial and fine art areas of the photographic industry. Topics to be covered include contracts, copyright, trade organizations, stock photo market, portfolio development, marketing, and the costs of doing business. Dual listed with PHOT 414.

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1991 Ms. Shirley Jones	2006 Gertrude (Mrs. Paul) Caplan
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1995 Ms. Michele Ridge	2007 Ms. Lynn R. Fero
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1998 Dr. Jay Apt	2010 Mr. Shea Gopaul
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THOM BAGGERMAN, Professor of Broadcast Journalism, School of Communication; B.A., Kent State University; M.S. Robert Morris University; Ph.D. University of Pittsburgh

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