

Catalog Home

Pennsylvania Western Graduate Catalog

August 2024, Volume 3

This catalog is edited by the Academic Affairs Office.

California

250 University Avenue
California, PA 15419

Clarion

840 Wood St
Clarion, PA 16214

Edinboro

219 Meadville St
Edinboro, PA 16444

PennWest is a member of Pennsylvania's State System of Higher Education.

Pennsylvania's State System of Higher Education

2986 North Second Street
Harrisburg PA 17110
717-720-4000
www.passhe.edu

Three ways to locate information

#1: Type what you are looking for in the "Catalog Search" box, located at the top left of this page.

#2: Click on "Advanced Search" to look for specific courses and/or programs.

#3: Choose from the navigation bar along the left side of the page.

Degree Planner

The Degree Planner link allows you to see, save, and/or print all the information about your program of study in a condensed, printable format. To access, simply navigate to any program and click the Degree Planner link at the top right of the page.

Create Your Personal Portfolio

The My Portfolio feature allows you to save information in your own personal folder so you can go directly to it!

1. Click on the My Portfolio link at the bottom of the left navigation bar.
2. Then use the left navigation bar or the search box to find what you are looking for in the catalog.
3. When you want to save a section, click the My Portfolio link at the top right of the page.
4. The next time you go to your portfolio, your saved material will be there!

Need help?

If at any point you have questions about how to navigate this catalog, just click on the Help link at the top right of the page.

Disclaimer

This catalog is neither a contract nor an offer of a contract. The information it contains was accurate when it was printed and/or placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change. This catalog is updated annually.

Accreditations

Accreditation Organization

Accreditation Council for Business Schools and Programs (ACBSP)

Accreditation Council for Education in Nursing (ACEN)

American Library Association (ALA)

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Commission on Athletic Training Education (CAATE)

Commission on Collegiate Nursing Education (CCNE)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Council for Accreditation of Education Preparation (CAEP)

Council on Academic Accreditation (CAA)

Council on Social Work Education (CSWE)

Middle States Commission on Higher Education (MSCHE)

National Association of Schools of Art and Design (NASAD)

National Association of School Psychologists (NASP)

Pennsylvania Department of Education (PDE)

Pennsylvania State Board of Nursing (SBON)

President's Message

Welcome to Pennsylvania Western University!

You have elected to attend a university that is built on hundreds of years of academic excellence. PennWest is a student-centered, innovative university offering graduate, undergraduate, certificate and professional certification programs. These programs are designed to help you prepare for or advance in your career. They are offered with the flexibility you need to learn as you live your life. Our courses are designed to expand your knowledge, challenge your perspectives and prepare you for success in a rapidly evolving world.

At PennWest, we are a community of educators who are committed to academic excellence and innovation. Our faculty members are dedicated scholars and practitioners in their fields, eager to share their expertise and mentor you on your educational journey.

Whether you live on one of our campuses in California, Clarion, or Edinboro or if you enroll online, you have access to an expansive network of student support professionals and other resources to help you thrive.

Remember, your education is a partnership between you, your professors, and our entire university community. As you learn, I encourage you to take advantage of all the resources available to you - such as our state-of-the-art facilities, student support services and extensive library collections -- and engage actively in discussions both inside and outside the classroom.

I wish you remarkable success at PennWest.

Sincerely,

Dr. Jon Anderson
President

Mission & Vision Statements

Mission

Through innovation, academic excellence, and empowering environments, Pennsylvania Western University provides accessible education that cultivates career-ready, life-long learners and leaders, who enrich and engage each other, their communities, the region, and beyond.

Vision

Pennsylvania Western University empowers students to achieve meaningful goals through a broad array of nationally accredited undergraduate and graduate programs, career-focused learning, and support systems that foster lifelong success.

Values

- **Learning:** We are a community of educators who provide a learning environment where students thrive and achieve their educational, professional, and personal goals.
- **Growth:** We are student ready, guiding our students towards personal, financial, and academic success.
- **Inclusion:** We advocate for all members of our campus communities and provide an equitable, supportive environment that builds a sense of belonging and togetherness.
- **Collaboration:** We engage in innovative partnerships, programs, and opportunities to address the needs of our regional communities and the commonwealth.

- **Culture:** We share a sense of purpose that unites the Pennsylvania Western University community at large and provides opportunities to learn, work and thrive.

Institutional Outcomes

PennWest graduates will:

- Seek, develop, evaluate, and use information effectively
- Act ethically, equitably, and inclusively
- Communicate impactfully
- Apply broad-based knowledge, interpersonal skills, and professional expertise to identify and solve problems in a complex and ever-changing world

Administration

Office of the President

Jon Anderson, President

Kelly Repinski, Vice President for University Affairs and Advocacy

Academic Affairs

James Fisher, Interim Provost & Vice President of Academic Affairs

Robert Mehalik, Associate Provost and Graduate Dean

Jacqueline Knaust, Interim Associate Provost

Roger Wolbert, Interim Associate Provost

Yugo Ikach, Associate Vice President for Graduate and Online Programs

Shayne Gervais, Associate Vice President for Academic Systems & University Registrar

Mary Paniccia Carden, Dean for College of Education, Arts and Humanities

Deborah Grubb, Associate Dean for College of Education, Arts and Humanities

Timothy Stevenson, Associate Dean for College of Education, Arts and Humanities

Craig Coleman, Interim Dean for College of Health Sciences and Human Services

Brenda Fredette, Dean for College of Science, Technology and Business

Juanice Vega, Associate Dean for College of Science, Technology and Business

Anthony McMullen, University Library Director

Finance and Administration

Fawn Petrosky, Vice President for Finance and Administration

Tamara Varsek, Associate Vice President for Finance

Paul Allison, Associate Vice President and Chief Information Officer for Information Technology Services

Eric Guiser, Senior Associate Vice President for Human Resources

Stephanie Hemak, Controller

Michael Kanalis, Associate Vice President for Facilities Management

Jim Dahle, Director of Safety and Risk Management

Strategic Enrollment Management

Sarah Freed, Interim Vice President for Strategic Enrollment Management

David Dollins, Associate Vice President for Strategic Enrollment Management

Adam Reynolds, Assistant Vice President for Enrollment Marketing and Systems

Steven Zidek, Chief Data Strategist
Casey Beightol, Interim Executive Director for Undergraduate Admissions
Sue Bloom, Executive Director for Financial Aid

Student Affairs and Institutional Effectiveness

Susanne Fenske, Vice President for Institutional Effectiveness and Student Affairs
Jennifer Graham, Assistant Vice President of Residence Life and Housing
Shawn Hoke, Assistant Vice President of Campus Life/Edinboro Campus Lead
James McGee, Assistant Vice President of Wellness/Clarion Campus Lead
Becky McMillen, Executive Director of Institutional Effectiveness
Lawrence Sebek, Associate Vice President for Auxiliaries, Budgets, Compliance & Project Management/California Campus Lead
Sheleta Camarda-Webb, Chief Diversity and Inclusion Officer

Advancement

James Geiger, Vice President for University Advancement and Clarion Campus Administrator
Anthony Mauro, Associate Vice President, University Development and California Campus Administrator
Amanda Sissem, Associate Vice President Alumni Engagement and Edinboro Campus Administrator
Wendy Mackall, Executive Director of Communications
William Berger, Executive Director of Creative Services and Brand Identity
Jeff Bender, Executive Director of University Marketing

Title IX & Non-Discrimination Statement

Non-Discrimination Statement

Pennsylvania Western University of Pennsylvania is committed to providing equal access to all individuals and prohibiting any form of discrimination and harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, pregnancy, genetic information, disability, status as a veteran, or any other characteristic prohibited under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other pertinent state and federal laws and regulations. Direct inquiries to the Executive Director of Equity and Title IX, 423 Becht Hall Clarion Campus 16214-1232; email asalsgiver@pennwest.edu or phone 814-393-2109. Inquiries may also be directed to the Director of the Office for Civil Rights, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201.

Title IX Information

Pennsylvania Western University is committed to creating an environment free of Sex Discrimination for all members of its University community. Sex Discrimination includes Sex-Based Harassment which encompasses quid pro quo sexual harassment, hostile environment sexual harassment, sexual assault, dating violence, domestic violence, and stalking. Accordingly, Pennsylvania Western University will not tolerate any form of Sex Discrimination and *the Sex Discrimination and Sex-Based Harassment Policy* works to ensure the University's employees, students, and other members of the University community are not subjected to Sex Discrimination in any form. The University offers many resources for addressing complaints of Sex Discrimination. Amy Salsgiver, Executive Director of Equity and Title IX, serves as the University's Title IX Coordinator. Inquiries, concerns or complaints of faculty, staff and students regarding Sex Discrimination should be directed to Amy Salsgiver's attention at asalsgiver@pennwest.edu or 814-393-2109.

Information regarding the reporting of Sex Discrimination and the resources that are available to those reporting Sex Discrimination is set forth at Title IX | PennWest

Students may also visit the Code of Conduct, under Student Resources, to review options and for more information related to addressing of reported violations of Title IX at: Title IX | PennWest

Employee Reporting Requirements Under Title IX

Pennsylvania Western University and its employees are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, Title IX requires all University Officials, Volunteers and Employees (including student employees) to report incidents of Sex Discrimination of which they become aware to the Title IX Coordinator/designee, unless they serve in a role that makes such reports privileged or are identified as a Confidential Employee. Information about Confidential Employees can be found at Title IX | PennWest. This information will only be shared with the Title IX Coordinator, who is the individual on campus designated to respond to reports of discrimination or sexual violence. While the Title IX Coordinator is not a confidential source of support, they will address matters reported to them with sensitivity and will keep your information as private as possible.

Additionally, employees are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to the person designated in the University's *Protection of Minors Policy*.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at Title IX | PennWest. For Title IX reporting and compliance please contact the Title IX Coordinator, Pennsylvania Western University of Pennsylvania, 423 Becht Hall, asalsgiver@pennwest.edu or 814-393-2109. A reporting form is available online.

Graduate Admissions

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Application Process

Individuals may apply online at pennwest.edu. There is no paper application option. Applicants must pay the non-refundable application fee or enter a valid application fee waiver. **Note:** *those applying to the M.S. in Speech Language Pathology must complete the application process through CSDCAS and remit the required fees as directed.*

As part of the application process, applicants must submit official transcripts of the degree required for admission to the Office of Graduate & Online Admissions. Electronic transcripts are preferred and may be submitted to GradAdmissions@PennWest.edu. Paper transcripts may be mailed to Graduate & Online Admissions, Penn West University-California, 250 University Ave., California, PA 15419. The degree must have been awarded from a

regionally accredited college or university. It is not necessary to send a transcript of coursework completed at California, Clarion, and/or Edinboro Universities.

An individual may begin the process by establishing login credentials on the University's secure online application. Once established, the applicant may use the secure applicant portal to access the application, upload required documents, and communicate with the Office of Graduate & Online Admissions. The application and portal may be accessed via computer or mobile device. Each applicant is assigned a dedicated Enrollment Coach to provide assistance throughout the process. The Enrollment Coach is available to assist applicants via phone, email, text messaging, and/or virtual or in-person meetings.

Admission Decisions

Admission requirements vary by program. Prospective students should refer to the requirements listed for each graduate program on the University website. Applicants who do not meet the minimum cumulative GPA for regular admission may be considered for conditional admission and are encouraged to apply.

In addition to GPA, some programs require additional documentation, such as letters of recommendation, references, specified entrance exams (GMAT, GRE, MAT) and/or other supporting material. Refer to the website or contact the Office of Graduate & Online Admissions.

When the Office of Graduate & Online Admissions has received all of the required application materials, the completed application is then reviewed for an admission decision. Offers of Admission are the result of a number of factors, including prior academic performance, professional experience, portfolio review, personal statements, interviews, and/or recommendations. Reviews are conducted by both the Office of Graduate & Online Admissions and specific program faculty. Additionally, some programs operate in a cohort model where new enrollment is capped at a certain number of highly qualified applicants. As a result, individuals who meet the minimum requirements for admission may be denied due to the overall quality of the applicant pool.

Offers of admission are communicated via the secure application portal.

An admission decision is valid for one academic year (two semesters and one summer term, i.e., the semester/term the student applied for and the following two semesters/terms). An admitted student has one year to register for courses from the date listed on the Admissions decision notification. If a student does not register for classes during that time, the acceptance is no longer valid and the applicant must submit a new application for admission, pay the application fee and submit materials as indicated on the application portal.

Residency

Residency is determined at the time of admission. A Pennsylvania resident is defined as one who is a bona fide resident of and domiciled within the Commonwealth of Pennsylvania for a reasonable period, typically not less than one year, immediately preceding the student's registration for a term. Individuals who have been adjudged not to be a resident of Pennsylvania and would like to appeal the decision must petition after admission to the Office of the Registrar. A student who is dissatisfied with the University's determination of his/her classification may challenge it by filing a written petition with the University officer or committee designated by the University President to consider challenges within 30 days after issuance of the determination. The petition shall contain a statement of reasons in support of the student's claim of Pennsylvania domicile and supporting documentation the student may wish to submit. Untimely petitions may not be considered.

Admission Policy

Several types of admission to the graduate school are available. Admission types include:

- **Regular admit** - the applicant meets all admission requirements and is eligible to begin coursework in the earliest possible term with financial aid consideration.
- **Conditional admit** - the applicant meets most, but not all, admission requirements and is eligible to begin coursework in the earliest possible term with financial aid consideration. The applicant must satisfy a specific condition of his/her admission by the end of the first term. An applicant may not enroll for additional terms if the condition is not met.
- **Provisional admit** - the applicant meets all requirements of admission but has not yet provided a required material (such as an official transcript showing a conferred degree, license, or other document). Typically, this type of admission is offered to an applicant who applies while still pursuing the required undergraduate or graduate degree. A provisionally admitted applicant is eligible to begin coursework in the earliest possible term but is not eligible for financial aid consideration. Upon proof of conferred degree or other required material (and meeting GPA requirements), the applicant may be offered Regular Admission with financial aid consideration. A provisionally admitted applicant may not register for coursework beyond the initial term.

Application Deadlines

Application deadlines vary by program and students are advised to apply for admission to the Graduate program as early as possible. Most programs have rolling deadlines and applications may be submitted and completed at any time prior to a start term. Start terms vary and are listed on both the program webpage on the University website and the Graduate Application for Admission.

Please view our graduate program pages for more information: <https://www.pennwest.edu/academics/graduate-programs>

Graduate Program Enrollment

Admitted applicants must accept an offer of admission and confirm their intentions to enroll by completing the **Decision Reply Form** which accompanies the offer of admission within the online application portal. Many Graduate programs do not require a deposit, though some do. If required, the applicant must secure his/her enrollment by remitting the \$100 deposit through the application portal.

Once an enrollment is confirmed, the applicant will receive guidance from the Office of Graduate & Online Admissions on course registration and other onboarding items.

Admission for Other Programs

In addition to degree programs, the University offers certification programs, certificates and options for non-degree and visiting students.

Certification Programs

Certification programs prepare individuals to apply for a certification or licensure from a third party, which normally imposes experiences and requirements beyond university credits. These additional program requirements develop appropriate competencies in specific areas of specialization.

Certificates

A certificate is not a certification but rather a formal, credit-based credential that indicates completion of a program of study that does not culminate in a degree or qualify the individual for certification. Typically, coursework and credits required for a Certificate may also be applied towards a full degree.

Non-degree

Although most graduate students at Penn West are enrolled in degree programs, there are opportunities to take a limited number of graduate classes as a non-degree student for personal or professional growth without pursuing a graduate degree.

Admitted non-degree students may take only 6 credits before they are required to apply as a degree-seeking student. Completion of these courses does not automatically lead to admission to a degree or certification program. Applicants interested in further exploration must reapply (fee waived).

Visiting Students

Graduate students from other universities (sometimes known as "visiting students") may take courses at Penn West. Visiting students are responsible for knowing and adhering to the transfer policies of their home institutions.

International Students

Penn West welcomes applications from students from countries other than the United States. All international applicants studying on campus must follow the procedures and guidelines available at:
<https://online.pennwest.edu/admissions/international-students>.

Graduate Assistantships

Applicants may express interest in a Graduate Assistantship (G.A.) as part of the online application process. G.A. positions and benefits vary. Admission into the University does not imply receipt of a graduate assistantship. Open positions can be found here: [https://career.pennwest.edu/jobs/page/2/?ctag\[0\]=graduate-assistantships](https://career.pennwest.edu/jobs/page/2/?ctag[0]=graduate-assistantships)

Student Accounts

California Campus:

Dixon Hall, First Floor
Telephone: 724-938-4431

Clarion Campus:

Becht Hall, First Floor
Telephone: 814-393-1071

Edinboro Campus:

Hamilton Hall, First Floor
Telephone: 814-732-3502

Email Address: studentaccounts@pennwest.edu

Current Costs of Enrollment

Students should refer to the PennWest University website at: pennwest.edu and choose the campus you are attending for current costs of enrollment and detailed billing and payment information.

Student Invoices

Student invoices (bills) are not mailed to students. Students can view and print their electronic invoices (bills) via the Student Accounts Portal my.pennwest.edu approximately 30 days prior to the start of the fall and spring semester.

Billing for summer and winter semesters is typically 15 days prior to the start of classes. Students are billed each term (i.e. summer, fall, winter and spring) and payment is expected by the Friday before classes begin each semester.

Monthly Payment Plan

During a regular semester, the monthly payment can be divided into 5, 4, or 3 payments of the total charges for the semester, minus any financial aid. A non-refundable payment plan fee of \$40 per semester will be charged to your student account. The budget amount includes tuition, fees, room and board for the current semester. If financial aid is awarded after the payment plan has been set up, you must continue to make regular payments until the aid is applied and the balance is paid in full. Your budget will adjust accordingly for payment received on your account. The payments are due by the 10th of each month. Once registered for the payment plan, installment reminders will be sent to the student's email and to authorized users monthly; no paper statements will be generated.

Register for the Payment Plan Online:

Students - Visit the MyPennWest Portal, click on Student Account Portal and then click the "Enroll in Payment Plan" button.

Then select "term". You can now select the plan you would like to utilize.

Authorized Users - Parents and guests must first be authorized by **students** to use the above-mentioned online payment plan options. Students can complete this authorization online via their myPennWest account in their Student Accounts Portal located on the Student "Quick Links" tile. Select the "Authorized Users" on the right side of the page. Complete all of the steps on the "Add Authorized User" screens. After you enter the "user's" information, the "authorized user" will receive emails with the access codes and directions for logging in to the PennWest University Authorized Payment Processor" system where they can make a payment to your student account & view account details with your discretion. Make sure you select the authorization you wish to grant the "User."

Pennwest University Book Voucher

The book voucher fund is an interest -free fund that students may utilize for educational books and supplies purchased at the University bookstore at each campus. Students must have excess financial aid to cover the cost of the books and be enrolled in a degree seeking program at least half-time (6 credits). Students must be in good standing with the university.

The voucher is an **advance** of your anticipated financial aid for use at the University Book Store at your PennWest home campus and must be repaid. The voucher will be automatically paid from any **excess** federal, state, institutional, or private financial aid that is available at the time the charge is posted to your student account. Adjustments to your student account (adding/dropping credits or changing housing and meal plans) could affect amount of aid available before financial aid is posted to your student account. If a student does not have sufficient financial aid to cover the book voucher (maximum amount of \$600) then student **will be responsible for the resulting balance due on the account.**

Financial Aid

The Financial Aid Office serves prospective students, current students, and their parents with financial aid questions and needs. The primary goal of the Financial Aid Office is to provide appropriate financial resources in the form of scholarships, grants, loans, and student employment to enable students to achieve their educational potential while ensuring compliance with the various sources of financial aid. The University strives to meet the "financial need" of as many students from as many resources as possible.

Financial Aid Application

The major funding sources are from the federal and state governments. For consideration for financial assistance students are urged to complete a Free Application for Federal Student Aid (FAFSA) prior to May 1 each year via the federal website studentaid.gov. Please indicate PennWest's Title IV code 003316 on the FAFSA form.

Academic Year

PennWest's academic year is comprised of a fall and spring semester, during which a full-time graduate student is expected to complete at least 18 credits. The period of time school is in session consists of 30 weeks of instruction.

Financial Aid Programs

Grants & Scholarships are what financial aid refers to as gift aid. Gift Aid is money the student receives that does not need to be repaid or earned. Grants are based upon financial need, while scholarships based upon characteristics such as scholastic achievement, athletic ability, or geographic location.

Federal TEACH Grant

Teacher Education Assistance for College and Higher Education (TEACH) grants are based on the program of study and cumulative grade point average (3.25 is required) rather than financial need. The Federal TEACH grant is only for the following PennWest programs: BSED Early Childhood/Special Education, BSED Middle Level Math, BSED Middle Level Science, BSED Secondary Education Biology, BSED Secondary Education Chemistry, BSED Secondary Education General Science, BSED Secondary Education Mathematics, BSED Special Education PK-12, MEd Reading Specialist, or MEd Special Education. Students also must obtain College of Education Teacher Education Admission in order to qualify. **ELEMENTARY EDUCATION MAJORS WITHOUT SPECIAL EDUCATION ARE NOT ELIGIBLE FOR THE TEACH GRANT. STUDENTS PURSUING TEACHER CERTIFICATION ARE ALSO NOT ELIGIBLE.** Interested students should complete a TEACH Grant Preliminary Application. Once approved for the grant, students must complete an annual Agreement To Serve document in which they agree to teach for at least four academic years within the first eight calendar years of completing their TEACH-eligible degree. *Note: TEACH recipients who fail to complete this service obligation will have their TEACH grants converted to interest-bearing*

Federal Direct Unsubsidized Loans. Interest will be assessed retroactive to the date the first TEACH grant disbursed to their account.

Loans

Federal Stafford Loans

The Federal Unsubsidized Stafford Loan program is available based on the amount needed to meet the student's cost of attendance budget (COA) and their academic level. The student may opt to pay the interest while enrolled in school or have the interest capitalized (added to the principal). Unsubsidized Stafford loan eligibility is limited by the total aid received from all sources and their COA budget. Students must complete entrance counseling which explains their rights and responsibilities and a master promissory note before loans are disbursed. Stafford loans may have origination and/or rebate fees deducted from the loan amount. Interest rates are established yearly by the federal government.

Graduate students enrolled in a Master's program have a maximum annual Stafford amount of \$20,500, which includes Fall, Winter, Spring, and Summer enrollment for an academic year.

Graduate students enrolled in the Teacher Certification program and not receiving a master's degree are subject to undergraduate loan limits of \$5,500 Subsidized Stafford and \$7,000 Unsubsidized Stafford. Graduate students enrolled in all undergraduate coursework for any given term are also subject to undergraduate loan limits.

Federal Graduate PLUS Loan

Graduate and Professional students may borrow up to the cost of attendance less all other financial aid and available resources. Students must be admitted to an eligible degree program, maintain satisfactory academic progress as defined below, and enroll at least half time for the award term/s.

Pennwest University Graduate Student Scholarships

PennWest University's endowed, annual, and athletic scholarships provide support to more than 600 students yearly. Scholarships are available to new incoming students as well as currently enrolled students.

Most of PennWest's scholarships are funded by private support through the California, Clarion and Edinboro Foundations and are overseen by the Financial Aid Office, within the Strategic Enrollment Management division. Students may access the scholarship application through the MyPennWest Portal, with individual log-in credential for their PennWest account. Financial aid will automatically consider them for any scholarships for which they are qualified. PennWest will annually notify students when the application is available and the submission deadline.

Conditions Which Accompany Financial Aid

In order to continue receiving financial aid following initial enrollment at PennWest University, students must meet certain conditions each year. One such condition requires students to enroll at least part-time (four and a half credits) for every aid program.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

PennWest University has developed standards of Satisfactory Academic Progress (SAP) in accordance with federal regulations. This Policy measures quantity (number of credits completed), quality (cumulative quality point average), and maximum time frames for completion and measures progress incrementally. SAP will be reviewed after each payment period, (fall, spring, and summer).

For financial aid purposes, a student is considered to be making satisfactory academic progress if he/she maintains a minimum 3.00 QPA and completes at least 67% of hours attempted.

Graduate students who have attempted 46 credits and/or 6 semesters with or without the benefit of financial assistance are no longer eligible for financial aid. Programs requiring more than 60 credit hours will be reviewed individually for maximum time frames.

The number of semesters is based on full-time enrollment of 9 credits or more as full time. An adjustment is made for less than full-time enrollment based on financial aid academic status as follows: 6.75 - 8 credits = $\frac{3}{4}$ time enrollment or 75% of a semester enrollment; 4.5-6 graduate credits = $\frac{1}{2}$ time enrollment or 50% of a semester enrollment.

Effect of incompletes, withdrawals, failures, and repeats. All incompletes, withdrawals, failures, and repeats are included as attempts when determining SAP for financial aid.

Effect of changing major/double major. A change of academic major or the pursuit of a double major does not automatically extend eligibility for financial aid.

Effect of summer school enrollment/cooperative education/consortium agreement/study abroad. Students who enroll in summer school will be charged with 0.5 to 1.0 semester of attendance, depending on enrollment. Credit hours attempted will be used to determine SAP. Students enrolled in cooperative education will be treated as a regular semester student. If a student is enrolled via a consortium agreement/study abroad, a transcript will be obtained from the visiting school and the credit hours will be included as attempts along with the credit hours earned.

Effect of credits by examination, military credits, life experience credit. Transfer credits that have been accepted, will be used as attempts and completes and included when determining SAP.

Academic credits received via examination, military, or life experiences are counted as attempts and as earned credits.

Failure to meet SAP requirements - Probation/Suspension. Any student who fails to meet SAP requirements will be placed on financial aid warning for one semester if they have not received a warning or probation period in a prior semester. If at the end of the warning period, the student does not meet the requirements for SAP, the student will be placed on financial aid suspension and will not be eligible for aid. Students who submit an appeal and academic plan that has been approved are placed on financial aid probation and regain eligibility for financial aid. Failure to follow the academic plan as approved will result in immediate suspension of financial aid without the opportunity to appeal until the student has met the minimum requirements for federal financial aid as a graduate student. Students who are on Financial Aid Warning or Probation must attend a mandatory SAP meeting. Academic and/or personal counseling services are encouraged and can provide the student with additional support to alleviate obstacles that hinder satisfactory academic progress. Students on probation are further encouraged to consult with a financial aid counselor prior to withdrawing from any classes or if midterm grades are not satisfactory.

Reinstatement of Aid. Aid is reinstated based on a successful appeal or meeting the minimum requirements for satisfactory academic progress for financial aid recipients. Periods of non-enrollment or enrollment at other schools does not reinstate the student's aid eligibility for PennWest University.

Appeals. Students who wish to appeal the suspension of financial aid eligibility based on mitigating circumstances (e.g. severe illness, death of close family member, severe injury, other factors relevant to student success) may do so by

submitting a letter of appeal and supporting documentation to the financial aid office within the first 2 weeks of the semester which is affected by the SAP status for which the appeal applies. All appeals for reinstatement of aid must include:

A completed appeal form which identifies the reason for unsatisfactory progress and what has changed in order to better facilitate academic success.

Once this material is received, the Financial Aid Office will review and approve or deny the appeal. If approved, the student will need to meet with their advisor, department chair or dean to complete an academic plan. The plan must be signed by the student as well as the academic advisor and must be received by the Financial Aid Office no later than the 8th week of classes.

The Financial Aid Office will notify the student of the decision to reinstate or deny federal aid. If the appeal is approved, the student must adhere to the signed academic plan. If the conditions of the academic plan are not satisfied, the student is placed on financial aid suspension, and aid will be denied in all subsequent terms until the student can regain aid eligibility by reaching the required 67% pace of completion and 3.0 cumulative GPA.

The committee will not review incomplete and/or partial appeals. All documentation is retained by the Financial Aid Office for audit purposes.

Student Life

- Institutional Effectiveness
- Student Affairs
- University Police
- Diversity, Equity, and Inclusion

Division of Institutional Effectiveness, Student Affairs, University Police, and Diversity, Equity, and Inclusion (IESAPDEI)

The Division of Institutional Effectiveness, Student Affairs, University Police, and Diversity, Equity, and Inclusion (IESAPDEI) fosters opportunities to engage students in an environment conducive to lifelong learning. Student Life is a critical component of a student's learning experience that goes beyond the classroom and provides a safe and healthy living and learning environment. Our student-centered approach promotes learning, social interaction, and personal growth in a multicultural world. We are committed to developing empowered and responsible students in their progression towards graduation and global citizenship.

Brief descriptions of our functional areas are below.

Institutional Effectiveness

The Office of Institutional Effectiveness establishes systematic frameworks of assessment and ensures PennWest fulfills its mission and strategic plan by cultivating a data-informed culture through continuous improvement and accountability.

Institutional Effectiveness aspires to create a university-wide culture of assessment and continuous improvement.

Student Affairs

The Division of Student Affairs provides student-centered experiences to enhance students' personal and professional development through holistic programs, services, and facilities. Echoed by our core values, the division fosters engagement through inclusive co-curricular and experiential learning opportunities within our campuses and regional communities.

Auxiliaries and Project Management

Dining Services

The goal of University Dining Services is to provide a quality, cost-effective, innovative dining program for students living on and off campus. The University encourages student involvement and awareness to help provide quality, nutritious meals at a reasonable cost. Dining locations provide an important environment for student interaction and socialization. Students living in a residence hall, as well as commuters, may choose from a variety of meal plans. All students who live in a university residence hall must participate in the meal plan program.

PennWest Student Centers

The mission of the Student Center is to serve as the "family room" for the campus Community. We are dedicated to providing and fostering life-long learning opportunities for our community through a broad array of services, facilities, and programs of an educational, multicultural, and recreational nature.

Campus Life

Campus Life aids students in their transition to PennWest through Orientation and Welcome Weekend programs and challenges students to learn and grow through involvement clubs and organizations, University Programming, Homecoming Activities, Greek Life, and Leadership & Career Development. We host several events throughout the year that are planned and coordinated by students, for students. The Programming Boards are the central event planning group for the campus. The student-run organizations provide entertainment and activities for all students. These events enhance the educational, cultural, social, and recreational aspects of the university experience. Activities include speakers, comedians, recreation, and a wide variety of other events that are free to students.

We strive to give students and clubs the autonomy to host their own events, while imparting leadership opportunities for students to become campus leaders. We work in constant communication with the Student Government and the Student Associations for the advancement of the student body.

We offer a variety of resources and programming that enhances college life and celebrates individual differences. We provide leadership opportunities that foster personal and professional development while coordinating multicultural initiatives. We encourage acceptance and appreciation of cultural differences where everyone is welcomed and supported. We are dedicated to helping you develop the skills and experiences valued by employers and learn how to prepare for the transition from college to career.

Bookstore: The PennWest Campus Stores

The Campus Store is your one stop shop for textbooks, course materials and all your PennWest gear. Managed by Follett Higher Education, each campus has a physical store location in the Student Center and all PennWest students can access the virtual store at www.shoppennwest.com

Fraternity and Sorority Life

Fraternities and sororities offer students a multitude of benefits that greatly supplement their college experience. Being a part of Greek Life offers students the ability to gain real world skills outside of the classroom. Students can gain valuable interpersonal and leadership experience by holding Executive board positions in their organizations or by attending National Conferences and Workshops. Greek organizations hold all members accountable for their grades with many of them having a GPA requirement to join and to stay a member. Another Core pillar of Greek life is service, with all Greek Organizations participating in community-wide service projects as well as their doing charitable work for their own organizational philanthropies. Finally joining a Greek organization connects you with people of similar values, aspirations, and interests that are sure to blossom into life-long friendships. This further extends to students through the nation-wide network of members of their Organization or the greater Greek Community that can offer a connection no matter what route life takes you. This serves as the basis for Greek Letter Movement both at PennWest and since its inception over 150 years ago.

New Student Orientation/Welcome Weekend

Occurring in the summer, New Student Orientation provides incoming students and their parents/supporters one final opportunity to visit campus prior to the start of the semester. As part of the program, participants will have an opportunity to meet with Financial Aid, Residence Life, Campus Life, and other offices/departments to ensure all necessary paperwork has been submitted so the student can smoothly start their first semester. There is also an opportunity for students to review their fall schedule, meet with faculty & success coaches and meet other students.

Welcome Weekend occurs the weekend before classes start and seeks to get new students acclimated to life on campus. Through interactive programs students will learn about rules and policies related life on campus and in the Residence Halls, opportunities for involvement in clubs/organizations, how to find their classes and will participate in campus traditions, as well as other fun activities.

Student Conduct

Standards for student-conduct are established to maintain order, to provide for the safety and wellbeing of all members of the University community, to support a positive living and learning environment, and to uphold the good name of the University. Students are held accountable for their actions and are encouraged to function as positively contributing members of the University community. Consistent with the educational mission of the University, appropriate efforts are made to foster personal and social development. The Dean of Students Office provides the due process through which allegations of misconduct are adjudicated. Copies of the Student Code of Conduct and Procedures are available [here](#).

Student Government & Student Association

The Student Government is the official representative body of the students at PennWest and has a presence on each campus. Student Government responds to various student issues and concerns to enhance the quality of life for PennWest students. Student Government officially recognizes student organizations and works with the Student Associations to annually allocate Student Activity Fee budgets to the student organizations on our campuses so they can sponsor campus-wide programs and activities.

Membership in Student Government, or on a Student Association Board, is a terrific way to develop your leadership skills through attending meetings, serving on committees, planning programs, working on student concerns, and participating in leadership conferences.

Student Organizations

A complete list of student organizations can be obtained upon request to campuslife@pennwest.edu or by signing into the Engage platform for PennWest: engage.pennwest.edu

Residence Life and Housing

PennWest offers comfortable and contemporary housing in suites and apartment style complexes. PennWest is proud of our residential communities that offer students more privacy in their living options while remaining near classes, the student center, dining area, and all the campus athletic venues. Our contemporary housing offer convenience and commitment from the university community to promote student success. In all residence hall rooms, each student has individual furnishings that include a bed, dresser, desk, desk chair and wardrobe/ closet and high-speed Internet access. All residence halls feature common lounges with wireless access, recreation areas, television lounges, vending/snack equipment and on-site laundry facilities.

The mission of Residence Life and Housing is to provide a safe and supportive environment which allows our residents to engage and explore learning outside of the classroom. Within our well-maintained facilities, we strive to provide our residents with support and resources as well as activities that create a sense of belonging, community, civic responsibility and appreciation of diversity. The Residence Life and Housing staff is available to assist new students in making the transition from home to life on campus and to assist students in developing knowledge and skills that will give them a foundation for achieving excellence within and outside of the classroom. The residence hall staff provides activities and opportunities for students to become involved in campus life and community activities. Professional staff are helped by Graduate Hall Coordinators and undergraduate Community Assistants in each community's operation.

Safety and security are among our top concerns. Students living on campus will reside in facilities having smoke and heat detection systems and sprinklers throughout the facilities. In addition, card access systems are available in all the living units. Beyond the available equipment, the halls are staffed by well-trained professional students and employees who work to maintain a safe environment. Safety education is on-going in the hall communities. In addition, the university police and the Office of Safety and Risk Management participate in staff and student education programs and routinely may be found in the residence halls.

Wellness

Health Promotions

The Wellness offices provide students with information and resources that they may use for programming, educational purposes, or personal use. Free materials are available for all students that cover a wide variety of topics, ranging from mental health to healthy- eating habits.

The Wellness Offices also support Health Promotions programs such as BASICS (Brief Alcohol Screening and Intervention for College Students) and CASICS (Cannabis Screening and Intervention for College Students). BASICS and CASICS are the nationally recognized alcohol and marijuana education programs utilized on each PennWest campus. These programs form a comprehensive strategy to improve well-being; reduce underage drinking and other drug abuse among students and promote the ideals of safety and wellness to all students.

Student Health Services

Health Services provides the highest-quality episodic patient care paying special attention to the needs of college students. Additionally, Health Services supports and enhances education and increases retention by modifying or removing health-related barriers to learning and by promoting optimal wellness.

Health Services is staffed by a medical director, a certified registered nurse practitioner, and registered nurses. Health Services provides quality health care for students and first aid for all members of the campus community. Healthcare professionals can direct students to other healthcare providers, work with special populations to address their specific needs, and develop and deliver health and wellness education programs.

Walk-ins are welcome, and telehealth or face-to-face visits are available by appointment. Using telehealth services, students are able to use medical resources throughout PennWest. A sample of services available include illness and

injury diagnosis and treatment, TB testing, allergy injections, physicals, pap tests, birth control, immunizations, educational programs, eating concerns, nutrition, stress management, and sexual health. Students requiring services outside the scope of practice are referred to off-campus healthcare providers who will bill a student's private health insurance for services.

Student Support Assistants

Student Support Assistants provide a wide array of resources and support to students who may be struggling with mental and/or physical health, academics, relationship issues, interpersonal conflict, and more. Student Support Assistants help students get connected to resources on campus that can help them overcome obstacles and succeed both academically and personally.

Hours differ on each campus therefore, to request services, please contact the Counseling Center on the campus in which you are primarily enrolled:

Clarion Campus: 814-393-2255 - 256 Becht Hall

California Campus: 724-938-4056 - G-53 Carter Hall

Edinboro Campus: 814-732-2252 - McNerney Hall, 1st floor

****Students enrolled as Global On-Line students, please contact 814-393-2255 or email at Studentwellness-cal@pennwest.edu**

Students experiencing a crisis outside of Counseling Services normal operational hours are to contact the University Police or 911.

Counseling Services

Pennsylvania Western University Counseling Services offers free, professional and confidential counseling for developmental, educational, and future goals to enrolled students. Counseling creates an opportunity for a student to address personal, social and/or emotional concerns, and to enhance a successful university experience. Counseling Services strives to facilitate the development of students by providing short-term individual, relationship, and group counseling. The PennWest Counseling shared scope of practice allows for all counselors to support students on all three campuses based on student needs (shared services).

Counseling Services has three essential roles:

1. Providing clinical services that help students achieve their academic and personal goals
2. Educating the campus community about the emotional and developmental needs of students through community level interventions, including outreach, programming, and consultation
3. Responding to the psychological effects of crisis impacting individual students and the campus community

Counseling Services is open to students in the fall and spring semesters when classes are in session. The Counseling Services faculty are licensed mental health professionals who can provide counseling in person on campus and via a confidential telehealth format to meet the individual students' needs. PennWest counselors utilize their content areas of expertise to serve the needs of students across the three campuses.

Office for Students with Disabilities

Services for students with disabilities are provided through the Office for Students with Disabilities (OSD). Students must request accommodations through OSD and should make the request for accommodations as soon as possible. An application is available on the PennWest website and must be submitted with accompanying documentation that supports the need for services. Examples of acceptable documentation are and IEP, 504, psychiatric and or psychological evaluation, a summary letter from a clinician, counselor, therapist or other appropriate health professional that lists one's diagnosis, symptoms, and how those symptoms impact the students' activities of daily living as well as academics. The decision regarding appropriateness of the requested accommodation rests with the OSD office and must be supported by the student's documentation on file with OSD.

RECREATIONAL SERVICES

Fitness Centers

The Fitness Centers on each campus are accessible to all students with their student ID card who pay the campus recreation fee. Memberships are available to current students, faculty, staff, and alumni. Guest passes are available for non-members if they are accompanied by a current member. Weight rooms, cardio areas, climbing walls, group fitness studios, walking/running indoor tracks, and gym space are just a few of the areas offered on each campus. Aquatic areas, eSports, informal recreation and outdoor ropes courses vary by facility. Stop by and ask for a tour and learn how you can enjoy these services.

Intramural Sports

Intramural sports provide members with a flexible, yet structured, environment in which to participate in a variety of athletic-type activities. These programs are operated in league and tournament formats, with various divisions including men's, women's, open, and co-recreational teams. Individuals and teams must register to participate through IM Leagues on each campus. The program is open to all students, faculty, and staff. Opportunities range from Basketball (3v3 & 5v5), Fantasy Football, Flag Football, Soccer, Softball, Volleyball and MORE.

Outdoor Recreation

Outdoor Recreation provides the campus community with additional outlets for the expenditure of leisure time. Outdoor recreation trips complete with equipment rentals include white water rafting, skydiving, caving, mountain biking, hiking, camping, canoeing, paintball, spring break adventure trip, alpine and cross-country skiing, rock climbing, snowshoeing, snowboarding, and more. These programs are structured for any level of adventure. No experience necessary! Stop by your fitness center for more trip information.

Sports Clubs

Sports clubs provide students the opportunity for personal growth and leadership development through competitive sports interaction amongst intercollegiate competition. The mission is to enhance each club and provide the best available resources, and to promote each participant not only as a student, but a student-athlete inside and outside the educational classroom and on the playing field. It should be emphasized that the clubs are operated for and by the students; each club is student initiated and sustained. Each club has a University Advisor, and some have coaches as available and required. Teams typically compete in local, regional, and national conferences and leagues against other colleges and universities. For a complete listing of the sports clubs offered please go to the Engage Platform for PennWest or stop by your campus fitness center.

University Police

The PennWest University Police Department is responsible for security on campus. All PennWest University police officers have extensive, ongoing police training, including courses in criminal justice, investigation, accident reporting, first aid, and criminal law and procedures. All PennWest University Police Officers complete annual training as

required by MPOETC (Municipal Police Officers Education and Training Commission), and other training as required under the standards of the Pa. Chiefs of Police Association's Accreditation Program. Their top priority is the safety and security of our campus community.

University police representatives meet regularly with local police and receive all information concerning allegations of criminal activity by students. This information is retained by the PennWest University Police Department and provided to the Office of Student Conduct, who may subject the violator to university disciplinary procedures.

The PennWest University Police Department is on duty around the clock, every day of the year. University police officers work with local, state, and federal law enforcement, as needed, to process physical evidence or investigate crimes. All crimes that occur on PennWest University Campuses are investigated by the PennWest University Police.

University Police

PennWest California	PennWest Clarion	PennWest Edinboro
724-938-4299	814-393-2111	814-732-2921
Building B North Wing	945 Wood Street	911 Scotland Road
420 Hickory Street	Clarion, PA 16214	Edinboro, PA 16444
California, PA 15419		

Parking

Parking at each PennWest University campus is overseen by the University Police Station for that campus. All campuses have annual student parking permits available for their campus. Specific information for student parking on each PennWest Campus can be obtained through that campus parking office. Permits are required on all campuses for students during the academic year.

Diversity, Equity, and Inclusion (DEI)

The Department of Diversity, Equity, and Inclusion provides leadership, direction, and assistance to PennWest University in advancing its collective commitment to creating and sustaining campus environments that promote and celebrate a culture of inclusion, justice, and belonging. This is done by creating a university environment that fosters a sense of belonging through outreach, education, advocacy, and empowering campus community members to learn and educate as their authentic selves.

Key Initiatives and Services:

Educational Programs and Workshops: Provide outreach and education through a variety of DEI trainings, workshops, intentional dialogue sessions, cultural programs, and resources.

Support and Advocacy: Providing resources and support for students, faculty, and staff by working across campus departments to foster a university culture where every voice matters, every perspective is valued, and every community member feels empowered to succeed.

Community Engagement: Collaborate with university departments and student organizations to create and maintain a model of intracultural communication as well as create and implement educational and developmental programs and activities. In addition, partnering with local organizations and communities to extend our impact beyond the campus and foster broader societal change.

The Department of Diversity, Equity, and Inclusion is committed to continuous improvement and welcomes input from all members of the PennWest community. Together, we can build a more inclusive, equitable, and vibrant university.

Academic Information

Academic Affairs

For the student pursuing a program of study at PennWest University, the catalog is an important planning tool. It provides essential information that will assist the student in meeting the requirements and standards related to that program of study as well as the range of services and opportunities provided by the University in support of the student's educational goals. The catalog should be used in working with the student's advisor. The information contained in the catalog applies to the program of study for individuals entering during the year for which the catalog is dated. The information in this section of the catalog explains the essential elements of academic policies, procedures and standards in effect at the time of its publication. Additional information concerning these issues is available from the Office of the Provost. Students are expected to follow their program of study outlined in the catalog in effect at the time of their admission to that program. Students who transfer to a new program or who interrupt their program of study for a period exceeding one calendar year and are subsequently reinstated will be expected to meet the requirements of the program in effect at the time of their transfer or reinstatement. When this is impractical, students, together with their advisor and chairperson, will develop a program to be approved by the dean of the school. Reinstated students who return to the University within one calendar year of their last enrollment have the option of continuing under the curriculum and graduation requirements for which they were responsible when they left the institution.

Academic Advisement and Student Responsibility

Upon entering PennWest University, each student is assigned a faculty advisor who, by experience, professional background and example, should be particularly qualified to assist the student in planning the program of study, in developing successful strategies for academic success and in providing insight into preparation for a career and the value of the program of study the student has undertaken. Academic advisors are available during regularly scheduled office hours or by appointment to meet with their advisees. The academic advisement process is a critical element in a university education. In addition, professional counseling is available to those seeking assistance with academic or personal problems. These opportunities are listed elsewhere in this catalogue and in other publications provided to students. The student is responsible for ensuring that all requirements for graduation have been met. It is expected that each student will discuss, on a regular basis, the development and execution of a plan of study for his or her academic program with the assigned academic advisor. However, the final responsibility rests with the student.

Academic and Student Resources

Dean of Students Office

The Dean of Students Office for PennWest promotes responsible citizenship by protecting student rights and maintaining the principles outlined in the Student Code of Conduct and Community Standards Document. The office administers campus disciplinary procedures, seeks to maintain a positive living and learning environment and encourages the building of a respectful and inclusive community. Additionally, the office works with the campus based Behavioral Intervention Team (BIT), and the Title IX process, as well as with student complaints. The office also serves as a resource to the university community regarding conflict management and resolution by providing services that promote the development of critical life skills. A mediation service is available to assist students in resolving interpersonal conflict.

Study Abroad

Studying abroad is an incredible opportunity and Pennsylvania Western University encourages students to explore such an opportunity. A study abroad experience can be short-term (two to ten weeks), for a semester, or academic year. Pennsylvania Western University offers short-term, for credit, study abroad programs at various locations throughout the world for all students. Programs are offered in the summer, during winter and spring breaks, and our faculty accompany our students. Recently, students have traveled to England, Scotland, Italy, China, Japan, Ireland, and the Dominican Republic on long and short-term experiences. Getting started is easy! The Global Education Office will provide students with a basic overview of study abroad opportunities and the process. Individual guidance is provided to meet a student's specific goals regarding location, finances, classes/transfer credits, and preparation. Students can learn more by emailing gloaled-edn@pennwest.edu.

Career Center

The center assists students in becoming career ready by educating and empowering students through exploration, preparation, and application of skills and experiences to meet their definition of career and life success. The center offers important guidance and career resources to be successful in today's competitive job markets, which are accessible 24/7 at career.pennwest.edu

Each student has a dedicated professional Career Coach, who can help...

- Explore majors and careers.
- Find on-campus/part-time jobs and job shadowing experiences
- Learn internship and job search strategies
- Develop resumes and cover letters
- Prepare for interviews, job fairs or networking events
- Research and apply to graduate schools
- Connect with employers looking to hire PennWest graduates

The Career Center maintains online job and internship postings (see Handshake), coordinates on-campus interviews and recruiting events with employers, offers in-person and virtual job-fairs and networking events, and conducts workshops and presentations for classes and clubs.

Internship Center

The Internship Center assists students pursuing for-credit internships. The Internship Center can help:

- Explain the application process to receive academic credit for an internship
- Answer questions about internships
- Identify potential internship sites
- Provide information about The Washington Center Program
- Manage the Rutledge Internship Award

For additional information, contact the Internship Center at internship@pennwest.edu or 724-938-1578.

An internship is an educational experience where a student works for an organization in a position related to their major. Internships give students the opportunity to apply knowledge and theory learned in the classroom in a professional setting, gain career-related experiences, and make professional connections. Additionally, employers rank internships as the most influential experience a student can have when being considered for a job. Internships can be paid or unpaid and may be for academic credit. All for-credit internships must have faculty and academic department approval. See 'Internship Center' for more information about for-credit internships.

Handshake

Handshake is PennWest's online career management system which can be accessed at pennwest.joinhandshake.com. All students receive a Handshake account and can use it to:

- View and apply for on-campus student employment/work-study positions
- Find and apply for internships and jobs
- Learn about and attend virtual and in-person events and career fairs
- Schedule an appointment with your Career Coach or the Internship Center

Students can look for on campus employment positions using Handshake in 3 easy steps.

- Go to pennwest.joinhandshake.com or download the Handshake Jobs & Careers app and log in with your PennWest email
- Click on 'jobs', choose 'all filters', and 'on-campus' then type your campus name in the search field to see jobs
- View and apply to available jobs

Programs

Online Programs

Accounting Essentials, Post-Baccalaureate Certificate

The Accounting Essentials post-baccalaureate certificate is designed to expand your knowledge of accounting principles and practices building the technical, research, and communication skills you need to remain relevant in this rapidly evolving profession. Courses explore a wide variety of accounting topics, including financial statements, Federal tax preparation, auditing, regulation, and public accounting. When combined with the MBA degree, this certificate prepares students for a variety of careers in managerial accounting roles.

Student Learning Outcomes

- Use relevant accounting technology to solve various accounting problems, both independently and as part of a team.
- Communicate the efficacy of implemented solutions to complex accounting problems.

Curriculum Requirements

Core

Choose 1 Course: 3 Credits

- MBA 6000 - Business Foundations **Credit Hours: 3**
- MBA 6050 - Quantitative Reasoning and Analysis **Credit Hours: 3**

Choose 4 Courses: 12 Credits

- ACC 6100 - Financial Accounting Research **Credit Hours: 3**
- ACC 6200 - Federal Tax Research **Credit Hours: 3**
- ACC 6300 - Problems in Auditing & Regulation **Credit Hours: 3**
- ACC 6400 - Strategic Cost Management **Credit Hours: 3**
- ACC 6500 - Data Analytics **Credit Hours: 3**
- ACC 6600 - Public Accounting **Credit Hours: 3**
- ACC 6700 - Business Law-Tax & Securities **Credit Hours: 3**

Total Core Credits Required: 15

Related Electives

Choose 3 credits

*or any ACC, BUS, DSA, ECO, ENP, FIN, HCM, HRM, MGT, MIS, MKT or QBA course that is 6000 level or higher

Total Number of Credits to Complete the Program: 18

Advanced Golf Performance Training, Post-Baccalaureate Certificate

This Certificate focuses on assessing and explaining common injuries associated with the golf swing, how certain movements put a strain on the body, and ways to improve movement patterns. Students also acquire the skills needed to create and implement comprehensive conditioning programs, as well as nutrition and exercise programs that benefit golfers.

Student Learning Outcomes

- Assess and explain the movement demands of golf on the body and common injuries associated with the golf swing.
- Recognize compensations in motor programs and create solutions that improve movement patterns.
- Analyze data from golf skills and fitness assessments to develop programming to improve player performance.
- Perform a comprehensive, kinetic chain assessment to identify common postural distortions, muscle imbalances, and neuromuscular dysfunctions.
- Develop solutions to current performance challenges by applying both relevant research and principles of strength and conditioning to player performance.
- Create and implement a comprehensive, integrated functional conditioning program for individuals in the field of Golf Performance Training and Instruction.
- Design nutrition programs for physically active people of all ages.
- Design performance nutrition programs for pre-activity, during activity, and recovery phases of exercise.
- Design sport specific nutrition programs for endurance, anaerobic activity, weight gain, and weight loss goals.
- Develop an exercise prescription designed to improve health and/or fitness, and how to adjust these programs based on age, gender and individuals with disabilities.

Curriculum Requirements

Core

- EXSC 7040 - Golf Performance Training and Instruction **Credit Hours: 3**
- EXSC 7100 - Performance Enhancement in Physical Activity **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7440 - Golf Performance Program Design **Credit Hours: 3**
- EXSC 7740 - Current Topics in Golf Performance Training, Fitness and Instruction **Credit Hours: 3**

Total Core Credits Required: 15

Total Number of Credits to Complete the Program: 15

Advanced Studies in Library and Information Sciences, CEP

The certificate of advanced studies program is designed to provide holders of an M.S.L.S. the opportunity to expand and update professional skills and competencies through a structured pattern of continuing education. The certificate may be completed on a full-time or part-time basis and consists of 12 graduate credits. This certificate focuses on the area of library science.

Required Courses

Select four courses from elective INFO prefix courses to obtain this 12 credit certificate.

Advanced Study in Education, Med

Advisement Sheet MED Advanced Study in Education - Early Childhood Concentration

Advisement Sheet MED Advanced Study in Education - Mathematics Education Concentration

Advisement Sheet MED Advanced Study in Education - Educational Technology & Online Learning Concentration

Advisement Sheet MED Advanced Study in Education - Science, Technology, Engineering and Mathematics Concentration

Advisement Sheet MED Advanced Study in Education - Curriculum, Instruction and Teacher Leadership Concentration

Advisement Sheet MED Advanced Study in Education - Teaching English as a Second Language Concentration

Advisement Sheet MED Advanced Study in Education - Technology Education Concentration

Student Learning Outcomes

Advanced Study in Education Program Level Outcomes

- Curriculum design theories that are based upon philosophical, sociological and historical foundations; democratic values; student, school, and community needs; guidelines of learned societies and academic standards; and changing socio-economic conditions.
- Organizational theories that promote the school culture as a learning community including collaborative planning processes, team-building and shared best practices, and interdisciplinary curricula approaches.
- Curriculum development processes based upon research, applied theories, and informed practice including alignment of multiple curricular content areas and instructional goals and objectives; concepts of scope, sequence, balance, and integration; establishment of learning outcomes; and multiple assessment techniques.
- School organizational structures that support teaching strategies and student outcomes including class scheduling alternatives; school facilities and classroom design; diverse instructional methodologies; and infusion of technology into curriculum and instruction.
- Designing curriculum scope and sequence.
- Evaluating instructional methodologies and strategies.
- Assessing instructional service delivery.

Curriculum, Instruction, and Teacher Leadership Concentration

- Collaborating with school curriculum colleagues and other professionals to improve student learning.
- Communicating effective instruction with parents/guardians, other agencies, and the community at large to support learning by all students.
- Self-Assessing leadership skills.
- Developing a leadership plan for the individual and institution.

Early Childhood Concentration

- Promoting Child Development & Learning: Candidates will examine child development and learning in context.

- Building Family & Community Relationships: Candidates will establish family-teacher partnerships and community connections.
- Observing, Documenting, & Assessing to Support: Candidates will identify how to observe, document, and assess children's development and learning to promote positive outcomes for each child.
- Using Developmentally, Effective Approaches to Connect with Children & Families: Candidates will demonstrate how to use developmentally, culturally, and linguistically diverse teaching practices.
- Using Content Knowledge to Building Meaningful Curriculum: Candidates will plan and integrate academic content.
- Growing as a Professional: Candidates will demonstrate ethical, reflective, professional, and effective communication skills and the ability to collaborate and advocate on behalf of children and families.
- Early Childhood Field Experiences: Candidates will demonstrate professional skills for standards 1-6 in a professional setting.

Educational Technology and Online Teaching Concentration

- Development of technological skills that align with current trends in pedagogy.

Mathematics Concentration

- Mathematical knowledge and Problem Solving.

STEM Education Concentration

- Demonstrate knowledge of the following standards: Next Generation Science Standards, PA Mathematics Standards, PA Science and Technology Standards.
- Understand STEM Education as an integrated approach across disciplines, connected to other disciplines beyond science, technology, engineering and mathematics.
- Recognize that STEM Education is general education with the intent to prepare a citizenry who can function in a science and technology rich society.
- Utilize problem solving approaches and the design process to answer complex questions, engage in critical thinking, investigate societal issues, and develop solutions for challenges and real word problems.
- Demonstrate knowledge of inquiry-based teaching and learning methodologies as applied to STEM education.
- Apply practices that integrate STEM disciplines through the design and implementation of multiple, integrated, developmentally appropriate learning experiences for all students.
- Represent real world phenomena through a variety of scientific, mathematical, technological, or engineering models.
- Explore basic fundamental concepts and major principles of science, technology, engineering and math through connections with other areas, especially history, language, arts, and culture, etc.
- Utilize the design process and a variety of resources (educational technology, information, materials, tools, machines) to safely and efficiently develop solutions to problems that require integration of concepts and skills from multiple disciplines, including science, technology, engineering, math, language arts, social studies, arts, and/or physical education.
- Use mathematical and scientific formulas, principles, reasoning, and precise language to predict outcomes and solve technological and engineering problems.
- Design, implement, and reflect on lessons and units that incorporate an integrative STEM learning cycle approach and developmentally appropriate methodology.
- Select, modify, and develop learning activities that support higher order thinking and creative problem solving which foster an understanding of the interconnectedness of Science, Technology, Engineering, and Mathematics.
- Establish and maintain a physically and emotionally safe learning environment that encourages and supports innovation, design thinking, and intellectual risk taking.
- Incorporate reading, writing, and questioning strategies through integrative and active strategies that supports the development of STEM literacy for all students.

- Engage students in the purposeful use of instructional technologies to increase access and extend their abilities to understand, transfer, and adapt STEM knowledge, skills, and dispositions.
- Create differentiated learning experiences in integrative STEM education to meet the needs of all students.
- Elicit students' conceptions, reasoning and understanding through multiple forms of meaningful assessments including formative/summative and individual/group.
- Enable students to utilize strategies for self- assessment to build their capacity to monitor their own learning.
- Utilize diverse and authentic assessment strategies to monitor and adjust instruction across STEM disciplines and grade levels.

Teaching English as a Second Language Concentration

- obtain an understanding of literacy and language teaching, acquisition, and learning.
- obtain a working knowledge of culture and its influence on teaching and learning.
- obtain experience in observing, planning, implementing, and managing instruction.
- obtain how to appropriately assess ELLs and use the assessment results to guide future instruction.
- obtain a professional knowledge of how to interact and work with students, colleagues, administrators, parents, community members, and leadership organizations.
- Demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.
- Demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.
- Plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.
- Apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.
- Demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

Technology Education Concentration

- Assessing pedagogical skills in Technical Education.
- Developing competence in the best practices in Technical Education.

Curriculum Requirements

Core

Core for the following concentrations: Mathematics, Technology Education, Educational Technology and Online Teaching, STEM Education, Teaching English as a Second Language, Curriculum, Instruction, and Teacher Leadership.

- ED 5200 - Introduction to Educational Research **Credit Hours: 3**
- ED 5220 - Curriculum Design **Credit Hours: 3**
- ED 5230 - Trauma Sensitive/SEL/Culturally Responsive Pedagogy **Credit Hours: 3**
- ED 5210 - Learning Theory/Instructional Design/Teach for the Future **Credit Hours: 3**

Total Core Credits Required: 12

Core

Core for Early Childhood Concentration

- ED 5200 - Introduction to Educational Research **Credit Hours: 3**
- READ 7000 - Foundations of Structured Literacy **Credit Hours: 3**
- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5210 - Learning Theory/Instructional Design/Teach for the Future **Credit Hours: 3**

Total Core Credits Required: 12

Required Advanced

Advanced Study in Education, Med, Early Childhood Concentration

- ECEE 5000 - Child Development **Credit Hours: 3**
- ECEE 5250 - Content Learning **Credit Hours: 3**
- ECEE 5260 - Observe, Assess, Document **Credit Hours: 3**
- ECEE 5270 - Family, School, and Community **Credit Hours: 3**
- ECEE 5300 - Leadership for Early Childhood Education **Credit Hours: 3**
- ECEE 6000 - Guidance, Advocacy, and Research **Credit Hours: 3**

Concentration Credits Required: 18

Advanced Study in Education, Med, Mathematics Concentration

- MAED 5320 - Teaching Statistical Reasoning **Credit Hours: 3**
- MAED 5370 - Geometry & Trigonometry for Teachers **Credit Hours: 3**
- MAED 5510 - Algebra & Num Theory for Teach **Credit Hours: 3**
- MAED 5710 - Analysis for Teachers **Credit Hours: 3**
- MAED 5810 - Problem Solving **Credit Hours: 3**
- MAED 5900 - Historical Development of Mathematics **Credit Hours: 3**

Concentration Credits Required: 18

Advanced Study in Education, Med, Technology Education Concentration

- TED 5100 - Issues in Technology Education Curriculum **Credit Hours: 3**
- TED 5200 - Technology and Sustainable Development **Credit Hours: 3**
- TED 5300 - Special Populations in Laboratory-Based Programs **Credit Hours: 3**
- TED 5400 - Applied Research Science-Technology and Engineering **Credit Hours: 3**
- TED 5500 - Technology Program Development **Credit Hours: 3**
- TED 5600 - Technology Education Major Project **Credit Hours: 3**

Concentration Credits Required: 18

Advanced Study in Education, Med, Educational Technology and Online Teaching Concentration

- ED 5610 - Educational Computer Applications **Credit Hours: 3**
- ED 5620 - Internet Applications for K-12 Educators **Credit Hours: 3**
- ED 5640 - Foundations and Assessment of Distance Learning **Credit Hours: 3**
- ED 5670 - Technology Integration in Ed **Credit Hours: 3**

Pick 2 of 3:

- ED 5630 - Mobile Learning **Credit Hours: 3**
- ED 5650 - Advanced Online Instruction **Credit Hours: 3**
- ED 5680 - Online Instruction Internship **Credit Hours: 3**

Concentration Credits Required: 18

Advanced Study in Education, Med, STEM Education Concentration

- ED 5810 - STEM Ed. Foundations & Philosophy of Integrative STEM Education **Credit Hours: 3**
- ED 5820 - STEM Ed. Curriculum: Standards Aligned Design, Evaluation and Transformation **Credit Hours: 3**
- ED 5830 - Student Learning: Data Driven Theory, Assessment and Analysis **Credit Hours: 3**
- ED 5840 - STEM Ed. Integrative STEM Pedagogy and Instructional Design **Credit Hours: 3**
- ED 5850 - STEM Ed. Teachers as Leaders **Credit Hours: 3**
- ED 5860 - STEM Ed. Action Research Capstone Project **Credit Hours: 3**

Concentration Credits Required: 18

Advanced Study in Education, Med, Curriculum, Instruction, and Teacher Leadership Concentration

- ED 5410 - Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness **Credit Hours: 3**
- ED 5420 - Peer Mentoring and Its Impact on the Professional Community **Credit Hours: 3**

- ED 5430 - The Role of Change in the Era of Accountability **Credit Hours: 3**
- ED 5440 - The School as a Cultural and Political Entity **Credit Hours: 3**
- ED 5320 - Advanced Curriculum Theory **Credit Hours: 3**
- ED 5240 - Classroom Assessment for Learning **Credit Hours: 3**

Concentration Credits Required: 18

Advanced Study in Education, Med, Teaching English as a Second Language Concentration

The coursework and related experiences prepare the M.Ed. candidate to promote the success of all students by being a teacher leader within their classroom, content area, school, or district. Emphasis is placed on determining candidate's own personal leadership vision and leadership style while at the same time learning to lead others. Concentration: ESL Specialist

- ED 5710 - Foundations of ESL Education **Credit Hours: 3**
- ED 5720 - Language Acquisition and Development **Credit Hours: 3**
- ED 5730 - Supporting L2, Family, and Community **Credit Hours: 3**
- ED 5740 - Human Language and Culture - Sociolinguistics **Credit Hours: 3**
- ED 5750 - Second Language Methodologies - Content Based ESL **Credit Hours: 3**
- ED 5760 - Assessing English Language Learners - Language Assessment **Credit Hours: 3**

Concentration Credits Required: 18

Total Number of Credits to Complete the Program: 30

American Meteorological Society DataStreme Certificate

Advance your teaching skills and enhance your knowledge of Earth's atmosphere, ocean and climate systems. Through its unique partnership with the American Meteorological Society (AMS), PennWest-California offers K-12 teachers an opportunity to earn graduate credits tuition-free when they participate in nationally recognized AMS Education Program courses. Teachers enrolled in DataStreme courses are supported by teams of regionally based mentors. These expert educators and scientists answer questions and provide feedback, promote learning, and assist as you apply your coursework to curriculum development and hands-on lessons in your own classroom. DataStreme courses are offered online in the spring and fall semesters.

The summer courses are primarily in-person workshops, although some requirements are completed online. Project Ocean (ATMS 5015) explores the physical foundations of oceanography at the U.S. Naval Academy in Annapolis, Md. Project Atmosphere (ATMS 5014) focuses on meteorology and atmospheric science at the National Weather Service Training Center in Kansas City, MO.

More than 21,000 teachers across the United States have energized their science classes with information and techniques learned through AMS DataStreme courses and hands-on AMS summer workshop-courses. They become science leaders in their own schools and communities, educating their teaching colleagues and ultimately reaching millions of students nationwide.

Advisement Sheet

Student Learning Outcomes

After successful completion of the certificate, students will be able to:

1. Assess atmospheric conditions using near real-time data to analyze weather patterns and projections.
2. Analyze dynamic ocean data in near real-time using American Meteorological Society (AMS) technology to replicate the decision-making processes of oceanographers in predicting future ocean conditions.
3. Evaluate climatic patterns by interpreting relevant data graphs and charts to assess the influences of climate on society and human/environmental/ecosystem interactions.
4. Interpret prognostic techniques to predict formation of weather systems and describe the use and applications of numerical models in weather forecasting.

Admissions Requirements

This program is for *active K-12* teachers and does not lead to initial teacher certification. AMS must validate registration and enrollment so as to match students with their appropriate mentor.

Curriculum Requirements

Core

- ATMS 5011 - DataStreme Atmospheric Studies **Credit Hours: 3**
- ATMS 5012 - DataStreme Ocean Studies **Credit Hours: 3**

Total Core Credits Required: 6

Related Electives

- ATMS 5013 - DataStreme Climate Studies **Credit Hours: 3**
- ATMS 5021 - Water in the Climate System **Credit Hours: 3**
- ATMS 5022 - Sustain in Changing Climate **Credit Hours: 3**
- ATMS 5023 - Env Hazards Changing Climate **Credit Hours: 3**
- ATMS 5014 - Selected Topics in Atmospheric Sciences **Credit Hours: 3**
- ATMS 5015 - Selected Topics in Oceanography **Credit Hours: 3**
- ATMS 5016 - Selected Topics in Paleoclimatic Studies **Credit Hours: 3**

Total Number of Credits to Complete the Program: 9

Applied Behavior Analysis, Post-Master's Certificate

The graduate certificate in Applied Behavior Analysis is a 7-course on-line certificate program that provides the coursework required to be eligible to sit for the Board Certified Behavior Analyst exam. This certificate will develop knowledge in the areas of Applied Behavior Analysis foundations, professional and ethical standards, single-subject design, and interventions appropriate for behavioral change.

Advisement Sheet

Student Learning Outcomes

- Communicate the assessment of individual's performance and evaluation of behavior intervention plans.
- Use strategies for monitoring the fidelity of implementation of behavior intervention plans.
- Evaluate the social validity of interventions across all stakeholders and settings.
- Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities.
- Facilitate and conduct comprehensive functional behavior assessments.
- Use assessment information to identify and incorporate function-based techniques into behavior intervention plans.
- Monitor, evaluate, and revise behavior intervention plans based upon a range of data.
- Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans.
- Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices.
- Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behaviors and increase appropriate ones.
- Promote use of a continuum of services and placement options, to meet the needs of individuals with behavior challenges.
- Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base.
- Act as a system change agent to improve social-emotional outcomes for individuals with challenging behaviors.
- Identify, compare, and implement evidence-based practices to support students with challenging behavior patterns.
- Advocate for ethical interventions for individuals with challenging behavior.
- Use consultation, including performance feedback and fidelity of implementation data, for decision-making.
- Organize and facilitate collaborative behavior intervention decision making.

Curriculum Requirements

Required Advanced

- SPED 7500 - Foundations of Measurement and Experimental Design in Applied Behavior Analysis **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**
- SPED 7520 - Professional and Ethical Practice for the Behavior Analyst **Credit Hours: 3**
- SPED 7600 - Concepts, Principles, and Assessments **Credit Hours: 3**
- SPED 7700 - Applied Behavior Analysis Interventions **Credit Hours: 3**
- SPED 7800 - Behavior Assessment, Intervention, and Supervision in Applied Behavior Analysis **Credit Hours: 3**
- SPED 7955 - Seminar in Advanced Behavior Analysis and Research Design **Credit Hours: 3**

Required Advanced Credits Required: 21

Total Number of Credits to Complete the Program: 21

Applied Economics, Post-Baccalaureate Certificate

The Applied Economics certificate prepares graduates to make better business decisions by applying economic theory, statistical tools, and behavioral analysis. Students apply micro- and macroeconomic theory and econometric tools to solve practical business, social and public policy problems. These in-demand skills can be applied to careers in business, finance, healthcare, insurance, and the government and nonprofit sectors.

Advisement Sheet

Student Learning Outcomes

- Identify, describe, and evaluate economic problems in a variety of business, government, and non-profit settings.
- Apply the theoretical tools of micro- and macroeconomics and appropriate quantitative and econometric tools to find solutions to economic problems.
- Communicate analyses in a clear and coherent manner to a variety of audiences.

Curriculum Requirements

Core

- MBA 6050 - Quantitative Reasoning and Analysis **Credit Hours: 3**
- ECON 7100 - Advanced Applied Microeconomics **Credit Hours: 3**
- ECON 7200 - Advanced Applied Macroeconomics **Credit Hours: 3**
- ECON 7300 - Advanced Applied Econometrics **Credit Hours: 3**
- ECON 7320 - Forecasting and Predictive Modeling **Credit Hours: 3**
or
- QBA 7320 - Forecasting and Predictive Modeling **Credit Hours: 3**

Total Core Credits Required: 15

Related Electives

Choose 3 credits

- MBA 6200 - Analytical Decision Making **Credit Hours: 3**
- MBA 6250 - Business, Government, Society and the World **Credit Hours: 3**
- ECON 7600 - Behavioral Finance and Economics **Credit Hours: 3**
or
- FINA 7600 - Behavioral Finance **Credit Hours: 3**
- ECON 7530 - Forensic Economics **Credit Hours: 3**
- HLCM 7810 - Health Economics **Credit Hours: 3**
or
- ECON 7810 - Health Economics **Credit Hours: 3**
- FINA 7300 - Financial Markets and Monetary Policy **Credit Hours: 3**
*or any ACC, BUS, DSA, ECO, ENP, FIN, HCM, HRM, MGT, MIS, MKT or QBA course that is 6000 level or higher

Total Elective Credits Required: 3

Total Number of Credits to Complete the Program: 18

Applied Sport Science, Post-Baccalaureate Certificate

This Certificate focuses on using the latest research and best practices. Students explore sports recovery interventions, motion analysis, injury prevention and more. After a capstone research project and a six-credit internship, students earn their Corrective Exercise Specialist Certification from the National Academy of Sports Medicine (NASM).

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced recovery and exercise science methodology and techniques including monitoring, recovery innovations, and other applied sport science methodologies.
- Plan and develop various recovery, monitoring, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to applied sport science.
- Competently describe a variety of current topics and issues related to applied sport science with a focus on a.) federal, state and organization policy, b.) current exercise science and sport science trends, c.) leadership opportunities in shaping sport science policy, and d.) research-based initiatives new to the sport science and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7160 - Advanced Techniques in Movement and Recovery **Credit Hours: 3**
- EXSC 7560 - Program Design for Optimizing Human Movement and Recovery **Credit Hours: 3**
- EXSC 7860 - Current Topics in Movement and Recovery Science **Credit Hours: 3**

Total Core Credits Required: 15

Total Number of Credits to Complete the Program: 15

Arabic Language and Linguistics, MA

The Master of Arts in Arabic Language and Linguistics is designed for students interested in gaining advanced expertise in Arabic language and linguistics. Such knowledge and skills can be used in professions such as: educator, linguist, translator or interpreter.

Advisement Sheet

Student Learning Outcomes

Graduates of the M.A. in Arabic program will demonstrate advanced communication skills consistent with effective professional practice in Arabic Language & Linguistics, such that graduates will:

- Construct and deliver well-organized, content-appropriate oral (in Modern Standard Arabic or dialect) presentations in Arabic communities and culture. Topics could be social, cultural, and/or political aspects of Arabic language and literature development.
- Participate in professional activities, such as conferences or public forums, publishing research results or reviewed scholarship, writing and submitting grant proposals, preparing research reports for an outside agency, or participating in community service.

Graduates of the M.A. in Arabic program will demonstrate professional and cultural competence, social responsibility, and ethical sophistication in performing research and professional activities, such that graduates will:

- Complete university institutional review board's human subjects research training or a disciplinary equivalent.
- Participating in a professionally recognized association or society with a clearly defined, published code of ethics by which members must abide.

Graduates of the M.A. in Arabic program will possess an advanced knowledge base and demonstrate critical thinking skills necessary for developing and disseminating their research and creative scholarship, such that the graduates will:

- Synthesize and integrate published research into their research.
- Critique and evaluate the validity of published research.
- Identify a problem or gap in the published literature.
- Design a methodologically sound empirical study to answer the identified problem or gap in the literature.
- Analyze obtained data using appropriate methods (quantitative or qualitative).
- Evaluate the validity of obtained evidence.
- Draw sound theoretical and empirical conclusions.

Curriculum Requirements

Core

- ARAB 6100 - Arabic Linguistics **Credit Hours: 3**
- ARAB 6200 - Arabic-English Translation **Credit Hours: 3**
- ARAB 6300 - Arabic Literature and Social Culture Aspects **Credit Hours: 3**
- ARAB 6400 - Arabic Dialect Acquis. & Var. **Credit Hours: 3**
- ARAB 6500 - Images Islam: SPN-Iran **Credit Hours: 3**
- ARAB 6600 - Advanced Arabic Composition **Credit Hours: 3**
- ARAB 6700 - Methods of Teaching and Learning Arabic **Credit Hours: 3**
- ARAB 6800 - Special Topics in Arabic **Credit Hours: 3**

Total Core Credits Required: 24

Related Requirements

- ARAB 8000 - Graduate Internship **Credit Hours: 3 TO 6**
- ARAB 7990 - Thesis **Credit Hours: 3 TO 6**

Total Number of Credits to Complete the Program: 30

Arabic Language and Linguistics, Post-Baccalaureate Certificate

This fully online certificate offers flexibility to meet the training needs of applicants with a bachelor's degree seeking advanced expertise in Arabic language and linguistics. The certificate can be stand-alone or completed as part of the MA Arabic Language and Linguistics degree.

Advisement Sheet

Core

Choose 6 courses:

- ARAB 6100 - Arabic Linguistics **Credit Hours: 3**
- ARAB 6200 - Arabic-English Translation **Credit Hours: 3**
- ARAB 6300 - Arabic Literature and Social Culture Aspects **Credit Hours: 3**
- ARAB 6400 - Arabic Dialect Acquis. & Var. **Credit Hours: 3**
- ARAB 6500 - Images Islam: SPN-Iran **Credit Hours: 3**
- ARAB 6600 - Advanced Arabic Composition **Credit Hours: 3**
- ARAB 6700 - Methods of Teaching and Learning Arabic **Credit Hours: 3**
- ARAB 6800 - Special Topics in Arabic **Credit Hours: 3**

Total Core Credits Required: 18

Total Number of Credits to Complete the Program: 18

Art Education, MA

Advisement Sheet

Student Learning Outcomes

- Compare approaches for building leadership capacity and community-building in art education.
- Expand on strategies for teaching and learning in art using multiple perspectives.
- Collaborate to develop culturally relevant learning experiences which are connected to the practice of contemporary artists.
- Analyze art education research and interpret directions for the future of art education in local contexts.
- Investigate and document the significance of art education practice in a specific community.

Curriculum Requirements

Core

- ARED 6500 - Art Strategies in Teaching and Learning **Credit Hours: 3**
- ARED 7060 - Art Curriculum Development **Credit Hours: 3**
- ED 5200 - Introduction to Educational Research **Credit Hours: 3**

Total Core Credits Required: 9

Required Advanced

- ARED 7010 - Contemporary Issues in Art Education **Credit Hours: 3**
- ARED 7050 - Aesthetics and Art Criticism for Art Education **Credit Hours: 3**
- ARED 7150 - Critical Readings in Art Education **Credit Hours: 3**
- ARED 7500 - Arts-Based Research in Art Education **Credit Hours: 3**
- ARED 7550 - Community Engagement in Art Education **Credit Hours: 3**

Total Advanced Credits Required: 15

Related Electives

Select Two of the Following

- ARED 7200 - Therapeutic Approaches in Art Education **Credit Hours: 3**
- ED 5230 - Trauma Sensitive/SEL/Culturally Responsive Pedagogy **Credit Hours: 3**
- ED 5410 - Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness **Credit Hours: 3**
- ED 5440 - The School as a Cultural and Political Entity **Credit Hours: 3**

Total Related Electives Credits Required: 6

Related Requirements

Incoming students must hold an undergraduate degree in art, art education, or museum studies

Total Number of Credits to Complete the Program: 30

Art Therapy, Post Master's Certificate

The Post-Master's Art Therapy Certificate is designed for students who already hold a master's degree in a mental health field. It provides students with the knowledge and skills necessary for conducting art therapy within an existing mental health practice. This program allows students to add the qualifications needed for a Provisionally Registered Art Therapist to their current mental health credentials. The certificate is designed to provide mental health practitioners with the essentials of art therapy, including history and theory, media and materials used, professional functioning, standards & ethics, clinical and group skills, and supervised internship experiences.

Advisement Sheet

Student Learning Outcomes

- Understand the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
- Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
- Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
- Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
- Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
- Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
- Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
- Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
- Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.
- Recognize the foundational purposes of research and its application to counseling and art therapy, define methodologies, research design, arts-based research, concepts of validity and reliability, apply research concepts through the completion of a culminating research project.
- Identify and apply theories of effective programs and treatments for individuals and groups in various inter-professional settings, apply strategies for program development, treatment planning and evaluation, understand a systems approach to helping relationships, and appropriate referral processes for accessing community resources.

Admissions Requirements

- Complete the online application and pay the application fee.
- Provide an official transcript verifying an earned baccalaureate and Master's degree from a regionally accredited institution of higher education. Include all transcripts of courses taken outside of the degree that contain prerequisite courses. International applicants should contact graduate admissions for additional guidance (GradAdmissions@pennwest.edu).

- Provide the name, email address, and place of employment for two (2) references (electronic reference requests will be emailed to each).
- Complete an Admissions Essay that is 750-1000 words, written in APA 7th edition format and contains at least two references that addresses:
 - Why do you want to start art therapy at PennWest?
 - In your research, what have you learned about the profession of art therapy?
 - What are the personal and professional experiences that have led you to choose a career in art therapy?
 - How do you envision your future role as a professional art therapist counselor?
- A link to an online portfolio (ex. Flickr, Dropbox, Snapfish) of 20 images of applicant's art demonstrating a variety of 2- and 3-D pieces.
- Prerequisites*:
 - A Master's degree in a related mental health profession.
 - Studio Art Credits: (18) graduate or undergraduate credits in 2- and 3-D studio art areas. Up to six credits can be done as portfolio approval.
- An interview is a requirement of the admission process for the Counseling programs. Once your application is complete, it will be sent to the Program Coordinator for review. If selected for an interview, the Coordinator will be in contact with you. Interviews are scheduled for 30 minutes and are conducted using Zoom.

Curriculum Requirements

Core

- COUN 7500 - History and Theory of Counseling and Consultation in Art Therapy **Credit Hours: 3**
- COUN 7510 - Media and Materials in Art Therapy **Credit Hours: 3**
- COUN 7520 - Clinical and Group Art Therapy **Credit Hours: 3**
- COUN 7530 - Art Therapy Practice & Assessment **Credit Hours: 3**
- COUN 7540 - Professional Functioning, Standards, and Ethics in Art Therapy **Credit Hours: 3**
- COUN 7550 - Introduction to Art Therapy Research **Credit Hours: 3**
- COUN 7560 - Advanced Research and Program Evaluation in Art Therapy **Credit Hours: 3**
- COUN 7590 - Internship **Credit Hours: 6** (total of 6 credits)

Total Core Credits Required: 27

Related Electives

Must take 2:

- COUN 7600 - Current Trends in Art Therapy **Credit Hours: 2**
- COUN 7610 - Cultural Practices in Art Therapy **Credit Hours: 2**
- COUN 7620 - Trauma Informed Art Therapy **Credit Hours: 2**
- COUN 7630 - Creativity and Metaphor in Art Therapy **Credit Hours: 2**
- COUN 7640 - Clinical Skills and Applications in Art Therapy **Credit Hours: 2**
- COUN 7650 - Digital Media in Art Therapy **Credit Hours: 2**
- COUN 7660 - Community Engagement in Art Therapy **Credit Hours: 2**

Total Number of Credits to Complete the Program: 31

Assurance, Post-Bacalaureate Certificate

The Post-baccalaureate Certificate in Assurance at Penn West University is a specialized, graduate-level program, which aims to provide accountants with the necessary skills to thrive in the assurance and auditing practice. The certificate can be stand-alone or completed as part of the MAcc degree.

Advisement Sheet

Student Learning Outcomes

- Utilize relevant accounting technology to solve various accounting problems, both independently and as part of a team.
- Calculate audit risk by applying relevant analytical procedures.
- Conduct an audit in accordance with generally accepted auditing standards.
- Identify reporting issues of multi-national companies.

Curriculum Requirements

Core

- ACC 6300 - Problems in Auditing & Regulation **Credit Hours: 3**
- ACC 7310 - Advanced Auditing **Credit Hours: 3**
- ACC 7320 - Auditing Systems & Internal Auditing **Credit Hours: 3**
- ACC 7330 - Advanced Forensic Accounting & Litigation Support **Credit Hours: 3**

Total Core Credits Required: 12

Total Number of Credits to Complete the Program: 12

Athletic Training, MS

The Master of Science in Athletic Training (MSAT) at Pennsylvania Western University of Pennsylvania is a full-time, professional practice program housed in the College of Health Sciences. The MSAT includes 58-credits across 24-months and emphasizes interdisciplinary/cross-curriculum opportunities to collaborate with professionals on campus and throughout the community.

Students are provided with the opportunities to obtain diverse perspectives in conjunction with personalized engaged learning through clinical and classroom/laboratory instruction. Foundational behaviors of professional practice are emphasized in a variety of settings that assist students in their evolution as advocates for competent health care. Following two years of classroom and clinical education, graduates will be able to sit for the Board of Certification (BOC) examination to earn credentialing as a Certified Athletic Trainer (ATC).

Advisement Sheet

Student Learning Outcomes

- Provide a rigorous educational program that ensures athletic training students are properly trained and knowledgeable to function in a variety of settings and provide continuum of care for a diverse population of patients engaged in a range of activities with varying conditions.
 - Collaborate with health care professionals from multiple disciplines to provide appropriate patient care.
 - Demonstrate preparedness to transition to autonomous clinical practice by providing athletic training students with authentic real-time patient interactions.
 - Incorporate patient outcomes and best available evidence to develop clinical care plans for a diverse population in a variety of employment settings.
- To prepare students to successfully integrate evidence-based practice in their ability to critically think and apply clinical skills and decision-making in their role as healthcare providers.
 - Demonstrate proficiency in developing and answering a focused clinical question.
 - Demonstrate competency in searching, examining, and critically assessing the efficacy of current literature for relevant evidence associated with means of clinical diagnosis, rehabilitation, therapeutic interventions, and reconditioning programs.
 - Incorporate available evidence into the design and implementation of rehabilitation programs to meet the client/patient needs and goals according to their level of performance and function.
- Understand and promote professional responsibilities and avenues of professional development to support athletic training as a healthcare profession through professional and community involvement.
 - Engage in professional development and networking through interaction and attendance at professional meetings and educational opportunities.
 - Participate in opportunities that promote lifelong learning, professional development and serve to benefit the community at large without regard to personal gain.
- To prepare students to function as patient advocates in an evolving healthcare network which incorporates patient education, literacy, and communication in a coordinated shared decision-making model.
 - Describe the importance of respecting patient autonomy and the value of individualized patient care plans.
 - Demonstrate characteristics and values that align with sociocultural and global resonance in clinical practice.
 - In collaboration with various healthcare professionals, incorporate a customized and comprehensive care plan based on specific patient objectives to guide clinical decision-making.

Admissions Requirements

Students who intend to apply for the Master of Science in Athletic Training Program should complete the Graduate Online Application through PennWest University. Applications are reviewed as they are received and admission decisions are made on a rolling basis until enrollment is full. Cohorts begin during the second 7-week summer session (late June). To be considered for admission to the MSAT, the applicant must meet the following criteria:

1. Graduate online application
2. Submit official transcripts for all previously attended institutions
3. Preferred minimum GPA of 3.0 (out of 4.0)
4. Completion of the following courses (or their equivalents) with grade of C or better:
 - Biology
 - Two semesters of Anatomy and Physiology with labs
 - Chemistry
 - Physics
 - Exercise Physiology
 - Nutrition
 - Biomechanics or Kinesiology

- General Psychology
 - Statistics
5. Complete a successful interview with PennWest's athletic training faculty (invitation only)
 6. Two electronic references (one must be from an athletic trainer or healthcare provider who provided clinical supervision within the past two years)
 7. Resume
 8. Evidence of 25 hours of clinical observation
 9. Students who do not consider English to be their primary language are required to submit official TOEFL iBT scores or IELTS score completed in the last two years. Minimum scores (TOEFL internet: 79, IELTS 6.5 or higher).

Curriculum Requirements

Required Advanced

- ATTR 5250 - Applied Anatomy for Athletic Training **Credit Hours: 2**
- ATTR 5280 - Foundational Skills in Athletic Training & Lab **Credit Hours: 3**
- ATTR 5310 - Principles of Orthopedic Assessment **Credit Hours: 2**
- ATTR 5100 - Practicum I **Credit Hours: 2**
- ATTR 5110 - Practicum II **Credit Hours: 2**
- ATTR 5120 - Practicum III **Credit Hours: 2**
- ATTR 5600 - Evidence Based Assessment & Intervention of the Knee **Credit Hours: 2**
- ATTR 5620 - Evidence Based Assessment & Intervention of the Foot & Ankle **Credit Hours: 2**
- ATTR 5640 - Evidence Based Assessment & Intervention of the Shoulder **Credit Hours: 2**
- ATTR 5700 - Evidence based assessment & intervention of the hip & pelvis **Credit Hours: 2**
- ATTR 5720 - Evidence Based Assessment & Intervention of the Elbow, Wrist & Hand **Credit Hours: 2**
- ATTR 5750 - Evidence Based Assessment & Intervention of the Head, Spine & Thorax **Credit Hours: 3**
- ATTR 5300 - Advanced Movement Dysfunction & Corrective Exercise **Credit Hours: 2**
- ATTR 5490 - Therapeutic Interventions **Credit Hours: 2**
- ATTR 6210 - Current Topics in Athletic Training **Credit Hours: 2**
- ATTR 6670 - Psychosocial Intervention in Athletic Training **Credit Hours: 3**
- ATTR 6750 - Diagnosis and Disposition of Illnesses in the Physically Active **Credit Hours: 3**
- ATTR 6800 - Research and Evidence Based Practice **Credit Hours: 3**
- ATTR 6850 - Pharmacology & Supplements in Sport **Credit Hours: 3**
- ATTR 6900 - AT Professional Development, Administration & Leadership **Credit Hours: 3**
- ATTR 6950 - Clinical Immersion I **Credit Hours: 4**
- ATTR 6960 - Clinical Immersion II **Credit Hours: 4**
- ATTR 6980 - Capstone in Athletic Training **Credit Hours: 3**

Total Number of Credits to Complete the Program: 58

Autism Endorsement

This endorsement includes 12 credit hours of coursework on characteristics, assessment for instructional planning, instructional interventions, and collaboration with families and agencies relative to individuals with Autism Spectrum

Disorder (ASD). Upon successful completion of the coursework, holders of Level I and II certification may make application to PDE for the autism endorsement.

Advisement Sheet

Student Learning Outcomes

Assessment

- Communicate the assessment of individual's performance and evaluation of behavior intervention plans
- Use strategies for monitoring the fidelity of implementation of behavior intervention plans
- Evaluate the social validity of interventions across all stakeholders and settings

Programs, Services, and Outcomes

- Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities
- Facilitate and conduct comprehensive functional behavior assessments
- Use assessment information to identify and incorporate function-based techniques into behavior intervention plans
- Monitor, evaluate, and revise behavior intervention plans based upon a range of data
- Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans

Research and Inquiry

- Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices
- Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behaviors and increase appropriate ones

Leadership and Policy

- Promote use of a continuum of services and placement options, to meet the needs of individuals with behavior challenges
- Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base
- Act as a system change agent to improve social-emotional outcomes for individuals with challenging behaviors
- Identify, compare, and implement evidence-based practices to support students with challenging behavior patterns

Professional and Ethical Practices

- Advocate for ethical interventions for individuals with challenging behavior
- Use consultation, including performance feedback and fidelity of implementation data, for decision-making

Collaboration

- Organize and facilitate collaborative behavior intervention decision making

Curriculum Requirements

Required Advanced

- SPED 7000 - Nature/Characteristics Autism Spectrum Disorders **Credit Hours: 3**
- SPED 7100 - Communication, Behavior, and Instruction: ASD **Credit Hours: 3**
- SPED 7200 - Life Transitions & Partnerships: ASD **Credit Hours: 3**
- SPED 7300 - Navigating the Social World: ASD **Credit Hours: 3**

Total Number of Credits to Complete the Program: 12

Brain-Based Trauma and Recovery, Post-Baccalaureate Certificate

This graduate certificate provides opportunities for short term professional development and training in brain-based trauma informed care. The program content aligns with the trauma-informed educational awareness and training requirements outlined in Act 44 for P-12. This program is well suited for individuals working in education, health care, counseling, athletic training, criminal justice, and allied health. Students will learn to understand the history and purpose of trauma-informed care, as well as the relevant systems, policies, procedures, and practices. Coursework will prepare students to understand definitions, symptoms, types, causes, diagnosis and assessment of mild traumatic brain injury (MTBI) or concussion. The program also highlights the social and emotional impact of mild traumatic brain injury (MTBI) or concussion and identifies general conditions that are shown to promote wellness and recovery. Students will develop the ability to identify an individual's environmental and personal resiliency and protective factors and ways these strengths might be utilized to help the client obtain a pre-injury level of functioning. Courses are taught by professors with work experience in the field of brain-based trauma.

Advisement Sheet

Core

- COUN 7971 - Trauma-Informed Care for Helping Professionals **Credit Hours: 3**
- COUN 7973 - Post-Concussive Social and Emotional Wellness and Recovery **Credit Hours: 3**

Related Electives

Must take 1:

- COUN 7910 - Neurocounseling **Credit Hours: 3**
- COUN 7870 - Grief and Loss Counseling **Credit Hours: 3**
- COUN 7960 - Mind-Body Techniques in Counseling **Credit Hours: 3**

Total Number of Credits to Complete the Program: 9

Business Administration, MBA

The Master of Business Administration (MBA) program gives tomorrow's leaders the vision and tools needed to solve organizational challenges in the near term while advancing their capacity to manage efficiently and wisely in the long term. The MBA curriculum breaks down disciplinary silos by integrating information, concepts, and tools to create and implement ethical and financially sound decisions; and to assess the prospective impact of those decisions on stakeholders at all levels. The program emphasizes the collaborative, integrated assessment and problem-solving skills demanded of ethical leaders, effective managers, and informed citizens in an ever-changing world.

MBA candidates can choose to complete one of three concentrations (Finance, Healthcare Management or Management) or can choose to replace the MBA concentration with a Post-Baccalaureate Certificate in Accounting Essentials, Applied Economics, or Business Analytics. Any of these options allow the MBA learner to build specialized knowledge to advance their career in some of today's most in-demand fields.

The MBA can also be combined with other master's degrees, including the Master of Science in Nursing (MSN) and Master of Social Work (MSW). Students completing the MBA as a second master's degree may be able to apply as many as 12 credits from their first master's degree to the MBA requirements.

Advisement Sheet MBA Finance

Advisement Sheet MBA Flex Path

Advisement Sheet MBA Management Concentration

Advisement Sheet MBA Healthcare Management Concentration

Student Learning Outcomes

MBA Program Level Outcomes

- Solve organizational challenges in an uncertain, interdependent world by selecting and integrating business concepts.
- Leverage a variety of quantitative, qualitative, and technological business tools to inform evidence-based, ethical, and financially sound decisions.
- Assess the impact of business processes and decisions on the enterprise and its people, the community, broader society, and the environment as a whole.
- Set workable strategic goals, negotiate alternatives, and formulate ethical implementations through collaborative leadership and teamwork.
- Craft and present evidence, processes, and decisions through effective oral, visual, and written communications to a variety of stakeholders.
- Develop a personal plan to become an ethical leader, effective manager, and informed global citizen in an ever-changing world.

Finance Concentration Outcomes

- Maximize efficiency of available resources through effective source selection, allocation, and management of capital.
- Make effective financing and investment decisions to maximize stakeholder value.
- Develop and communicate solutions through an analysis of financial information and markets to identify strengths, weaknesses, opportunities, and threats.

Healthcare Concentration Outcomes

- Solve organizational challenges in a healthcare setting by selecting and integrating concepts from management, economics, law, and information systems.
- Assess the impact of the healthcare industry and its processes on the delivery of medical care and society.
- Develop solutions and formulate ethical implementations to meet organizational objectives in the healthcare industry.

Management Concentration Outcomes

- Enhance personal leadership and management competencies.
- Refine organizational problem-solving and results-generating skills.
- Develop ethical organizational leadership, management, and followership competencies.

Admissions Requirements

- Regionally Accredited Bachelor's degree with a GPA of 3.00 or higher (Students with a GPA below 3.00 may apply for conditional admission)
- Official transcripts from a regionally accredited undergraduate institution

Conditional Admission Requirements

- Conditional Admission may be granted with the following modifications of the Regular Admissions Requirements:
 - Regionally accredited Bachelor's degree with a GPA of a 2.99-2.70 will be conditionally admitted with the stipulation of earning a 3.0 GPA in the first term
 - Regionally accredited Bachelor's degree with a GPA of 2.69 and below will be reviewed for a decision once the following documentation has been received:
 - Those that have graduated 20+ years ago and are working in a related field, may submit their resume for review. Those that have not, must complete the GMAT with a 550 or better for consideration.

Curriculum Requirements

Core

- MBA 6000 - Business Foundations **Credit Hours: 3**
- MBA 6050 - Quantitative Reasoning and Analysis **Credit Hours: 3**
- MBA 6100 - Financial Modeling and Analysis **Credit Hours: 3**
- MBA 6150 - Leading People and Managing Processes **Credit Hours: 3**
- MBA 6200 - Analytical Decision Making **Credit Hours: 3**
- MBA 6250 - Business, Government, Society and the World **Credit Hours: 3**
- MBA 6800 - MBA Capstone **Credit Hours: 3**

Total Core Credits Required: 21

Required Advanced

MBA Finance Concentration

The MBA Finance concentration prepares students with more advanced coursework in investments, portfolio management, financial forecasting and modeling, corporate finance, risk management, and international finance. Graduates are prepared for a variety of careers in banking, financial planning, corporate finance, and investing.

- FINA 7000 - Advanced Financial Management and Forecasting **Credit Hours: 3**
- FINA 7100 - Investments **Credit Hours: 3**

- FINA 7200 - International Financial Management **Credit Hours: 3**
- FINA 7900 - Finance Capstone **Credit Hours: 3**

Concentration Credits Required: 12

MBA Healthcare Management Concentration

The healthcare management concentration of the MBA program focuses on business management skills that are relevant to professionals in medical and healthcare organizations. Graduates are prepared for a variety of careers in healthcare administration, medical entrepreneurship, and healthcare systems management.

- HLCM 7100 - Healthcare Policy **Credit Hours: 3**
- HLCM 7200 - Health Systems Management **Credit Hours: 3**
- HLCM 7300 - Healthcare Informatics **Credit Hours: 3**
- HLCM 7810 - Health Economics **Credit Hours: 3**
- or
- ECON 7810 - Health Economics **Credit Hours: 3**

Concentration Credits Required: 12

MBA Management Concentration

The Management concentration helps learners enhance their personal leadership competencies and refine their organizational problem-solving and results-generating skills. Importantly, the concentration emphasizes ethical management as well as the ability to follow and lead collaboratively in dynamic situations. Learners within the Management concentration can apply these skills across disciplines and within many organizational settings. The program provides a well-rounded degree that serves professional goals by building upon undergraduate foundations from any discipline, as well as the MBA core.

- MGMT 7100 - Leadership Dynamics **Credit Hours: 3**
- MGMT 7200 - Inclusive and Equitable HR Strategies **Credit Hours: 3**
- MGMT 7300 - Organizational Problem Solving **Credit Hours: 3**
- MGMT 7400 - Operations and Project Management **Credit Hours: 3**

Concentration Credits Required: 12

Related Electives

- FINA 7300 - Financial Markets and Monetary Policy **Credit Hours: 3**
- FINA 7400 - Entrepreneurial Finance **Credit Hours: 3**
- FINA 7500 - Enterprise Risk Management **Credit Hours: 3**
- FINA 7600 - Behavioral Finance **Credit Hours: 3**
- HLCM 7500 - The Legal and Ethical Issues of Healthcare **Credit Hours: 3**
- HLCM 7600 - Healthcare Finance **Credit Hours: 3**
- MGMT 7210 - Conflict Management and Negotiation **Credit Hours: 3**
- MGMT 7810 - Nonprofit Management **Credit Hours: 3**
- ENP 7000 - Entrepreneurship **Credit Hours: 3**

- MKTG 7000 - Consumer Behavior **Credit Hours: 3**
- MBA 7800 - MBA Special Topics **Credit Hours: 3**
- MBA 7900 - MBA Internship **Credit Hours: 3 TO 6**
*or any ACC, BUS, ECO, ENP, FIN, HCM, HRM, MGT, MIS, MKT or QBA course that is 6000 level or higher

Total Elective Credits Required: 3

Total Number of Credits to Complete the Program: 36

Business Analytics, Post-Baccalaureate Certificate

The Business Analytics certificate explores ways to analyze and interpret big data to make better decisions and manage businesses more effectively and efficiently. The program focuses on applying data analysis tools and technology to solving business problems and communicating results to a variety of stakeholders. Courses include forecasting and predictive modeling, big data analytics, and decision support systems.

Advisement Sheet

Student Learning Outcomes

- Craft, execute, and evaluate advanced forecasting principles using various modeling techniques to solve complex business problems.
- Apply and analyze big data management strategies using statistical tools.
- Describe and communicate the improved performance of business strategies using key Business Intelligence theories.
- Create process improvement and management decision-making reports using analytics software.

Curriculum Requirements

Core

- MBA 6050 - Quantitative Reasoning and Analysis **Credit Hours: 3**
- QBA 7100 - Applied Data Analysis for Business **Credit Hours: 3**
- QBA 7200 - Business Analytics for Big Data **Credit Hours: 3**
- QBA 7300 - Decision Support Systems **Credit Hours: 3**
- QBA 7320 - Forecasting and Predictive Modeling **Credit Hours: 3**
or
- ECON 7320 - Forecasting and Predictive Modeling **Credit Hours: 3**

Total Core Credits Required: 15

Related Electives

Choose 3 credits

- ECON 7300 - Advanced Applied Econometrics **Credit Hours: 3**

- HLCM 7300 - Healthcare Informatics **Credit Hours: 3**
*or any ACC, BUS, DSA, ECO, ENP, FIN, HCM, HRM, MGT, MIS, MKT or QBA course that is 6000 level or higher

Total Elective Credits Required: 3

Total Number of Credits to Complete the Program: 18

Conflict Resolution, MA

The Master of Arts in Conflict Resolution is a 30-credit cross-disciplinary program training students to identify, analyze, manage, defuse, and prevent conflicts among individuals, groups, and countries. Through exploration of theory, empirical analysis, research, and practical training, students learn to identify the conditions and dynamics of various forms of conflict and respond in ways promoting peace, constructive social change, and respect for human rights. Students are prepared to serve in a range of fields employing negotiation, mediation, facilitation, and conciliation. Employment opportunities include work in government, nongovernmental and intergovernmental organizations, nonprofit organizations, labor relations, legal systems, human service agencies, human resources, and public advocacy.

Advisement Sheet

Student Learning Outcomes

- Identification and analysis of the origins and dynamics of interpersonal, group, and societal conflicts.
- Development of impactful and ethical strategies for defusing, managing, and preventing conflicts.
- Application of techniques of negotiation, mediation, facilitation, and conciliation to defuse, manage, and prevent conflicts.

Curriculum Requirements

Core

- CRS 7000 - Conflict Res Theory & Prac **Credit Hours: 3**
- CRS 7100 - Internat & Intercult CR **Credit Hours: 3**
- CRS 7150 - Socio-Cult App to Ident Conf **Credit Hours: 3**
- CRS 7200 - Nonviolence: Theory and Pract **Credit Hours: 3**
- CRS 7800 - Research Methods in Conf Res **Credit Hours: 3**
- CRS 7850 - Applied Med and Negotiation **Credit Hours: 3**

Total Core Credits Required: 18

Required Advanced

Choose 1 course:

- CRS 7900 - Conflict Resolution Internship **Credit Hours: 3 to 6**

- CRS 7950 - Applied Research Project **Credit Hours: 3**

Total Advanced Credits Requirements: 3

Related Electives

- CRS 7250 - Intercult Comm & Conf Mgmt **Credit Hours: 3**
- CRS 7300 - Peace Studies & Soc Movements **Credit Hours: 3**
- CRS 7400 - Law and Conflict Resolution **Credit Hours: 3**
- CRS 7450 - Family Med Theory & Practice **Credit Hours: 3**
- CRS 7500 - Restor Jus & Vic Offend Mediat **Credit Hours: 3**
- CRS 7550 - Ethics of Conf in Global Persp **Credit Hours: 3**
- CRS 7600 - Special Topics in Conflict Res **Credit Hours: 3**

Total Related Electives: 9

Total Number of Credits to Complete the Program: 30

Corporate Communication, MA

Students in the Corporate Communication MA are mentored by experienced faculty and have the opportunity to participate in internships that build your confidence and professional network. Upon completion of this degree, students will be prepared to advance their professional career, work with and serve others in diverse communities with dignity and respect, and understand the complexities associated with learning and communicating ethical and cultural values.

Advisement Sheet

Student Learning Outcomes

- To gain a working knowledge of the major paradigms and theories that serve as a foundation for the study of corporate communication in business and non-profit organizations.
- To master communication research methods to gather, analyze and interpret data, and to present findings through scholarly, corporate, and proprietary venues.
- To understand ethical and social responsibilities in adapting and communicating messages in applied interpersonal, organizational, intercultural, mediated, and public contexts.
- To conduct analyses of real-world problems, conflicts, and crises at local, national, and global levels that impact corporate communication.
- To develop critical thinking skills to evaluate arguments, engage in discourse, and draw conclusions as consumers of information.
- To become proficient in designing and conducting organizational communication audits that promote corporate effectiveness, fairness, and sustainable professional relationships.

Admissions Requirements

1. Complete the online application.
2. Pay an application fee of \$35.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Scores for the Miller Analogies Test (MAT), or the general aptitude portion of the Graduate Record Examination (GRE). If you possess a master's degree you do not need to complete the exams listed above. Applicants with at least a 2.8 undergraduate GPA and two years of professional experience are not required to submit MAT/GRE scores, but must submit a writing sample or samples demonstrating research, analytical and writing capabilities.
5. Two letters of reference (educational or professional).
6. Statement of purpose (1-2 pages).

These credentials will be evaluated by the Departmental Admissions Committee, which will consider such factors as suitability of previous course work, undergraduate scholarship, work experience, and potential for growth as a professional in a communication management field. Any deficiencies in preparation will be cause for the prescription of prerequisite work.

Applicants who do not meet the minimum GPA or exam scores may be admitted on a conditional basis, but will be required to earn a B or better in all coursework within the first 12 credit hours to remain in the program.

Curriculum Requirements

Core*

- COMJ 6000 - Communication Theory **Credit Hours: 3**
- COMJ 6005 - Communication Research **Credit Hours: 3**
OR
- COMJ 6010 - Qualitative Communication Research **Credit Hours: 3**

Total Core Credits Required: 6

Required Advanced**

Choose 1 Capstone Course:

- COMJ 7900 - Internship in Corporate Communication **Credit Hours: 3**
- COMJ 7910 - Thesis in Corporate Communication **Credit Hours: 3**
- COMJ 7920 - Practicum in Corporate Communication **Credit Hours: 3**

Total Required Advanced Credits Required: 3

Related Electives

Select 7 courses from the following:

- COMJ 6005 - Communication Research **Credit Hours: 3**

- COMJ 6010 - Qualitative Communication Research **Credit Hours: 3**
- COMJ 6200 - Interpersonal Communication Strategies **Credit Hours: 3**
- COMJ 6205 - Managing Conflict **Credit Hours: 3**
- COMJ 6600 - Digital Events Strategies **Credit Hours: 3**
- COMJ 6800 - Public Relations Management **Credit Hours: 3**
- COMJ 6805 - Communication Strategies in Advertising **Credit Hours: 3**
- COMJ 6810 - Crisis Management **Credit Hours: 3**
- COMJ 7200 - Ethics & Social Responsibility **Credit Hours: 3**
- COMJ 7210 - Managing Diversity **Credit Hours: 3**
- COMJ 7805 - Integrated Marketing Communication **Credit Hours: 3**
- COMJ 7810 - Communication Consulting **Credit Hours: 3**
- COMJ 7205 - Persuasion & Social Influence **Credit Hours: 3**
- COMJ 7800 - Managerial & Leadership Communication **Credit Hours: 3**

Total Number of Credits to Complete the Program: 30

Accelerated Courses if Appropriate

- COMJ 6005 - Communication Research **Credit Hours: 3**
- COMJ 6010 - Qualitative Communication Research **Credit Hours: 3**
- COMJ 6200 - Interpersonal Communication Strategies **Credit Hours: 3**
- COMJ 6205 - Managing Conflict **Credit Hours: 3**
- COMJ 6600 - Digital Events Strategies **Credit Hours: 3**
- COMJ 6800 - Public Relations Management **Credit Hours: 3**
- COMJ 6805 - Communication Strategies in Advertising **Credit Hours: 3**
- COMJ 6810 - Crisis Management **Credit Hours: 3**
- COMJ 7805 - Integrated Marketing Communication **Credit Hours: 3**
- COMJ 7200 - Ethics & Social Responsibility **Credit Hours: 3**
- COMJ 7205 - Persuasion & Social Influence **Credit Hours: 3**
- COMJ 7210 - Managing Diversity **Credit Hours: 3**
- COMJ 7800 - Managerial & Leadership Communication **Credit Hours: 3**
- COMJ 7810 - Communication Consulting **Credit Hours: 3**

Counseling, MS

The Counseling Department offers a Master of Science degree in Counseling with three separate concentrations. These three concentrations include Art Therapy, Clinical Mental Health Counseling, and School Counseling.

The Art Therapy concentration teaches therapeutic artmaking, creative process, art therapy and counseling theory, and uses human experience in the therapeutic encounter to help clients work toward change. Students in the art therapy concentration may choose to work in a variety of settings. The Clinical Mental Health Counseling concentration prepares students to work in a variety of mental health settings serving individuals, couples, families, and/or groups. Students are trained as counseling generalists and are eligible to work in inpatient, outpatient, agency, and other mental health related settings. The School Counseling concentration prepares students to function as dynamic and highly effective school counselors in PK-12 settings. Students learn how to develop and implement comprehensive, developmental school counseling programs and provide counseling services and student support in a school setting.

Art therapy is only offered online. Clinical Mental Health and School Counseling concentrations are offered online and face-to-face (California campus only).

Advisement Sheet MS Counseling Art Therapy Concentration

Advisement Sheet MS Counseling Clinical Mental Health Counseling Concentration

Advisement Sheet MS Counseling School Counseling Concentration

Student Learning Outcomes

MS Counseling Program Level Outcomes

- Graduate students will be intellectually prepared with the knowledge and skills necessary for the counseling profession. (*Pass rates for standardized exams and comprehensive exams*)
- Students will exhibit competent counseling behaviors across diverse cultural and social situations. (*Site supervisor evaluations and employer evaluations*)
- Students will exhibit ethical behavior in the field. (*Site supervisor and employer evaluations*)
- Students will be able to integrate theory and research with professional skills and techniques. (*Site supervisor evaluations, campus supervisor evaluations*)
- Graduates will be self-directed and responsible professionals. (*Alumni surveys and employer surveys*)

Art Therapy Concentration Outcomes

- Graduate students will be intellectually prepared with the knowledge and skill necessary for the Art Therapy profession.
- Students will demonstrate competency in case conceptualization and clinical practice.
- Students will exhibit competent Art Therapy counseling behaviors across diverse cultural and social situations.
- Students will exhibit ethical behavior in the field and be able to integrate theory and research with professional skills and techniques.
- Students pursue a professional identity as an Art Therapist and be self-directed and responsible professionals.

Clinical Mental Health Concentration Outcomes

- To provide students with an understanding of the various roles and responsibilities of Clinical Mental Health counselors in various settings.
- To provide students with the knowledge to design, implement and evaluate psychoeducational programs and clinical interventions to effectively facilitate change in the community.
- To foster enthusiasm and commitment for ongoing professional development and integration of theory, research, and practice.
- To promote ethical and legal considerations specifically related to the practice of Clinical Mental Health counseling.
- To encourage the understanding and use of a biopsychosocial perspective when working with families, groups, couples, and individuals.
- To provide a high-quality program that fosters the professional identity of the Clinical Mental Health counselor.

School Counseling Concentration Outcomes

- Be competent professional counselors.
- Be knowledgeable about ethics, theory, clinical skills, and school counselor roles and functions.
- Promote counselor accountability and professional credibility.
- Be psychologically healthy people who use high levels of self-awareness in their work.

- Learn how to become advocates and educational leaders within a pluralistic school and community that will assist in the academic, career and social development of students.
- Become familiar with ASCA model of School Counseling.
- Be provided learning experiences in the CACREP Core areas.

Admissions Requirements

Admissions Requirements - Clinical Mental Health Counseling and School Counseling Concentrations

- 3.0 undergraduate GPA * (Preferred)
- Two professional letters of recommendation and rubric
- Admissions Essay - Goals and Objectives
- A faculty interview (all candidates) - Two faculty (minimum) will interview each candidate
- Current Resume/CV
- Transcript (most recent degree)

*Exam requirement if UG GPA is below 3.0 - MAT (preferred) or GRE. No specific cut off score has been set as this data will be considered with all admissions data submitted.

Admissions Requirements - Art Therapy Concentration

- Complete the online application and pay the application fee.
- Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education. Include all transcripts of courses taken outside of the degree that contain prerequisite courses. International applicants should contact graduate admissions for additional guidance (GradAdmissions@pennwest.edu).
- Provide the name, email address, and place of employment for two (2) references (electronic reference requests will be emailed to each).
- Complete an Admissions Essay that is 750-1000 words, written in APA 7th edition format and contains at least two references that addresses:
 - Why do you want to study art therapy at PennWest?
 - In your research, what have you learned about the profession of art therapy?
 - What are the personal and professional experiences that have you led you to choose a career in art therapy?
 - How do you envision your future role as a professional art therapist?
- A link to an online portfolio (ex. Flickr, Dropbox, Snapfish) of 20 images of applicant's art demonstrating a variety of 2- and 3-D pieces.
- Prerequisites*:
 - Psychology: 12 credits in that must include Abnormal or Psychopathology
 - Studio Art: 18 credits in 2- and 3-D studio art areas. Up to six credits can be done as portfolio approval.
- An interview is a requirement of the admission process for the Counseling programs. Once your application is complete, it will be sent to the Program Coordinator for review. If selected for an interview, the Coordinator will be in contact with you. Interviews are scheduled for 30 minutes and are conducted using Zoom.

Curriculum Requirements

Art Therapy Concentration

The Art Therapy concentration teaches therapeutic art-making, creative process, art therapy and counseling theory, and uses human experience in the therapeutic encounter to help clients work toward change. Students in the art therapy concentration may choose to work in a variety of settings.

Art Therapy Core

- COUN 7010 - Lifespan Development **Credit Hours: 3**
- COUN 7020 - Career Development **Credit Hours: 3**
- COUN 7070 - Multicultural Counseling **Credit Hours: 3**
- COUN 7080 - Addictions Counseling **Credit Hours: 3**
- COUN 7090 - Crisis and Trauma Counseling **Credit Hours: 3**
- COUN 7110 - Assessment and Testing **Credit Hours: 3**
- COUN 7150 - Counseling Skill Practice and Helping Relationships **Credit Hours: 3**
- COUN 7230 - Psychopathology and Diagnostic Processes **Credit Hours: 3**

Art Therapy Core Credits Required: 24

Art Therapy Specialty Courses

- COUN 7550 - Introduction to Art Therapy Research **Credit Hours: 3**
- COUN 7560 - Advanced Research and Program Evaluation in Art Therapy **Credit Hours: 3**
- COUN 7500 - History and Theory of Counseling and Consultation in Art Therapy **Credit Hours: 3**
- COUN 7510 - Media and Materials in Art Therapy **Credit Hours: 3**
- COUN 7520 - Clinical and Group Art Therapy **Credit Hours: 3**
- COUN 7530 - Art Therapy Practice & Assessment **Credit Hours: 3**
- COUN 7540 - Professional Functioning, Standards, and Ethics in Art Therapy **Credit Hours: 3**

Art Therapy Specialty Credits Required: 21

Art Therapy Related Electives

- COUN 7600 - Current Trends in Art Therapy **Credit Hours: 2**
- COUN 7610 - Cultural Practices in Art Therapy **Credit Hours: 2**
- COUN 7620 - Trauma Informed Art Therapy **Credit Hours: 2**
- COUN 7630 - Creativity and Metaphor in Art Therapy **Credit Hours: 2**
- COUN 7640 - Clinical Skills and Applications in Art Therapy **Credit Hours: 2**
- COUN 7650 - Digital Media in Art Therapy **Credit Hours: 2**
- COUN 7660 - Community Engagement in Art Therapy **Credit Hours: 2**

Art Therapy Related Elective Credits Required: 6

Art Therapy Related Requirements

- COUN 7580 - Practicum **Credit Hours: 3**
- COUN 7590 - Internship **Credit Hours: 6**

Total Number of Credits to Complete Art Therapy: 60

Clinical Mental Health Counseling Concentration

The Clinical Mental Health Counseling concentration prepares students to work in a variety of mental health settings serving individuals, couples, families, and/or groups. Students are trained as counseling generalists and are eligible to work in inpatient, outpatient, agency, and other mental health related settings.

Clinical Mental Health Counseling Core

- COUN 7000 - Counseling and Consultation Theories **Credit Hours: 3**
- COUN 7010 - Lifespan Development **Credit Hours: 3**
- COUN 7020 - Career Development **Credit Hours: 3**
- COUN 7050 - Group Counseling and Group Work **Credit Hours: 3**
- COUN 7060 - Ethical and Legal Issues in Counseling **Credit Hours: 3**
- COUN 7070 - Multicultural Counseling **Credit Hours: 3**
- COUN 7080 - Addictions Counseling **Credit Hours: 3**
- COUN 7090 - Crisis and Trauma Counseling **Credit Hours: 3**
- COUN 7100 - Research and Program Evaluation **Credit Hours: 3**
- COUN 7110 - Assessment and Testing **Credit Hours: 3**
- COUN 7150 - Counseling Skill Practice and Helping Relationships **Credit Hours: 3**

Core Credits Required: 33

Clinical Mental Health Counseling Specialty Courses

- COUN 7200 - Professional Orientation - Clinical Mental Health Counseling **Credit Hours: 3**
- COUN 7210 - Child and Adolescent Counseling **Credit Hours: 3**
- COUN 7220 - Family Counseling **Credit Hours: 3**
- COUN 7230 - Psychopathology and Diagnostic Processes **Credit Hours: 3**

Concentration Credits Required: 12

Counseling, MS, School Counseling Concentration

The School Counseling concentration prepares students to function as dynamic and highly effective school counselors in PK-12 settings. Students learn how to develop and implement comprehensive, developmental school counseling programs and provide counseling services and student support in a school setting.

School Counseling Core

- COUN 7150 - Counseling Skill Practice and Helping Relationships **Credit Hours: 3**
- COUN 7000 - Counseling and Consultation Theories **Credit Hours: 3**
- COUN 7010 - Lifespan Development **Credit Hours: 3**
- COUN 7020 - Career Development **Credit Hours: 3**
- COUN 7050 - Group Counseling and Group Work **Credit Hours: 3**

- COUN 7060 - Ethical and Legal Issues in Counseling **Credit Hours: 3**
- COUN 7070 - Multicultural Counseling **Credit Hours: 3**
- COUN 7080 - Addictions Counseling **Credit Hours: 3**
- COUN 7090 - Crisis and Trauma Counseling **Credit Hours: 3**
- COUN 7100 - Research and Program Evaluation **Credit Hours: 3**
- COUN 7110 - Assessment and Testing **Credit Hours: 3**

School Counseling Core Credits Required: 33

School Counseling Specialty Courses

- COUN 7300 - Professional Orientation - School Counseling **Credit Hours: 3**
- COUN 7340 - Current Issues in School Counseling: Evidence Based Practices **Credit Hours: 3**
- COUN 7210 - Child and Adolescent Counseling **Credit Hours: 3**
- COUN 7230 - Psychopathology and Diagnostic Processes **Credit Hours: 3**

School Counseling Specialty Credits Required: 12

Note: PDE Requirement for School Counseling

*If student has not taken a class in ELL or Special Education as undergraduate, these courses are required.

Related Electives

Required for the following concentrations: Clinical Mental Health Counseling, School Counseling

Pick 2 of the Following:

- COUN 7700 - Advanced Substance Use Disorder Counseling **Credit Hours: 3**
- COUN 7710 - Treatment Planning Collaboration & Referral **Credit Hours: 3**
- COUN 7720 - Gambling Addiction **Credit Hours: 3**
- COUN 7730 - Addiction and the Family **Credit Hours: 3**
- COUN 7740 - Assessment and Evaluation of Substance Use Disorders and Advanced Group Skills **Credit Hours: 3**
- COUN 7750 - Prevention, Education and Treatment of Substance Abuse **Credit Hours: 3**
- COUN 7760 - Opioid Abuse **Credit Hours: 3**
- COUN 7770 - Advocacy and Public Policy in Addictions and Recovery **Credit Hours: 3**
- COUN 7800 - Issues and Techniques in Counseling Athletes **Credit Hours: 3**
- COUN 7810 - Sports Counseling Programming **Credit Hours: 3**
- COUN 7820 - Counseling and Advising Athletes with Death, Loss and Grief **Credit Hours: 3**
- COUN 7830 - Student Athlete Mental Wellness **Credit Hours: 3**
- COUN 7840 - Advanced Issues & Techniques Counseling Athletes **Credit Hours: 3**
- COUN 7850 - Spiritual, Ethical and Religious Values in Counseling **Credit Hours: 3**
- COUN 7860 - Applied Spiritual, Ethical and Religious Counseling Theory **Credit Hours: 3**
- COUN 7870 - Grief and Loss Counseling **Credit Hours: 3**
- COUN 7310 - Individual Development: Childhood through Adolescence **Credit Hours: 3**

- COUN 7320 - Developmental Counseling in Schools **Credit Hours: 3**
- COUN 7330 - Techniques for Counseling Students with Disabilities **Credit Hours: 3**
- COUN 7350 - Diagnosis and Counseling Children and Adolescent **Credit Hours: 3**
- COUN 7900 - Sexuality in Counseling **Credit Hours: 3**
- COUN 7910 - Neurocounseling **Credit Hours: 3**
- COUN 7920 - Humor, Health, and Healing **Credit Hours: 3**
- COUN 7930 - Correctional Counseling and Assessment **Credit Hours: 3**
- COUN 7940 - Issues in Rural Counseling **Credit Hours: 3**
- COUN 7950 - Creative and Expressive Arts Counseling **Credit Hours: 3**
- COUN 7960 - Mind-Body Techniques in Counseling **Credit Hours: 3**
- COUN 7970 - Counseling of Persons Living with HIV/AIDS **Credit Hours: 3**
- COUN 7971 - Trauma-Informed Care for Helping Professionals **Credit Hours: 3**
- COUN 7972 - Professional Issues for Direct Service Providers **Credit Hours: 3**
- COUN 7973 - Post-Concussive Social and Emotional Wellness and Recovery **Credit Hours: 3**
- COUN 7980 - Thesis **Credit Hours: 3**
- COUN 7990 - Special Topics in Counselor Education **Credit Hours: 1 TO 3**
- SPED 6000 - Special Education Foundations and Collaboration **Credit Hours: 3 ***
- ED 5940 - Supporting English Language Learners Birth to Grade 12 **Credit Hours: 3 ***

Related Requirements

Required for the following concentrations: Clinical Mental Health Counseling, School Counseling

- COUN 7160 - Practicum **Credit Hours: 3**
- COUN 7180 - Clinical Field **Credit Hours: 3 TO 6**
AND/OR
- COUN 7190 - Internship **Credit Hours: 3 TO 6**

Total Number of Credits to Complete the Program: 60

Counseling, Post Masters Certificate

This is a 12 credit build your own post graduate certificate. It offers flexibility to meet the training needs of applicants with a Master's degree seeking licensure, school counseling certification, or professional development. Fully online or face to face options (California campus only) are available and we offer flexible scheduling for full or part time participation. The courses may vary depending on the needs of the candidate. Students can choose from any counseling courses. Professional licensure varies by state and candidates may need specific courses or additional courses to meet the state requirements. Individuals who hold a master's degree in counseling may choose to seek school counseling certification. School Counseling certification requirements may vary by state, students can take courses they need to fulfill their state's DOE certification requirements. Professional counselors also need professional development to maintain licensure and certification. This certificate will enable students to take courses needed to maintain certifications and/or licensure.

Advisement Sheet

Core

Pick 4:

- COUN 7930 - Correctional Counseling and Assessment **Credit Hours: 3**
- COUN 7940 - Issues in Rural Counseling **Credit Hours: 3**
- COUN 7950 - Creative and Expressive Arts Counseling **Credit Hours: 3**
- COUN 7960 - Mind-Body Techniques in Counseling **Credit Hours: 3**
- COUN 7970 - Counseling of Persons Living with HIV/AIDS **Credit Hours: 3**
- COUN 7971 - Trauma-Informed Care for Helping Professionals **Credit Hours: 3**
- COUN 7972 - Professional Issues for Direct Service Providers **Credit Hours: 3**
- COUN 7973 - Post-Concussive Social and Emotional Wellness and Recovery **Credit Hours: 3**
- COUN 7980 - Thesis **Credit Hours: 3**
- COUN 7990 - Special Topics in Counselor Education **Credit Hours: 1 TO 3**
- COUN 7810 - Sports Counseling Programming **Credit Hours: 3**
- COUN 7820 - Counseling and Advising Athletes with Death, Loss and Grief **Credit Hours: 3**
- COUN 7830 - Student Athlete Mental Wellness **Credit Hours: 3**
- COUN 7840 - Advanced Issues & Techniques Counseling Athletes **Credit Hours: 3**
- COUN 7850 - Spiritual, Ethical and Religious Values in Counseling **Credit Hours: 3**
- COUN 7860 - Applied Spiritual, Ethical and Religious Counseling Theory **Credit Hours: 3**
- COUN 7870 - Grief and Loss Counseling **Credit Hours: 3**
- COUN 7900 - Sexuality in Counseling **Credit Hours: 3**
- COUN 7910 - Neurocounseling **Credit Hours: 3**
- COUN 7920 - Humor, Health, and Healing **Credit Hours: 3**
- COUN 7660 - Community Engagement in Art Therapy **Credit Hours: 2**
- COUN 7700 - Advanced Substance Use Disorder Counseling **Credit Hours: 3**
- COUN 7710 - Treatment Planning Collaboration & Referral **Credit Hours: 3**
- COUN 7720 - Gambling Addiction **Credit Hours: 3**
- COUN 7730 - Addiction and the Family **Credit Hours: 3**
- COUN 7740 - Assessment and Evaluation of Substance Use Disorders and Advanced Group Skills **Credit Hours: 3**
- COUN 7750 - Prevention, Education and Treatment of Substance Abuse **Credit Hours: 3**
- COUN 7760 - Opioid Abuse **Credit Hours: 3**
- COUN 7770 - Advocacy and Public Policy in Addictions and Recovery **Credit Hours: 3**
- COUN 7800 - Issues and Techniques in Counseling Athletes **Credit Hours: 3**
- COUN 7550 - Introduction to Art Therapy Research **Credit Hours: 3**
- COUN 7560 - Advanced Research and Program Evaluation in Art Therapy **Credit Hours: 3**
- COUN 7580 - Practicum **Credit Hours: 3**
- COUN 7590 - Internship **Credit Hours: 6**
- COUN 7600 - Current Trends in Art Therapy **Credit Hours: 2**
- COUN 7610 - Cultural Practices in Art Therapy **Credit Hours: 2**
- COUN 7620 - Trauma Informed Art Therapy **Credit Hours: 2**
- COUN 7630 - Creativity and Metaphor in Art Therapy **Credit Hours: 2**
- COUN 7640 - Clinical Skills and Applications in Art Therapy **Credit Hours: 2**
- COUN 7650 - Digital Media in Art Therapy **Credit Hours: 2**
- COUN 7410 - College Student Development **Credit Hours: 3**
- COUN 7420 - Student Affairs Practice and Administration **Credit Hours: 3**
- COUN 7430 - Counseling the College Student **Credit Hours: 3**
- COUN 7440 - Student Affairs Services in Higher Education **Credit Hours: 3**
- COUN 7450 - The College Student and Higher Education Environment **Credit Hours: 3**
- COUN 7500 - History and Theory of Counseling and Consultation in Art Therapy **Credit Hours: 3**

- COUN 7510 - Media and Materials in Art Therapy **Credit Hours: 3**
- COUN 7520 - Clinical and Group Art Therapy **Credit Hours: 3**
- COUN 7530 - Art Therapy Practice & Assessment **Credit Hours: 3**
- COUN 7540 - Professional Functioning, Standards, and Ethics in Art Therapy **Credit Hours: 3**
- COUN 7270 - Vocational Development in Rehabilitation **Credit Hours: 3**
- COUN 7280 - Psychosocial Aspects of Disabilities **Credit Hours: 3**
- COUN 7290 - Case Management **Credit Hours: 3**
- COUN 7300 - Professional Orientation - School Counseling **Credit Hours: 3**
- COUN 7310 - Individual Development: Childhood through Adolescence **Credit Hours: 3**
- COUN 7320 - Developmental Counseling in Schools **Credit Hours: 3**
- COUN 7330 - Techniques for Counseling Students with Disabilities **Credit Hours: 3**
- COUN 7340 - Current Issues in School Counseling: Evidence Based Practices **Credit Hours: 3**
- COUN 7350 - Diagnosis and Counseling Children and Adolescent **Credit Hours: 3**
- COUN 7400 - Professional Orientation - Student Affairs and College Counseling **Credit Hours: 3**
- COUN 7150 - Counseling Skill Practice and Helping Relationships **Credit Hours: 3**
- COUN 7160 - Practicum **Credit Hours: 3**
- COUN 7180 - Clinical Field **Credit Hours: 3 TO 6**
- COUN 7190 - Internship **Credit Hours: 3 TO 6**
- COUN 7200 - Professional Orientation - Clinical Mental Health Counseling **Credit Hours: 3**
- COUN 7210 - Child and Adolescent Counseling **Credit Hours: 3**
- COUN 7220 - Family Counseling **Credit Hours: 3**
- COUN 7230 - Psychopathology and Diagnostic Processes **Credit Hours: 3**
- COUN 7250 - Professional Orientation - Clinical Rehabilitation Counseling **Credit Hours: 3**
- COUN 7260 - Medical Information for the Helping Professions **Credit Hours: 3**
- COUN 7000 - Counseling and Consultation Theories **Credit Hours: 3**
- COUN 7010 - Lifespan Development **Credit Hours: 3**
- COUN 7020 - Career Development **Credit Hours: 3**
- COUN 7050 - Group Counseling and Group Work **Credit Hours: 3**
- COUN 7060 - Ethical and Legal Issues in Counseling **Credit Hours: 3**
- COUN 7070 - Multicultural Counseling **Credit Hours: 3**
- COUN 7080 - Addictions Counseling **Credit Hours: 3**
- COUN 7090 - Crisis and Trauma Counseling **Credit Hours: 3**
- COUN 7100 - Research and Program Evaluation **Credit Hours: 3**
- COUN 7110 - Assessment and Testing **Credit Hours: 3**

Total Number of Credits to Complete the Program: 12

Criminal Justice & Criminology, MA

The Behavioral Crime Analysis concentration of the Master of Arts in Criminal Justice and Criminology presents advanced criminological theories and examines the behavioral manifestations of violent offenders. By combining the best of criminal justice and applied criminology study, the program enables students to build a strong foundation of theoretical and research knowledge and skills. This provides students with the sophisticated techniques needed to apply this analytical framework to real-world situations. Students also learn to apply this theoretical framework to real-world situations involving criminal investigative analysis, equivocal death analysis and geographical crime analysis.

The Forensic Linguistics concentration of the Master of Arts in Criminal Justice and Criminology builds knowledge,

skills and abilities in the field of forensic linguistics. Professionals in this field work as practitioners or consultants, bringing their expertise to criminal and civil investigations, corporate and national security matters, legal proceedings, and analysis of evidence such as emergency phone calls, suicide notes, ransom demands and fraudulent documents. The Criminal Justice Studies Concentration provides graduate students with an in-depth understanding of the various core components of our criminal justice system, (Law Enforcement, Courts, and Corrections), coupled with numerous contemporary topics, which will seek to provide the student with an informed perspective of the major issues and concerns currently facing our nation's criminal justice practitioners.

Advisement Sheet MA Criminal Justice - Behavioral Crime Analysis Concentration

Advisement Sheet MA Criminal Justice - Criminal Justice Studies Concentration

Advisement Sheet MA Criminal Justice - Forensic Linguistics Concentration

Student Learning Outcomes

Behavioral Crime Analysis Concentration Outcomes

- Graduating Students will be able to apply contemporary criminological theories to the practical aspects of resolving crime through criminal investigative analysis, equivocal death analysis, and geographic crime analysis.
- Graduating students will be able to describe the various techniques used to disambiguate equivocal deaths.
- Graduating students will recognize, examine, and summarize current research articles in the field of criminology and use them in writing a full research proposal on a crime-related issue, which is relevant to the substantive components of the program.
- Graduating students will be able to apply principles of criminal profiling in evaluating written or oral threat communications.
- Graduating students will identify and analyze criminological and criminal-justice related ethical issues with an emphasis on problematic areas relative to criminal investigative analysis, equivocal death analysis, and geographical crime analysis.
- Graduating students will be able to outline contemporary processes of geographical crime analysis.
- Graduating students will be able describe the best practices for undertaking behaviorally oriented interviews of victims and suspects.

Forensic Linguistics Concentration Outcomes

- Apply the basic concepts related to language learning, structure, acquisition, and usage, especially as related to the criminal justice environment.
- Undertake content analysis, variation analysis, discourse analysis, and behavioral analysis of communications by both known and unknown authors.
- Conduct an original sociolinguistic study of limited yet focused scope from the perspective of variation analysis, discourse analysis, and/or pragmatics.
- Utilize sound scientific methodology and applications of forensic linguistics to be able to analyze anonymous communications and develop tenable opinions as to their provenance.
- Recognize patterns of language usage and idiolect and identify their evidentiary value in terms of comparative analysis.
- Solve basic phonology problems in which information about underlying sound systems is uncovered through analyzing a set of language data, including languages both known and unknown to the student.
- Write a well-designed and informative analytical-oriented report based on the findings resulting from a forensic linguistic assessment; have it potentially admissible in a U.S. criminal or civil court.
- Demonstrate understanding of the application of the scientific understanding of morphology and syntax to Forensic Linguistics through conducting morphological-syntactic analyses.

Criminal Justice Studies Concentration Outcomes

- Students will learn about and understand various legal issues that criminal justice practitioners face and analyze those issues by identifying relevant facts and legal doctrine and then developing strategies to resolve them.
- Students will be able to demonstrate skills and knowledge of how to work collaboratively to influence and lead others.
- Students will demonstrate an informed understanding of the various current issues facing our nation's correctional system.
- Students will have foundational understanding of the epidemic of white-collar crime in America.
- Students will be able to construct a detailed security policy at the national and international levels, for government operations.
- Students will be able to develop policies and procedures designed to reduce risk in the physical environment.

Curriculum Requirements

Core

- CRJ 7100 - Advanced Criminological Theories **Credit Hours: 3**
OR
- CRJ 7305 - Anatomy of Motive **Credit Hours: 3** (Forensic Linguistics Concentration Only)
- CRJ 7110 - Research Methods in Criminal Justice and Criminology **Credit Hours: 3**

Total Core Credits Required: 6

Required Advanced

Behavioral Crime Analysis Concentration

- CRJ 7200 - Advanced Behavioral Crime Analysis Theory **Credit Hours: 3**
- CRJ 7210 - Violent Crime Analysis **Credit Hours: 3**
- CRJ 7220 - Ethical and Legal Aspects of Criminology **Credit Hours: 3**
- CRJ 7230 - Criminal Investigative Analysis **Credit Hours: 3**
- CRJ 7240 - Equivocal Death Analysis **Credit Hours: 3**
- CRJ 7250 - Geographic Crime Analysis **Credit Hours: 3**

Concentration Credits Required: 18

Forensic Linguistics Concentration

Students in the online forensic linguistics program build a strong foundation of theoretical knowledge and research skills as they learn to examine and assess threatening communications, fraudulent documents and other writings associated with serious criminal, civil and national security matters. Then they apply that theoretical framework to real-world situations requiring forensic linguistic training and skills. Students also develop skills in critical areas of forensic linguistics, including language structure, author profiling and threat assessment, sociolinguistics, and legal and ethical issues.

- CRJ 7300 - Seminar in Forensic Linguistics **Credit Hours: 3**

- CRJ 7310 - Forensic Language Structure I **Credit Hours: 3**
- CRJ 7320 - Authorial Attribution and Speaker Identification **Credit Hours: 3**
- CRJ 7330 - Forensic Language Structure II **Credit Hours: 3**
- CRJ 7340 - Author Profiling & Threat Assessment **Credit Hours: 3**
- CRJ 7350 - Forensic Sociolinguistics **Credit Hours: 3**
- CRJ 7360 - Legal and Ethical Issues in Forensic Linguistics **Credit Hours: 3**
- CRJ 7370 - Applied Research in Criminology **Credit Hours: 3**

Concentration Credits Required: 24

Criminal Justice Studies Concentration

Choose 8 of the following: Students are encouraged to select classes that most closely align with their areas of interest, such as those focusing on fraud investigation.

- CRJ 7400 - Advanced Legal Issues in Criminal Justice **Credit Hours: 3**
- CRJ 7410 - Leadership and Administration in Criminal Justice **Credit Hours: 3**
- CRJ 7420 - Contemporary Correctional Issues **Credit Hours: 3**
- CRJ 7430 - Dynamics of Criminal Justice and Human Security **Credit Hours: 3**
- CRJ 7440 - Crime Prevention Through Environmental Design **Credit Hours: 3**
- CRJ 7370 - Applied Research in Criminology **Credit Hours: 3**
- CRJ 7500 - Corporate and Occupational Fraud **Credit Hours: 3**
- CRJ 7510 - Advanced Forensic Investigation **Credit Hours: 3**
- CRJ 7520 - Advanced Forensic Accounting and Litigation **Credit Hours: 3**
- CRJ 7530 - Forensic Economics **Credit Hours: 3**
- CRJ 7540 - Digital Forensics **Credit Hours: 3**
- CRJ 7550 - Advanced Topics in Cyber Forensics Investigations **Credit Hours: 3**
- CRJ 7560 - White Collar Crime Seminar **Credit Hours: 3**
- CRJ 7570 - Fraud and the Law **Credit Hours: 3**

Concentration Credits Required: 24

Experiential Requirements:

Select Six Credits of the Following:

- CRJ 7900 - Internship in Criminal Justice and Criminology **Credit Hours: 6**
- CRJ 7990 - Criminal Justice Thesis **Credit Hours: 3 TO 6**
- CRJ 7910 - Study Abroad in Criminal Justice **Credit Hours: 3 TO 6**
- CRJ 79XX - Prior Learning
- EXSC 5XXX-7XXX - Tactical Strength Training and Exercise Science Courses

Total Number of Credits to Complete the Program: 30, 36, or 39

Criminal Justice, Doctorate

The Doctor of Criminal Justice (D.C.J.) program focuses on contemporary criminal justice issues in the United States and is aimed at achieving justice more often.

Advisement Sheet

Student Learning Outcomes

- Develop applied decision-making and organizational leadership skills that can be used to address a variety of major contemporary issues in criminal justice.
- Develop cultural competence as applied to community policing and community relations generally.
- Support ethical practices in various criminal justice settings so as to ensure fairness and avoid consequences for organizations.
- Develop training needs assessment tools, the ability to deliver training programs effectively, and the skills to measure outcomes.
- Demonstrate an expert knowledge of the real-world practical aspects of substantive and procedural law relative to problems and issues in criminal justice.
- Apply criminal justice theory to a wide span of issues facing today's criminal justice leaders.
- Assess critically the needs of the field of corrections and the juvenile justice system so as to ensure justice, minimize recidivism, and rehabilitate offenders and delinquent minors.
- Critique the criminal justice system in order to develop plans that can be implemented with the view toward achieving justice more often.
- Construct and execute criminal justice plans designed to minimize civil liability exposure with a particular emphasis on constitutional policing and corrections.
- Evaluate and interpret evidence-based data effectively and apply results in unique criminal justice-related situations.
- Appraise and select appropriate technologies for finding, retrieving, and analyzing evidence-based literature for the purpose of utilizing in a wide range of criminal justice settings.
- Prepare various forms of professional memoranda incorporating Bluebook style citations and references for laws and other legal sources.

Curriculum Requirements

Core

- CRJ 8000 - Leading Criminal Justice Agencies **Credit Hours: 3**
- CRJ 8010 - Applied Criminal Justice Research Methods **Credit Hours: 3**
- CRJ 8020 - Criminal Justice Theory **Credit Hours: 3**
- CRJ 8030 - Improving Juvenile Justice **Credit Hours: 3**
- CRJ 8040 - Legal Research Methods for CJ Practitioners **Credit Hours: 3**
- CRJ 8050 - Corrections: Crisis and Management **Credit Hours: 3**
- CRJ 8060 - Advanced Criminal Law and Procedure **Credit Hours: 3**
- CRJ 8070 - Special Topics in Doctoral Criminal Justice Studies **Credit Hours: 3**
- CRJ 8080 - Criminal Justice Training **Credit Hours: 3**
- CRJ 8090 - Constitutional Policing and Corrections **Credit Hours: 3**
- CRJ 8100 - Achieving Justice More Often **Credit Hours: 3**

- CRJ 8110 - 21st Century Policing **Credit Hours: 3**
- CRJ 9000 - Doctoral Research Portfolio **Credit Hours: 6**

Total Core Credits Required: 42

Total Number of Credits to Complete the Program: 42

Cybersecurity, Post-Baccalaureate Certificate

The Cybersecurity certificate program is designed for professionals interested in network security, biometrics, cryptography and related areas. It is also part of the Professional Science Master's in Cybersecurity degree program.

Advisement Sheet

Student Learning Outcomes

- Demonstrate advanced knowledge in computer networking, security, and cryptography for industry
- Integrate principles and techniques of risk analysis, project planning, and change management in the development of information security strategies
- Describe how to provide message privacy, integrity, authentication, and non-repudiation using network security practices and infrastructure hardening techniques
- Address professional and ethical responsibilities including a respect for diversity

Admissions Requirements

- Completed application and \$25 application fee (form available at www.pennwest.edu/apply).
- Bachelor's degree with a GPA of 3.00 or higher from an accredited undergraduate institution. Students with a GPA below 3.00 or a degree outside the areas listed may apply for conditional admission.
- Prerequisite courses (if applicable) passed with a C or better grade

Conditional Admission Requirements

- Conditional Admission may be granted to applicants who do not meet the criteria for regular admission. For more information please contact the Department of Computing and Engineering Technology.
- International applicants: Please visit <https://www.calu.edu/international-students/> for information about international applications.

Curriculum Requirements

Core

- PSC 6400 - Computer Networking **Credit Hours: 3**
- PSC 7550 - Wireless Network and Security **Credit Hours: 3**

- PSM 6450 - Applied Cryptography **Credit Hours: 3**

Total Core Credits Required: 9

Related Electives

Pick 1 of 2:

- PSC 7350 - Biometrics **Credit Hours: 3**
- PSC 7450 - Cybersecurity Risk Management & Assessment **Credit Hours: 3**

Total Number of Credits to Complete the Program: 12

Cybersecurity, PSM

The Professional Science Master's in Cybersecurity provides professionals with specialized knowledge in cybersecurity and related skillsets to meet the demands and challenges of economic and infrastructure security in a high-technology society. The curriculum emphasizes both fundamental knowledge in current cybersecurity practices and management/leadership abilities.

Advisement Sheet

Student Learning Outcomes

- Demonstrate advanced knowledge in computer networking, security, and cryptography for industry
- Integrate principles and techniques of risk analysis, project planning, and change management in the development of information security strategies
- Describe how to provide message privacy, integrity, authentication, and non-repudiation using network security practices and infrastructure hardening techniques
- Integrate project development skills in producing a security system
- Function effectively as a member or a leader on a technical team
- Address professional and ethical responsibilities including a respect for diversity
- Be lifelong learners in the cybersecurity environment

Admissions Requirements

- Completed application and \$25 application fee (form available at www.pennwest.edu/apply).
- Bachelor's degree with a GPA of 3.00 or higher from computing disciplines such as computer science, computer information systems, information technology, computer engineering, electrical engineering or mathematics as indicated by official transcripts from an accredited undergraduate institution. Students with a GPA below 3.00 or a degree outside the areas listed may apply for conditional admission.
- Prerequisite courses (if applicable) passed with a C or better grade.

Conditional Admission Requirements

- Conditional Admission may be granted to applicants who do not meet the criteria for regular admission. For more information please contact the Department of Computing and Engineering Technology.

- International applicants: Please visit <https://www.calu.edu/international-students/> for information about international applications.

Curriculum Requirements

Required Advanced

- PSC 6000 - Operating Systems **Credit Hours: 3**
- PSC 6400 - Computer Networking **Credit Hours: 3**
- PSC 7550 - Wireless Network and Security **Credit Hours: 3**
- PSM 6450 - Applied Cryptography **Credit Hours: 3**
- PSM 6750 - Project Management **Credit Hours: 3**
- PSM 7600 - Leadership and Professional Development **Credit Hours: 3**
- PSM 7990 - PSM Capstone Course **Credit Hours: 6**

Required Advanced Credits Required: 24

Related Electives

Complete 6 credits:

- PSC 7350 - Biometrics **Credit Hours: 3**
- PSC 7450 - Cybersecurity Risk Management & Assessment **Credit Hours: 3**
- PSM 7210 - Database Systems **Credit Hours: 3**

Total Number of Credits to Complete the Program: 30

Data Science and Analytics, MS

A (STEM) program, fully delivered online, that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, data warehousing, querying databases and reporting, data mining, predictive modeling and analytics, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, big data analytics, and visual analytics (data visualization).

Advisement Sheet

Student Learning Outcomes

- Design, implement, populate and query relational databases for operational data
- Design, implement, populate and query data warehouses for informational data
- Harness very large data sets (big data) to make business decisions
- Evaluate the use of data from acquisition through cleansing, warehousing, analytics, and visualization to the ultimate business decision
- Mine data and carry out predictive modeling and analytics to support business decision-making

- Interpret and communicate data insights to any audience effectively
- Discern when to implement relational versus document oriented database structures
- Execute real-time analytical methods on streaming datasets to react quickly to customer needs

Admissions Requirements

- A baccalaureate degree in any undergraduate major with at least a 3.0 overall GPA.
- Introduction to statistics and computer programming courses (undergraduate level) are *highly recommended* to demonstrate the students' quantitative and computer abilities. Incoming students who may lack the recommended courses can take the course(s) online from PennWest University before starting the MS Program.

Curriculum Requirements

Core

- DSA 5100 - Database Management Systems and Data Warehousing **Credit Hours: 3**
- DSA 5220 - Python Programming for Data Science **Credit Hours: 3**
- DSA 5300 - Analytical Methods & Optimization **Credit Hours: 3**
- DSA 5400 - Applied Data Mining **Credit Hours: 3**
- DSA 5500 - Applied Predictive Modeling and Analytics **Credit Hours: 3**
- DSA 6100 - Data Preparation and Cleaning **Credit Hours: 3**
- DSA 6200 - Data Visualization **Credit Hours: 3**
- DSA 6300 - Big Data Tools **Credit Hours: 3**
- DSA 6400 - Big Data Analytics **Credit Hours: 3**
- DSA 6900 - Data Science and Analytics Capstone I **Credit Hours: 3**
- DSA 6950 - Data Science and Analytics Capstone II **Credit Hours: 3**

Total Core Credits Required: 33

Accelerated Courses if Appropriate

- DSA 5100 - Database Management Systems and Data Warehousing **Credit Hours: 3**
- DSA 5220 - Python Programming for Data Science **Credit Hours: 3**
- DSA 5300 - Analytical Methods & Optimization **Credit Hours: 3**
- DSA 5400 - Applied Data Mining **Credit Hours: 3**

Total Number of Credits to Complete the Program: 33

Data Science, Post-Baccalaureate Certificate

A (STEM) program that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, data warehousing, querying databases and reporting, data mining, predictive modeling and analytics, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, big data analytics, and visual analytics (data visualization).

Student Learning Outcomes

- Perform quantitative data analysis using appropriate statistical methods and tools (SAS) to aid business decisions and reduce the risks and optimize solutions.
- Explore data to understand relationships among variables and harness / mine very large data sets to make business decisions using machine learning techniques.
- Apply data visualization best practices to communicate visual insights through charts, dashboards and communicate data-driven stories.
- Integrate, apply and implement the concepts, techniques and tools of data analytics learnt in the MS DSA Program using capstone projects with real-world datasets.
- Identify and explain knowledge in data science, big data, and technology used for processing big data and data science methods.
- Formulate and solve data science and big data problems using appropriate data management and analysis skills.
- Identify and apply the technology necessary to aid in solving real-world problems.
- Effectively use technology to solve data science problems.
- Be literate in the language of data science and in data analysis skills for data science and big data.

Curriculum Requirements

Required Advanced

- MATH 6100 - Data Preparation and Cleaning **Credit Hours: 3**
- MATH 6200 - Data Visualization **Credit Hours: 3**
- MATH 6300 - Big Data Tools **Credit Hours: 3**
- MATH 6400 - Big Data Analytics **Credit Hours: 3**
- MATH 6900 - Data Science and Analytics Capstone I **Credit Hours: 3**

Total Advanced Credits Required: 15

Total Number of Credits to Complete the Program: 15

Education Administration and Leadership WITH Superintendent Letter of Eligibility, Doctorate, Certification

The Doctor of Education in Education Administration and Leadership with Superintendent Letter of Eligibility certification (Ed.D. + SLE) option is designed for individuals seeking superintendent letter of eligibility certification and doctorate. The program provides education administrators with the knowledge and applied skills required to manage a school district or other academic enterprise.

Student Learning Outcomes

- Collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (NELP District Level Standard 1, 2018).
- Advocate for ethical decisions and cultivate professional norms and culture. (NELP District Level Standard 2, 2018).
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP District Level Standard 3, 2018).
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. (NELP District Level Standard 4, 2018).
- Understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (NELP District Level Standard 5, 2018).
- Develop, monitor, evaluate, and manage district systems for operations, resources, technology, and human capital management. (NELP District Level Standard 6, 2018)
- Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP District Level Standard 7, 2018).
- Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. (NELP District Level Standard 8, 2018).
- Demonstrate knowledge and understanding of the concepts of school finance and fiscal responsibility associated with school district leadership.
- Identify and demonstrate appropriate educational research methodologies and know when to use them.
- Articulate the relevance of research to course work and professional research.

Admissions Requirements

Individuals seeking admission as graduate students in this program must comply with the general admission requirements for graduate students at PennWest and with the following specific admission requirements for this program:

- Master's degree in Education or a related field with a GPA of 3.50 or higher on a 4.00 scale (Students with a GPA between 3.00-3.49 may apply for conditional admission)
- Official transcripts from an accredited graduate institution
- Two current letters of recommendation from those holding leadership roles that can attest to your leadership abilities/potential and experiences, and the ability to succeed in the program (must be on letterhead).
- Copies of all certifications:
 - SLE + EdD Option should include Administrative Certification (ie. Principal's K-12 Certification) or Supervisory Certification (ie. Curriculum Supervisor, Special Education Supervisor). All submissions will be reviewed to verify that candidates meet the necessary state requirements as they pertain to certification.
 - SLE + EdD Option - Candidates must also meet the current Pennsylvania Department of Education requirements that are specified on the PDE website. These requirements include but are not limited to "evidence of six years of satisfactory school experience, of which three must be in a supervisory or an administrative capacity."
- A current resume or curriculum vitae
 - Please include current and past work experience related to administrative/supervisory role.
 - Please include Scholarship (i.e. publications, presentations, etc)
- A completed Applicant Data Sheet

- One page statement of career goals and degree objectives for pursuing the Ed.D. in Education Administration and Leadership
- Writing Sample addressing the following topic: What impact does leadership have on a system? The committee will utilize a rubric to assess the writing sample in the following areas: response and exploration of the question/prompt, key points, vocabulary and sentence structure, and mechanics. (1-3 pages)

Curriculum Requirements

Core

- EDLR 8000 - Leadership I **Credit Hours: 3**
- EDLR 8100 - Leadership II **Credit Hours: 3**
- EDLR 8200 - Qualitative Research in Educational Leadership **Credit Hours: 3**
- EDLR 8300 - Quantitative Research in Educational Leadership **Credit Hours: 3**

Total Core Credits Required: 12

Required Advanced

Generalist Concentration

- EDLR 7000 - The Superintendency: Theory and Organization **Credit Hours: 3**
- EDLR 7100 - Comprehensive Planning and Policy Analysis **Credit Hours: 3**
- EDLR 7200 - Educational Facilities and Technology **Credit Hours: 3**
- EDLR 7300 - Personnel Leadership for School District Improvement **Credit Hours: 3**
- EDLR 7400 - Superintendent Internship I **Credit Hours: 3**
- EDLR 7500 - Superintendent Internship II **Credit Hours: 3**
- EDLR 8400 - District Leadership for Public Relations and Marketing **Credit Hours: 3**
- EDLR 8500 - District Leadership for Legal Issues in Education **Credit Hours: 3**
- EDLR 8600 - District Leadership for Finances **Credit Hours: 3**
- EDLR 8700 - District Leadership for Human Resources **Credit Hours: 3**
- EDLR 8800 - District Leadership Field Project - Fiscal Responsibility **Credit Hours: 3**

Concentration Credits Required: 33

Capstone Courses

- EDLR 8900 - Introduction to the Capstone Research **Credit Hours: 3**
- EDLR 8910 - Capstone 1 - Research Question/Review of Literature **Credit Hours: 3**
- EDLR 8920 - Capstone 2 - Methods/Data Collection **Credit Hours: 3**
- EDLR 8930 - Capstone 3 - Data Analysis/Results/ Recommendations **Credit Hours: 3**

Capstone Credits Required: 12

Total Number of Credits to Complete the Program: 57

Education Administration and Leadership, Doctorate

The Doctor of Education in Education Administration and Leadership (Ed.D. only) option is designed for individuals already holding superintendent letter of eligibility (SLE) certification.

Advisement Sheet

Student Learning Outcomes

- NELP District Standard 1: Mission, Vision, and Improvement: Collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (NELP District Level Standard 1, 2018)
- NELP District Standard 2: Ethics and Professional Norms: Advocate for ethical decisions and cultivate professional norms and culture. (NELP District Level Standard 2, 2018)
- NELP District Standard 3: Equity, Inclusiveness and Cultural Responsiveness: Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP District Level Standard 3, 2018)
- NELP District Standard 4: Learning and Instruction: Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. (NELP District Level Standard 4, 2018)
- NELP District Standard 5: Community and External Leadership: Understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (NELP District Level Standard 5, 2018)
- NELP District Standard 6: Operations and Management: Develop, monitor, evaluate, and manage district systems for operations, resources, technology, and human capital management. (NELP District Level Standard 6, 2018)
- NELP District Standard 7: Policy Governance and Advocacy: Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP District Level Standard 7, 2018)
- NELP District Standard 8 - Internship: Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. (NELP District Level Standard 8, 2018).
- Demonstrate knowledge and understanding of the concepts of school finance and fiscal responsibility associated with school district leadership.
- Identify and demonstrate appropriate educational research methodologies and know when to use them.
- Articulate the relevance of research to course work and professional research.

Admissions Requirements

Individuals seeking admission as graduate students in this program must comply with the general admission requirements for graduate students at PennWest and with the following specific admission requirements for this program:

- Master's degree in Education or a related field with a GPA of 3.50 or higher on a 4.00 scale (Students with a GPA between 3.00-3.49 may apply for conditional admission).
- Official transcripts from an accredited graduate institution.
- Advanced Standing: For those who hold the Superintendent Letter of Eligibility advanced standing credits will be applied toward the degree. For those who have completed a comparable program at an accredited institution, the Letter of Eligibility certification will apply toward the degree. All submissions will be reviewed.
- Two current letters of recommendation from those holding leadership roles that can attest to your leadership abilities/potential and experiences, and the ability to succeed in the program (must be on letterhead).
- Copies of all certifications:
 - EdD Option should include Administrative Certification (ie. Principal's K-12 Certification) or Supervisory Certification (ie. Curriculum Supervisor, Special Education Supervisor), and Superintendent Letter of Eligibility certification (refer to advanced standing). All submissions will be reviewed to verify that candidates meet the necessary state requirements as they pertain to certification.
- A current resume or curriculum vitae
 - Please include current and past work experience related to administrative/supervisory role.
 - Please include Scholarship (i.e. publications, presentations, etc)
- A completed Applicant Data Sheet
- One page statement of career goals and degree objectives for pursuing Cal U's Ed.D. in Education Administration and Leadership
- Writing Sample addressing the following topic: What impact does leadership have on a system? The committee will utilize a rubric to assess the writing sample in the following areas: response and exploration of the question/prompt, key points, vocabulary and sentence structure, and mechanics. (1-3 pages)

Curriculum Requirements

Core

- EDLR 8200 - Qualitative Research in Educational Leadership **Credit Hours: 3**
- EDLR 8300 - Quantitative Research in Educational Leadership **Credit Hours: 3**
- EDLR 8000 - Leadership I **Credit Hours: 3**
- EDLR 8100 - Leadership II **Credit Hours: 3**

Total Core Credits Required: 12

Concentration Credits

- EDLR 8400 - District Leadership for Public Relations and Marketing **Credit Hours: 3**
- EDLR 8500 - District Leadership for Legal Issues in Education **Credit Hours: 3**
- EDLR 8600 - District Leadership for Finances **Credit Hours: 3**
- EDLR 8700 - District Leadership for Human Resources **Credit Hours: 3**
- EDLR 8800 - District Leadership Field Project - Fiscal Responsibility **Credit Hours: 3**

Total Concentration Credits Required: 15

Capstone Courses

- EDLR 8930 - Capstone 3 - Data Analysis/Results/ Recommendations **Credit Hours: 3**
- EDLR 8900 - Introduction to the Capstone Research **Credit Hours: 3**
- EDLR 8910 - Capstone 1 - Research Question/Review of Literature **Credit Hours: 3**
- EDLR 8920 - Capstone 2 - Methods/Data Collection **Credit Hours: 3**

Total Capstone Credits Required: 12

Total Number of Credits to Complete the Program: 39

Educational Leadership PLUS Principal K-12, MEd, Certification

The Master of Education in Education Leadership: Administrative Program for Principals program is designed for individuals who are seeking a principal's certificate and a master's degree in education or who simply wish to continue to enhance their teaching and leadership skills. The coursework and related experiences prepare the M.Ed. candidate to promote the success of all students by being a leader within their classroom, content area, or school. Emphasis is placed on determining candidate's own personal leadership vision and leadership style while at the same time learning to lead others. This program integrates K-12 principal certification into a master's degree.

Advisement Sheet

Student Learning Outcomes

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP Building Level Standard 1, 2018).
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms (NELP Building Level Standard 2, 2018).
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (NELP Building Level Standard 3).
- Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (NELP Building Level Standard 4, 2018).
- Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community (NELP Building Level Standard 5, 2018).
- Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations (NELP Building Level Standard 6, 2018).
- Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning (NELP Building Level Standard 7, 2018).
- Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school (NELP Building Level Standard 8, 2018).

Admissions Requirements

- Complete the online application.
- Pay the application fee.
- Bachelor's Degree in Education and Certification in Education preferred.
- Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher (Students with a GPA below 3.00 may apply for conditional admission).
- Provide verification of three years of professional certificated service or three years of relevant professional experience in an educational setting that is related to the instructional process (as verified by PDE) prior to acceptance.
- Submit copy of professional certificate.
- A current resume or curriculum vitae.
- Complete the required writing sample answering the question, Why have you chosen to be an educational leader?
- If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible).
- At the completion of the program, the graduate student is required to pass the current PDE required PRAXIS assessment and make application for certification to PDE.
- The graduate student shall also submit the appropriate form to program coordinator indicating application for certification has been completed.

Curriculum Requirements

Required Advanced

- EDLR 6000 - Foundations of Educational Leadership **Credit Hours: 3**
- EDLR 6100 - Educational Leadership Theory and Practice **Credit Hours: 3**
- EDLR 6200 - Curriculum Leadership **Credit Hours: 3**
- EDLR 6300 - Legal Aspects of Educational Leadership **Credit Hours: 3**
- EDLR 6400 - School and Community Relations **Credit Hours: 3**
- EDLR 6500 - Instructional Leadership **Credit Hours: 3**
- EDLR 6600 - Elementary Principal Internship **Credit Hours: 3**
- EDLR 6700 - Secondary Principal Internship **Credit Hours: 3**
- EDLR 6800 - Leadership for School Change **Credit Hours: 3**
- EDLR 6900 - Action Research for School Leaders **Credit Hours: 3**

Total Advanced Credits Required: 30

Total Number of Credits to Complete the Program: 30

Educational Leadership PLUS Supervisor of Special Education, MEd, Certification

The Master of Education in Education Leadership: Administrative Program for Supervisor of Special Education program is designed for individuals who are seeking a supervisor of special education certificate and a master's degree

in education or who simply wish to continue to enhance their teaching and leadership skills. The coursework and related experiences prepare the M.Ed. candidate to promote the success of all students by being a teacher leader within their classroom, content area, school, or district. Emphasis is placed on determining candidate's own personal leadership vision and leadership style while at the same time learning to lead others. This program integrates supervisor of special education certification into a master's degree.

Advisement Sheet

Student Learning Outcomes

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP Building Level Standard 1, 2018).
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms (NELP Building Level Standard 2, 2018).
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (NELP Building Level Standard 3).
- Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (NELP Building Level Standard 4, 2018).
- Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community (NELP Building Level Standard 5, 2018).
- Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations (NELP Building Level Standard 6, 2018).
- Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning (NELP Building Level Standard 7, 2018).
- Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school (NELP Building Level Standard 8, 2018).

Admissions Requirements

- Complete the online application.
- Pay the application fee.
- Bachelor's Degree in Education and Certification in Education preferred.
- Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher (Students with a GPA below 3.00 may apply for conditional admission).
- Provide verification of five years professional certificated service in special education on a special education certificate prior to acceptance.
- If student does not have a master's degree in special education, additional graduate course as determined by the program coordinator is required.
- Submit copy of professional certificate.
- A current resume or curriculum vitae.

- Complete the required writing sample answering the question, Why have you chosen to be an educational leader?
- If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible).
- At the completion of the program, the graduate student is required to pass the current PDE required PRAXIS assessment and make application for certification to PDE.
- The graduate student shall also submit the appropriate form to program coordinator indicating application for certification has been completed.

Curriculum Requirements

Core

- EDLR 6000 - Foundations of Educational Leadership **Credit Hours: 3**
- EDLR 6100 - Educational Leadership Theory and Practice **Credit Hours: 3**
- EDLR 6200 - Curriculum Leadership **Credit Hours: 3**
- EDLR 6300 - Legal Aspects of Educational Leadership **Credit Hours: 3**
- EDLR 6400 - School and Community Relations **Credit Hours: 3**
- EDLR 6500 - Instructional Leadership **Credit Hours: 3**
- EDLR 6650 - Supervisor of Special Education Internship Early Intervention Population **Credit Hours: 3**
- EDLR 6750 - Supervisor of Special Education Internship School Age Population **Credit Hours: 3**
- EDLR 6800 - Leadership for School Change **Credit Hours: 3**
- EDLR 6900 - Action Research for School Leaders **Credit Hours: 3**

Total Core Credits Required: 30

Total Number of Credits to Complete the Program: 30

Educational Psychology, MEd

The M.Ed. Educational Psychology program has been designed to give the interested student a broad understanding of theory in the areas of education and psychology. The student will understand the application of education and psychology to help children, adolescents, teachers, and families. The program may be of interest to those planning to pursue certification in school psychology after the master's degree, those wishing to broaden their understanding of human development and learning, and those wishing to learn more about empirically based approaches or evidence based practices. Respect for diversity among individuals, groups, and communities is emphasized throughout the curriculum. The goal of the program is to help each student to identify and apply his/her unique talents and understand how to utilize a problem-solving, data based approach for working with P-12 students, teachers, and families. The application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health is valued by the program.

Advisement Sheet

Student Learning Outcomes

- Students will explain and apply theory and best practices in the areas of education and psychology.

- Students will apply principles of education and psychology to help children, adolescents, teachers, and families.
- Students will utilize empirically supported approaches to assist all P-12 students, teachers, and families.
- Students will explain applied research methodologies for education and psychology.
- Student will demonstrate a problem-solving, data -based approach for working with students, teachers, and families.
- Students will explain how diversity among individuals, groups, and communities is important for intervention planning and implementation.
- Students will explain trauma-informed practices and interventions for students with social, emotional, and behavioral difficulties.

Admission Requirements

- Complete the online application (including essay) and pay the application fee
- Must have a bachelor's degree in related field (e.g., psychology, social work, education, etc.)
- Provide official transcript verifying an earned degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher (students with a GPA below 3.00 may apply for conditional admission)

Required Advanced

- SPSY 7712 - Advanced Psychology of Learning **Credit Hours: 3**
- SPSY 7702 - Psychopathology in Educational Settings **Credit Hours: 3**
- SPSY 7727 - Psychoeducational Counseling and Interviewing **Credit Hours: 3**
- SPSY 7796 - Crisis Management and Violence Prevention in Educational Settings **Credit Hours: 3**
- SPSY 7756 - Collaborative Consultation in Education Settings **Credit Hours: 3**
- SPSY 7788 - Research in Education and Psychology I **Credit Hours: 3**
- SPSY 7789 - Research in Education and Psychology II **Credit Hours: 3**
- SPSY 7710 - Academic Intervention and Program Evaluation **Credit Hours: 3**

Required Advanced Credits Required: 24

Related Electives

- SPSY 7781 - Statistics in Education **Credit Hours: 3**
- SPSY 7724 - Behavioral Assessment and Intervention I **Credit Hours: 3**
- SPSY 7734 - Behavioral Assessment and Intervention II **Credit Hours: 3**
- SPSY 7721 - Cultural, Social and Biological Basis of Personality Development **Credit Hours: 3**
- SPSY 7713 - Lifespan Development **Credit Hours: 3**
- SPSY 7715 - Trauma-Informed Care in Schools: Foundations and Interventions **Credit Hours: 3**
- SPSY 7799 - Special Topics in Educational and School Psychology **Credit Hours: 3**

Total Related Electives: 6

Total Number of Credits to Complete the Program: 30

Exercise Science and Health Promotion, MS

PennWest offers a fully online master's degree in Exercise Science and Health Promotion focusing on leadership, professionalism, business & entrepreneurship, high quality fitness and wellness certifications, human movement science, exercise physiology, and the most current research in the field. Choose from 10 different single concentrations or over 40 dual concentration options, with full- or part-time possibilities. Small class sizes allow our expert faculty to deliver high-quality content in a personalized manner. Exercise Science has one of a kind partnerships with national organizations and corporations that connect you to best practices in the industry.

Advisement Sheet MS Exercise Science Advanced Golf Performance Concentration

Advisement Sheet MS Exercise Science Applied Sport Science Concentration

Advisement Sheet MS Exercise Science Group Fitness Leadership Concentration

Advisement Sheet MS Exercise Science Nutrition Concentration

Advisement Sheet MS Exercise Science Performance Enhancement & Injury Prevention Concentration

Advisement Sheet MS Exercise Science Rehabilitation Science Concentration

Advisement Sheet MS Exercise Science Sport Psychology Concentration

Advisement Sheet MS Exercise Science Tactical Strength & Conditioning Concentration

Advisement Sheet MS Exercise Science Wellness and Fitness Concentration

Advisement Sheet MS Exercise Science Wellness Coaching Concentration

Student Learning Outcomes

Exercise Science Program Level Outcomes

- Describe and apply principles and applications of leadership, including persuasiveness, leading and directing teams, leading within organizations, leadership opportunities in shaping fitness policy, techniques for managing change and empowerment.
- Analyze and apply fitness & injury prevention research, focusing on current clinical outcomes research, psychology and physical activity research, and performance enhancement research, such as research related to special populations, (e.g. athletes at opposite ends of the age spectrum.)
- Describe the kinetic chain and proper biomechanical movement patterns and related principles.
- Perform a comprehensive, kinetic chain assessment to identify common postural distortions, muscle imbalances, and neuromuscular dysfunctions, as well as describe proper biomechanical movement patterns.
- Design industrial and corporate wellness programs focused on injury and illness prevention as well as decreasing health-related costs.
- Design performance nutrition programs for pre-activity, during activity, and recovery phases of exercise.
- Design sport specific nutrition programs for endurance, anaerobic activity, weight gain, and weight loss goals.
- Develop an exercise prescription designed to improve health and/or fitness, and how to adjust these programs based on age, gender and individuals with disabilities.

- Demonstrate an above average ability to implement and apply integrated, functional speed, agility, and quickness techniques including core stabilization, neuromuscular stabilization, reactive neuromuscular stabilization, integrated flexibility, integrated strength, speed training, foot training, and vision training.
- Develop a program design project including program elements, rationale, innovative design, and supporting research.
- Demonstrate above average skills in the launching of entrepreneurial ventures, as well as business and management practices, including: management theory, financial management, personnel management, record keeping, risk management, marketing, billing and technology issues.

Advanced Golf Performance Concentration Outcomes

- Assess and explain the movement demands of golf on the body and common injuries associated with the golf swing.
- Recognize compensations in motor programs and create solutions that improve movement patterns.
- Analyze data from golf skills and fitness assessments to develop programming to improve player performance.
- Perform a comprehensive, kinetic chain assessment to identify common postural distortions, muscle imbalances, and neuromuscular dysfunctions.
- Develop solutions to current performance challenges by applying both relevant research and principles of strength and conditioning to player performance.
- Create and implement a comprehensive, integrated functional conditioning program for individuals in the field of Golf Performance Training and Instruction.

Applied Sport Science Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced recovery and exercise science methodology and techniques including monitoring, recovery innovations, and other applied sport science methodologies.
- Plan and develop various recovery, monitoring, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to applied sport science.
- Competently describe a variety of current topics and issues related to applied sport science with a focus on a.) federal, state and organization policy, b.) current exercise science and sport science trends, c.) leadership opportunities in shaping sport science policy, and d.) research-based initiatives new to the sport science and exercise science fields.

Group Fitness Leadership Concentration Outcomes

- Demonstrate an above average ability to implement and apply group fitness instruction and exercise science methodology/techniques including integrated functional group fitness and other wellness methodologies.
- Plan and develop various fitness, group fitness, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to group fitness instruction.
- Competently describe a variety of current topics and issues related to group fitness instruction. Current topics may focus on a.) federal, state and organization policy, b.) current exercise science and fitness trends, c.) leadership opportunities in shaping fitness and exercise science policy, and d.) research-based initiatives new to the fitness and exercise science fields.

Nutrition Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced nutrition and exercise science methodology and techniques including nutrition performance programs and other nutrition counseling methodologies.

- Plan and develop various nutrition and sport performance nutritional program design projects including program elements, rationale, innovative design, and supporting research related to their field of study.
- Competently describe a variety of current topics and issues related to nutrition and sports nutrition with a focus on a.) federal, state and organization policy, b.) current exercise science and nutrition trends, c.) leadership opportunities in shaping nutrition and exercise science policy, and d.) research-based initiatives new to the nutrition and exercise science fields.

Performance Enhancement and Injury Prevention Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced sport performance enhancement and exercise science methodology and techniques including integrated functional training and other injury prevention methodologies.
- Plan and develop various performance enhancement, injury prevention, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to sport performance training and injury prevention.
- Competently describe a variety of current topics and issues related to sport performance training with a focus on a.) federal, state and organization policy, b.) current exercise science and sport performance enhancement trends, c.) leadership opportunities in shaping performance training, injury prevention and exercise science policy, and d.) research-based initiatives new to sport performance training and exercise science fields.

Rehabilitation Science Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced rehabilitation science methodology and techniques including integrated corrective exercise protocols and other rehabilitation methodologies.
- Plan and develop various corrective exercise and rehabilitation science program design projects including program elements, rationale, innovative design, and supporting research related to rehabilitation science.
- Competently describe a variety of current topics and issues related to rehabilitation science with a focus on a.) federal, state and organization policy, b.) current exercise science and rehabilitation science trends, c.) leadership opportunities in shaping rehabilitation science and exercise science policy, and d.) research-based initiatives new to the rehabilitation and exercise science fields.

Sport Psychology Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced sport psychology and exercise science methodology and techniques including integrated counseling and other sport psychology methodologies.
- Plan and develop various sport psychology, wellness counseling, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to sport psychology.
- Competently describe a variety of current topics and issues related to sport psychology with a focus on a.) federal, state and organization policy, b.) current exercise science and sport psychology trends, c.) leadership opportunities in shaping sport psychology and exercise science policy, and d.) research-based initiatives new to the sport psychology and exercise science fields.

Tactical Strength and Conditioning Concentration Outcomes

- Assess for both routine and extreme demands of tactical professions that influence how to design safe and effective training programs.

- Compile a high performance team (e.g. dietitian, physical therapist, mental performance specialist) to best optimize the tactical athlete's effectiveness.
- Determine biomechanical and metabolic demands placed on tactical professionals due to the unique nature of their professions.
- Assess job relevant physical capabilities of tactical professionals.
- Build exercise programs using warm-up, power, strength, and energy system focused training principles to enhance health and performance needs of tactical professionals.
- Design and implement a comprehensive strength and conditioning program tailored specifically to address the unique needs of a tactical professional.
- Construct training programs to accommodate various sized groups of trainees with variable equipment availability.
- Develop solutions to current performance challenges by applying both relevant research and principles of strength and conditioning.

Wellness and Fitness Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced fitness and exercise science methodology and techniques including integrated functional fitness and other wellness methodologies.
- Plan and develop various fitness, wellness, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to their field of study.
- Competently describe a variety of current topics and issues related to their field of study with a focus on a.) federal, state and organization policy, b.) current exercise science and fitness trends, c.) leadership opportunities in shaping fitness and exercise science policy, and d.) research-based initiatives new to the fitness and exercise science fields.

Wellness Coaching Concentration Outcomes

- Demonstrate an above average ability to implement and apply advanced wellness coaching and exercise science methodology and techniques including integrated functional fitness and other wellness coaching methodologies.
- Plan and develop various fitness, wellness coaching, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to their field of study.
- Competently describe a variety of current topics and issues related to wellness coaching with a focus on a.) federal, state and organization policy, b.) current exercise science and fitness trends, c.) leadership opportunities in shaping fitness and exercise science policy, and d.) research-based initiatives new to the wellness coaching and exercise science fields.

Curriculum Requirements

Core

- EXSC 7000 - Orientation to Exercise Science and Health Promotion **Credit Hours: 3**
- EXSC 7200 - Essentials of Human Movement Science **Credit Hours: 3**
- EXSC 7650 - Nutrition for Peak Performance **Credit Hours: 3**
- EXSC 7700 - Exercise Physiology: Assessment and Exercise Prescription **Credit Hours: 3**
- EXSC 7010 - Advanced Topics in Speed, Agility, and Quickness and Endurance Training **Credit Hours: 3**

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7600 - Leadership and Professional Development **Credit Hours: 3**
- EXSC 6501 - Research Theory in Exercise Science **Credit Hours: 3.00**
- EXSC 6502 - Evaluating Exercise Science Research **Credit Hours: 3**

Total Core Credits Required: 30

Required Advanced

Advanced Golf Performance Concentration, MS

Students will learn to assess and explain common injuries associated with the golf swing, how certain movements put a strain on the body, and ways to improve movement patterns. Students also acquire the skills needed to create and implement comprehensive conditioning programs, as well as nutrition and exercise programs that benefit golfers. Students earn their Performance Enhancement Specialist (PES) Certification from the National Academy of Sports Medicine (NASM).

- EXSC 7040 - Golf Performance Training and Instruction **Credit Hours: 3**
- EXSC 7100 - Performance Enhancement in Physical Activity **Credit Hours: 3**
- EXSC 7440 - Golf Performance Program Design **Credit Hours: 3**
- EXSC 7740 - Current Topics in Golf Performance Training, Fitness and Instruction **Credit Hours: 3**

Concentration Credits Required: 12

Applied Sport Science Concentration, MS

Using the latest research and best practices, students explore sports recovery interventions, motion analysis, injury prevention and more. After a capstone research project and a six-credit internship, students earn their Corrective Exercise Specialist Certification from the National Academy of Sports Medicine (NASM).

- EXSC 7160 - Advanced Techniques in Movement and Recovery **Credit Hours: 3**
- EXSC 7560 - Program Design for Optimizing Human Movement and Recovery **Credit Hours: 3**
- EXSC 7860 - Current Topics in Movement and Recovery Science **Credit Hours: 3**

Concentration Credits Required: 9

Performance Enhancement and Injury Prevention Concentration, MS

Students will focus on the latest research and issues in sports performance training and injury prevention. They become experts in implementing and applying advanced exercise science and injury prevention methodologies and techniques as they relate to flexibility, speed and agility. Students also learn about a variety of current topics and issues related to sport performance training, including government policy and current research. Students earn their Performance Enhancement Specialist (PES) Certification from the National Academy of Sports Medicine (NASM).

- EXSC 7100 - Performance Enhancement in Physical Activity **Credit Hours: 3**
- EXSC 7500 - Performance Enhancement Program Design **Credit Hours: 3**

- EXSC 7800 - Current Topics in Performance Enhancement **Credit Hours: 3**

Concentration Credits Required: 9

Group Fitness Leadership Concentration, MS

Students not only take a scientific approach to the creation and implementation of group exercise classes, they gain insight into current fitness trends, learn how to design a fitness program for the workplace, and the practical aspects of starting and running a business related to performance enhancement and fitness training. A research-based capstone project will further their knowledge in their field of interest.

- EXSC 7170 - Strength and HIIT in Group Fitness Exercise **Credit Hours: 3**
- EXSC 7570 - Cardiovascular and Flexibility Training in Group Fitness Exercise **Credit Hours: 3**
- EXSC 7870 - Key Concepts in Fitness and Wellness **Credit Hours: 3**

Concentration Credits Required: 9

Nutrition Concentration, MS

This degree provides students with state-of-the-science information on advanced nutritional concepts, strategies for changing behavior, applied nutrition for special populations and more. Current topics in nutrition are analyzed and discussed.

- EXSC 7180 - Health Behavior Change in Nutrition Education **Credit Hours: 3**
- EXSC 7580 - Applied Principles of Human Nutrition **Credit Hours: 3**
- EXSC 7880 - Nutrition Through the Lifecycle **Credit Hours: 3**

Concentration Credits Required: 9

Sport Psychology Concentration, MS

The curriculum delivers evidence-based instruction on how to plan and develop various projects that relate to wellness, counseling and sport psychology. Students study the effects of injury, rehabilitation and recovery, explore performance enhancement and intervention methods, and learn how to incorporate referrals into their practice.

- EXSC 7130 - Psychological Perspectives in Sport Performance Enhancement **Credit Hours: 3**
- EXSC 7530 - Psychological Aspects of Sport Injury and Rehabilitation **Credit Hours: 3**
- EXSC 7830 - Special Topics in Sport Psychology **Credit Hours: 3**

Concentration Credits Required: 9

Rehabilitation Science Concentration, MS

Students will learn evidence-based guidelines and effective strategies for musculoskeletal rehabilitation and biomechanical assessment. Highly experienced faculty will serve as mentors as students plan and develop various corrective exercises, protocols and rehabilitation methodologies. They will be expertly trained to be a valuable member of the rehabilitation team in a variety of settings, from athletic training rooms and physical therapy clinics to

chiropractic offices and other treatment settings. Students earn their Corrective Exercise Specialist (CES) Certification from the National Academy of Sports Medicine (NASM).

- EXSC 7120 - Corrective Exercise in Rehabilitation **Credit Hours: 3**
- EXSC 7520 - Corrective Exercise Program Design **Credit Hours: 3**
- EXSC 7820 - Current Topics in Rehabilitation **Credit Hours: 3**

Concentration Credits Required: 9

Tactical Strength and Conditioning Concentration, MS

Tactical strength and conditioning combines theory and practical application. Students learn how to operate within a high-performance team of professionals to generate holistic training solutions that optimize bio-mechanics and metabolic processes geared to the unique challenges of tactical careers. In addition to courses such as designing and implementing tactical strength and conditioning programs, students will complete a research-based course as a capstone and a research paper focused on a personalized area of interest. They will earn their Tactical Strength and Conditioning Specialist Certification from the National Strength and Conditioning Association (NSCA).

- EXSC 7190 - Advanced Techniques in Tactical Strength and Conditioning **Credit Hours: 3**
- EXSC 7590 - Tactical Strength and Conditioning Program Design **Credit Hours: 3**
- EXSC 7890 - Current Topics in Tactical Strength and Conditioning **Credit Hours: 3**

Concentration Credits Required: 9

Wellness and Fitness Concentration, MS

The program introduces students to the revolutionary exercise programming strategies of the Optimum Performance Training (OPT) model. Students learn how this systematic approach to program design uniquely blends the science of acute variables with the concepts of flexibility, core stabilization, balance, reactive training, speed, agility and quickness, and strength training to develop a safe and effective exercise program for all individuals. Students earn their Certified Personal Trainer (CPT) Certification from the National Academy of Sports Medicine (NASM).

- EXSC 7110 - An Integrated Approach to Fitness and Wellness **Credit Hours: 3**
- EXSC 7510 - Program Design in Fitness and Wellness **Credit Hours: 3**
- EXSC 7810 - Current Topics in Fitness and Wellness **Credit Hours: 3**

Concentration Credits Required: 9

Wellness Coaching Concentration, MS

Students build expertise in promoting healthy lifestyles through behavioral changes. Under the supervision of experienced faculty, students build evidence-based coaching competencies that are grounded in the science of positive psychology. They will study current topics in wellness coaching, review current research and develop the skills to foster well-being and prevent or treat diseases. A research-based capstone project provides students with the opportunity to enhance their knowledge on a particular topic. Students are prepared to earn their Certified WellCoach Certification from the WellCoaches School of Coaching, endorsed by the American College of Sports Medicine (ACSM).

- EXSC 7140 - Health and Wellness Coaching Competencies **Credit Hours: 3**

- EXSC 7540 - Health and Wellness Coaching - Facilitating Change **Credit Hours: 3**
- EXSC 7840 - Current Topics in Wellness Coaching **Credit Hours: 3**

Concentration Credits Required: 9

Optional Electives

- EXSC 6290 - Exercise Science Research Project **Credit Hours: 2**
- EXSC 7950 - Grad Exs Sci Internship **Credit Hours: 0 to 6**

Total Number of Credits to Complete the Program: 39 to 45

The Advanced Golf Performance Concentration requires 42 total credits for the program and the Applied Sport Science Concentration requires 45 total credits for the program. Dual concentrations can be achieved at 48 credits or more, depending on the concentrations.

Group Fitness, Post-Baccalaureate Certificate

This Certificate focuses on taking a scientific approach to the creation and implementation of group exercise classes. Students gain insight into current fitness trends, learn how to design a fitness program for the workplace, and the practical aspects of starting and running a business related to performance enhancement and fitness training. A research-based capstone project will further their knowledge in their field of interest.

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply group fitness instruction and exercise science methodology/techniques including integrated functional group fitness and other wellness methodologies.
- Plan and develop various fitness, group fitness, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to group fitness instruction.
- Competently describe a variety of current topics and issues related to group fitness instruction. Current topics may focus on a.) federal, state and organization policy, b.) current exercise science and fitness trends, c.) leadership opportunities in shaping fitness and exercise science policy, and d.) research-based initiatives new to the fitness and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7170 - Strength and HIIT in Group Fitness Exercise **Credit Hours: 3**
- EXSC 7570 - Cardiovascular and Flexibility Training in Group Fitness Exercise **Credit Hours: 3**
- EXSC 7870 - Key Concepts in Fitness and Wellness **Credit Hours: 3**

Total Core Credits Required: 15

Total Number of Credits to Complete the Program: 15

Health Science & Exercise Leadership, Doctorate

The D.H.Sc. program will prepare you to drive the change from America's current "sickness-centric" healthcare to a preventive health and wellness focus. Your degree courses, evidence-based electronic professional portfolio and optional dissertation will position you as a leader in exercise, fitness and wellness throughout Pennsylvania and across the United States.

Advisement Sheet

Student Learning Outcomes

- The DHSc candidate will synthesize adult learning theories into a working framework of instruction.
- Bridging theory into practice the DHSc candidate will use his/her leadership skills and abilities to create and execute a service-learning project.
- The DHSc candidate will compile, and synthesize original research to solve contemporary health, exercise, wellness, and fitness problems.
- Develop proficiency in assembling, synthesizing, and delivering information and knowledge using technology, media, and other information services.

Curriculum Requirements

Core

- EXSC 8040 - Evidence-Based Practice Theory **Credit Hours: 3**
- EXSC 8050 - Health Promotion and Wellness for the Individual **Credit Hours: 3**
- EXSC 8060 - Community and Corporate Wellness **Credit Hours: 3**
- EXSC 8250 - Research Methods in Exercise Science I **Credit Hours: 3**
- EXSC 8260 - Research Methods in Exercise Science II **Credit Hours: 3**
- EXSC 8300 - Leadership in Wellness Education and Professional Practice **Credit Hours: 3**
- EXSC 8350 - Values, Ethics and the Promotion of Health and Wellness **Credit Hours: 3**
- EXSC 8450 - Advance Delivery Techniques and Technology **Credit Hours: 3**
- EXSC 8500 - Theories and Foundations of Adult Learning **Credit Hours: 3**
- EXSC 8510 - Learning Concepts for the Adult Learner **Credit Hours: 3**
- EXSC 8520 - Curriculum and Course Design **Credit Hours: 3**
- EXSC 8990 - Evidence Based Project Seminar **Credit Hours: 3**
- EXSC 9150 - Evidence-Based Professional Portfolio I **Credit Hours: 3**
- EXSC 9250 - Evidence-Based Professional Portfolio II **Credit Hours: 3**
- EXSC 9500 - Evidence-Based Professional Portfolio III **Credit Hours: 3**
- EXSC 9000 - Dissertation **Credit Hours: 5**
- EXSC 9010 - Dissertation Continuation **Credit Hours: 1 TO 3**

Total Core Credits Required:

Related Electives

*The DHSc candidate will take either EXSC 7600 or the free elective based on an advisement session with the program coordinator/advisor

- EXSC 7600 - Leadership and Professional Development **Credit Hours: 3 ***

Total Number of Credits to Complete the Program: 48 (53 With Optional Dissertation 53)

Intercollegiate Athletic Administration, Post-Baccalaureate Certificate

The sport management studies curriculum was created especially for presentation via the Internet. Sport management theory and principles are presented with streaming video, narrated PowerPoint presentations and online forums. Threaded discussion groups, chat rooms and email allow the cohorts to communicate and interact, adding unique insight into the discussion. Students have the option of completing the generalist concentration, the intercollegiate athletic administration concentration, or the strategic sport analysis concentration. Program length is approximately 13 consecutive months, with new cohorts beginning in January and July. Cohorts of approximately 35 students each learn and communicate online and regularly function as a group of interactive peers. This virtual community creates a lively and dynamic educational experience that enriches the collaborative skills essential for success in the sport industry. Students are eligible for a graduate certificate of 12 credits in intercollegiate athletic administration. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Advisement Sheet

Student Learning Outcomes

- Analyze the power and politics of sport organizations.
- Analyze a sport governance body's authority, organizational structure and function to various constituencies.
- Contrast the difference in structure and the effectiveness between the NCAA and NAIA.
- Analyze the theory behind compliance of rules and regulations in an intercollegiate athletic program.
- Theorize implementation strategies for the development of a comprehensive compliance program within an athletic department.
- Evaluate the effectiveness of various institutional controls put in place by selected intercollegiate athletic department.
- Develop a logistical plan for organizing and managing gender equity within an intercollegiate athletic department.
- Evaluate the law as it applies to athletics.
- Theorize implementation strategies for attaining an organizational design for human resource management in an intercollegiate athletic department.

Curriculum Requirements

Core

- SPT 7900 - Sport Governance **Credit Hours: 3**
- SPT 7910 - Sport Compliance **Credit Hours: 3**
- SPT 7920 - Legal Asp Equity Athletics **Credit Hours: 3**
- SPT 7930 - Dev Human Resource Str Athleti **Credit Hours: 3**

Total Core Credits Required: 12

Total Number of Credits to Complete the Program: 12

Legal Studies, MS

The MS Legal Studies is designed to provide students with critical thinking, problem solving, communication, and informational literacy skills, through the general study of legal theories, ethics, reasoning and principles, all within the context of public policy. Skills acquired in this program are applicable to a wide array of careers in law, government, paralegalism, court systems, law enforcement, military, national security, business, human resources, and social work as students learn how law impacts public policy, the culture, the individual, the community, and the workplace.

Advisement Sheet

Student Learning Outcomes

- Students will demonstrate problem solving and/or critical thinking skills in accordance with the principles of legal reasoning and legal analysis.
- Students will correctly identify the ethical considerations inherent in legal and public-policy decision-making.
- Students will effectively write about the law and its implications from various public policy perspectives.
- Students will comprehensively evaluate the legal resources used in addressing legal and public policy problems.

Curriculum Requirements

Core

- LAW 6000 - Law and Public Policy **Credit Hours: 3**
- LAW 6001 - Law, Civil Liberties and the Constitution **Credit Hours: 3**
- LAW 6002 - Law and Legal Method **Credit Hours: 3**
- LAW 6003 - Law and Civil Litigation **Credit Hours: 3**
- LAW 6004 - Law and Administration Agencies **Credit Hours: 3**
- LAW 6005 - Law, Business and the Workplace **Credit Hours: 3**

Total Core Credits Required: 18

Related Electives

Take any four courses

- LAW 7100 - Law and Ethics **Credit Hours: 3**

- LAW 7110 - Law, Justice and the Family **Credit Hours: 3**
- LAW 7120 - Law and the Environment **Credit Hours: 3**
- LAW 7200 - Law and Public Policy of Sexual Offenses **Credit Hours: 3**
- LAW 7210 - Law and Public Policy of Forensics **Credit Hours: 3**
- LAW 7300 - International Law **Credit Hours: 3**
- LAW 7310 - Law and Public Policy of National Security **Credit Hours: 3**
- LAW 7320 - Law and Public Policy of Intelligence in National Security **Credit Hours: 3**
- LAW 7330 - Law and Public Policy of Terrorism and Political Violence **Credit Hours: 3**
- CRS 7400 - Law and Conflict Resolution **Credit Hours: 3**

Total Elective Credits Required: 12

Total Number of Credits to Complete the Program: 30

Library Science, MSLS

Pennsylvania Western University - Clarion's Master of Science in library and information science program was the first of its kind in the Pennsylvania State System of Higher Education. At PennWest - Clarion, students earn the American Library Association accredited M.S.L.S degree in the popular online format. Students may earn their degree on a full-time or part-time basis and may begin taking classes during the fall, spring, or summer semesters. The future goals of the students in this program will vary. Within the M.S.L.S. degree, the following optional concentrations are available: reference and user services, local and archival studies and school library media.

Advisement Sheet MSLS Library Sciences

Advisement Sheet MSLS Library Sciences Local and Archival Studies Concentration

Advisement Sheet MSLS Library Sciences Reference and User Services Concentration

Advisement Sheet MSLS Library Sciences School Librarianship Concentration

Student Learning Outcomes

- Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession.
- Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.
- Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers.
- Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers.
- Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.
- Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field.

- Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.
- Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools.

Curriculum Requirements

Core

- INFO 5000 - Introduction to the Information Professions **Credit Hours: 3**
- INFO 5100 - Reference Sources and Services **Credit Hours: 3**
- INFO 5300 - Organization of Information **Credit Hours: 3**
- INFO 5410 - Integrated Technologies in Libraries **Credit Hours: 3**
- INFO 7810 - Management of Libraries and Information Agencies **Credit Hours: 3**

Total Core Credits Required: 15

Required Advanced

MSLS No Concentration

Related Electives **Credit Hours: 21**

Related Elective Credits Required: 21

MSLS Local and Archival Studies Concentration

PennWest - Clarion's M.S.L.S. with a concentration in local and archival studies provides students with theories and applications of appraising, arranging, describing, cataloging, preserving, and managing collections for a variety of cultural heritage settings. Workflows of digital formats and metadata creation for public access and reference work are a key component of courses, particularly in the areas of history, genealogy, and digital humanities.

- INFO 5600 - Archival Management for Small Repositories **Credit Hours: 3**
- INFO 5610 - Preservation and Conservation for Libraries and Archives **Credit Hours: 3**
- or
- INFO 6320 - Digital Preservation **Credit Hours: 3**
- INFO 6120 - Reference Services for Genealogy and Local History Collections **Credit Hours: 3**
- INFO 6310 - Digital Libraries **Credit Hours: 3**
- INFO 6600 - Metadata for Cultural Heritage Institutions **Credit Hours: 3**
- INFO 7600 - Field Experience in Archival Studies **Credit Hours: 3**

Concentration Credits Required: 18

MSLS Reference and User Services Concentration

PennWest - Clarion's M.S.L.S. with a concentration in reference and user services provides students with a skill set necessary to provide instruction and information services for patrons in all types of libraries. Students master skills in the areas of general reference sources and services, instructional design and delivery, specialized sources and services such as business sources, government information, resources in the humanities, and resources in the social sciences.

- INFO 5120 - Instructional Strategies for Librarians and Information Professionals **Credit Hours: 3**
- INFO 5130 - Business Reference **Credit Hours: 3**
- INFO 5430 - Online Information Retrieval **Credit Hours: 3**
- INFO 6100 - Advanced Reference **Credit Hours: 3**

Concentration Credits Required: 12

MSLS School Librarianship Concentration

PennWest - Clarion's M.S.L.S. with a concentration in school library media consists of courses that prepare students to be school librarians but does not grant actual school library media certification. A student wishing to obtain Pennsylvania Library Science Certification for K-12 who holds a valid Pennsylvania teaching certificate can complete the M.S.L.S. school library media and then check with the Pennsylvania Department of Education for additional certification requirements. Students from other states should check with their state department of education to determine certification requirements.

- INFO 5510 - Libraries, Literature and the Child **Credit Hours: 3**
- INFO 5520 - Libraries, Literature and Young Adults **Credit Hours: 3**
- INFO 5400 - Applying Web Technologies in Libraries **Credit Hours: 3**
- INFO 5900 - School Librarianship **Credit Hours: 3**
- INFO 7820 - Management of the School Library **Credit Hours: 3**

Concentration Credits Required: 15

Related Electives

Number of related elective credits required depends on concentration (or no concentration selected).

- INFO 5010 - Special Topics **Credit Hours: 3**
- INFO 5020 - Independent Study **Credit Hours: 3**
- INFO 5030 - Fitting In: Information Professions in Context **Credit Hours: 3**
- INFO 5040 - Developing Library Collections **Credit Hours: 3**
- INFO 5100 - Reference Sources and Services **Credit Hours: 3**
- INFO 5110 - Genre Fiction and Reader's Advisory **Credit Hours: 3**
- INFO 5120 - Instructional Strategies for Librarians and Information Professionals **Credit Hours: 3**
- INFO 5130 - Business Reference **Credit Hours: 3**
- INFO 5140 - Multicultural Sources and Services **Credit Hours: 3**
- INFO 5200 - Public Libraries in Rural America **Credit Hours: 3**
- INFO 5210 - Issues in Urban Librarianship **Credit Hours: 3**
- INFO 5220 - Adult Programming for Public Libraries **Credit Hours: 3**
- INFO 5230 - Informal Learning in Information Organizations **Credit Hours: 3**

- INFO 5400 - Applying Web Technologies in Libraries **Credit Hours: 3**
- INFO 5420 - Database Management **Credit Hours: 3**
- INFO 5430 - Online Information Retrieval **Credit Hours: 3**
- INFO 5500 - Introduction to Youth Services **Credit Hours: 3**
- INFO 5510 - Libraries, Literature and the Child **Credit Hours: 3**
- INFO 5520 - Libraries, Literature and Young Adults **Credit Hours: 3**
- INFO 5600 - Archival Management for Small Repositories **Credit Hours: 3**
- INFO 5610 - Preservation and Conservation for Libraries and Archives **Credit Hours: 3**
- INFO 5620 - History of Books and Printing **Credit Hours: 3**
- INFO 5630 - Cultural Heritage Informatics **Credit Hours: 3**
- INFO 5800 - Ethical Leadership in the Information Age **Credit Hours: 3**
- INFO 5810 - Library Marketing and the Community **Credit Hours: 3**
- INFO 5900 - School Librarianship **Credit Hours: 3**
- INFO 6010 - Grant Writing for Library and Information Centers **Credit Hours: 3**
- INFO 6100 - Advanced Reference **Credit Hours: 3**
- INFO 6120 - Reference Services for Genealogy and Local History Collections **Credit Hours: 3**
- INFO 6300 - Cataloging and Classification **Credit Hours: 3**
- INFO 6310 - Digital Libraries **Credit Hours: 3**
- INFO 6320 - Digital Preservation **Credit Hours: 3**
- INFO 6330 - Electronic Resource Management **Credit Hours: 3**
- INFO 6340 - Indexing in the Digital Age **Credit Hours: 3**
- INFO 6400 - Information Seeking Behavior and User Interface Design **Credit Hours: 3**
- INFO 6510 - Information Behavior of Children and Youth **Credit Hours: 3**
- INFO 6600 - Metadata for Cultural Heritage Institutions **Credit Hours: 3**
- INFO 6700 - Academic Librarianship **Credit Hours: 3**
- INFO 6710 - Research Methodologies in Library Science **Credit Hours: 3**
- INFO 6800 - Evaluation and Assessment of Library and Information Services **Credit Hours: 3**
- INFO 7000 - Field Experience **Credit Hours: 3**
- INFO 7600 - Field Experience in Archival Studies **Credit Hours: 3**
- INFO 7820 - Management of the School Library **Credit Hours: 3**

Total Number of Credits to Complete the Program: 36

Nursing, Administration and Leadership Concentration, MSN

MSN in Nursing Administration and Leadership Program Description The Master of Science in Nursing (MSN degree) in Nursing Administration and Leadership is designed for those who have already obtained a baccalaureate degree in nursing. The MSN program is intended for nurses who: 1. Currently hold administrative or leadership positions and wish to complement their experience through advancing their education formally, and 2. Wish to gain knowledge and skills needed to expand their career options in the area of nursing administration and leadership in a variety of healthcare settings. Upon completion of the MSN in Nursing Administration and Leadership program, graduates will be eligible academically to take one of the national certification exams for nurse administration offered by the American Organization of Nurse Executives (AONE) or the American Nurses Credentialing Center (ANCC).

Advisement Sheet

Student Learning Outcomes

- Integrate competencies associated with critical thinking, communication, leadership and management, and nursing research to develop and facilitate systems for the provision of culturally competent and safe patient care.
- Design, implement, analyze, and evaluate complex interdisciplinary, multicultural healthcare delivery systems.
- Apply and integrate specialized knowledge related to organization and management theory, economics, human resources, professional standards, ethical guidelines, and legal and regulatory aspects in the management and leadership role within interdisciplinary, multicultural healthcare delivery systems.
- Develop, implement, and evaluate effective communication systems and processes in interdisciplinary, multicultural healthcare delivery systems.
- Manage the delivery of healthcare through collaboration with nurses, other health professionals, and consumers of healthcare.
- Create strategies that promote the well-being of individuals, families, culturally diverse groups, vulnerable populations, and communities.

Admissions Requirements

MSN Programs in Nursing Administration & Leadership

- Bachelor of Science in Nursing degree (BSN) with a GPA of 3.00 or higher in the undergraduate nursing degree or in the last 60 credits completed (Students with a GPA below 3.00 may apply for conditional admission)
- Official transcripts from an accredited BSN program
- Unencumbered RN licensure in the state in which the applicant is employed in nursing
- Current Resume indicating at least one year of experience working in nursing, preferably nursing management for the Nursing Administration & Leadership program
- An essay to include career goals and objectives as well as a description of how the student plans to use the MSN degree

International Global Online Applicants

- Scholastic record must be comparable to that reflected by a 3.00 GPA verified with official transcripts and applicant needs to be licensed in their country of residence
- Applicants must submit a credential evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) for nursing course work and World Education Services (WES) for non-nursing course work

Conditional Admission Requirements

Conditional Admission may be granted with the following modifications of the Regular Admissions Requirements. Those admitted conditionally based on missing document/s or pre/co-requisites, have up to a maximum of two semesters to satisfy these requirements:

- Bachelor's degree with a GPA under 3.00 will be reviewed for a decision
- Unofficial transcripts
- Deficiencies in Pre/Co-requisite Courses (up to two maximum semesters to satisfy the deficiencies)

Pre/Co-Requisite Courses

Applicants may remove deficiencies in the following pre/co-requisite courses at Penn West or another accredited institution prior to regular admission or after conditional admission

- 3 credits Statistics

Curriculum Requirements

Core

- NURS 6010 - Theory and Research in Nursing **Credit Hours: 3**
- NURS 6012 - Health Policy in Nursing **Credit Hours: 3**
- NURS 6013 - Information Systems in Healthcare Organization **Credit Hours: 3**
- NURS 6014 - Population Health Promotion and Disease Prevention **Credit Hours: 3**

Total Core Credits Required: 12

Required Advanced

- NURS 7110 - Nursing Organization and Leadership Theory **Credit Hours: 3**
- NURS 7120 - Nursing Administration and Leadership Role **Credit Hours: 3**
- NURS 7140 - Legal Aspects of Healthcare Administration **Credit Hours: 3**
- NURS 7150 - Financial Management in Nonprofit Healthcare **Credit Hours: 3**
- NURS 7155 - Nursing Administration Role Practicum **Credit Hours: 6**

Required Advanced Credits Required: 18

Total Number of Credits to Complete the Program: 30

Nursing, DNP

The DNP program curriculum is designed to build on the foundational competencies of the MSN-prepared advance practice or professional nurse. For example, a course in nursing research at the master's level serves as the foundation for NURS 8088: Analytical Methods of Evidence Based Practice; and nursing theory serves as the foundation for NURS 8066: Leading Nursing in Health Care Systems. Likewise, courses within the DNP curriculum are sequenced to prepare students with increasingly complex skill sets in data acquisition, analysis, and practice application that align with the AACN DNP Essentials (2006), NONPF (2012)

The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)

Advisement Sheet

Student Learning Outcomes

- Apply clinical Scholarship through advanced nursing practice within complex health systems.

- Design, implement, analyze, and disseminate research that translates evidence to practice.
- Demonstrate advanced leadership skills for empowering and influencing others to bring about change.
- Utilize information and management systems to support evidence-based practice.
- Establish inter-professional relationships to provide comprehensive delivery of advanced practice nursing.

Admissions Requirements

The Clarion and Edinboro Universities' Doctor of Nursing Practice (DNP) program is a 27-credit program. Courses can be taken part-time over 5 semesters in an online format. Students will be admitted in cohorts and begin courses in May each year. The program is designed to be flexible, affordable and professionally rewarding. The online, part-time structure accommodates employment as an advanced practice nurse while pursuing the DNP, thus easing the financial burden.

DNP Admission Requirements

Students must hold a Master's degree from a nationally accredited program. Eligible Master's degrees include: MSN, MBA, and MHSc. Master's Degrees in other disciplines will be considered. Those applicants with a Master's Degree other than the MSN must also have a BSN. Eligible applicants may be educated in direct care roles such as nurse practitioner, nurse anesthetist, clinical specialist, and nurse midwife; or may practice in roles such as nurse administration (leadership), nursing informatics, or nurse education.

The student must also meet the following requirements:

1. Completed online application form
2. Non-refundable application fee (\$40 payable at the time of online application submission)
3. Official transcripts from all undergraduate and graduate institutions attended
4. *Bachelor of Science in Nursing (BSN) or other bachelor's degree from an accredited program with a GPA of 3.25 or higher (Applicants must have at least one degree in nursing, either a BSN, BSN equivalent, or a Master of Science in Nursing (MSN). Applicants with only a diploma degree in nursing or ASN cannot be accepted).
5. *MSN or other master's degree from an accredited program with a GPA of 3.25 or higher (Applicants with a master's degree other than nursing may require additional coursework prior to enrollment, as determined by a review of official transcripts)
6. A graduate course in research with a grade of "B" or higher or successful completion of graduate thesis (Completion of a graduate level capstone project will be considered upon review of the project)
7. Two professional recommendations; excluding peer reference
8. Resume/CV
9. Current unencumbered licenses as a Registered Nurse
10. Written documentation of completed clinical hours in a master's program (DNP degree requires a total of 1000 hours of clinical time between the master's and doctoral programs)
11. A type-written 1-2 page personal statement describing your learning goals and a telephone interview

**Current MSN-FNP students or students who are currently completing a Master's Degree in another discipline:*

- *Admission can be granted to students who are in the process of earning their Master's Degrees. Admission is provisional and is contingent upon graduation from their Master's degree program during the first semester in the DNP program.*

This program is 27 credits post-masters to DNP completion.

Application Deadline: Accepting applications until all seats are full. Classes begin May annually.

Curriculum Requirements

Core

- NURS 8066 - DNP Leadership **Credit Hours: 3**
- NURS 8077 - Information Management in Health Care **Credit Hours: 3**
- NURS 8088 - Analytical Methods of Evidenced-Based Practice **Credit Hours: 3**
- NURS 8099 - Advanced Topics in Population Health **Credit Hours: 3**
- NURS 8100 - Advanced Care of the Individual and Family **Credit Hours: 3**

Total Core Credits Required: 15

Required Advanced

- NURS 8950 - Doctor of Nursing Practice Internship I **Credit Hours: 3**
- NURS 8951 - Doctor of Nursing Practice Internship II **Credit Hours: 3**
- NURS 9990 - Doctor of Nursing Practice Project **Credit Hours: 3**
- NURS 8949 - Clinical Internship Electives **Credit Hours: 1 TO 12**

Total Advanced Credits Required: 12

Total Number of Credits to Complete the Program: 27

Nursing, Family Nurse Practitioner concentration, MSN

The Master of Science in Nursing (MSN) program prepares graduates for entry into practice as family nurse practitioners. Options include the MSN degree, PostMaster's Certificate, and Second Master's degree. The FNP-MSN degree is 49 semester hours in length and includes 518 hours of clinical practice. FNP graduates are prepared to provide primary care and are eligible to apply for legal certification as family nurse practitioners after passing professional certification exams through either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Courses are delivered online with the potential expectation of skills workshops on campus as available.

Advisement Sheet

Student Learning Outcomes

- Synthesize established and evolving knowledge from nursing, the sciences, and humanities into advanced practice nursing.
- Incorporate professional/legal standards and moral/ethical values into a culturally sensitive practice.
- Provide advanced nursing practice that reflects critical thinking and effective interpersonal and communication skills.
- Appraise and assimilate theory and scientific evidence to investigate and evaluate practice based issues.
- Demonstrate awareness and responsiveness to systems-based practice through advocacy, collaboration, and effective use of resources.

Curriculum Requirements

Core

- NURS 6011 - Advanced Concepts in Pathophysiology **Credit Hours: 3**
- NURS 6022 - Pharmacology Applications **Credit Hours: 3**
- NURS 6099 - Advanced Evidence Based Practice **Credit Hours: 3**
- NURS 6111 - Family Nurse Practitioner Role Transition **Credit Hours: 2**
- NURS 6122 - Clinical Diagnostics **Credit Hours: 1**
- NURS 6144 - Health Promotion-Family and Community Perspectives Health Promotion-Family and Community Prospective **Credit Hours: 3**

Total Core Credits Required: 15

Required Advanced

- NURS 6155 - Advanced Health Assessment **Credit Hours: 4**
- NURS 6166 - Adv Health Assess Practicum **Credit Hours: 3**
- NURS 6266 - Primary Care I **Credit Hours: 3**
- NURS 6277 - Primary Care I Practicum **Credit Hours: 3**
- NURS 6366 - Pediatric Primary Care **Credit Hours: 3**
- NURS 6377 - Pediatric Primary Care Practicum **Credit Hours: 3**
- NURS 6455 - Nursing and Health Policy **Credit Hours: 2**
- NURS 6466 - Women's Health/Gender Related Care **Credit Hours: 3**
- NURS 6477 - Women's Health/Gender Related Care Practicum **Credit Hours: 3**
- NURS 6566 - Primary Care II **Credit Hours: 3**
- NURS 6577 - Primary Care II Practicum **Credit Hours: 4**

Total Advanced Credits Required: 34

Total Number of Credits to Complete the Program: 49

Nutrition, Post Baccalaureate Certificate

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced nutrition and exercise science methodology and techniques including nutrition performance programs and other nutrition counseling methodologies.
- Plan and develop various nutrition and sport performance nutritional program design projects including program elements, rationale, innovative design, and supporting research related to their field of study.
- Competently describe a variety of current topics and issues related to nutrition and sports nutrition with a focus on a.) federal, state and organization policy, b.) current exercise science and nutrition trends, c.)

leadership opportunities in shaping nutrition and exercise science policy, and d.) research-based initiatives new to the nutrition and exercise science fields.

Curriculum Requirements

Required Courses

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7180 - Health Behavior Change in Nutrition Education **Credit Hours: 3**
- EXSC 7580 - Applied Principles of Human Nutrition **Credit Hours: 3**
- EXSC 7880 - Nutrition Through the Lifecycle **Credit Hours: 3**

Total Number of Credits to Complete the Program: 15

Total Number of Credits to Complete the Program: 15

Performance Enhancement & Injury Prevention, Post-Baccalaureate Certificate

This Certificate focuses on the latest research and issues in sports performance training and injury prevention. Students become experts in implementing and applying advanced exercise science and injury prevention methodologies and techniques as they relate to flexibility, speed and agility. Students also learn about a variety of current topics and issues related to sport performance training, including government policy and current research.

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced sport performance enhancement and exercise science methodology and techniques including integrated functional training and other injury prevention methodologies.
- Plan and develop various performance enhancement, injury prevention, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to sport performance training and injury prevention.
- Competently describe a variety of current topics and issues related to sport performance training with a focus on a.) federal, state and organization policy, b.) current exercise science and sport performance enhancement trends, c.) leadership opportunities in shaping performance training, injury prevention and exercise science policy, and d.) research-based initiatives new to sport performance training and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7100 - Performance Enhancement in Physical Activity **Credit Hours: 3**

- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7500 - Performance Enhancement Program Design **Credit Hours: 3**
- EXSC 7800 - Current Topics in Performance Enhancement **Credit Hours: 3**

Total Core Credits Required: 15

Total Number of Credits to Complete the Program: 15

Principal K-12 certification only, Post Master's Certificate

The administrative program for principal certification program is a certification-only track for those who have previously obtained a master's degree and are seeking principal certification. The coursework and related experiences prepare the candidate to promote the success of all students by becoming a building level leader within the K-12 school system. "Leadership for Student Achievement" is the common thread throughout the program. Upon successful completion of the program, individuals will make application for PA Principal K-12 certification.

Advisement Sheet

Student Learning Outcomes

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP Building Level Standard 1, 2018).
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms (NELP Building Level Standard 2, 2018).
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (NELP Building Level Standard 3).
- Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (NELP Building Level Standard 4, 2018).
- Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community (NELP Building Level Standard 5, 2018).
- Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations (NELP Building Level Standard 6, 2018).
- Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning (NELP Building Level Standard 7, 2018).
- Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school (NELP Building Level Standard 8, 2018).

Admissions Requirements

- Complete the online application.

- Pay the application fee.
- Bachelor's Degree in Education and Certification in Education preferred.
- Master's degree in education or related field required.
- Provide an official transcript verifying an earned baccalaureate degree and earned master's degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher (Students with a GPA below 3.00 may apply for conditional admission).
- Provide verification of three years of professional certificated service or three years of relevant professional experience in an educational setting that is related to the instructional process (as verified by PDE) prior to acceptance.
- Submit copy of professional certificate.
- A current resume or curriculum vitae.
- Complete the required writing sample answering the question, Why have you chosen to be an educational leader?
- If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible).
- At the completion of the program, the graduate student is required to pass the current PDE required PRAXIS assessment and make application for certification to PDE.
- The graduate student shall also submit the appropriate form to program coordinator indicating application for certification has been completed.

Curriculum Requirements

Required Advanced

- EDLR 6000 - Foundations of Educational Leadership **Credit Hours: 3**
- EDLR 6100 - Educational Leadership Theory and Practice **Credit Hours: 3**
- EDLR 6200 - Curriculum Leadership **Credit Hours: 3**
- EDLR 6300 - Legal Aspects of Educational Leadership **Credit Hours: 3**
- EDLR 6400 - School and Community Relations **Credit Hours: 3**
- EDLR 6500 - Instructional Leadership **Credit Hours: 3**
- EDLR 6600 - Elementary Principal Internship **Credit Hours: 3**
- EDLR 6700 - Secondary Principal Internship **Credit Hours: 3**

Total Advanced Credits Required: 24

Total Number of Credits to Complete the Program: 24

Curriculum Requirements

Professional Accountancy, Macc

The Macc program at Penn West University is a specialized, graduate level program, which aims to provide accountants with the necessary skills to thrive in the accounting profession, whether it be in public, private or governmental practice. The program curriculum expands upon the skills learned at the undergraduate level to incorporate professional research and utilizing popular tools of the profession.

Advisement Sheet

Student Learning Outcomes

- Utilize relevant accounting technology to solve various accounting problems, both independently and as part of a team.
- Calculate audit risk by applying relevant analytical procedures.
- Conduct an audit in accordance with generally accepted auditing standards.
- Identify reporting issues of multi-national companies.

Curriculum Requirements

Core

- ACC 6100 - Financial Accounting Research **Credit Hours: 3**
- ACC 6200 - Federal Tax Research **Credit Hours: 3**
- ACC 6300 - Problems in Auditing & Regulation **Credit Hours: 3**
- ACC 6400 - Strategic Cost Management **Credit Hours: 3**
- ACC 6500 - Data Analytics **Credit Hours: 3**
- ACC 6600 - Public Accounting **Credit Hours: 3**
- ACC 6700 - Business Law-Tax & Securities **Credit Hours: 3**

Total Core Credits Required: 21

Elective Advanced

Choose 9 Credits:

- ACC 7310 - Advanced Auditing **Credit Hours: 3**
- ACC 7320 - Auditing Systems & Internal Auditing **Credit Hours: 3**
- ACC 7330 - Advanced Forensic Accounting & Litigation Support **Credit Hours: 3**
- ACC 7210 - Tax Practice Management **Credit Hours: 3**
- ACC 7220 - Advanced Entity Taxation & Reporting **Credit Hours: 3**
- ACC 7230 - Advanced Tax Planning **Credit Hours: 3**

Total Elective Credits Required: 9

Total Number of Credits to Complete the Program: 30

Reading Specialist Certification

The reading specialist certificate program prepares competent, highly qualified literacy specialists by enhancing the knowledge and professional practices of certified classroom teachers for work in all educational settings to extend the literacy achievement of all students PK- 12. It affords practitioners the opportunity to broaden their understanding of culturally and linguistically relevant evidence-based literacy curricula, instruction, assessment, leadership, and evaluation that are responsive to social, cultural, cognitive, and linguistic diversity, to make literacy accessible for all learners in various settings.

Introduction

- READ 7000 - Foundations of Structured Literacy **Credit Hours: 3**

Core

- READ 7010 - Literacy Assessment and Instruction **Credit Hours: 3**
- READ 7020 - Designing Research-Based Curriculum for Literacy Environments **Credit Hours: 3**
- READ 7030 - The Reading Brain: Strategies for Diverse Learners **Credit Hours: 3**
- READ 7040 - Fundamentals of Phonics **Credit Hours: 3**

Required Advanced

- READ 7178 - Practicum I Assessment and Analysis **Credit Hours: 3**
- READ 7179 - Practicum II Instruction **Credit Hours: 3**

Total Number of Credits to Complete the Program: 21

Reading Specialist, MEd

The Reading Specialist Master of Education program prepares competent, highly qualified literacy specialists by enhancing the knowledge and professional practices of certified classroom teachers for work in all educational settings to extend the literacy achievement of all students PK- 12. It affords practitioners the opportunity to broaden their understanding of culturally and linguistically relevant evidence-based literacy curricula, instruction, assessment, leadership, and evaluation that are responsive to social, cultural, cognitive, and linguistic diversity, to make literacy accessible for all learners in various settings.

Advisement Sheet MED Reading Specialist - Literacy Specialist Concentration

Advisement Sheet MED Reading Specialist - Dyslexia Interventionist Concentration

Student Learning Outcomes

- Candidates demonstrate knowledge of and apply major theoretical, conceptual, historical, and culturally and linguistically relevant evidence-based foundations of literacy (including components of reading, writing development, writing processes and foundational skills) and language (including language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) along with an understanding of how to integrate the new literacies and digital learning to influence literacy development across the grades and in the academic disciplines to effectively teach diverse learners.
- Candidates use foundational knowledge to select, design, critique, adapt, evaluate, and implement evidence-based, literacy curricula, instructional strategies, supplemental and intervention approaches, and programs

- (components of a comprehensive, aligned, and integrated literacy curriculum) that are responsive to social, cultural, cognitive, and linguistic diversity, to meet the needs of all learners in various settings, especially those who experience difficulty with literacy.
- Candidates select, utilize, analyze, and interpret a variety of valid, reliable, fair, and appropriate assessments aligned with current research to screen, diagnose, and to comprehensively monitor and measure the literacy achievement of diverse learners across multiple field-based experiences to implement data-driven and evidence-based literacy instruction and interventions.
 - Candidates engage in multiple field-based experiences in which they work with individual and small groups of students, and coach peers and experienced colleagues at various grade levels, as they assess students' literacy achievement, develop literacy intervention plans, implement instructional practices, create supportive literacy learning environments, and assess impact on student learning through data- and evidence-based instructional strategies designed to meet the developmental needs of diverse learners.

Curriculum Requirements

Intro

- READ 7000 - Foundations of Structured Literacy **Credit Hours: 3**

Core

- READ 7010 - Literacy Assessment and Instruction **Credit Hours: 3**
- READ 7020 - Designing Research-Based Curriculum for Literacy Environments **Credit Hours: 3**
- READ 7030 - The Reading Brain: Strategies for Diverse Learners **Credit Hours: 3**
- READ 7040 - Fundamentals of Phonics **Credit Hours: 3**

Total Core Credits Required: 12

Required Advanced

Reading Specialist, Dyslexia Interventionist Concentration, MEd

*cognate courses

- READ 7070 - Advanced Structured Language Teaching Practicum **Credit Hours: 6 ***
- SPED 7070 - Advanced Structured Language Teaching Practicum, Part I **Credit Hours: 3 ***
- READ 7080 - Advanced Structured Language Teaching Practicum, Part II **Credit Hours: 3 ***
- SPED 7080 - Advanced Structured Language Teaching Practicum, Part II **Credit Hours: 3 ***

Concentration Credits Required: 6

Reading Specialist, Literacy Specialist Concentration, MEd

- READ 7178 - Practicum I Assessment and Analysis **Credit Hours: 3**
- READ 7179 - Practicum II Instruction **Credit Hours: 3**

Concentration Credits Required: 6

Related Electives

- READ 7158 - Literacy Leadership **Credit Hours: 3**
- READ 7168 - Disciplinary Literacy **Credit Hours: 3**
- READ 7300 - Research in the Science of Reading **Credit Hours: 3**
- READ 7290 - Assistive Technology in Literacy Instruction **Credit Hours: 3**
- READ 7260 - The Reading Brain and Evidence-Based Instruction **Credit Hours: 3**
- READ 7250 - Psychology of Reading **Credit Hours: 3**
- READ 7050 - Introduction to Dyslexia and Dyslexia Intervention **Credit Hours: 3**
- SPED 7050 - Introduction to Dyslexia and Dyslexia Instruction **Credit Hours: 3**
- SPED 7060 - Assistive Technology in Literacy Instruction **Credit Hours: 1**
- SPED 7063 - Written and Visual Expression for Exceptional Readers **Credit Hours: 1**
- SPED 7065 - Evidence-Based Instructional Design for Exceptional Readers **Credit Hours: 1**

Total Number of Credits to Complete the Program: 30

Rehabilitation Science, Post-Baccalaureate Certificate

This Certificate focuses on students learning evidence-based guidelines and effective strategies for musculoskeletal rehabilitation and biomechanical assessment. Highly experience faculty will serve as mentors as students plan and develop various corrective exercises, protocols and rehabilitation methodologies. Students will be expertly trained to be a valuable member of the rehabilitation team in a variety of settings, from athletic training rooms and physical therapy clinics to chiropractic offices and other treatment settings.

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced rehabilitation science methodology and techniques including integrated corrective exercise protocols and other rehabilitation methodologies.
- Plan and develop various corrective exercise and rehabilitation science program design projects including program elements, rationale, innovative design, and supporting research related to rehabilitation science.
- Competently describe a variety of current topics and issues related to rehabilitation science with a focus on a.) federal, state and organization policy, b.) current exercise science and rehabilitation science trends, c.) leadership opportunities in shaping rehabilitation science and exercise science policy, and d.) research-based initiatives new to the rehabilitation and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7120 - Corrective Exercise in Rehabilitation **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7520 - Corrective Exercise Program Design **Credit Hours: 3**
- EXSC 7820 - Current Topics in Rehabilitation **Credit Hours: 3**

Total Number of Credits to Complete the Program: 15

School Psychology, EdS Certification

The Educational Specialist Degree in School Psychology is a 67 credit program of study. The first 30-credits of this 3-year program results in a M.Ed. in School Psychology (see School Psychology, M.Ed. program for first 30-credit course requirements). Then candidates continue on with the Ed.S. in School Psychology. Completion of the 67-credit program in conjunction with passing scores on the National School Psychology Exam leads to Pennsylvania School Psychologist Certification and recognition as a Nationally Certified School Psychologist. The School Psychology Program prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare graduates students according to the National Association of School Psychologists (NASP) training standards and develop leaders in schools who use empirically supported practices for instruction, mental health/crisis intervention, and special education services. The program provides a solid foundation of instruction, research, and field experience, which reflects current, empirically supported methods in psychology and education. These experiences prepare graduates to provide assistance and expertise in the assessment and intervention of problems experienced by children, schools, and communities.

Student Learning Outcomes

- School psychologists have knowledge of and demonstrate competence in varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- School psychologists demonstrate knowledge and competence in varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services.
- School psychologists demonstrate knowledge and competence in biological, cultural and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- School psychologists demonstrate knowledge and competence in biological, cultural, developmental and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists demonstrate knowledge and competence in school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- School psychologists demonstrate knowledge and competence in principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists demonstrate knowledge and competence in principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.
- School psychologists demonstrate knowledge and competence in individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity factors for children, families and schools, including factors related to culture, context and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate knowledge and competence in research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate knowledge and competence in the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Admission Requirements

- Complete the online application (including essay) and pay the application fee
- Must have a bachelor's degree in related field (e.g., psychology, social work, education, etc.)
- Provide official transcript verifying an earned degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher
- Submit GRE scores
- Provide three letters of recommendation

Curriculum Requirements

Required Advanced

- SPSY 7734 - Behavioral Assessment and Intervention II **Credit Hours: 3**
- SPSY 7725 - Clinical Practicum in School Psychology I **Credit Hours: 3**
- SPSY 7735 - Clinical Practicum in School Psychology II **Credit Hours: 3**
- SPSY 7790 - Seminar in School Psychology (Ethics) **Credit Hours: 3**
- SPSY 7752 - Professional Development in School Psychology **Credit Hours: 3**
- SPSY 7795 - Internship in School Psychology **Credit Hours: 3 to 9**
- SPSY 7795 - Internship in School Psychology **Credit Hours: 3 to 9**

Students transitioning from M.Ed. in Educational Psychology

Required courses:

- SPSY 7722 - Assessment in School Psychology I **Credit Hours: 3**
- SPSY 7723 - Assessment in School Psychology II **Credit Hours: 3**
- SPSY 7724 - Behavioral Assessment and Intervention I **Credit Hours: 3**
- SPSY 7781 - Statistics in Education **Credit Hours: 3**

Students transitioning from M.Ed. in School Psychology

Required Courses:

- SPSY 7756 - Collaborative Consultation in Education Settings **Credit Hours: 3**
- SPSY 7710 - Academic Intervention and Program Evaluation **Credit Hours: 3**
- SPSY 7788 - Research in Education and Psychology I **Credit Hours: 3**
- SPSY 7789 - Research in Education and Psychology II **Credit Hours: 3**

Total Number of Credits to Complete the Program: 37

School Psychology, MEd

The M.Ed. in School Psychology Program is a 30-credit program that is part of the Ed.S. in School Psychology Program. It prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare graduates students according to the National

Association of School Psychologists (NASP) training standards and develop leaders in schools who use empirically supported practices for instruction, mental health/crisis intervention, and special education services. The program provides a solid foundation of instruction, research, and field experience, which reflects current, empirically supported methods in psychology and education. These experiences prepare graduates to provide assistance and expertise in the assessment and intervention of problems experienced by children, schools, and communities. *(Note: It is important to point out that the M.Ed. in School Psychology is not a stand-alone program. It is the first degree awarded on the path to certification as a school psychologist. To be a certified school psychologist, candidates will complete both the M.Ed. in School Psychology coursework and Ed.S. in School Psychology coursework. Candidates interested in certification as a school psychologist should apply directly to the Ed.S. in School Psychology program).*

Advisement Sheet

Student Learning Outcomes

- School psychologists have knowledge of and demonstrate competence in varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- School psychologists demonstrate knowledge and competence in varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services.
- School psychologists demonstrate knowledge and competence in biological, cultural and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- School psychologists demonstrate knowledge and competence in biological, cultural, developmental and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists demonstrate knowledge and competence in school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- School psychologists demonstrate knowledge and competence in principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists demonstrate knowledge and competence in principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.
- School psychologists demonstrate knowledge and competence in individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity factors for children, families and schools, including factors related to culture, context and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate knowledge and competence in research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate knowledge and competence in the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Curriculum Requirements

Required Advanced

- SPSY 7702 - Psychopathology in Educational Settings **Credit Hours: 3**
- SPSY 7712 - Advanced Psychology of Learning **Credit Hours: 3**
- SPSY 7713 - Lifespan Development **Credit Hours: 3**
- SPSY 7721 - Cultural, Social and Biological Basis of Personality Development **Credit Hours: 3**
- SPSY 7722 - Assessment in School Psychology I **Credit Hours: 3**
- SPSY 7723 - Assessment in School Psychology II **Credit Hours: 3**
- SPSY 7724 - Behavioral Assessment and Intervention I **Credit Hours: 3**
- SPSY 7727 - Psychoeducational Counseling and Interviewing **Credit Hours: 3**
- SPSY 7781 - Statistics in Education **Credit Hours: 3**
- SPSY 7796 - Crisis Management and Violence Prevention in Educational Settings **Credit Hours: 3**

Required Advanced Credits Required: 30

Total Number of Credits to Complete the Program: 30

Social Work, MSW

The Penn West Master of Social Work (MSW) program is offered in two modalities: 100% asynchronous online or hybrid at the California campus. The mission of the Penn West MSW Program is to deliver an innovative, student-focused curriculum that embodies trauma informed principles, centers diversity and social justice, and models professionalism. The MSW Program prepares students to respond professionally and creatively to the increasingly complex matrix of human needs and strengths in a changing society. The program also prepares students to work in direct and indirect practice and develops students' leadership capacities. The MSW curriculum promotes an understanding and appreciation of cultural diversity and its importance to competent advanced generalist practice with a trauma informed lens.

Advisement Sheet

Student Learning Outcomes

- Demonstrate ethical and responsible behavior.
- Engage diversity, equity, and inclusion in practice.
- Advance human rights and social, economic and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

Curriculum Requirements

Core

- SOWK 6000 - Intro to Trauma-Informed Field Practice **Credit Hours: 3**

- SOWK 6100 - Human Behavior and Social Environment (HBSE) **Credit Hours: 3**
- SOWK 6200 - Diversity, Equity & Anti-Oppressive Practice **Credit Hours: 3**
- SOWK 6300 - Social Work Practice with Individuals **Credit Hours: 3**
- SOWK 6400 - Social Work Practice with Families and Groups **Credit Hours: 3**
- SOWK 6600 - Foundations in Social Work Policy **Credit Hours: 3**
- SOWK 6700 - Social Work Research **Credit Hours: 3**
- SOWK 6800 - Foundation Social Work Field **Credit Hours: 3 OR 6**

Total Core Credits Required: 27

Required Advanced

- SOWK 7600 - Practice in Advanced Social Work Policy **Credit Hours: 3**
- SOWK 7700 - Trauma-Informed Practice Evaluation **Credit Hours: 3**
- SOWK 7800 - Advanced Social Work Field I **Credit Hours: 3 OR 6**
- SOWK 7810 - Advanced Social Work Field II **Credit Hours: 3 or 6**
- SOWK 7100 - Differential Assessment & Psychopathology **Credit Hours: 3**
- SOWK 7300 - Social Work Practice w/ Organizations & Communities **Credit Hours: 3**

Total Advanced Credits Required: 24

Related Electives (choose 3 courses)

- SOWK 7510 - Social Work Administration **Credit Hours: 3**
- SOWK 7520 - Trauma Theory & Interventions **Credit Hours: 3**
- SOWK 7530 - Cognitive Behavioral Therapy (CBT) **Credit Hours: 3**
- SOWK 7540 - SW Practice in Substance Use & Addictive Disorders **Credit Hours: 3**
- SOWK 7550 - Social Work Practice in Mental Health **Credit Hours: 3**
- SOWK 7560 - Social Work Practice in Aging **Credit Hours: 3**

- SOWK 7570 - Social Work Practice in Health Care **Credit Hours: 3**
- SOWK 7580 - Social Work Practice in Justice Systems **Credit Hours: 3**
- SOWK 7590 - Social Work Practice with Children and Youth **Credit Hours: 3**
- SOWK 7599 - Special Topics in Social Work **Credit Hours: 3**

Total Number of Credits to Complete the Program: 60

Social, Emotional and Behavioral Wellness of P-12 Students Certificate

The Social, Emotional, and Behavioral Wellness certificate is designed to prepare graduate students to foster resiliency in P-12 students. Students will develop an understanding of social, emotional, and behavioral wellness to address non-academic barriers to learning. Students will directly interact with mental health professionals serving students with social, emotional, and/or behavioral concerns. Additionally, students will gain direct experience formulating and providing effective interventions for students with known trauma and/or behavioral needs. Individuals who hold a PDE Instructional Level I or II certificate will be eligible to apply for the PDE Social, Emotional, and Behavioral Wellness of P-12 Students Endorsement following the completion of the coursework.

Advisement Sheet

Student Learning Outcomes

Social Emotional Wellness Learning and Youth Development Candidates will demonstrate their ability to:

- Describe and define what social emotional learning is and how it relates to resiliency, including the research linking SEL to positive and negative developmental outcomes
- Explain how research grounded in different theoretical traditions frame social and emotional wellness, and the relevance of this prevention science to educators
- Discuss how a multi-tiered system/Positive Behavior Intervention and Supports (PBIS) approach is used to guide the selection and implementation of evidence-based SEL programs and practices
- Evaluate research on social and emotional wellness programs and practices to identify those that are likely to address the needs of a specific student population and students with targeted needs
- Demonstrate an understanding of typical child, adolescent, and young adult development

Characteristics and Impact of Adverse Childhood Experiences, Trauma, and Mental Illness on PK-12 Students

- Describe and define Adverse Childhood Experiences (ACEs), Trauma, and Mental Illness, including how such experiences and conditions can impact growth, development, and learning of children and adolescents
- Discuss the relevance as an educator of understanding ACEs, Trauma, and Mental Illness, and the role of schools in reducing risk factors and increasing protective factors
- Describe the relevant history of stigmatization and stereotyping associated with ACEs, Trauma, and Mental Illness, and their relationship to educational services
- Identify and describe examples of ACEs, Trauma, and Mental Illness that will predictably be part of some of their PK-12 students' life experiences; and
- Describe the cultural implications associated with ACEs, Trauma, and Mental Illness.

Behavioral and Mental Health Literacy

- Describe the most common types of Mental Illness that PK-12 students may experience, including both internalizing and externalizing conditions
- Explain the processes and general relationship between diagnosis via the Diagnostic and Statistical Manual V (DSM-V) and the classification system under the Individuals with Disabilities Education Act (IDEA)
- Identify and describe the roles of other relevant child-serving systems within communities that can be supportive to addressing matters associated with social, emotional, and behavioral wellness of PK-12 students (e.g., children's mental health and juvenile justice); and,
- Identify and describe the requirements for schools (e.g., Student Assistance Program and Act 71) to support a youth who appears in emotional distress.

Prevention and Intervention to Support Social, Emotional, and Behavioral Wellness across PK-12 Educational Environments

- Describe the features of a Multi-Tiered System of Support (MTSS) framework to support social, emotional, and behavioral wellness
- Plan and implement universal prevention strategies associated with the MTSS framework that are culturally responsive and address students' developmental social and emotional learning needs and are reflective of trauma-informed practices in the classroom with all students;
- Plan and implement (when necessary) approaches to de-escalate non- crisis and crisis situations in the instance when the safety of students or others may be in jeopardy that reflect trauma-informed principles;
- Demonstrate an understanding of how to use academic and behavioral progress monitoring data (e.g., individual, classroom, school-wide) to support educational practice;
- Participate in suicide prevention activities in alignment with the requirements of Act 71.

Collaboration with Families, Agencies, and the Community

- Demonstrate authentic collaboration with youth, families, school, and community partners regarding student social, emotional, or behavioral needs in simulated or actual contexts;
- Demonstrate culturally responsive approaches when communicating with family, school, and community partners regarding student social, emotional, or behavioral needs in simulated or actual contexts;
- Demonstrate the skills necessary to authentically engage youth in decision-making processes;
- Describe and comply with protections associated with confidentiality, including release of information;
- Communicating and advocating for the social, emotional, and behavioral wellness of students PK-12 with police, initial responders, and other groups within the community.

Admission Requirements

- Complete the online application and pay the application fee
- Must have a bachelor's degree in related field (e.g., psychology, social work, education, etc.)
- Provide official transcript verifying an earned degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher (students with a GPA below 3.00 may apply for conditional admission)
- Provide copy of PDE professional certificate (required to submit during application process if candidate plans to apply for the PDE Endorsement upon completion of the certificate program)

Core

- SPSY 7702 - Psychopathology in Educational Settings **Credit Hours: 3**
- SPSY 7715 - Trauma-Informed Care in Schools: Foundations and Interventions **Credit Hours: 3**
- SPSY 7756 - Collaborative Consultation in Education Settings **Credit Hours: 3**

- SPSY 7796 - Crisis Management and Violence Prevention in Educational Settings **Credit Hours: 3**

Total Number of Credits to Complete the Program: 12

Special Education Teacher Preparation Pathway, Teacher Certification

This 24 credit pathway to certification provides the requirements for Special Education pre-k12 certification for those with initial certification in early childhood education, secondary education, or another prek-12 speciality area. The course work presents information regarding various disabilities, transition, behavior management, IEP development, instructional methods, and a culminating field experience. Those holding certification in a speciality area may require additional coursework in areas of deficiency as determined by special education graduate faculty.

Advisement Sheet

Student Learning Outcomes

- Program will align with PDE K-12 Competencies for those seeking certification.
- Students will be competent special educators after completion of the coursework.

Curriculum Requirements

Core

- SPED 6100 - Special Education History, Theory, and Exceptionality **Credit Hours: 3**
- SPED 6450 - Advanced Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- SPED 6500 - Early Intervention for the Exceptional Learner **Credit Hours: 3**
- SPED 7250 - High Incidence Disabilities **Credit Hours: 3**
- SPED 7450 - Low Incidence Disabilities **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**
- SPED 7550 - IEP Development and Transition **Credit Hours: 3**
- SPED 6950 - Field Experience in Special Education/Student Teaching **Credit Hours: 1 TO 12**

Total Number of Credits to Complete the Program: 24

Special Education, MEd

The Master of Education in Special Education is designed to deepen a student's knowledge of special education. It provides the opportunity for students to expand their employment opportunities by allowing someone interested in assisting individuals with disabilities to enhance their skill set by choosing a specialty area.

The combinations of specialty areas provide the student with the most flexibility in designing an educational endeavor that meets their unique needs in an online format.

Advisement Sheet Applied Behavior Analysis and Autism Concentration

Student Learning Outcomes

- Program will align with PDE K-12 Competencies for those seeking certification
- Students will be competent special educators after completion of the program.
- Students will analyze the needs of students with disabilities or at risk for disabilities and develop goals and design as well as create and implement individualized education plans.
- Students will exhibit teacher behaviors consistent with the range of evidence-based models of education.

Admissions Requirements

- Bachelor's degree with a GPA of 2.80 or a 3.00 in last 48 credits earned (students with a GPA below 2.80 may apply for conditional admission)
- Any master's degree is accepted with a GPA of 3.30 or higher (students with a GPA below 3.30 may apply for conditional admission)
- Official transcripts from an accredited undergraduate institution

Conditional Admission Requirements

- Conditional Admission may be granted with the following modifications of the Regular Admissions Requirements:
 - Bachelor's degree with a GPA under 2.80 will be reviewed for a decision
 - Behavior Analyst Prep Certificate Only: Master's degree with a GPA under 3.30 will be reviewed for a decision

Provisional Admission:

Applicants who have provided unofficial documentation of test scores, prerequisite courses, transcripts or lack of letter(s) of recommendation may be admitted provisionally.

This policy also applies to undergraduate students who apply for graduate admission pending bachelor degree completion. Upon receipt of all official documents, a student will be changed from Provisional Admission to either Regular Admission or Conditional Admission. Provisional Admission students may take classes for one term but will not be eligible for Federal Financial Aid.

Program Requirements

- Current Act 24, 34, 151 and 114 clearances

Out of State Students:

All students who will be seeking certification outside of Pennsylvania are responsible for securing and following the certification requirements in the state in which they intend to apply for certification.

Curriculum Requirements

Special Education, Applied Behavior Analysis Concentration, MEd

The M.Ed in Special Education with a concentration in Applied Behavior Analysis is an all-online 36-credit program that provides the coursework required to be eligible to sit for the Board Certified Behavior Analyst exam. This certificate will develop knowledge in the areas of Applied Behavior Analysis foundations, professional and ethical standards, single-subject design, and interventions appropriate for behavioral change as well as advanced concepts in special education.

Applied Behavior Analysis Core

- SPED 6000 - Special Education Foundations and Collaboration **Credit Hours: 3**
- SPED 6100 - Special Education History, Theory, and Exceptionality **Credit Hours: 3**
- SPED 6150 - Secondary Transition **Credit Hours: 3**
- SPED 6200 - Assessment and Prescriptive Teaching **Credit Hours: 3**
- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**

Core Credits Required: 15

Applied Behavior Analysis Concentration

- SPED 7500 - Foundations of Measurement and Experimental Design in Applied Behavior Analysis **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**
- SPED 7520 - Professional and Ethical Practice for the Behavior Analyst **Credit Hours: 3**
- SPED 7600 - Concepts, Principles, and Assessments **Credit Hours: 3**
- SPED 7700 - Applied Behavior Analysis Interventions **Credit Hours: 3**
- SPED 7800 - Behavior Assessment, Intervention, and Supervision in Applied Behavior Analysis **Credit Hours: 3**
- SPED 7955 - Seminar in Advanced Behavior Analysis and Research Design **Credit Hours: 3**

Concentration Credits Required: 21

Special Education, Autism Concentration, MEd

The M.Ed in Special Education with a concentration in autism is a 36-credit all-online program that provides instruction and knowledge of characteristics, assessment for instructional planning, instructional interventions, and collaboration with families and agencies relative to individuals with Autism Spectrum Disorder (ASD). Upon successful completion of the coursework, holders of Level I and II certification may make an application to PDE for the autism endorsement.

Autism Core

- SPED 6000 - Special Education Foundations and Collaboration **Credit Hours: 3**
- SPED 6100 - Special Education History, Theory, and Exceptionality **Credit Hours: 3**

- SPED 6150 - Secondary Transition **Credit Hours: 3**
- SPED 6200 - Assessment and Prescriptive Teaching **Credit Hours: 3**
- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**

Core Credits Required: 15

Autism Concentration

- SPED 6600 - Collaboration and Cooperation: Improved Teaching and Learning Outcomes **Credit Hours: 3**
- SPED 6700 - Contemporary Education Practices and Directions **Credit Hours: 3**
- SPED 7000 - Nature/Characteristics Autism Spectrum Disorders **Credit Hours: 3**
- SPED 7100 - Communication, Behavior, and Instruction: ASD **Credit Hours: 3**
- SPED 7200 - Life Transitions & Partnerships: ASD **Credit Hours: 3**
- SPED 7300 - Navigating the Social World: ASD **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**

Concentration Credits Required: 21

Special Education, Applied Behavior Analysis and Autism Concentration, MEd

The M.Ed in Special Education with a concentration in autism and Applied Behavior Analysis is a 36-credit all-online program that provides instruction and knowledge of characteristics, assessment for instructional planning, instructional interventions, and collaboration with families and agencies relative to individuals with Autism Spectrum Disorder as well as the coursework required to be eligible to sit for the Board Certified Behavior Analyst exam.

- SPED 7000 - Nature/Characteristics Autism Spectrum Disorders **Credit Hours: 3**
- SPED 7100 - Communication, Behavior, and Instruction: ASD **Credit Hours: 3**
- SPED 7200 - Life Transitions & Partnerships: ASD **Credit Hours: 3**
- SPED 7300 - Navigating the Social World: ASD **Credit Hours: 3**
- SPED 7500 - Foundations of Measurement and Experimental Design in Applied Behavior Analysis **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**
- SPED 7520 - Professional and Ethical Practice for the Behavior Analyst **Credit Hours: 3**
- SPED 7600 - Concepts, Principles, and Assessments **Credit Hours: 3**
- SPED 7700 - Applied Behavior Analysis Interventions **Credit Hours: 3**
- SPED 7800 - Behavior Assessment, Intervention, and Supervision in Applied Behavior Analysis **Credit Hours: 3**
- SPED 7955 - Seminar in Advanced Behavior Analysis and Research Design **Credit Hours: 3**

Concentration Credits Required: 33

Related Electives

- SPED XXX - Special Education Elective (Any Special Education graduate course below 7000)

Total Number of Credits to Complete the Program: 36

Special Education, Teacher Certification, MEd

The M.Ed. in Special Education will allow students to expand their employment opportunities by obtaining certification in special education.

Advisement Sheet

Core

- SPED 6000 - Special Education Foundations and Collaboration **Credit Hours: 3**
- SPED 6100 - Special Education History, Theory, and Exceptionality **Credit Hours: 3**
- SPED 6200 - Assessment and Prescriptive Teaching **Credit Hours: 3**
- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- SPED 6450 - Advanced Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**

Total Core Credits Required:

Required Advanced

- SPED 6500 - Early Intervention for the Exceptional Learner **Credit Hours: 3**
- ED 5940 - Supporting English Language Learners Birth to Grade 12 **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**
- SPED 7250 - High Incidence Disabilities **Credit Hours: 3**
- SPED 7450 - Low Incidence Disabilities **Credit Hours: 3**
- SPED 7550 - IEP Development and Transition **Credit Hours: 3**
- SPED 6950 - Field Experience in Special Education/Student Teaching **Credit Hours: 1 TO 12**
- SPED 5000 - Teaching Reading **Credit Hours: 3**
- SPED 5100 - Teaching Math **Credit Hours: 3**

Required Advanced Credits Required:

Total Number of Credits to Complete the Program: 36-42*

**If someone already has enough reading and math credits (add-on degree) they would not need the additional content for certification and would only need the 36 credits. Someone getting an initial teacher certification in special education would need the additional content which would be 42 credits.*

Spiritual, Ethical and Religious Counseling, Post-Baccalaureate Certificate

This 100% online certificate program prepares students and practitioners to better serve populations in a variety of counseling and ministry settings, including hospitals, private practice, community agencies, churches, rescue missions,

shelters, and/or faith-based counseling centers. This certificate program is also well-suited for individuals serving unique populations, such as military, hospice patients and families, and sports chaplains. Professional helpers learn to understand and apply spiritual and religious aspects of counseling in an ethical, client-centered manner. This program will provide competencies in four core areas of study: 1) Self-awareness and knowledge of applied theory to practical contextual settings of spiritual, ethical, and religious counseling, 2) Ethics in spiritual and religious counseling, 3) Grief and loss counseling and care, and/or contemporary spiritual, ethical, and religious perspectives in counseling, and 4) The integration and application of spiritual, ethical, and religious counseling skills into the counseling and ministry process.

Advisement Sheet

Core

- COUN 7850 - Spiritual, Ethical and Religious Values in Counseling **Credit Hours: 3**
- COUN 7860 - Applied Spiritual, Ethical and Religious Counseling Theory **Credit Hours: 3**
- COUN 7870 - Grief and Loss Counseling **Credit Hours: 3**

Total Number of Credits to Complete the Program: 9

Sport Management Studies, MS

The sport management studies curriculum was created especially for presentation via the Internet. Sport management theory and principles are presented with streaming video, narrated PowerPoint presentations and online forums. Threaded discussion groups, chat rooms and email allow the cohorts to communicate and interact, adding unique insight into the discussion. Students have the option of completing the program without a concentration or with the intercollegiate athletic administration concentration. Program length is approximately 13 consecutive months, with new cohorts beginning in January and July. Cohorts of approximately 35 students each learn and communicate online and regularly function as a group of interactive peers. This virtual community creates a lively and dynamic educational experience that enriches the collaborative skills essential for success in the sport industry. Students are eligible for a graduate certificate of 12 credits in intercollegiate athletic administration. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Advisement Sheet

Student Learning Outcomes

- Apply sport management theory and principles when solving current problems in the workplace.
- Assess the effectiveness of organizational and administrative structure, techniques, and procedures.
- Develop strategies to improve organizational effectiveness based on observing organizational dynamics, and attend managerial meetings.
- Propose proactive strategies for dealing effectively with future organizational concerns.
- The ability to incorporate data analysis into the strategic planning process to facilitate organizational effectiveness.
- The ability to develop marketing strategies that reflect the organizational mission statement and core values.
- The ability to devise communication strategies for successfully interacting with organizational internal and external publics.
- The ability to incorporate strategies to minimize organizational physical and financial risks.

- The ability to develop and maximize and efficiently manage organizational resources.
- The ability to develop policies and practices to deal with moral and ethical issues that affect an organization.
- The ability to apply management theory and leadership concepts to contemporary sports industry practices.
- The ability to utilize both written and oral communication skills to develop a professional network.

Curriculum Requirements

Core

- SPT 7000 - Research Methods in Sport **Credit Hours: 3**
- SPT 7100 - Socio-Cult Aspects of Sports **Credit Hours: 3**
- SPT 7200 - Sport Marketing **Credit Hours: 3**
- SPT 7300 - Public Relations in Sports **Credit Hours: 3**
- SPT 7400 - Legal Aspects of Sport **Credit Hours: 3**
- SPT 7500 - Sport Finance **Credit Hours: 3**
- SPT 7600 - Sport Ethics **Credit Hours: 3**
- SPT 7700 - Management & Leadership in Sport **Credit Hours: 3**

Total Core Credits Required: 24

Required Advanced

No Concentration (12 credits required)

- SPT 7950 - Sport Mentorship **Credit Hours: 0 to 12**

Sport Management Studies, Intercollegiate Athletic Administration, MS

- SPT 7900 - Sport Governance **Credit Hours: 3**
- SPT 7910 - Sport Compliance **Credit Hours: 3**
- SPT 7920 - Legal Asp Equity Athletics **Credit Hours: 3**
- SPT 7930 - Dev Human Resource Str Athleti **Credit Hours: 3**

Concentration Credits Required: 12

Total Number of Credits to Complete the Program: 36

Sport Psychology, Post-Baccalaureate Certificate

This Certificate focuses on evidence-based instruction on how to plan and develop various projects that relate to wellness, counseling and sport psychology. Students study the effects of injury, rehabilitation and recovery, explore performance enhancement and intervention methods, and learn how to incorporate referrals into their practice.

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced sport psychology and exercise science methodology and techniques including integrated counseling and other sport psychology methodologies.
- Plan and develop various sport psychology, wellness counseling, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to sport psychology.
- Competently describe a variety of current topics and issues related to sport psychology with a focus on a.) federal, state and organization policy, b.) current exercise science and sport psychology trends, c.) leadership opportunities in shaping sport psychology and exercise science policy, and d.) research-based initiatives new to the sport psychology and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7130 - Psychological Perspectives in Sport Performance Enhancement **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7530 - Psychological Aspects of Sport Injury and Rehabilitation **Credit Hours: 3**
- EXSC 7830 - Special Topics in Sport Psychology **Credit Hours: 3**

Total Number of Credits to Complete the Program: 15

Sports Counseling & Student Athlete Mental Wellness, Post-Baccalaureate Certificate

This 100% online certificate program meets the specific interests and needs of counselors, educators and other helping professionals who work with the athlete population in youth sports programs, interscholastic programs, colleges and universities, community and social agencies, professional sporting agencies and various recreational settings. Students will examine and understand counseling strategies used with members of sport teams at the youth, high school, college, and professional levels. The program provides an overview of various life skills including career development, study skills, goal setting, time management, health and wellness specifically related to student athletes. Students will enhance their knowledge and ability to identify mental health issues, intervene with appropriate techniques, and refer to appropriate entities as needed. The program also highlights relevant research on grief counseling with athlete populations, and other contemporary topics, practices, and problems.

Advisement Sheet

Core

- COUN 7810 - Sports Counseling Programming **Credit Hours: 3**
- COUN 7820 - Counseling and Advising Athletes with Death, Loss and Grief **Credit Hours: 3**
- COUN 7830 - Student Athlete Mental Wellness **Credit Hours: 3**
- COUN 7800 - Issues and Techniques in Counseling Athletes **Credit Hours: 3**

Total Number of Credits to Complete the Program: 12

STEM Education PDE Endorsement

Advisement Sheet

Required Courses

- ED 5810 - STEM Ed. Foundations & Philosophy of Integrative STEM Education **Credit Hours: 3**
- ED 5820 - STEM Ed. Curriculum: Standards Aligned Design, Evaluation and Transformation **Credit Hours: 3**
- ED 5830 - Student Learning: Data Driven Theory, Assessment and Analysis **Credit Hours: 3**
- ED 5840 - STEM Ed. Integrative STEM Pedagogy and Instructional Design **Credit Hours: 3**

Total Number of Credits to Complete the Program: 12

Strategic Sports Analysis, Post-Baccalaureate Certificate

The sport management studies curriculum was created especially for presentation via the Internet. Sport management theory and principles are presented with streaming video, narrated PowerPoint presentations and online forums. Threaded discussion groups, chat rooms and email allow the cohorts to communicate and interact, adding unique insight into the discussion. Students have the option of completing the generalist concentration, the intercollegiate athletic administration concentration, or the strategic sport analysis concentration. Program length is approximately 13 consecutive months, with new cohorts beginning in January and July. Cohorts of approximately 35 students each learn and communicate online and regularly function as a group of interactive peers. This virtual community creates a lively and dynamic educational experience that enriches the collaborative skills essential for success in the sport industry. Students are eligible for a graduate certificate of 12 credits in intercollegiate athletic administration. The intercollegiate athletic administration track has been developed in consultation with the NCAA.

Student Learning Outcomes

- Interpret sport and sport-related industry research.
- Synthesize available information to determine if it is applicable to an organization's current and future success.
- Utilize data analysis to enhance problem solving and critical thinking abilities.
- Develop and apply basic market structure models to the sports industry.
- Apply economic analysis to solve problems and answer questions that arise in the private and public sectors of the sports industry.
- Explain the expected impact of government policies, such as taxation, price controls, subsidies, and macroeconomic policies, and their potential impact on the sports industry.
- Apply critical thinking skills and academic concepts to the development of strategic responses to current and future sport industry problems.
- Implement and control strategies to develop and maintain competitive advantage.
- Synthesize strategic theory and concepts to explain competitive advantage in a global sports industry.

Curriculum Requirements

Core

- SPT 7800 - Current Trends and Issues **Credit Hours: 3**
- SPT 7810 - Sports Analytics **Credit Hours: 3**
- SPT 7820 - Economics in Sport **Credit Hours: 3**
- SPT 7830 - Strategic Sport Analysis **Credit Hours: 3**

Total Core Credits Required: 12

Total Number of Credits to Complete the Program: 12

Student Affairs Practice, Post-Baccalaureate Certificate

This 100% online certificate program provides opportunities for short term professional development and training in student affairs. The coursework for this certificate will provide a thorough review of the breadth and scope of student affairs programs in higher education. These courses will educate students on the purpose of student affairs which includes the management, oversight, and coordination of services as essential aspects of the college and/or university settings. Included in this process, relevant issues that may affect the development and functioning of college students will be explored. The examination of how services can be managed, coordinated, and integrated as part of the institution supporting the academic and personal development of individuals attending higher education will be explored. This coursework reviews strategies for organizing, staffing, and funding of student affairs programs within higher education. Certificate students will examine the characteristics, learning, and developmental needs of both traditional and nontraditional college students. Courses are taught by professors with work experience in College Counseling and Student Affairs.

Advisement Sheet

Core

- COUN 7450 - The College Student and Higher Education Environment **Credit Hours: 3**
- COUN 7420 - Student Affairs Practice and Administration **Credit Hours: 3**
- COUN 7440 - Student Affairs Services in Higher Education **Credit Hours: 3**

Total Number of Credits to Complete the Program: 9

Substance Use Disorder - Level 2, Post-Baccalaureate Certificate

This 100% online certificate program provides advanced professional development and training in substance use disorders. The comprehensive curriculum focuses on the identification and treatment of substance use disorders that aligns with the requirements for the Certified Alcohol and Drug Counselor (CADC) credential. Professional helpers learn the theories and models of substance use, abuse, and addiction as well as behavioral and process addictions. This

understanding includes applying evidence based practices to address the neurological, behavioral, psychological, physical, social, and spiritual effects of psychoactive substances and addictive disorders. Students will demonstrate skills in case conceptualization and treatment planning for substance use disorders and addiction. This includes understanding and applying legal, ethical, and culturally responsive practices. Professional helpers will learn to understand reduction, containment, and limit setting through harm reduction. This program prepares individuals to conduct screenings and assessments to analyze the severity of symptoms and diagnose substance use disorders. Professional helpers will also learn to assess the client's immediate needs by evaluating observed behavior and other relevant information, including signs and symptoms of intoxication and withdrawal. Courses are taught by professors with work experience in substance use disorder and addiction treatment. Courses may be used to help satisfy professional development and/or educational requirements for the Pennsylvania Certification Board.

Advisement Sheet

Core

- COUN 7050 - Group Counseling and Group Work **Credit Hours: 3**
- COUN 7080 - Addictions Counseling **Credit Hours: 3**
- COUN 7110 - Assessment and Testing **Credit Hours: 3**
- COUN 7200 - Professional Orientation - Clinical Mental Health Counseling **Credit Hours: 3**
- COUN 7700 - Advanced Substance Use Disorder Counseling **Credit Hours: 3**
- COUN 7710 - Treatment Planning Collaboration & Referral **Credit Hours: 3**

Total Number of Credits to Complete the Program: 18

Substance Use Disorder - Level I, Post-Baccalaureate Certificate

This 100% online certificate program provides opportunities for short term professional development and training in substance use disorder and gambling addiction. Professional helpers learn the theories and models of substance use, abuse, and addiction as well as behavioral and process addictions. This understanding includes applying evidence-based practices to address the neurological, behavioral, psychological, physical, social, and spiritual effects of psychoactive substances and addictive disorders. Professional helpers will learn to understand reduction, containment, and limit setting through harm reduction. This program prepares individuals to conduct screenings and assessments to analyze the severity of symptoms and diagnose substance use disorders. Courses are taught by professors with work experience in substance use disorder and addiction treatment. Courses may be used to help satisfy professional development and/or educational requirements for the Pennsylvania Certification Board.

Advisement Sheet

Core

Pick 3:

- COUN 7720 - Gambling Addiction **Credit Hours: 3**
- COUN 7730 - Addiction and the Family **Credit Hours: 3**
- COUN 7750 - Prevention, Education and Treatment of Substance Abuse **Credit Hours: 3**
- COUN 7760 - Opioid Abuse **Credit Hours: 3**
- COUN 7770 - Advocacy and Public Policy in Addictions and Recovery **Credit Hours: 3**
- COUN 7990 - Special Topics in Counselor Education **Credit Hours: 1 TO 3**

Total Number of Credits to Complete the Program: 9

Superintendent Letter of Eligibility, Post Masters Certificate

The Superintendent Letter of Eligibility Certificate program provides an opportunity for a graduate student to obtain certification in the Commonwealth of Pennsylvania as a superintendent. The coursework and related experiences prepare the candidate to promote the success of all students by becoming a district level leader within the K-12 school system.

Advisement Sheet

Student Learning Outcomes

- Collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (NELP District Level Standard 1, 2018).
- Advocate for ethical decisions and cultivate professional norms and culture. (NELP District Level Standard 2, 2018).
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (NELP District Level Standard 3, 2018).
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. (NELP District Level Standard 4, 2018).
- Understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (NELP District Level Standard 5, 2018).
- Develop, monitor, evaluate, and manage district systems for operations, resources, technology, and human capital management. (NELP District Level Standard 6, 2018).
- Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (NELP District Level Standard 7, 2018).
- Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. (NELP District Level Standard 8, 2018).

Admissions Requirements

Individuals seeking admission as graduate students in this program must comply with the general admission requirements for graduate students at PennWest and with the following specific admission requirements for this program:

- Master's or Doctorate degree with a GPA of 3.00 or higher (Students with a GPA below 3.00 may apply for conditional admission)
- Official transcripts from an accredited graduate institution
- Copy of all certifications
 - Should include Administrative Certification (i.e. Principal's K-12 Certification) or Supervisory Certification (i.e. Curriculum Supervisor, Special Education Supervisor). Applicants should review PDE guidelines to assure they can meet certification requirements.
- A letter of endorsement from applicant's Superintendent

- A current resume or curriculum vitae
- A completed Applicant Data Sheet
- Statement of career goals and degree objectives

Note: At the completion of the program and upon application for endorsement for certification from PDE, you will be required to provide verification of completion of the required years of relevant administrative/supervisory experience from your district as per PDE guidelines. Currently this requirement includes "evidence of six years of satisfactory school experience, of which three must be in a supervisory or an administrative capacity." Also, applicants must currently hold an administrative/supervisory position in order to be able to meet internship requirements and PDE certification guidelines. Please refer to the PDE website for the most current details to assure you can meet the work service requirement.

Curriculum Requirements

Core

- EDLR 7000 - The Superintendency: Theory and Organization **Credit Hours: 3**
- EDLR 7100 - Comprehensive Planning and Policy Analysis **Credit Hours: 3**
- EDLR 7200 - Educational Facilities and Technology **Credit Hours: 3**
- EDLR 7300 - Personnel Leadership for School District Improvement **Credit Hours: 3**
- EDLR 7400 - Superintendent Internship I **Credit Hours: 3**
- EDLR 7500 - Superintendent Internship II **Credit Hours: 3**

Total Number of Credits to Complete the Program: 18

Supervisor of Special Education, Certification Only, Post-Master's Certification

The administrative program for supervisor of special education certification program is a certification-only track for those who have previously obtained a master's degree and are seeking supervisor of special education certification. The coursework and related experiences prepare the candidate to promote the success of all students by becoming a district level leader for Special Education within the K-12 school system. "Leadership for Student Achievement" is the common thread throughout the program. Upon successful completion of the program, individuals will make application for PA Supervisor of Special Education certification.

Advisement Sheet

Student Learning Outcomes

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP Building Level Standard 1, 2018).
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms (NELP Building Level Standard 2, 2018).
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (NELP Building Level Standard 3).
- Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (NELP Building Level Standard 4, 2018).

- Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community (NELP Building Level Standard 5, 2018).
- Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations (NELP Building Level Standard 6, 2018).
- Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning (NELP Building Level Standard 7, 2018).
- Complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school (NELP Building Level Standard 8, 2018).

Admissions Requirements

- Complete the online application.
- Pay the application fee.
- Bachelor's Degree in Education and Certification in Special Education required.
- Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education with a GPA of 3.00 or higher (Students with a GPA below 3.00 may apply for conditional admission).
- Provide verification of five years professional certificated service in special education on a special education certificate prior to acceptance.
- Submit copy of professional certificate.
- A current resume or curriculum vitae.
- Complete the required writing sample answering the question, Why have you chosen to be an educational leader?
- If student does not have a master's degree in special education, additional graduate course as determined by the program coordinator is required.
- If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible).
- At the completion of the program, the graduate student is required to pass the current PDE required PRAXIS assessment and make application for certification to PDE.
- The graduate student shall also submit the appropriate form to program coordinator indicating application for certification has been completed.

Curriculum Requirements

Required Advanced

- EDLR 6000 - Foundations of Educational Leadership **Credit Hours: 3**
- EDLR 6100 - Educational Leadership Theory and Practice **Credit Hours: 3**
- EDLR 6200 - Curriculum Leadership **Credit Hours: 3**
- EDLR 6300 - Legal Aspects of Educational Leadership **Credit Hours: 3**
- EDLR 6400 - School and Community Relations **Credit Hours: 3**

- EDLR 6500 - Instructional Leadership **Credit Hours: 3**
- EDLR 6650 - Supervisor of Special Education Internship Early Intervention Population **Credit Hours: 3**
- EDLR 6750 - Supervisor of Special Education Internship School Age Population **Credit Hours: 3**

Total Advanced Credits Required: 24

Total Number of Credits to Complete the Program: 24

Tactical Strength and Conditioning, Post-Baccalaureate Certificate

This Certificate focuses on tactical strength and conditioning theory and practical application. Students learn how to operate within a high-performance team of professionals to generate holistic training solutions that optimize bio-mechanics and metabolic processes geared to the unique challenges of tactical careers. In addition to courses such as designing and implementing tactical strength and conditioning programs, students will complete a research-based course as a capstone and a research paper focused on a personalized area of interest. They will earn their Tactical Strength and Conditioning Specialist Certification from the National Strength and Conditioning Association (NSCA).

Advisement Sheet

Student Learning Outcomes

- Assess for both routine and extreme demands of tactical professions that influence how to design safe and effective training programs.
- Compile a high performance team (e.g. dietitian, physical therapist, mental performance specialist) to best optimize the tactical athlete's effectiveness.
- Determine biomechanical and metabolic demands placed on tactical professionals due to the unique nature of their professions.
- Assess job relevant physical capabilities of tactical professionals.
- Build exercise programs using warm-up, power, strength, and energy system focused training principles to enhance health and performance needs of tactical professionals.
- Design and implement a comprehensive strength and conditioning program tailored specifically to address the unique needs of a tactical professional.
- Construct training programs to accommodate various sized groups of trainees with variable equipment availability.
- Develop solutions to current performance challenges by applying both relevant research and principles of strength and conditioning.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7190 - Advanced Techniques in Tactical Strength and Conditioning **Credit Hours: 3**

- EXSC 7590 - Tactical Strength and Conditioning Program Design **Credit Hours: 3**
- EXSC 7890 - Current Topics in Tactical Strength and Conditioning **Credit Hours: 3**

Total Number of Credits to Complete the Program: 15

Taxation, Post-Bacalaureate Certificate

The Post-baccalaureate Certificate in Taxation at Penn West University is a specialized, graduate-level program, which aims to provide accountants with necessary skills tax planning and practice. The certificate can be stand-alone or completed as part of the MAcc degree.

Advisement Sheet

Student Learning Outcomes

- Utilize relevant accounting technology to solve various accounting problems, both independently and as part of a team.
- Communicate the efficacy of implemented solutions to complex accounting problems.
- Synthesize relevant regulations from the Internal Revenue Code.
- Identify reporting issues of multi-national companies.

Curriculum Requirements

Core

- ACC 6200 - Federal Tax Research **Credit Hours: 3**
- ACC 7210 - Tax Practice Management **Credit Hours: 3**
- ACC 7220 - Advanced Entity Taxation & Reporting **Credit Hours: 3**
- ACC 7230 - Advanced Tax Planning **Credit Hours: 3**

Total Core Credits Required: 12

Total Number of Credits to Complete the Program: 12

Teacher Education, MAT

Are you ready to share your professional expertise through teaching, or switch fields to embark on a new career? PennWest's online Master's in Teacher Education (MAT) can get you there in as little as five semesters. This two-track professional development degree program includes Pennsylvania Level 1 teacher certification if you already have a background in one of 10 subject areas or if you want to make a career change into elementary or secondary education. Rigorous coursework will prepare you to become a passionate and effective teacher. You'll gain a greater understanding of best practices, and develop top strategies for classroom management, instruction, assessments and interventions. You will enhance your knowledge of your specific subject area, and learn to master the latest classroom technology. Hands-on fieldwork, plus 15 full weeks of student teaching will prepare you to graduate ready to excel as a teacher and stand out in the secondary education job market.

Advisement Sheet MAT Teacher Education -Elementary Education Concentration

Advisement Sheet MAT Teacher Education - Middle Level Education Concentration

Advisement Sheet MAT Teacher Education - Secondary Education Science Concentration

Advisement Sheet MAT Teacher Education - Secondary Education English Concentration
Advisement Sheet MAT Teacher Education - Secondary Education Mathematics Concentration

Advisement Sheet MAT Teacher Education - Secondary Education Technology Education Concentration

Advisement Sheet MAT Teacher Education - Secondary Education Social Studies Concentration

Advisement Sheet MAT Teacher Education - Secondary Education Health and Physical Education Concentration

Advisement Sheet MAT Teacher Education - Secondary Ed Art Ed K-12 Concentration

Student Learning Outcomes

- Candidates will develop, implement, assess, and modify curriculum and lessons that integrate research-based pedagogy and are developmentally appropriate to their content area, the PA PreK-12 Academic Standards, and concentration level: elementary (Grades PreK-4), middle school, secondary, technical education, and art.
- Candidates will plan, adapt, and implement developmentally, culturally, and linguistically appropriate evidence-based instructional practices and strategies that integrate appropriate and effective classroom management in various educational settings.
- Candidates will communicate deep content knowledge as they plan and implement lessons and instructional practices that use active student engagement and formal and/or informal assessment to measure student responsiveness to instruction.
- Candidates will develop professional dispositions with respect to students, parents and families, and will demonstrate integrity, ethical behavior and professional conduct as stated in Pennsylvania's Code of Professional Practice & Conduct for Educators.
- Candidates will identify, administer, and interpret multiple assessments (formative, summative, benchmark, behavioral, diagnostic, cognitive, and/or affective and psychomotor) that are developmentally appropriate and aligned with content area standards and learning objectives to inform planning and instruction for groups and individual students.

Curriculum Requirements

Core

Complete the 5 core courses - except for Art Certification (at bottom):

- ED 5910 - Supporting Diverse Learners, Families, and Communities Birth to Grade 12 **Credit Hours: 3**
- ED 5920 - Foundations of Teaching & Learning Birth to Grade 12 **Credit Hours: 3**
- ED 5940 - Supporting English Language Learners Birth to Grade 12 **Credit Hours: 3**
- SPED 6000 - Special Education Foundations and Collaboration **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**

Total Core Credits Required: 15

Required

- ED 5969 - School Law **Credit Hours: 3**
- ED 5970 - Student Teaching **Credit Hours: 6**

Required Advanced

Teacher Education PLUS Elementary Education Certification

- ELEM 5810 - Elementary Curriculum, Instruction, and Assessment **Credit Hours: 3**
- ELEM 5830 - Early Language and Literacy **Credit Hours: 3**
- ELEM 5840 - Elementary ELA instruction and Assessment **Credit Hours: 3**
- ELEM 5850 - Teaching and Assessment of Mathematics **Credit Hours: 3**
- ELEM 5860 - Teaching and Assessment of Science **Credit Hours: 3**
- ELEM 5870 - Teach and Assess Soc Studies **Credit Hours: 3**
- ELEM 5880 - Elementary Clinical Experiences & the Learning Environment **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Middle Level Education Certification

- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5981 - Discipline Specific Instructional Methods **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Science Certification

- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5985 - Teaching of Science (Secondary) **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Secondary Ed-English Certification

- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5983 - Teaching of English (Secondary) **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Mathematics Certification

- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5984 - Teaching of Mathematics **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Technology Education K-12 Certification

- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5993 - Teaching of Tech Ed in Secondary **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Social Studies Certification

- SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings **Credit Hours: 3**
- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5986 - Teaching of Social Studies (Secondary) **Credit Hours: 3**

Concentration Credits Required: 21

Teacher Education PLUS Health and Physical Education

- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5963 - Instructional Strategies **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**
- ED 5987 - Teaching of Health and Physical Education **Credit Hours: 3**
- ED 5995 - Adapted Physical Education **Credit Hours: 3**

Concentration Credits Required 21

Teacher Education PLUS Art Education K-12 Certification

Core

- ED 5920 - Foundations of Teaching & Learning Birth to Grade 12 **Credit Hours: 3**
- ED 5940 - Supporting English Language Learners Birth to Grade 12 **Credit Hours: 3**
- SPED 6000 - Special Education Foundations and Collaboration **Credit Hours: 3**
- SPED 7510 - Introduction to Behavior Analysis **Credit Hours: 3**

Required

- ED 5969 - School Law **Credit Hours: 3**
- ED 5970 - Student Teaching **Credit Hours: 6**

Required Advanced

- ED 5961 - Trauma Informed Teaching of Adolescents **Credit Hours: 3**
- ED 5962 - Technology Integration **Credit Hours: 3**
- ED 5964 - Assessments & Interventions **Credit Hours: 3**
- ED 5965 - Classroom Learning Environment **Credit Hours: 3**

Discipline-Specific Art

- ARED 7050 - Aesthetics and Art Criticism for Art Education **Credit Hours: 3**
- ARED 7200 - Therapeutic Approaches in Art Education **Credit Hours: 3**
- ARED 6500 - Art Strategies in Teaching and Learning **Credit Hours: 3**
- ARED 7060 - Art Curriculum Development **Credit Hours: 3**

Concentration Credits Required: 24

Total Number of Credits to Complete the Program: 45

Teaching English as a Second Language, Post-Baccalaureate Certificate

Advisement Sheet

Student Learning Outcomes

- Demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.
- Demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.
- Plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs. Apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.
- Demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

Admissions Requirements

- Students must have a valid Pennsylvania teaching license (if they are out of state they have to provide a valid teaching license as well, but they must speak with their Department of Education to determine if this TESL specialist programs meets their states requirements).
- College Transcripts
- This is a summer start only certification program.

Curriculum Requirements

Core

- ED 5710 - Foundations of ESL Education **Credit Hours: 3**

- ED 5720 - Language Acquisition and Development **Credit Hours: 3**
- ED 5730 - Supporting L2, Family, and Community **Credit Hours: 3**
- ED 5740 - Human Language and Culture - Sociolinguistics **Credit Hours: 3**
- ED 5750 - Second Language Methodologies - Content Based ESL **Credit Hours: 3**
- ED 5760 - Assessing English Language Learners - Language Assessment **Credit Hours: 3**

Total Number of Credits to Complete Program: 18

Program notes:

- Must already have teaching certificate (if out of state, check with your department of education)
- Summer start only
- Certain courses require a minimum of 5 hours of field experience

Threat Assessment & Mgmt in School, Post-Baccalaureate Certificate

The purpose of this certificate is to empower school personnel to identify threatening situations and to manage them appropriately within the school setting. This program is rooted in the safe-schools initiative and merges the perspectives of professional school psychology and criminal justice.

The safe-schools initiative was collaboration between the Secret Service and the US Department of Education. The goal was to adapt the original Secret Service threat assessment process for schools in order to reduce school violence and create safe school climates so that our nation's schools would be secured. In the aftermath of horrific school violence incidents, this initiative tried to answer two questions: 1) Could we have known this was going to happen? 2) What could we have done to prevent it? This three course strand will explore these questions with empirical support.

Additionally, because many situations are handled by school personnel before law enforcement can arrive, school employees need to know how to respond. They need to be able to identify, assess and manage individuals and groups who may pose threats of targeted violence. Related topics include 1) the role of principles, teachers, coaches, counselors and school psychologists in preventing and responding to violence in the school setting; 2) confidentiality laws; in which situations can professional act without fear of breaking these laws and 3) boundaries; in which circumstances should the school act to keep students safe and when must law enforcement be called in.

After successful completion of the program coursework, students will be able to:

1. Identify explicit threats of violence
2. Recognize warning behaviors associated with violence
3. Identify consultation and counseling models suitable for the school setting
4. Demonstrate applications of consultation skills in a threat management context
5. Recognize and employ relevant methods and sources in order to respond appropriately in the school setting

Advisement Sheet

Core

- SPSY 7727 - Psychoeducational Counseling and Interviewing **Credit Hours: 3**
- SPSY 7796 - Crisis Management and Violence Prevention in Educational Settings **Credit Hours: 3**
- CRJ 7745 - Special Topics in Criminology **Credit Hours: 3**

Total Number of Credits to Complete the Program: 9

Wellness and Fitness, Post-Baccalaureate Certificate

This Certificate focuses on introducing students to the revolutionary exercise programming strategies of the Optimum Performance Training (OPT) model. Students learn how this systematic approach to program design uniquely blends the science of acute variables with the concepts of flexibility, core stabilization, balance, reactive training, speed, agility and quickness, and strength training to develop a safe and effective exercise program for all individuals.

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced fitness and exercise science methodology and techniques including integrated functional fitness and other wellness methodologies.
- Plan and develop various fitness, wellness, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to their field of study.
- Competently describe a variety of current topics and issues related to their field of study with a focus on a.) federal, state and organization policy, b.) current exercise science and fitness trends, c.) leadership opportunities in shaping fitness and exercise science policy, and d.) research-based initiatives new to the fitness and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7110 - An Integrated Approach to Fitness and Wellness **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7510 - Program Design in Fitness and Wellness **Credit Hours: 3**
- EXSC 7810 - Current Topics in Fitness and Wellness **Credit Hours: 3**

Total Core Credits Required: 15

Total Number of Credits to Complete the Program: 15

Wellness Coaching, Post-Baccalaureate Certificate

This Certificate focuses on students building expertise in promoting healthy lifestyles through behavioral changes. Under the supervision of experienced faculty, students build evidence-based coaching competencies that are grounded in the science of positive psychology. They will study current topics in wellness coaching, review current

research and develop the skills to foster well-being and prevent or treat diseases. A research-based capstone project provides students with the opportunity to enhance their knowledge on a particular topic.

Advisement Sheet

Student Learning Outcomes

- Demonstrate an above average ability to implement and apply advanced wellness coaching and exercise science methodology and techniques including integrated functional fitness and other wellness coaching methodologies.
- Plan and develop various fitness, wellness coaching, and exercise science program design projects including program elements, rationale, innovative design, and supporting research related to their field of study.
- Competently describe a variety of current topics and issues related to wellness coaching with a focus on a.) federal, state and organization policy, b.) current exercise science and fitness trends, c.) leadership opportunities in shaping fitness and exercise science policy, and d.) research-based initiatives new to the wellness coaching and exercise science fields.

Curriculum Requirements

Core

- EXSC 7050 - Industrial, Clinical and Corporate Wellness **Credit Hours: 3**
- EXSC 7140 - Health and Wellness Coaching Competencies **Credit Hours: 3**
- EXSC 7150 - Business and Entrepreneurship in the Fitness Industry **Credit Hours: 3**
- EXSC 7540 - Health and Wellness Coaching - Facilitating Change **Credit Hours: 3**
- EXSC 7840 - Current Topics in Wellness Coaching **Credit Hours: 3**

Total Number of Credits to Complete the Program: 15

On Campus Programs

Speech Language Pathology, MS

The Master of Science program in Speech-Language Pathology is offered at PennWest-Clarion, PennWest-California, and PennWest-Edinboro. The program provides students with the academic knowledge and clinical experience for careers in a variety of professional settings. Our alumni are employed by hospitals, schools, rehabilitation facilities, skilled nursing facilities, clinics, early intervention facilities, and private practices. They are qualified to provide services to people of all ages who have communication and/or swallowing and feeding disorders. PennWest faculty members encourage students to become thoughtful and insightful decision makers. Students work closely with faculty and clinical instructors as they learn to make informed professional judgments and use contemporary approaches to prevention, diagnosis and management across the speech-language pathology scope of practice. Students must complete all academic courses and clinical practicum required for clinical certification by the American Speech-Language-Hearing Association. The programs at Edinboro, Clarion, and California are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. All programs continue to maintain their individual accreditation through the initial accreditation process for PennWest, assuring no lapse in accreditation for the programs.

Student Learning Outcomes

- Demonstrate adequate knowledge of principles of basic science and normal development in relation to speech, language and hearing for entry level into the profession.
- Demonstrate knowledge of characteristics, etiologies, and diagnostic and treatment methods for each disorder area within the scope of practice for speech-language pathology.
- Apply and integrate discipline-specific knowledge to develop and implement appropriate diagnostic and clinical management plans, providing services resulting in evidence-based practice in speech language pathology.
- Demonstrate knowledge of professional and ethical standards of conduct.

Admission Requirements

How to Apply to the MS SLP Program

Application System

Applicants will apply to our program online using the CSDCAS application system by searching "Pennsylvania Western University." Within the PennWest application, applicants will indicate the campus or campuses for which they would like to be considered (i.e., California, Clarion, and/or Edinboro). To learn more about the CSDCAS application process, visit <https://csdcas.liaisoncas.com>

Deadlines

- Applications for Fall enrollment must be submitted by 11:59 PM ET on February 1.
- Applications for Spring enrollment must be submitted by 11:59 PM ET on October 15.

Review Process

Applications for each campus location are reviewed by a committee on an ongoing basis. Applications will only be reviewed once the application is complete, all transcripts are verified, and three letters of recommendation are present with your CSDCAS application. Decisions are made by placing candidates into tiers of admission as applications are reviewed. Do NOT submit payment or transcripts directly to PennWest University. We welcome applications from individuals from any state or country.

Application Requirements

1. Transcripts from all institutions where college credit was received toward your baccalaureate degree to date (submitted to and verified through CSDCAS)
2. Three letters of recommendation regarding your ability to succeed in an SLP graduate program
3. Personal essay (specific prompts for this essay are within the application)
4. Resume
5. Submission of a 2-3-minute video (specific prompts for this video are within the application)

Curriculum Requirements

Core

- CSD 6100 - Speech Sound Disorders **Credit Hours: 3**
- CSD 6200 - Child Language Disorders: Birth to 5 **Credit Hours: 3**

- CSD 6300 - Aphasia and Other Adult Language Disorders **Credit Hours: 3**
- CSD 6400 - Adult Swallowing Disorders **Credit Hours: 3**
- CSD 6500 - Introduction to Clinical Methods: Diagnostic **Credit Hours: 1**
- CSD 6600 - Introduction to Clinical Methods: Treatment **Credit Hours: 2**
- CSD 6700 - Fluency Disorders **Credit Hours: 3**
- CSD 6800 - Voice and Upper Airway Disorders **Credit Hours: 3**
- CSD 6900 - Augmentative and Alternative Communication **Credit Hours: 2**
- CSD 7000 - On Campus Clinic **Credit Hours: 1 TO 6**
- CSD 7050 - Off Campus Clinic **Credit Hours: 1 TO 12**
- CSD 7100 - Research Methods in Speech-Language Pathology **Credit Hours: 3**
- CSD 7200 - Motor Speech Disorders **Credit Hours: 3**
- CSD 7300 - Child Language Disorders: School-Age and Adolescent **Credit Hours: 3**
- CSD 7400 - Cognitive and Neurogenic Communication Disorders **Credit Hours: 2**
- CSD 7500 - Audiology for the Speech-Language Pathologist **Credit Hours: 2**
- CSD 7600 - Pediatric Feeding and Swallowing Disorders **Credit Hours: 3**
- CSD 7770 - Professional Issues and DEI in SLP **Credit Hours: 3**
- CSD 7800 - Counseling in Speech-Language Pathology **Credit Hours: 2**
- CSD 7900 - Medical Speech Lang Pathology **Credit Hours: 3**

Total Core Credits Required: 60

Total Number of Credits to Complete the Program: 60

Studio Art, MFA

A three-year, 60-credit residential program with studio concentrations in Ceramics, Jewelry & Metalsmithing, Painting, Printmaking, and Sculpture. Enrolled students have a primary studio concentration and an assigned studio space, and work in conjunction with a faculty thesis committee as they explore their chosen media. Students engage in interdisciplinary dialogue through seminar courses. An MFA thesis exhibition is held during the final semester. PennWest is accredited by NASAD, the National Association of Schools of Art and Design.

Advisement Sheet MFA Studio Arts - Ceramics

Advisement Sheet MFA Studio Arts - Jewelry-Metalsmithing

Advisement Sheet MFA Studio Arts - Painting Concentration

Advisement Sheet MFA Studio Arts - Printmaking

Advisement Sheet MFA Studio Arts - Sculpture

Student Learning Outcomes

Students who complete the MFA degree are prepared to be life-long learners and researchers. They work as professional artists and are credentialed to pursue college-level teaching. Some graduates work in museums and galleries or become arts administrators. Others work as studio assistants or fabricators.

Admissions Requirements

Individuals seeking admission as degree students in this program must comply with the general admission requirements for graduate students at PennWest University and with the following specific admission requirements for this program:

1. Complete the online application.
2. Pay an application fee of \$35.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Submit a letter of intent. Please indicate the main medium of interest: Ceramics, Metals/Jewelry, Painting, Printmaking or Sculpture.
5. Three letters of reference. At least two of these should be faculty members the applicant had as instructors for undergraduate or graduate art courses.
6. Submit the required portfolio of 20 images of recent studio work using the SlideRoom account found at <https://edinboroart.slideroom.com/>. Include title, media, size, and date of each image. These must be submitted on or before the priority application deadline of February 1 for Fall semester admission. Applications will be accepted until April 1 for any remaining seats.
7. A personal interview if notified by the department.

All necessary steps of the admission process, except the personal interview, must be completed by February 1st to be considered for priority admission. Later applicants must complete all necessary steps, except the personal interview, by April 1st. Must be able to enroll in this program as a full-time student for at least two consecutive semesters excluding summer. If applicable, submit request for the acceptance of transfer credit.

Note: This program has a limited enrollment; therefore, there is no guarantee that individuals who meet the admissions requirements will be accepted into this program or that accepted students will be allowed to enter at a later date.

Curriculum Requirements

Required Advanced

Studio Art, MFA Ceramics Concentration

The MFA Ceramics concentration focuses on developing our student's individual artistic direction through making. Emphasis is placed on understanding the craft of creating and firing clay objects and on developing the concept behind the work as we embrace both functional and sculptural approaches to Ceramics.

- ART 7610 - Ceramics I **Credit Hours: 3 TO 6**
- ART 7620 - Ceramics II **Credit Hours: 3 TO 6**

Concentration Credits Required: 30

Studio Art, MFA Jewelry/ Metalsmithing Concentration

The MFA Jewelry and Metalsmithing concentration encourages candidates to pursue a distinct artistic direction while advancing both technical mastery and critical thinking. Graduate students work closely with faculty in a program that fosters self-reliance within a supportive community.

- ART 7910 - Jewelry/Metalsmithing I **Credit Hours: 3 TO 6**
- ART 7920 - Jewelry/Metalsmithing II **Credit Hours: 3 TO 6**

Concentration Credits Required: 30

Studio Art, MFA Painting Concentration

Students in the MFA Painting concentration work with a wide array of faculty to explore formal, technical, and conceptual approaches to painting and drawing. Studio immersion is complemented by critical dialogue with faculty and peers as students develop a distinct and mature body of work.

- ART 7410 - Painting I **Credit Hours: 3 TO 6**
- ART 7420 - Painting II **Credit Hours: 3 TO 6**

Concentration Credits Required: 30

Studio Art, MFA, Printmaking Concentration

Graduate Printmaking students develop a deep understanding of printmaking processes as they construct a resolved body of work that utilizes the unique image-making potential inherent in printmaking. Students may also work with Egress Press and Research honing their collaborative skills as a master printer.

- ART 7710 - Printmaking I **Credit Hours: 3 TO 6**
- ART 7720 - Printmaking II **Credit Hours: 3 TO 6**

Concentration Credits Required: 30

Studio Art, MFA, Sculpture Concentration

The MFA Sculpture concentration focuses on self-guided research while working closely with faculty through regular critiques, demonstrations, and discussions. Students are encouraged to begin with a wide-ranging exploration that grows increasingly more focused, culminating in a distinct and mature body of work.

- ART 7510 - Sculpture I **Credit Hours: 3 TO 6**
- ART 7520 - Sculpture II **Credit Hours: 3 TO 6**

Concentration Credits Required: 30

Related Electives

- ART 7410 - Painting I **Credit Hours: 3 TO 6**
- ART 7430 - Drawing **Credit Hours: 3**
- ART 7510 - Sculpture I **Credit Hours: 3 TO 6**
- ART 7610 - Ceramics I **Credit Hours: 3 TO 6**
- ART 7710 - Printmaking I **Credit Hours: 3 TO 6**
- ART 7800 - Studio Problems in Crafts **Credit Hours: 3**
- ART 7910 - Jewelry/Metalsmithing I **Credit Hours: 3 TO 6**
- ART 7930 - Independent Study in Art **Credit Hours: 3**
- ART 7980 - Special Topics **Credit Hours: 3**
- ART 6220 - Glaze Calculation **Credit Hours: 3**

- ART 6160 - Kiln Construction **Credit Hours: 3**
- ART 6180 - Special Ceramics Workshop **Credit Hours: 3**
- ART 6210 - The Figure in Ceramics **Credit Hours: 3**
- ART 6190 - Mold-Making in Ceramics **Credit Hours: 3**

Related Electives Required: 6

Required Art History

- ARTH 7300 - Topics in Art History **Credit Hours: 3**

Art History Credits Required: 9

Related Requirements

- ART 7000 - Seminar in the Fine Arts (Topic: Study of Contemporary Aesthetics of Art) **Credit Hours: 3**
- ART 7010 - Seminar in Fine Arts (Topic: Contemporary Art Theory) **Credit Hours: 3**
- ART 7020 - Seminar in Fine Arts (Topic: Professional Practice and Preparation) **Credit Hours: 3**

Related Requirements Required: 9

Studio Exhibition

- ART 7990 - Studio Exhibition **Credit Hours: 3**

Studio Exhibition Credits Required: 3

Total Number of Credits to Complete the Program: 60

Courses

Accounting

ACC 6100 - Financial Accounting Research

Credit Hours: 3

This class covers theoretical, conceptual and practical issues in financial accounting and how those issues impact decision making. Special emphasis will be placed on conducting research of authoritative accounting pronouncements, as well as current topical literature.

ACC 6200 - Federal Tax Research

Credit Hours: 3

This course offers the student an introduction to tax planning and tax research, while also incorporating the financial accounting treatment of income taxes. Topics covered include C Corporations, S Corporations, partnerships, exempt organizations and the impacts of international transactions. The emphasis on each topic is on tax research, planning and implementation of strategies, as well as the financial accounting implications of those strategies.

ACC 6300 - Problems in Auditing & Regulation**Credit Hours: 3**

This class will prepare the student to conduct an audit in accordance with generally accepted auditing standards in the United States of America. Emphasis will be placed on understanding, documenting and assessing internal controls and modifying the scope of the audit work to be performed based upon the internal controls assessment. Students will also have the opportunity to utilize electronic data analysis tools common in the auditing profession.

ACC 6400 - Strategic Cost Management**Credit Hours: 3**

This course is designed to explore tools and techniques for understanding and analyzing problems related to the overall strategic financial management of a firm as well as day to day financial decisions to maximize firm value. The case study/project analysis approach is used and students are encouraged to relate their own applications where possible.

ACC 6500 - Data Analytics**Credit Hours: 3**

This course will cover various topics used in developing predictive modeling and applying statistical forecasting methods used throughout business and academia. Topics in the course will assist business professionals in leveraging historical data to build models for predicting future results. Additionally, the course will utilize these topics in conjunction with data, integration, and information deployment to provide improved planning and better predictive decision making. Forecasting techniques will be covered to evaluate complex business scenarios to make better decisions in Finance, Marketing, Production Scheduling, Process Control, and Strategic Planning.

ACC 6600 - Public Accounting**Credit Hours: 3**

This class integrates accounting theory with the current practices being conducted in the field. This class will provide the student with the opportunity to witness how accounting professionals today are responding to the foundational issues in the field.

ACC 6700 - Business Law-Tax & Securities**Credit Hours: 3**

This course is design to provide the MBA student with an understanding of the concepts and issues related to the management of legal, ethical and social responsibilities of business organizations. Students learn the basic tools needed to manage a business in the legal environment in which it operates, to recognize and respond to ethical problems and social responsibilities of business, and to understand their personal responsibilities as business managers.

Prerequisite: Graduate standing.

ACC 7210 - Tax Practice Management

Credit Hours: 3

In this course, students will be introduced to various issues facing tax professionals, including but not limited to ethics, confidentiality, client engagement and communication.

Prerequisite: ACC 6200

ACC 7220 - Advanced Entity Taxation & Reporting

Credit Hours: 3

Students will conduct research and prepare complex tax reporting forms relevant to business entities, including but not limited to partnerships, Corporations and LLC's.

Prerequisite: ACC 6200

ACC 7230 - Advanced Tax Planning

Credit Hours: 3

Students will be given the opportunity to employ various strategies aimed to maximize after-tax wealth for both business entities, as well as individuals. Specific focus will be on strategies such as income shifting, conversion and strategic timing of income recognition.

Prerequisite: ACC 6200

ACC 7310 - Advanced Auditing

Credit Hours: 3

Students will have the opportunity to explore the audit process, as well as the impacts of an audit on stakeholders from an agency perspective. Furthermore, students will be exposed to other auditing concepts, such as auditing the various business cycles and assessing risk at the assertion level.

Prerequisite: ACC 6300

ACC 7320 - Auditing Systems & Internal Auditing

Credit Hours: 3

Students will explore risks impacting the key elements of information, including availability, confidentiality and integrity. Furthermore, students will become familiar with internal controls applied to an information system and the auditing procedures utilized on the system and its controls.

Prerequisite: ACC 6300

ACC 7330 - Advanced Forensic Accounting & Litigation Support

Credit Hours: 3

Students will explore various types of financial frauds and source documents. Furthermore, students will be given the opportunity to investigate and prepare documentation related to fraud and business valuation appropriate for the legal system.

Prerequisite: ACC 6300

Arabic

ARAB 6100 - Arabic Linguistics

Credit Hours: 3

Students will be introduced to the aspects of Arabic language that are of interest to linguists who focus on the linguistic aspects of the language. This course will focus on the study of Arabic as a language system in terms of modern linguistic analysis. Students will study the language sound system (phonology), word structure (morphology), phrase and sentence structure (syntax), and meaning at the word and sentential level (semantics). The Arabic rhetoric, the history of Arabic and the issue of diglossia in Arabic-speaking countries will also be discussed in this course.

ARAB 6200 - Arabic-English Translation

Credit Hours: 3

This course is meant to raise the awareness of the students to the importance of translation and interpretation from Arabic to English and vice versa. Students will work on stylistic, syntactic, technical, and cultural problems encountered in the Arabic-English translation process. Exercises will provide translation practice with different types of texts and documents. Texts and Documents will include, but not be limited to, legal, medical, business, media, etc.

ARAB 6300 - Arabic Literature and Social Culture Aspects

Credit Hours: 3

This course surveys selected Arabic literary works including the biography, poetry, prose, the tale, the fiction, the novel, the play, the song and the film. It will also discuss the language used in such works, and research how the culture of the community was reflected in that literary work. It will also examine how culture plays an important role in literature.

ARAB 6400 - Arabic Dialect Acquis. & Var.

Credit Hours: 3

This course helps students to gain knowledge about Arabic dialectology and its geographical variation. Also, the students will be exposed to different examples from the very different types of Arabic dialects and accents which are spoken in the Arab Homeland.

ARAB 6500 - Images Islam: SPN-Iran

Credit Hours: 3

This course discusses the influence of Islam on art and architecture from select countries from Spain to Iran, including North Africa and the Greater Middle East. It provides an accessible and appealing examination of the significant artistic, architectural, and cultural dimensions of the Islamic World, with special attention to developments during the Islamic Golden Age, and their influences on the West.

ARAB 6600 - Advanced Arabic Composition**Credit Hours: 3**

This course will focus on advanced Arabic grammar and writing, empowering students to develop writing skills within a variety of subjects and disciplines. In terms of advanced grammar, this course provides a review of both fundamental and basic points of the grammatical structural types of Arabic. It is designed to review students' grammatical knowledge of Arabic structures to improve their performance on both writing and speaking. Students will follow the steps of writing, including prewriting, research and data collection, drafting, revising, and editing and proofreading writing through multiple drafts.

ARAB 6700 - Methods of Teaching and Learning Arabic**Credit Hours: 3**

This course introduces students to the theory and practice of foreign/second language instruction. It focuses on methods of teaching Arabic as a foreign language and starts by introducing students to models and theories of second language acquisition (SLA), including understanding what language and research are, what learning is, and for classroom contexts, what teaching is. The course will also focus on SLA research, including Arabic SLA studies, and the implications of major research findings for Arabic language teaching. In addition, the course will zero in on best practices in Arabic instruction, including the teaching of the four language skills (reading, writing, listening, and speaking). Finally, it will focus on a number of important questions that face the teacher of Arabic as a foreign language, such as teaching grammar and vocabulary, course design, writing lesson plans, material development, technology use, assessment, and teaching MSA and dialect.

ARAB 6800 - Special Topics in Arabic**Credit Hours: 3**

This course provides students the opportunity to explore and research graduate-level topics of interest that are not available as regular course offerings of the University.

ARAB 7990 - Thesis**Credit Hours: 3 TO 6**

The thesis consists of a written report of extensive research into a specific area of investigation, demonstration of knowledge of the background of the subject, the published literature of the subject, and high standards of original research and presentation. A thesis is often experimental in nature.

ARAB 8000 - Graduate Internship**Credit Hours: 3 TO 6**

This course provides students the opportunity to explore and research graduate-level topics of interest that are not available as regular course offerings of the University.

Art Education

ARED 6500 - Art Strategies in Teaching and Learning

Credit Hours: 3

This course is devoted to specific, current issues in teaching and learning related to Art Education. This course requires each student to undertake an in-depth study and research of issues provided by the instructor in light of its practical application to one's own art teaching situation or context.

ARED 7010 - Contemporary Issues in Art Education

Credit Hours: 3

This course is devoted to the examination of current issues in art education. The student will develop a professional awareness of global, national, state, and local issues as they apply to their teaching situation. The course will cover an overview of current issues in the field with emphasis on specific issues as determined by the instructor and the needs of the students.

Prerequisite: Program Admission

ARED 7050 - Aesthetics and Art Criticism for Art Education

Credit Hours: 3

This course examines the nature of the aesthetic experience as it relates to the artist, the art object/event, and the observer. Included are topics on the function and methods of art criticism. Questions are raised concerning the creative act, theories of art, context, interpretation, and evaluation, which are particular significance to the art educator in contemporary schools.

Prerequisite: Program Admission.

ARED 7060 - Art Curriculum Development

Credit Hours: 3

This course is devoted to the examination of curriculum in art education. An overview of past theory as well as contemporary trends in curriculum will be studied. The development and evaluation of art education curriculums will be the major emphasis of the course.

ARED 7150 - Critical Readings in Art Education

Credit Hours: 3

This course will provide foundational reading of critical literature in the field of art education. Students will gain knowledge of the concepts, theories, and developmental history of art education through readings in art education, education, policy, psychology and other related areas that have shaped the field of art education.

Prerequisite: Program Admission.

ARED 7200 - Therapeutic Approaches in Art Education

Credit Hours: 3

On a master's level, art educators need to expand on the foundational courses they took in their pre-service training. This course was created to further the master art teacher's understanding of working with students who have special needs. This course will provide students with the theories and strategies of therapeutic art education and art therapy.

Prerequisite: Program Admission

ARED 7500 - Arts-Based Research in Art Education

Credit Hours: 3

This course explores current research methodology in art education. Research designs studied will be qualitative, quantitative and mixed-methods. Topics will cover historical, philosophical, case study, survey, experimental design, feminist, ethnographic, and action research.

Prerequisite: Program Admission

ARED 7550 - Community Engagement in Art Education

Credit Hours: 3

In this course, students analyze strategies for collaborative practice in arts-based community building. In alignment with National Core Arts Standards, students assemble exemplars of creative projects in the areas of community engagement and participatory, public art projects.

Art History

ARTH 5410 - The History of Women in Art

Credit Hours: 3

This course surveys the history of women in the visual arts. The student will study the contributions women artists made during all the major art movements in history, and includes study of work in Asia, Africa and Central/South America. The course recognizes linkages between the artists and their male peers, and considers the influences of culture on their work. Students become acquainted with significant women whose activities as patrons, curators or collectors also impacted the history of art.

ARTH 5580 - Contemporary Art

Credit Hours: 3

This course examines the history of the visual arts from 1980 to the present. It addresses the rise of postmodernism, internationalism and the role technology plays in the evolution of new art forms.

ARTH 7300 - Topics in Art History

Credit Hours: 3

This course will focus on a specific topic in Art History suitable for graduate students in the M.F.A. program, other graduate students with permission of the instructor. The content will vary from semester to semester according to the interests of the students and faculty. May be repeated up to three times for credit.

Art

ART 6160 - Kiln Construction

Credit Hours: 3

This course is an introduction to methods of building kilns. Students will learn about various types of kiln, firing methods, refractories, insulation, fuels, burners, and calculating BTU requirements. Students will construct one or more kilns and learn to repair existing gas and electric kilns as needed.

ART 6180 - Special Ceramics Workshop

Credit Hours: 3

This course is designed for the advanced student of ceramics. The course is a special offering that will focus on a specific area such as vapor glazing, Raku, primitive firing, photo emulsion or other current developments in the ceramics field.

ART 6190 - Mold-Making in Ceramics

Credit Hours: 3

This course provides students in-depth study of mold-making and slip-casting. Students will create functional pottery or ceramic sculpture. Topics include practical demonstration of: pattern and model making, various molds, clay modeling, mold alteration, casting, joining and altering of cast parts, glazing and firing. Design concepts, function, and the history of mold making and its use in the creation of contemporary art will be covered.

ART 6210 - The Figure in Ceramics

Credit Hours: 3

The purpose of this course is to provide students an opportunity for in-depth study of the human figure through the medium of fired ceramics. This class will explore the human form as a vehicle for making art. A variety of approaches to the representation of the figure will be employed. The history of the figure in clay and its place in contemporary art will be covered through lectures and readings.

ART 6220 - Glaze Calculation

Credit Hours: 3

This course is designed for the advanced student of ceramics and will examine the raw materials used in the ceramics field. Students will calculate, formulate, and fire clays, slips, and glazes at a variety of temperatures.

ART 7000 - Seminar in the Fine Arts (Topic: Study of Contemporary Aesthetics of Art)

Credit Hours: 3

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals.

ART 7010 - Seminar in Fine Arts (Topic: Contemporary Art Theory)

Credit Hours: 3

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals.

ART 7020 - Seminar in Fine Arts (Topic: Professional Practice and Preparation)

Credit Hours: 3

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals.

ART 7410 - Painting I

Credit Hours: 3 TO 6

This graduate course is for the first year MFA student with a major in Painting. Emphasis is on individual development and execution of pictorial problems. The student will work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

ART 7420 - Painting II

Credit Hours: 3 TO 6

This graduate course is designed for the second year MFA student with a major in Painting. Continued individual growth in the development and execution of pictorial problems is expected. The student will continue to work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

ART 7430 - Drawing

Credit Hours: 3

This course emphasizes drawing as an aesthetic experience. Exploration and development of drawing as an independent discipline is expected. Students explore a variety of media, technical processes and conceptual approaches to drawing.

Prerequisite: Must be a graduate student in Art.

ART 7510 - Sculpture I

Credit Hours: 3 TO 6

This course concentrates on developing, intensifying and enhancing expressional processes as they relate to sculpture. Emphasis is on individual initiative in both the development and the execution of sculptural problems. The student will work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

Prerequisite: MFA degree student in Art or approval of the Sculpture area MFA faculty.

ART 7520 - Sculpture II

Credit Hours: 3 TO 6

This course is designed to allow the sculpture major to develop artistic, technical and professional competence. The student will work with a member of the Sculpture area MFA faculty on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

ART 7610 - Ceramics I

Credit Hours: 3 TO 6

This studio course concentrates on developing the artistic, technical and professional competence of the first year MFA student. The student will work with a member of the MFA Ceramic faculty to develop and explore most fully the potentials of both the student and medium in terms of a plastic visual expression. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

Prerequisite: MFA degree student or approval of Ceramic area MFA faculty.

ART 7620 - Ceramics II

Credit Hours: 3 TO 6

This studio course concentrates on developing the artistic, technical and professional competence of the second year MFA student. The student will work with a member of the MFA Ceramic faculty to develop and explore most fully the potentials of both the student and the medium in terms of a plastic visual expression. Continued growth in the student's vision and competence is expected. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

ART 7710 - Printmaking I

Credit Hours: 3 TO 6

This is a beginning graduate course in Lithography, Intaglio, Relief or Serigraphy. The student will work on an individual basis with an instructor of the student's choice in pursuit of experimental imagery research and technical control. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

Prerequisite: MFA degree student in Art or approval of the Printmaking are MFA faculty.

ART 7720 - Printmaking II

Credit Hours: 3 TO 6

In this advanced course emphasis is placed on refining and developing personal imagery as well as developing the technical proficiency required of the professional printmaker. Student will work on an individual basis with an instructor of the student's choice. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

ART 7800 - Studio Problems in Crafts

Credit Hours: 3

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the particular student in either fiber or wood crafts. The student works with the instructor in developing his or her competence in all phases of the media processes. The emphasis is on the development of the student's artistic capabilities and all around competence in the studio.

ART 7910 - Jewelry/Metalsmithing I

Credit Hours: 3 TO 6

In this course the student selects problems in Jewelry/Metalsmithing suitable for varying levels of experience. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

Prerequisite: MFA degree student in Art of approval of the Jewelry/Metalsmithing area MFA faculty.

ART 7920 - Jewelry/Metalsmithing II

Credit Hours: 3 TO 6

This advanced course is designed to allow the second year Jewelry/Metalsmithing major to develop and extend his or her techniques and visual capabilities. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements.

ART 7930 - Independent Study in Art

Credit Hours: 3

The Independent Study program aims to serve those students whose scholarly bent seems most clearly adapted to independent work. Students are permitted to resolve problems and to earn credit for work performed outside the classroom requirement of any specific course in the curriculum.

ART 7980 - Special Topics

Credit Hours: 3

ART 7990 - Studio Exhibition

Credit Hours: 3

Registration for ART 7990 provides credit for the preparation of the studio exhibit required of all MFA degree candidates. The studio exhibit is presented in the form of a one person show expressing the culmination of experiences and achievements of the student's total graduate program. A written statement concerning the work of the exhibition must be exhibited along with the work.

Atmospheric Sciences

ATMS 5011 - DataStreme Atmospheric Studies

Credit Hours: 3

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of meteorology from analysis of digitally delivered near real-time environmental data and learning activities. The course utilizes the display and analysis of atmospheric data with applications designed to be modified for use in other instructional formats. The analysis of weather maps is an integral part of the investigations component of the course. Students are expected to visualize, interpret, and interrogate various weather phenomena as they relate to the current state of the atmosphere. Basic prediction of future weather conditions is one of the culminating experiences of the course, after extensive online investigations. The course relies on data and support of the American Meteorological Society.

ATMS 5012 - DataStreme Ocean Studies

Credit Hours: 3

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of oceanic analysis of digitally delivered near real-time environmental data and learning activities. The course utilizes the display and analysis of oceanic data with applications designed to be modified for use in other instructional formats. Specifically, it is designed to be a study of the four main branches of oceanography: 1) geology of the oceanic basins (origins of the oceans, structure and geomorphology of the ocean's floor, methods of investigation); 2) chemistry of the ocean waters; 3) physics of the oceans (currents, waves, tides, etc.); 4) biology of the oceans (marine plants and animals). The course relies on data and support of the American Meteorological Society.

ATMS 5013 - DataStreme Climate Studies

Credit Hours: 3

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of climate analysis of digitally delivered near real-time environmental data and learning activities. The course utilizes the display and analysis of climatic data with applications designed to be modified for use in other instructional formats. In this course the elements and controls of climate are analyzed in a systematic fashion. The physical parameters controlling climate are reviewed, as they relate to physics and chemistry. Climate science is concerned not only with the most frequently occurring types, the average weather, but the infrequent and unusual types as well. Climates of the past and potential future states of climate will be discussed and the impacts thereof. The student will be able to make an informed decision in the framework of a Citizen Scientist given the nature of a changing

climate through data analysis utilized in this course. Near the conclusion of the course, human energy needs, policy implications and political ramifications are discussed based upon our best understanding of the impacts of the quickly changing climate. The course relies on data and support of the American Meteorological Society.

ATMS 5014 - Selected Topics in Atmospheric Sciences

Credit Hours: 3

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of atmospheric science analysis of observed environmental data and learning activities. Students learn about research initiatives from a variety of scholars and professionals employed in various sectors of the weather enterprise. The course employs a seminar format to facilitate interdisciplinary and cross institutional networking opportunities and leverages the existing institutional connections between Cal U, AMS and the National Oceanic and Atmospheric Administration (NOAA). These connections allow professionals to engage students in the seminar format where engagement is maximized. Professional focus is from the national centers (e.g., Weather Prediction Center, Storm Prediction Center, National Center for Environmental Prediction, Local National Weather Forecast Office, Space Weather Prediction Center, & National Weather Service Training Center). Learning modules are presented and students are tasked with engaging each other as they navigate course materials. Near the conclusion of the course, students are required to synthesize course materials and learning modules in a deliverable format for peers or other students at various learning capacities. Students then conduct their own peer-to-peer collaborations utilizing the learning tools presented in the course. The course relies on data and support of the American Meteorological Society.

ATMS 5015 - Selected Topics in Oceanography

Credit Hours: 3

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of atmospheric science analysis of observed environmental data and learning activities. Students learn about research initiatives from a variety of scholars and professionals employed in various sectors of the weather enterprise. The course employs a seminar format to facilitate interdisciplinary and cross institutional networking opportunities and leverages the existing institutional connections between Cal U, AMS and the National Oceanic and Atmospheric Administration (NOAA). These connections allow professionals to engage students in the seminar format where engagement is maximized. Professional focus is from the national centers (e.g., Weather Prediction Center, Storm Prediction Center, National Center for Environmental Prediction, Local National Weather Forecast Office, Space Weather Prediction Center, & National Weather Service Training Center). Learning modules are presented and students are tasked with engaging each other as they navigate course materials. Near the conclusion of the course, students are required to synthesize course materials and learning modules in a deliverable format for peers or other students at various learning capacities. Students then conduct their own peer-to-peer collaborations utilizing the learning tools presented in the course. The course relies on data and support of the American Meteorological Society, NOAA, United States Naval Academy, Naval Meteorology and Oceanography Command, and by the Office of Naval Research.

ATMS 5016 - Selected Topics in Paleoclimatic Studies

Credit Hours: 3

A collaborative learning course in conjunction with the American Meteorological Society (AMS) designed to focus on principles of paleoclimatology & ice core analysis of observed environmental data and learning activities. Students learn about research initiatives from a variety of scholars and professionals employed in various sectors of the climate science enterprise. The course employs both face-to-face and online engagement to facilitate interdisciplinary and cross institutional networking opportunities and leverages the existing institutional connections between PennWest University, AMS, Oregon State University, Dartmouth University (School of Ice), and the National Science Foundation

(NSF). These connections allow professionals to engage students in the seminar format where engagement is maximized. Professional focus is from NSF-supported, university-level scientists. Learning modules developed in collaboration with the Ice Drilling program at Dartmouth University will be leveraged with students online and in-person. Students will be tasked with engaging each other as they navigate these course modules. Near the conclusion of the course, students are required to synthesize course materials and learning modules in a deliverable format for peers or other students at various learning capacities. Students then conduct their own peer-to-peer collaborations utilizing the learning tools presented in the course. The course relies on data and support of the American Meteorological Society.

ATMS 5021 - Water in the Climate System

Credit Hours: 3

A collaborative learning course utilizing curricular materials from the American Meteorological Society (AMS) designed to focus on principles of water analysis of digitally delivered near real-time environmental data and learning activities. Water in the Earth System (WES) is modeled after the DataStreme Project, a highly successful program that trains teachers in the use of real-time geoscience data in the precollege classroom. The primary focus of WES is to investigate the flow of water and energy in the global water cycle from an Earth system science perspective. Through a unique paradigm, WES integrates and applies fundamental concepts of meteorology, oceanography, and hydrology in examining mass and energy transfer in the hydro-logic cycle. A central theme of WES is society's response to and impact on the global water cycle. As with other Cal U-AMS DataStreme courses, WES instruction is delivered online, providing students with highly motivational experiences in a robust online platform as they access and interpret near-real time environmental data. The course relies on data and support of the American Meteorological Society.

ATMS 5022 - Sustain in Changing Climate

Credit Hours: 3

The principle focus of the course elaborates on how the Earth system functions interacts amongst its subdomains, but also addresses how humans interact within these sub-systems and how those sub-systems impact humans. The course integrates the approach of Sustainability and explores how today's human societies can devise adaption and mitigation strategies in a rapidly changing climate. The concept of climate resilience is stressed with the challenges of ecosystem degradation and resource limitations. Sustainability is a multi-disciplinary field, requiring a broad understanding of Earth systems as well as human motivations. Sustainable practices and theories are introduced and are inclusive of but not limited to population dynamics, ecosystem science, global change, energy, water, environmental economics and policy, ethics, and cultural history. A rapidly changing climate necessitates the importance of identifying suitable Sustainable practices and their implications in both the natural and social sciences as well as the technical challenges and limitations available at present. The student should have been exposed to a background in the Earth sciences and/or other core science concepts (e.g., Biological Sciences, Physics/Chemistry). The course will present real-world examples and/or case studies allowing the students to be exposed to contemporary challenges in environmental management.

ATMS 5023 - Env Hazards Changing Climate

Credit Hours: 3

This course focuses on weather and climate-related natural hazards from physical science perspective but also explores their socioeconomic impact on human societies. The concept of climate resilience is elucidated by examples of climate adaptation and mitigation from the past, as well as proposed strategies for the future. Trends in frequency and intensity of hazard events are discussed within framework of socioeconomic conditions to explain how vulnerable groups are identified. Impact of how a social group's or individual's personal views, perceptions of environment, or risk averse

attitudes will also be explored.

Athletic Training

ATTR 5100 - Practicum I

Credit Hours: 2

This course is designed to allow students the opportunity to develop clinical proficiency in acute management, clinical evaluation and treatment through patient care during a 7-week clinical education experience.

Prerequisite: ATTR 5250, ATTR 5280 and ATTR 5310.

ATTR 5110 - Practicum II

Credit Hours: 2

This course is designed to allow students the opportunity to develop clinical proficiency in acute management, clinical evaluation and treatment through patient care during a 7-week clinical education experience.

Prerequisite: ATTR 5100, ATTR 5490 and ATTR 5600.

ATTR 5120 - Practicum III

Credit Hours: 2

This course is designed to allow students the opportunity to develop clinical proficiency in the delivery of athletic training knowledge and skills through direct patient interaction during a 7-week clinical education experience.

Prerequisite: ATTR 5100, ATTR 5110, ATTR 5300.

ATTR 5250 - Applied Anatomy for Athletic Training

Credit Hours: 2

This course is designed to provide the student with knowledge in functional anatomy, kinesiology, and applied movement strategies. Understanding of tissue structure and function along with basic neuromuscular assessment techniques such as palpation, range of motion, and muscular testing will be emphasized in this course.

Prerequisite: Admission into MSAT.

ATTR 5280 - Foundational Skills in Athletic Training & Lab

Credit Hours: 3

This course is designed to provide students with basic knowledge and understanding of common injuries and illnesses associated with an active population. Students will also develop skills in emergency management, acute care, injury prevention, environmental considerations, risk management, protective equipment and mechanisms of trauma.

Prerequisite: Admission to MSAT

ATTR 5300 - Advanced Movement Dysfunction & Corrective Exercise

Credit Hours: 2

This course will investigate the nuances of dysfunctional human movement and pattern recognition. Various assessment techniques and corrective strategies will be explored. This course is intended to provide healthcare professionals with the necessary knowledge base, understanding of theory and concepts and application to objectively evaluate human movement, performance and recovery of patients.

Prerequisite: ATTR 5490, ATTR 5100 and ATTR 5110.

ATTR 5310 - Principles of Orthopedic Assessment

Credit Hours: 2

The course highlights the study, theory and techniques of evaluation of orthopedic injuries. Emphasis on a systematic approach to orthopedic assessment, including neurological evaluations, palpation techniques, strength testing, range of motion, circulatory assessment, special tests and postural evaluation for the injured population.

Prerequisite: Admission to MSAT.

ATTR 5490 - Therapeutic Interventions

Credit Hours: 2

This course provides an introduction to the theory and implementation of therapeutic exercise, therapeutic modalities, and rehabilitation techniques for the physically active from the time of injury back to activities of daily living. Topics included tissue response to injury, general rehabilitation principles and guidelines, patient reported outcomes, and progressive therapeutic and modality techniques.

Prerequisite: ATTR 5250, ATTR 5280, ATTR 5310.

ATTR 5600 - Evidence Based Assessment & Intervention of the Knee

Credit Hours: 2

This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the Knee and surrounding areas.

ATTR 5620 - Evidence Based Assessment & Intervention of the Foot & Ankle

Credit Hours: 2

This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the lower leg, ankle, foot, and surrounding areas.

Prerequisite: ATTR 5250, ATTR 5280, ATTR 5310.

ATTR 5640 - Evidence Based Assessment & Intervention of the Shoulder

Credit Hours: 2

This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the shoulder and surrounding areas.

Prerequisite: ATTR 5600, ATTR 5490, ATTR 5100.

ATTR 5700 - Evidence based assessment & intervention of the hip & pelvis

Credit Hours: 2

This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the hip, pelvis, and surrounding areas.

Prerequisite: ATTR 5300, ATTR 5720, ATTR 5750.

ATTR 5720 - Evidence Based Assessment & Intervention of the Elbow, Wrist & Hand

Credit Hours: 2

This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of injuries pertaining to the elbow, wrist, hand, and surrounding areas.

Prerequisite: ATTR 5300, ATTR 5620, ATTR 5640.

ATTR 5750 - Evidence Based Assessment & Intervention of the Head, Spine & Thorax

Credit Hours: 3

This course provides an introduction to the current evidence and best practices related to the recognition, evaluation, and therapeutic rehabilitation of the injuries pertaining to the head, thorax, spine, sacrum, and surrounding areas.

Prerequisite: ATTR 5110 , ATTR 5620 , ATTR 5640

ATTR 6210 - Current Topics in Athletic Training

Credit Hours: 2

This course will explore emerging topics in patient care and the role of advanced clinical practice in the development of clinical knowledge and skills.

Prerequisite: ATTR 5120, ATTR 5700, ATTR 5720.

ATTR 6670 - Psychosocial Intervention in Athletic Training

Credit Hours: 3

The course is designed to assist athletic trainers in identifying strategies and resources to assist patients with stressors that emerge as a result of injury or rehabilitation process. Identification of both physical and psychological barriers is necessary in order to provide a comprehensive rehabilitation program.

Prerequisite: ATTR 6800, ATTR 6850, ATTR 6950.

ATTR 6750 - Diagnosis and Disposition of Illnesses in the Physically Active**Credit Hours: 3**

This course provides basic procedures in the recognition, treatment, and management of general medical conditions. Students obtain the knowledge and skills needed to recognize, assess, and manage illnesses of the physically active individual and to recognize the need for a medical referral when appropriate.

Prerequisite: ATTR 5110, ATTR 5120, ATTR 5250.

ATTR 6800 - Research and Evidence Based Practice**Credit Hours: 3**

This course will guide the student through the initial steps of developing a Capstone research project, selecting and developing the methodology for the intended research, and to introduce basic statistical analysis appropriate to the research being conducted.

Prerequisite: ATTR 6210, ATTR 6750, ATTR 6900

ATTR 6850 - Pharmacology & Supplements in Sport**Credit Hours: 3**

Students examine the pathophysiology of general medical conditions and the pharmacological interventions used in the management of disease and disability, the management and administration of over the counter and prescription medications, performance enhancing substances, their pharmacokinetics and pharmacodynamics, and how physical activity is altered by their use and abuse.

Prerequisite: ATTR 6210, ATTR 6750, ATTR 6900.

ATTR 6900 - AT Professional Development, Administration & Leadership**Credit Hours: 3**

This course addresses the administration and organization of athletic training facilities. Students will learn basic management theory, budget preparation, purchase of equipment/modalities, legal and ethical considerations, athletic training facility design, medical record keeping, risk management, and public relations. Students will also learn professional development and continuing standards required for the profession.

Prerequisite: ATTR 5120, ATTR 5700, ATTR 5720.

ATTR 6950 - Clinical Immersion I

Credit Hours: 4

This course is designed to provide athletic training students with real-time patient interactions to develop clinical proficiency in the delivery of athletic training skills through a 15-week immersion rotation experience.

Prerequisite: ATTR 6210, ATTR 6750, ATTR 6900.

ATTR 6960 - Clinical Immersion II

Credit Hours: 4

This course is designed to provide athletic training students with real-time patient interactions to develop clinical proficiency in the delivery of athletic training skills through a 15-week immersion rotation experience.

Prerequisite: ATTR 6800, ATTR 6850, ATTR 6950.

ATTR 6980 - Capstone in Athletic Training

Credit Hours: 3

This course is designed to be the capstone for the didactic courses and clinical experiences across the curriculum. Advanced topics are explored to prepare students for the Board of Certification Examination and progression to clinical practice.

Prerequisite: ATTR 6800, ATTR 6850, ATTR 6950.

Communication and Journalism

COMJ 6000 - Communication Theory

Credit Hours: 3

This course is designed as a general introduction to communication theory. It surveys the major approaches, processes and communication contexts of theory building in the human sciences, and examines the primary movements that have influenced thinking about communication as a discipline.

COMJ 6005 - Communication Research

Credit Hours: 3

This course introduces research methods and tools in communication studies. Students become proficient in communication design and analysis using quantitative measures, with particular emphasis on databases, constructing and applying measurement instruments, and conducting statistical analyses.

COMJ 6010 - Qualitative Communication Research

Credit Hours: 3

This course provides students with the requisite knowledge and skills to design and carry out qualitative research on communicative practices, interactions and events. Students learn principles of and applications for participant-

observation research and how interpretive analysis can serve as the basis for hypothesis generation and quantitative design.

COMJ 6200 - Interpersonal Communication Strategies

Credit Hours: 3

This course reviews recent theories of interpersonal interaction and introduces methods for analyzing communication between persons in significant relationships. Students examine how relationships develop and deteriorate through communication practices, and how differences in gender, ethnicity, age, class and race affect interpersonal perception.

COMJ 6205 - Managing Conflict

Credit Hours: 3

This course addresses problems of managing conflict in interpersonal, group and institutional contexts. Students learn theories of conflict and strategies for negotiation and mediation. The course takes up social and psychological factors of conflict, conflict management styles, anger management practices, assertive behavior, attitude adjustment, and meanings of peace.

COMJ 6600 - Digital Events Strategies

Credit Hours: 3

This course provides learners with the knowledge to plan, design, implement and measure digital and hybrid events. Specific attention is paid to selecting appropriate platforms, budgeting, using new technologies, marketing to audiences, and using metrics to measure event effectiveness.

COMJ 6800 - Public Relations Management

Credit Hours: 3

This course provides in-depth study of how organizations manage media, consumer, government, investor, employee, and community relations. It focuses on successful program development through the knowledge and application of public relations management principles and communication techniques.

COMJ 6805 - Communication Strategies in Advertising

Credit Hours: 3

This course teaches dynamics of communication in the creation, implementation, and criticism of advertising. Students learn to analyze communication research, message strategies, execution of advertisements, and client-media-consumer relationships from theoretical, critical and applied perspectives.

COMJ 6810 - Crisis Management

Credit Hours: 3

The purpose of the course is to develop a conceptual understanding of the process of communication and crisis management for application in institutional and organizational contexts. Students explore issues of planning,

development, and execution of crisis management plans including risk assessment, media relationships, image restoration, and crisis response strategies.

COMJ 7200 - Ethics & Social Responsibility

Credit Hours: 3

An advanced seminar on issues of moral and ethical engagement in public and private spheres. Emphasis is on interpersonal, group, and mediated communication, the impact of language on human conduct, the mediation of legal and ethical norms, listening as foundational to social cohesion, and philosophical reflections on relative and universal values.

COMJ 7205 - Persuasion & Social Influence

Credit Hours: 3

This course focuses on the communicative aspects of persuasion and the persuasive aspects of propaganda. Students engage in advanced theoretical and critical consideration of the persuasive functions of media, especially television, through an analysis of the rhetoric of popular trials and other media events.

COMJ 7210 - Managing Diversity

Credit Hours: 3

The course examines theories and practices of intercultural communication competency that enable managers and leaders to maximize diversity's advantages while minimizing barriers such as prejudices and bias that can undermine the functioning of a diverse group, team or workforce.

COMJ 7800 - Managerial & Leadership Communication

Credit Hours: 3

This course focuses on the communicative aspects of persuasion and the persuasive aspects of propaganda. Students engage in advanced theoretical and critical consideration of the persuasive functions of media, especially television, through an analysis of the rhetoric of popular trials and other media events.

COMJ 7805 - Integrated Marketing Communication

Credit Hours: 3

This course is concerned with the creation and implementation of communication campaigns using a mix of promotional methods including public relations, advertising, and related concepts. Goals and objectives, audience analysis, message strategies, tactics, and evaluation research are presented in an applied communication context with particular emphasis on the non-profit sector.

COMJ 7810 - Communication Consulting

Credit Hours: 3

This course presents consulting strategies as solutions to communication problems with a focus on research and intervention in the organizational communication situation. Communication theory is applied in the study of

consultant-client relationships, organizational communication audits, and the design and implementation of communication change programs. Legal issues related to consulting such as privacy, liability and property are addressed.

COMJ 7900 - Internship in Corporate Communication

Credit Hours: 3

The internship provides an integrating experience, which allows the graduate student to gain professional experience, put into practice communication competencies acquired through course work, and test conceptual knowledge against the realities of human relationship of the work place.

COMJ 7910 - Thesis in Corporate Communication

Credit Hours: 3

Written under the direction of a graduate faculty member, the thesis is a major piece of scholarship that defines a problem in communication, reviews the relevant literature, explores a specific topic, and offers conclusions using quantitative or qualitative research methods. The final document makes a coherent, cogent, and sustained argument about communication processes, theories, or practice.

Prerequisite: Consent of the Department Chairperson.

COMJ 7920 - Practicum in Corporate Communication

Credit Hours: 3

The Practicum in Communication provides students with the opportunity to conduct audits, develop crises management plans, or other communication and conflict case studies in an organization where they currently are employed, or in an institution that they determine has interest in developing such audits, plans or studies.

Prerequisite: Candidacy and completion of 24 hours of coursework.

Counseling

COUN 7000 - Counseling and Consultation Theories

Credit Hours: 3

This graduate course provides students with the most current assessment of the constructs, principles, and techniques of major counseling theories. Emphasis will be given to mainstream individual theories with some attention to system models.

COUN 7010 - Lifespan Development

Credit Hours: 3

This graduate course examines human development over the life span and its effect on mental health. Issues for each stage of development in the arenas of physical, cognitive, and psychosocial growth are explored. Culture and systemic influences on development are emphasized.

COUN 7020 - Career Development

Credit Hours: 3

This graduate course is designed to acquaint students with the basic theories and constructs that are essential to the understanding and implementation of career development throughout the life span.

COUN 7050 - Group Counseling and Group Work

Credit Hours: 3

This graduate course addresses systems theory, therapeutic factors, functions, types, and principles of group counseling. The dynamics of group process, characteristics and functions of effective group leaders, and personal development in groups will be explored. Students will engage in a minimum of 10 clock hours of direct small group experience.

COUN 7060 - Ethical and Legal Issues in Counseling

Credit Hours: 3

This graduate course focuses on the counselor as an ethical practitioner. It examines relevant codes of ethics of professional counseling organizations and credentialing bodies. This course also considers the legal context of a counselor's work across the various specialty areas.

COUN 7070 - Multicultural Counseling

Credit Hours: 3

This graduate course is designed to expand student awareness of our multicultural society. This includes imparting knowledge of the constructive role played by counselors in understanding the effects of power and privilege, eliminating prejudice and barriers, and promoting social justice and wellness of clients.

COUN 7080 - Addictions Counseling

Credit Hours: 3

This graduate course provides students with an introduction to substance use disorders, addiction, the addictive process, and treatment modalities. Theories and models of addiction including the neurological, behavioral, psychological, physical, social, and systemic impact of addiction will be explored.

COUN 7090 - Crisis and Trauma Counseling

Credit Hours: 3

This graduate course addresses the developmental and psychological impact of crises, disasters, emotional/physical abuse, and other trauma-causing events. Examination includes the cognitive, affective, behavioral, developmental, and neurological effects associated with such experiences.

COUN 7100 - Research and Program Evaluation

Credit Hours: 3

This graduate course introduces students to various topics related to understanding, critically analyzing, and using research to inform counseling practice. Students will critique research, understand and apply research design, and explore practical application of research and assessment strategies.

COUN 7110 - Assessment and Testing

Credit Hours: 3

This graduate course provides students with theoretical and applied knowledge of the role of testing and measurement in counseling practice. An overview of testing theory including test construction and issues of validity and reliability is provided.

COUN 7150 - Counseling Skill Practice and Helping Relationships

Credit Hours: 3

This graduate course provides students the opportunity to develop counseling skills by learning, applying, and practicing therapeutic techniques essential to an ethical and effective counseling process. Students practice basic counseling skills such as attending to nonverbal behavior, paraphrasing, focusing, reflection of feeling, etc.

COUN 7160 - Practicum

Credit Hours: 3

This field experience provides counseling students with the opportunity for development of counseling skills under supervision. A focus is placed on the application of theory and the development of counseling skills with a diverse client demographic.

Prerequisite: COUN 7000

COUN 7180 - Clinical Field

Credit Hours: 3 TO 6

The purpose of this course is threefold: to help students practice the skills they have learned and apply them in a real-world setting; for students to learn to present cases to peers and offer constructive criticism and ideas in a "treatment team" or "case conference" format; and for students to actively participate in the supervision group experience in order to develop as counselors supervisees and members of a team dedicated to their own and their peers' growth as professionals.

Prerequisite: COUN 7000 , COUN 7150 , COUN 7160

COUN 7190 - Internship

Credit Hours: 3 TO 6

This clinical field experience provides post-practicum counseling students with the opportunity for continued development of counseling skills under supervision. A focus is placed on the application of theory and the development of counseling skills with a diverse client demographic.

Prerequisite: COUN 7000, COUN 7150, and COUN 7160

COUN 7200 - Professional Orientation - Clinical Mental Health Counseling

Credit Hours: 3

This graduate course helps students understand theoretical and applied information for clinical mental health counseling in a variety of settings. Course content includes an overview of the history, professional identity, ethics, and practice of clinical mental health counseling.

COUN 7210 - Child and Adolescent Counseling

Credit Hours: 3

This course teaches a variety of developmentally based counseling theories, techniques, and advanced skills specifically applicable to children and adolescents. Assessment techniques, case conceptualization, treatment planning, and evidence-based intervention strategies will be presented.

COUN 7220 - Family Counseling

Credit Hours: 3

This graduate course provides students with the opportunity to advance their understanding and skills related to the application of family therapy theory and techniques. A historical overview of family therapy as well as a variety of family systems theories and evidence-based interventions are explored.

COUN 7230 - Psychopathology and Diagnostic Processes

Credit Hours: 3

Students will learn to make accurate diagnoses of child and adult psychopathology according to the Diagnostic and Statistical Manual of Mental Disorders (DSM). Basic treatment strategies will be explored. Limitations inherent in the use of DSM and other diagnostic classifications are discussed.

COUN 7250 - Professional Orientation - Clinical Rehabilitation Counseling

Credit Hours: 3

This course is designed to introduce students to the field of rehabilitation with an emphasis on history, legislation, psychosocial aspects of disability and the rehabilitation process.

COUN 7260 - Medical Information for the Helping Professions

Credit Hours: 3

This course is designed to provide students with a working knowledge of disabilities and an understanding of basic medical terminology associated with a variety of disorders found in general rehabilitation settings. Areas of focus include: types of disorders, diagnostic and treatment methods, functional issues, arranging physical restoration services, psychosocial and vocational implications of various disorders and the role of the rehabilitation counselor.

COUN 7270 - Vocational Development in Rehabilitation

Credit Hours: 3

This course equips students with knowledge to assist rehabilitation clients in achieving their vocational potential and independent living objectives. Students develop an understanding of the services and resources utilized to help rehabilitation clients in their vocational development(e.g. workplace accommodations, assistive technology, labor market information, disability benefit systems) and examine environmental and attitudinal barriers, job development, and job placement strategies.

COUN 7280 - Psychosocial Aspects of Disabilities

Credit Hours: 3

This course explores the psychological and social aspects of disabilities. Interpersonal as well as intrapersonal issues are examined. Emphasis is placed on the impact of illness, disability, and deviance on the individual and her or his family. The course presents many of the issues and challenges encountered by the rehabilitation professional, including attitudes toward individuals with disabilities and the perspectives of families and professionals. The primary objective is to expand students' perspectives regarding disability and disability-related issues.

COUN 7290 - Case Management

Credit Hours: 3

This course examines the mission, role and competencies of the rehabilitation counselor relative to the principles and practices of case management in the vocational rehabilitation process. The course prepares students to apply techniques used to evaluate consumers. A variety of instruments used in vocational assessment are reviewed. Students learn how to assess, plan, implement, coordinate, monitor and evaluate the options and services that will best meet the needs of consumers. Emphasis is placed on: (a) intake interviewing, (b) services coordination, (c) case recording and reporting, (d) vocational assessment, (e) vocational counseling, (f) job placement, (g) systematic caseload management, (h) ethical considerations in rehabilitation case management practice, (i) family-centered rehabilitation case management.

COUN 7300 - Professional Orientation - School Counseling

Credit Hours: 3

The role of school counselors is explored in relation to counseling history, philosophy, theory, technology, and trends. Counseling within the elementary and the secondary school settings, consultation, and coordination are core components. Professional development, documentation, ethical, and legal standards are addressed.

COUN 7310 - Individual Development: Childhood through Adolescence

Credit Hours: 3

This course, intended primarily for professional educators, enables adults to base their actions/interventions with children, adolescents, and parents on an understanding of the process of growth and development. Students will have the opportunity to engage in a use-oriented project related to their individual interests/needs.

COUN 7320 - Developmental Counseling in Schools

Credit Hours: 3

This course prepares students to apply the basic counseling skills in a school setting. It emphasizes the various roles of the elementary and secondary school counselor, tools and strategies appropriate in those settings, and in consulting and collaboration with other school personnel.

COUN 7330 - Techniques for Counseling Students with Disabilities**Credit Hours: 3**

This course provides a foundation for graduate students in school guidance to effectively counsel the student with a disability. It emphasizes cultural, historical, and socioeconomic issues facing the adjustment of this student, as well as specific counseling procedures for assisting him/her in a school setting.

COUN 7340 - Current Issues in School Counseling: Evidence Based Practices**Credit Hours: 3**

This course focuses on the school counselor's role with special education that may include: school counseling curriculum lessons; individual and/or group counseling to students with special needs; providing short-term, goal-focused counseling; consulting and collaborating with staff, families and related student support professionals

COUN 7350 - Diagnosis and Counseling Children and Adolescent**Credit Hours: 3**

This is a master's level course in the diagnosis and counseling of children and adolescents in the school setting. Students will be able to interpret diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) specifically related to children and adolescents in the school setting. Treatment and counseling considerations for psychopathologies most likely encountered by school counselors will be introduced in depth and students will be able to apply this knowledge.

COUN 7400 - Professional Orientation - Student Affairs and College Counseling**Credit Hours: 3**

This course is a survey of theoretical and applied information for counselors working in student affairs settings. Course content includes an introduction to the philosophical, legal and ethical foundations of the field of student affairs work; an overview of the functional areas within student affairs divisions; and current issues in the field. The basics of program planning and evaluation are also introduced.

COUN 7410 - College Student Development**Credit Hours: 3**

This course reviews major theoretical models of student and adult development, developmental aspects of college students, and the effects of the college experience on individuals. Student personnel practitioners learn to design programs to effect positive development changes within college/university students.

COUN 7420 - Student Affairs Practice and Administration

Credit Hours: 3

This course prepares graduate students for entry level and mid-level student affairs positions in higher education. It allows students to explore a variety of functional areas in student affairs, in addition to presenting professional management/leadership issues relevant to higher education institutions.

COUN 7430 - Counseling the College Student

Credit Hours: 3

This course provides a historical perspective and overview of contemporary issues impacting counseling services for students in higher education. College counselors will learn about factors that place post secondary students at-risk, including related DSM diagnoses and psychopharmacology, life experiences, and personal characteristics. Challenges associated with developmental theories within a diagnostic framework will be addressed. Current issues related to accreditation, credentialing, evaluation and future directions in college counseling will be discussed.

COUN 7440 - Student Affairs Services in Higher Education

Credit Hours: 3

This course is intended to introduce students to the administration of student affairs programs in higher education. This course will focus primarily on the purpose of student affairs, its functions and how they can be effectively managed, coordinated and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing and funding student affairs programs and services.

COUN 7450 - The College Student and Higher Education Environment

Credit Hours: 3

This course examines the characteristics, learning and developmental needs of college students and the impact of the higher education environment on both traditional and nontraditional students. Issues that might affect the development and functioning of college students are explored in depth.

COUN 7460 - Administration of Student Services in Higher Education

Credit Hours: 3

This course provides an historical perspective and overview of contemporary issues impacting counseling services for students in higher education. College counselors will learn about factors that place post secondary students at-risk, including related DSM diagnoses and psychopharmacology, life experiences, and personal characteristics. Challenges associated with developmental theories within a diagnostic framework will be addressed. Current issues related to accreditation, credentialing, evaluation and future directions in college counseling will be discussed.

COUN 7500 - History and Theory of Counseling and Consultation in Art Therapy

Credit Hours: 3

This graduate level course examines the history of art therapy through studying its founding members, related disciplines and traditional populations. This is accomplished in a reflective manner to help students relate the history of the profession to current practices in art therapy. Theoretical foundations relating to counseling and consultation in art therapy are explored as they relate to current practices in the profession.

Prerequisite: Art Therapy Concentration / Post Master's Certificate in Art Therapy

COUN 7510 - Media and Materials in Art Therapy

Credit Hours: 3

This graduate level course offers foundational knowledge and skills needed to differentiate the therapeutic properties of various media, materials, and the creative process. The course explores a variety of media and their application with diverse individuals and groups. The use of imagery, creativity, symbolism, and metaphor are discussed. Personal art-making is utilized to maintain a creative process, assist in self-awareness, promote well-being, and guide professional practice.

Prerequisite: Art Therapy Concentration / Post Master's Certificate in Art Therapy.

COUN 7520 - Clinical and Group Art Therapy

Credit Hours: 3

This graduate level course teaches group art therapy and counseling leadership skills, group dynamics, group developmental stages, theories, methods, and ethics. There are two components to this course: classroom didactics and experiential group art therapy counseling experiences. Students analyze group art therapy counseling experiences and become familiar with the theoretical knowledge, skills and models of group art therapy counseling.

Prerequisite: COUN 7500/COUN 7510

COUN 7530 - Art Therapy Practice & Assessment

Credit Hours: 3

This graduate level course provides a comprehensive understanding of art-based assessments for the art therapist. The historical background, development and use of projective techniques and diagnostic tools are examined. Methods of administration and interpretation of the assessment techniques are presented. Strengths and weaknesses of these techniques are explored. Included in the examination is the formulation of treatment goals and objectives, statistical concepts including reliability and validity, group approaches to assessment, and an understanding how the psychological health and cultural identifiers are manifested in the art process and product.

Prerequisite: COUN 7500/COUN 7510

COUN 7540 - Professional Functioning, Standards, and Ethics in Art Therapy

Credit Hours: 3

This graduate level course explores the professional practice of art therapy including an examination of the laws, ethics, and related issues impacting the profession. Aspects of professional functioning, including supervision, professional identity/roles, boundaries, relationships to other mental health providers, cultural humility, and self-regulation are analyzed. Organizational structures, resume building and interviewing skills are investigated. The process of credentialing and licensure are explored.

Prerequisite: COUN 7500/COUN 7510

COUN 7550 - Introduction to Art Therapy Research

Credit Hours: 3

This course provides students an opportunity to begin demonstrating their proficiency in the field of art therapy before completing their program. Students explore research methods and processes, develop a research agenda, complete a review of supporting literature and formulate their plan of implementation to be followed in COUN 7560.

Prerequisite: COUN 7580

COUN 7560 - Advanced Research and Program Evaluation in Art Therapy

Credit Hours: 3

This course provides students support and direction to implement their final research project in art therapy. It provides the opportunity to demonstrate their proficiency in the field of art therapy before completing the program through synthesis of previous theory and practice, program evaluation and extending their learning.

Prerequisite: COUN 7550

COUN 7580 - Practicum

Credit Hours: 3

The practicum provides an arranged, supervised experience in a specialized area of art therapy and counseling. It requires sufficient training and experience to allow the beginning of autonomous functioning. Students develop skills of an effective helper, identify their theoretical orientation and engage in the supervision process.

Prerequisite: COUN 7150 and COUN 7540

COUN 7590 - Internship

Credit Hours: 6

This clinical field experience provides post-practicum counseling students with the opportunity for continued development of counseling skills under supervision. A focus is placed on the application of theory and the development of counseling skills with a diverse client demographic.

Prerequisite: COUN 7580

COUN 7600 - Current Trends in Art Therapy

Credit Hours: 2

This course explores contemporary practice in Art Therapy, current trends, and new developments in the field. This course introduces students to current research and education in Art Therapy and related practice that have impacts on contemporary thinking in Art Therapy.

COUN 7610 - Cultural Practices in Art Therapy

Credit Hours: 2

This course explores international Art Therapy, definitions of Art Therapy around the world, and practice around the world. This course introduces students to current international programs and education in Art Therapy and related practice that have impacts on contemporary thinking in Art Therapy.

COUN 7620 - Trauma Informed Art Therapy

Credit Hours: 2

This course covers trauma based counseling practice as it applies and is used in Art Therapy. Art Therapy theoretical orientation, practices, interventions, and methods for addressing trauma will be explored.

Prerequisite: COUN 7500/COUN 7510

COUN 7630 - Creativity and Metaphor in Art Therapy

Credit Hours: 2

This course covers the use of metaphor, symbolism and creativity in Art Therapy. Art Therapy practices, interventions, and methods will be explored. Emphasis will be on universal and personal aspects of symbol formation and application to further the therapeutic process.

Prerequisite: COUN 7500/ COUN 7510

COUN 7640 - Clinical Skills and Applications in Art Therapy

Credit Hours: 2

This course provides students the opportunity to develop art therapy skills and interventions to meet the needs of diverse individuals in various settings. Using case studies, students will learn to develop interventions to address specific client needs, identify theoretical orientation, goal directed treatment and cultural appropriateness.

Prerequisite: COUN 7500/COUN 7510

COUN 7650 - Digital Media in Art Therapy

Credit Hours: 2

This course covers approaches to art therapy using digital media. We will explore the theories behind the use of digital media in art therapy and the application of digital media theory.

Prerequisite: COUN 7500/COUN 7510

COUN 7660 - Community Engagement in Art Therapy

Credit Hours: 2

This course explores the role of art therapy in community engagement to help prepare students to work more effectively with communities and organizations, both domestically and abroad. Students will explore how service and research influence their understanding of art therapy through active participation in community engagement,

domestically and/or abroad.

Prerequisite: COUN 7500/ COUN 7510

COUN 7700 - Advanced Substance Use Disorder Counseling

Credit Hours: 3

This course is designed to equip students with advanced counseling skills to treat individuals with substance use disorder (SUD). The course covers screening, brief intervention, and referral to treatment (SBIRT) for people with SUDs. Students learn how to utilize motivational interviewing (MI), apply the transtheoretical model of counseling (stages of change), and implement evidence based practice in the treatment of SUD and co-occurring conditions. Other topics discussed include working with groups and the professional ethics applicable to SUD counselors. The knowledge and skills outlined in the screening, assessment, and engagement domain of the Pennsylvania Certification Board (PCB) for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC) credentials are addressed.

COUN 7710 - Treatment Planning Collaboration & Referral

Credit Hours: 3

This course is designed to equip students with knowledge of the treatment planning process and counseling strategies to guide addiction recovery and reduce relapse. Students learn about assessment and collaboration with the client, relapse prevention groups for co-occurring disorders, resources for the family, community resources to support recovery, rationale for a referral, client advocacy to facilitate continuity of care, relapse prevention therapies, case management activities for service coordination, documentation, and multiple pathways of recovery in treatment planning and referral. The knowledge and skills outlined in the treatment planning, collaboration, and referral domain of the Pennsylvania Certification Board (PCB) for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC) and relapse prevention counseling are the primary focus of this course. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for the addiction counseling specialty area are also addressed.

COUN 7720 - Gambling Addiction

Credit Hours: 3

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of Problem Gambling/Gambling Addiction, alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Since Problem Gambling/Gambling Addiction is inherent in all sectors of our society, it is important for human service professionals to understand Gambling Addiction and other Impulse Control Disorders, the dynamics of addiction and the special problems experienced by affected individuals.

COUN 7730 - Addiction and the Family

Credit Hours: 3

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Characteristics and features discussed in this course are not limited to those individuals that have grown up

in dysfunctional families associated to substance abuse or dependence but familial dysfunction in general. Characteristics of this type of role development can be found in any family with dysfunction and are precursors for multiple mental health diagnoses ranging from mood and affective disorders as well as axis I involvement or disorders or personality. Additionally, since substance abuse and addiction is inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

COUN 7740 - Assessment and Evaluation of Substance Use Disorders and Advanced Group Skills

Credit Hours: 3

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. This course integrates advanced group leadership practices and or interventions for the purpose of preparing counselors to appropriately facilitate/manage a process/psychoeducational group with a substance abuse focus. Additionally, since substance abuse and addiction is inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

COUN 7750 - Prevention, Education and Treatment of Substance Abuse

Credit Hours: 3

Participants engage in the study of societal pressures, attempts to prevent substance abuse, and treatment strategies along with the comparative analysis of efficacy.

Offered

Offered spring semester annually.

COUN 7760 - Opioid Abuse

Credit Hours: 3

This course includes an overview of the history of drugs of abuse and the biological bases of behavior including the neurological mechanisms of addiction. General categories of addictive substances are surveyed before embarking upon a more in-depth exploration of opioid compounds. The medicinal properties of a range of both licit and illicit opioids are discussed, as is the related abuse potential. Medications used to treat opioid use disorder are covered, as are the strategies of opioid substitution, opioid antagonism and harm reduction.

COUN 7770 - Advocacy and Public Policy in Addictions and Recovery

Credit Hours: 3

COUN 7800 - Issues and Techniques in Counseling Athletes

Credit Hours: 3

This course examines current counseling strategies used with members of sport teams at the youth, high school, college

and professional levels. Participants will explore current research in three main areas: motivation and life skill development, psychosocial development and career maturity.

COUN 7810 - Sports Counseling Programming

Credit Hours: 3

This course offers students an overview of various life skills, including career development, study skills, goal setting, time management, health and wellness, values clarification, problem-solving, and decision-making, to name a few. Students will develop a teaching philosophy that includes methods for teaching life skills to the athlete population. They will be given opportunities to make presentations on topics of their interest so that they may teach or offer workshops on life skills to the athlete population.

COUN 7820 - Counseling and Advising Athletes with Death, Loss and Grief

Credit Hours: 3

This is an advanced level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching, and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations. More specifically, the purpose of this course is to prepare you for dealing with death, loss and grief situations you may encounter working with the athlete population. We will spend time reflecting on how people deal with death, loss and grief and start to develop your skills in grief counseling and intervention. You will also examine some of the relevant research on grief counseling and intervention as well as the relevant research on death, loss and grief in sports. However, your major focus throughout the course will be on learning the practical skills of helping people who are dealing with death, grief and loss issues and learning assessment and treatment strategies used by counselors, educators, and other helping professionals who work with the athlete population to assist individuals, groups, and/or organizations (e.g., athletes, teams, athletic programs, schools, etc.).

COUN 7830 - Student Athlete Mental Wellness

Credit Hours: 3

This course offers students a comprehensive understanding of student athlete mental wellness, mental health concerns, and emergencies. Mental health issues can affect the ability of student athletes to function effectively in their daily life and this includes their athletic performance. Thus, it is imperative that individuals providing mental health care to student athletes be able to identify (mental health issues and emergencies), intervene (with appropriate techniques), and refer (as needed to the appropriate entities). This course will address the previously mentioned issues in detail while promoting cultural competency in working with a diverse population of student athletes.

COUN 7840 - Advanced Issues & Techniques Counseling Athletes

Credit Hours: 3

This course is twofold. One, the course is designed to prepare students for the roles as professionals in the field. Areas of study include professional ethics and legal issues, record keeping, NCAA guidelines, and working as part of an interdisciplinary team or as a consultant with individual athletes, teams and athletic organizations. Additionally, this course is designed for students to improve their career development, counseling, and skill building techniques with youth, adolescents, young adult and the adult athlete population. Participants have an opportunity to develop and practice strategies to enhance their effectiveness in counseling this unique cultural group. This course includes

supervised fieldwork related to sports counseling, consultation, and/or sports counseling programming with the athlete population of your choice. Students will be on site for a minimum of 25 hours. Students will receive a minimum of one-hour supervision per week by the on-site supervisor. In addition, students will be required to attend group supervision, via the use of technology, once a week where students will present cases.

COUN 7850 - Spiritual, Ethical and Religious Values in Counseling

Credit Hours: 3

This is an advanced level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching, and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations.

COUN 7860 - Applied Spiritual, Ethical and Religious Counseling Theory

Credit Hours: 3

This course is designed to introduce students to the theories, techniques, and treatment modalities needed by spiritual counseling professionals to best meet the needs of clients in hospitals, pastoral care & counseling, and religious settings. This class will focus on the diverse theoretical applications available in the field of spiritual counseling.

COUN 7870 - Grief and Loss Counseling

Credit Hours: 3

This course is designed to introduce students to the theories, techniques, and treatment modalities needed by school and community counseling professionals to best meet the needs of bereaved clients and others affected by grief, loss, and death anxiety. This class will focus on the diverse interventions used by counselors applied therapeutically to the psychological, cultural, spiritual, and somatic aspects of grief.

COUN 7900 - Sexuality in Counseling

Credit Hours: 3

This is a basic counseling course in sexuality from a bio-psycho-social perspective. The purpose will be for students to: gain factual knowledge of human sexual functioning; understand media and cultural messages; explore students' own values, attitudes and influences regarding sex; and therefore, become more aware, comfortable and helpful in discussing sexual topics with clients. We will utilize a web format where students are active participants in discussion boards from readings, videos, and self-reflective activities.

COUN 7910 - Neurocounseling

Credit Hours: 3

The counseling field is beginning to consider how neuroscience and neurobiology can inform, explain, and enhance the theory and practice of counseling. This course covers several topics related to this overarching theme including the fundamentals of neurophysiology and psychopharmacology. These concepts will be examined within the context of evaluation and treatment of mental health disorders and conditions such as PTSD, substance use, and traumatic brain injury. This course aims to prepare clinical mental health counselors to adopt a neuroscience informed clinical practice.

COUN 7920 - Humor, Health, and Healing

Credit Hours: 3

This course is a survey of theoretical and applied information for counselors, social workers, and other health professionals working in or wanting to work in a clinical setting. Course content includes an introduction to the philosophical, theoretical foundations, applied applications and health benefits of humor in mental health and clinical work, an overview of how humor affects the brain, and current issues that involve the use of humor in a mental health and clinical setting. The different types of humor will also be discussed.

COUN 7930 - Correctional Counseling and Assessment

Credit Hours: 3

This course is structured to center upon the understanding of criminal behavior and its correlates, assessing the individual problems and needs of various types of offenders, and more importantly, using that understanding and knowledge to effectively counsel and help rehabilitate offenders.

COUN 7940 - Issues in Rural Counseling

Credit Hours: 3

This course explores the field of human services delivery and behavioral health care issues in rural environments including mental health care, gerontology, substance abuse, education, vocational rehabilitation, disability, poverty, and the criminal justice system. The course encompasses the various definitions of rural, diversity of rural communities, the common challenges faced and the professional skills needed by rural practitioners and counselors.

COUN 7950 - Creative and Expressive Arts Counseling

Credit Hours: 3

This course is designed as an examination of creative and expressive counseling theories and interventions applicable to counselors working with a variety of client concerns in school and community counseling settings. The course emphasizes the rational and research base for creative modalities including but not limited to: music, visual arts, writing, drama, play, humor, and animal-assisted therapy. Synchronous and asynchronous instructional methods will develop counseling skills through didactic and experiential activities.

COUN 7960 - Mind-Body Techniques in Counseling

Credit Hours: 3

This graduate level course is designed for students in the clinical mental health counseling program. It will familiarize students with the current scientific understanding of the mind-body relationship. It will introduce mindfulness-based techniques and help beginning therapists learn to integrate these techniques into their counseling practice to address client issues commonly encountered by counseling professionals and promote wellness in the client. The course will also address how mind-body techniques can be used in counselor self-care to prevent burnout and compassion fatigue and promote wellness in their lives both personally and professionally.

COUN 7970 - Counseling of Persons Living with HIV/AIDS

Credit Hours: 3

The course provides an overview of rehabilitation issues involved in working with people living with HIV/AIDS. Topics will include an overview of the medical aspects of the virus. Special emphasis will be placed on issues of rehabilitation, including mental health, substance abuse, support networks, social relationships, and employment.

COUN 7971 - Trauma-Informed Care for Helping Professionals

Credit Hours: 3

COUN 7972 - Professional Issues for Direct Service Providers

Credit Hours: 3

COUN 7973 - Post-Concussive Social and Emotional Wellness and Recovery

Credit Hours: 3

The primary purpose of this course is to provide an examination of various ways concussion can impact social and emotional functioning. The identification of general conditions that are shown to promote post-concussive wellness and recovery will be explored, as well as the identification of an individual's environmental and personal resiliency and protective factors and ways these strengths might be utilized to help the client obtain a pre-injury level of functioning.

COUN 7980 - Thesis

Credit Hours: 3

The internship provides an integrating experience, one which allows the graduate student to observe how specific components of the communication process work together and to test conceptual knowledge and skills against the reality of the work place.

COUN 7990 - Special Topics in Counselor Education

Credit Hours: 1 TO 3

This is an advanced-level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students can expect to be proactive in researching and sharing information, as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations.

Criminal Justice

CRJ 7100 - Advanced Criminological Theories

Credit Hours: 3

This course will examine the major theories of crime relevant to criminal behavior, crime analysis, research, and criminal justice system policies. Original works of selected theories will be introduced and explained with examples of

how theory, research, and policy are applied to crime related issues. Theoretical works such as classical, biological, psychological, social, political, and feminist criminology will be explored in this course.

CRJ 7110 - Research Methods in Criminal Justice and Criminology

Credit Hours: 3

This course explores the design and analysis of experimental and quasi-experimental research in criminology. It explores both quantitative and qualitative techniques as they relate to criminological research. In addition to being able to design and undertake basic research in the field of criminology, an outcome of this course is to develop effective consumers of the research literature.

CRJ 7200 - Advanced Behavioral Crime Analysis Theory

Credit Hours: 3

This course provides the theoretical foundation for the behavioral analysis of violent crime associated with applied criminology. Specific course content will examine theoretical underpinnings of criminal behavior, rapist typology, and victimology. A particular emphasis will be on the psychopathology of crime, violent offenders, paraphilias, pedophiles, and crime victims. Accordingly, the course provides students with the behavioral and psychological theories that are needed in the practical courses in applied criminology, such as Criminal Investigative Analysis; Equivocal Death Analysis; and Geographical Crime Analysis.

CRJ 7210 - Violent Crime Analysis

Credit Hours: 3

This course provides the basic scientific skills needed to undertake analysis of violent crimes and prepare the student with the necessary tools for other substantive courses in the program: Criminal Investigative Analysis, Equivocal Death Analysis, and Environmental Criminology. In doing so, students learn how to develop logical and unbiased inferences and conclusions, which play important roles in the analysis and investigation of violent crimes.

CRJ 7220 - Ethical and Legal Aspects of Criminology

Credit Hours: 3

This course is an in-depth examination of the ethical considerations that confront investigators, forensic scientists, supervisors, and others involved in applied criminology. Both theoretical and applied applications will be presented with emphasis on the practical courses in the Applied Criminology Track in Social Science. A particular focus will be on ethical issues relating to analysis of various data sets and evidence, preparation of expert reports, discovery and disclosure, exculpatory evidence, and testifying as a lay witness and as an expert witness. Relevant case studies will be reviewed.

CRJ 7230 - Criminal Investigative Analysis

Credit Hours: 3

This course builds upon the theoretical framework provided in Advanced Crime Theory and Analysis; and Advanced Theory of Behavioral Analysis of Violent Crime. It provides the applied components of criminal investigative analysis from operational aspects such as the formation of the investigative team, predicting criminal behavior, locating offenders, and methodically collecting, analyzing, and synthesizing relevant evidence. Moreover, the student will learn

other practical applications such as interview techniques for suspects, crime victims, and how to minimize occurrences of false confessions.

CRJ 7240 - Equivocal Death Analysis

Credit Hours: 3

This course is designed to provide the theoretical and practical applications in determining whether a death was the result of an accident, suicide, homicide, or natural occurrence. The student will be introduced to specific techniques, which are used to disambiguate the manner of death including behavioral and psychological histories of the decedent. Other techniques covered in the course include the analysis of autoerotic fatalities and staged crime scenes.

CRJ 7250 - Geographic Crime Analysis

Credit Hours: 3

Understanding of the theoretical and practical applications of environmental criminology and crime analysis. Topics covered include target and predator patterns; predicting crime; locating offenders; and investigative strategies for solving crimes. Students will also be introduced to the scientific and technological aspects of this field and will be expected to critically evaluate the various processes and procedures with the view towards continuous improvement in the field.

CRJ 7300 - Seminar in Forensic Linguistics

Credit Hours: 3

Forensic linguistics has been described as the interface between linguistics and the law. This course will attempt to present the student with an awareness of linguistics and its role in forensic science, and how it can be helpful to law enforcement, intelligence, and security professionals in creating a more informed understanding of how forensic linguistics can be applied in legal cases and proceedings. Individuals in this class will participate in interactive discussions and exercises which will grow from the history and development of this emerging field. Discussions will provide a solid foundation for understanding how forensic linguistics can enhance investigations in both criminal and private security settings.

CRJ 7305 - Anatomy of Motive

Credit Hours: 3

This course introduces students to specific crimes of a linguistic nature by focusing on criminal motive, biological motives and crime, social motives and crime, and personal motives. The course uses the foundations of these motives to demonstrate general and specific intent and examines the motives of psychopaths and sociopaths.

CRJ 7310 - Forensic Language Structure I

Credit Hours: 3

This course introduces students to the linguistic study of phonetics, language sounds and phonology sound systems. There are four main units: Articulatory Phonetics (how speech sounds are produced), Acoustic Phonetics (the physical properties of sound waves and how to measure them), Segmental Phonology (how sounds contrast and alternate within systems), and Suprasegmental Phonology (aspects of sound systems larger than a single segment). An additional unit introduces students to Forensic Linguistic applications of phonetics. Cross-language and cross-dialectal variation in

language sounds and sound systems and their implications for Forensic Linguistics are discussed throughout the course. In addition to a solid grounding in the fundamentals of phonetics and phonology, students also gain essential skills in phonetic transcription; recording sounds for phonetic analysis; producing, reading and interpreting spectrograms (commonly mislabeled voiceprints); and conducting basic phonological analyses. Students complete exercises in the various skill areas as the course progresses, including an exercise in the analysis of speech data and professional presentation of results in connection with a hypothetical forensic investigation.

CRJ 7320 - Authorial Attribution and Speaker Identification

Credit Hours: 3

Every individual has his or her own unique way of communicating. This is known as a person's idiolect, that is, the distinctive features found within an individual speaker's and/or writer's language system. These features can assist in identifying the author of one or more anonymous questioned communications when compared with known communications of other suspected authors. This course will examine the basic concepts, methodologies, and practices in which authorial attribution and speaker identification is used to help identify the author of one or more specific anonymous communications. Multiple real-case examples will be utilized in this course to prepare the student for these applications.

CRJ 7330 - Forensic Language Structure II

Credit Hours: 3

This course provides students with an introduction to the scientific study of morphology and syntax, that is, word and sentence structure. Students will learn the basic components of words, phrases, and sentences, and how these components fit together to create well-formed words and sentences. Both linguistic universals and variables in word and sentence structure formation will be addressed, with a particular focus on variation in morphology and syntax across English dialects (including different standard English). Students will learn the crucial importance of approaching morphology and syntax (i.e. grammar) from a scientific perspective that investigates how people really form words and sentences in everyday life rather than simply how people are supposed to use grammar based on conventions particular to certain individuals/institutions, places, genres, and time periods. Students will learn to conduct syntactic analyses by diagramming phrases and sentences, as well as to conduct morphological analyses (i.e. breaking words into their component meaningful parts; e.g., roots, prefixes, affixes) using sets of data from both known and unfamiliar languages. Students will be introduced to different theoretical approaches to syntax and morphology, though the focus of this course is to introduce students to the basic components and processes that all theories of syntax and morphology must account for. Finally, students will investigate applications of the scientific study of morphology and syntax to Forensic Linguistics. Students complete basic exercises in syntactic analysis (phrase and sentence diagramming) and morphological analysis, as well as a final exercise in morphological-syntactic analysis, and professional presentation of results, in connection with a hypothetical forensic investigation.

Prerequisite: CRJ 7310

CRJ 7340 - Author Profiling & Threat Assessment

Credit Hours: 3

The first half of the course will cover author profiling, i.e., the analytical determination of the demographic features of an anonymous author by the linguistic features uncovered within the communication(s). The sociolinguistic concepts used to develop an author profile include language variation by region, age, gender, race, ethnicity, nativeness, etc. Ancillary issues relating to motivation, truthfulness, actual victimization status and commitment can also be determined through careful author profiling assessment. This course will help students construct potential author profiles of potential evidentiary and investigative value based on the science of linguistics and assist them in presenting profiles in

report style. The second half of this course will cover threat assessment from a forensic linguistic perspective. It will be demonstrated that threat assessment can be effectively undertaken to recognize and assess the level of language usage within a communication as it relates to potentially injurious actions to an individual or organization. In particular, topics such as written/verbal versus non-written/non-verbal threats and conditional threats/extortions will be explored. Issues to be examined include the separate categories of threats, the seven primary factors to consider when undertaking a threat assessment, issues relating to escalation, and mental health considerations in anonymous writings. Illustrations will be provided through class exercises and case examples.

CRJ 7350 - Forensic Sociolinguistics

Credit Hours: 3

This course investigates how language shapes and is shaped by society. The course presents a general overview of the field of sociolinguistics, then focuses in depth on three major approaches: quantitative sociolinguistics (variation analysis), discourse analysis (analysis of conversations, narratives, and other connected speech/writing), and pragmatics (analysis of language in context, how people derive meanings from both context and the linguistic signal). The student will become acquainted with the major literature and research methods in the field and will learn how to apply their knowledge to designing and conducting an original sociolinguistic study. The student will also learn about applications of sociolinguistic knowledge beyond academia, including areas such as language policy and planning (including issues related to bi- and multilingualism and language endangerment), language and education (including teaching the standard language to native speakers of nonstandard dialects), and language and the law, especially the analysis of language evidence (e.g. ransom notes, threatening emails and text messages).

CRJ 7360 - Legal and Ethical Issues in Forensic Linguistics

Credit Hours: 3

This course will be divided into two primary sections, legal issues and ethical issues. First, the matter of legal issues will be discussed and how they relate to forensic linguistic analysis and the eventual formal presentation of the results of any such analysis. These concepts are of critical importance for any linguist practicing directly or indirectly in the criminal justice system. Recent and relevant U.S. court decisions will be discussed, including how they apply to an analysis, the design of a written report, and the manner in which testimony from that analysis/report may be delivered in a courtroom. Second, ethical issues, as related to forensic linguistic analysis, will be discussed in this course. Topics relating to analytical objectivity, identifying known strengths and weaknesses (and knowing when to admit them), advocacy pitfalls, and investigative and testimonial genuineness will be covered. Multiple real-case examples will be utilized in this course to prepare the student for the understanding of both of these critical concepts.

CRJ 7370 - Applied Research in Criminology

Credit Hours: 3

This course will focus on the application of selected principles of criminological theory and research methods toward understanding and resolving specific problems in the field of applied criminology. It is designed to help students to build upon previous courses in crime theories and research methods. Students will be required to develop and complete a research proposal related to a criminological topic of their choice.

CRJ 7400 - Advanced Legal Issues in Criminal Justice

Credit Hours: 3

Students will learn about and understand various legal issues that criminal justice practitioners face. Students will analyze those issues by identifying relevant facts and legal doctrine and then develop strategies to resolve them.

CRJ 7410 - Leadership and Administration in Criminal Justice

Credit Hours: 3

Students will discuss and analyze various issues related to leadership in criminal justice agencies. Students will be able to synthesize various leadership concepts through production of an applied research project.

CRJ 7420 - Contemporary Correctional Issues

Credit Hours: 3

Students will be introduced to current issues impacting our American correctional system. Various topics will be selected and reviewed in order for the student to gather a thorough understanding of the major issues within the system, with the intent that possible solutions can be generated by the class, individually and collectively.

CRJ 7430 - Dynamics of Criminal Justice and Human Security

Credit Hours: 3

This course examines the complex nature of the seven Dimensions of Human Security as proposed by the United Nations initiative from a criminal justice perspective. It evaluates criminal activity, crime prevention and security based dynamics through the study and evaluation of those dimensions from a criminal justice/ethical studies application.

CRJ 7440 - Crime Prevention Through Environmental Design

Credit Hours: 3

CPTED uses design, management, and activity strategies to reduce opportunities for crime to occur and to reduce fear. This is primarily done through the implementation of natural surveillance mechanisms and target hardening. CPTED emphasizes the relationship of the physical environment and the productive use of space.

CRJ 7500 - Corporate and Occupational Fraud

Credit Hours: 3

Students will gain a comprehensive understanding of corporate and occupational fraud and its impact on victims as well as society as a whole. A thorough examination of these offenses, centered upon historical case studies, and coupled with modern day analysis of how these crimes are examined, investigated, and prosecuted, will be presented.

CRJ 7510 - Advanced Forensic Investigation

Credit Hours: 3

Forensic science is highly interdisciplinary by nature. This course is a study in investigating physical evidences with a strong emphasis towards the application of forensic sciences in these investigations. Students will learn the role of the crime scene investigator in forensic science.

CRJ 7520 - Advanced Forensic Accounting and Litigation

Credit Hours: 3

Students will explore various types of financial frauds and source documents. Furthermore, students will be given the opportunity to investigate and prepare documentation related to fraud and business valuation appropriate for the legal system.

CRJ 7530 - Forensic Economics**Credit Hours: 3**

Forensic Economics is the application of economics to the measurement of damages and/or proof of liability in litigation. Topics covered include the role of economists in litigation; growth rates and discounting; valuation; gross earnings measurement; application of statistical and behavioral tools to evaluate evidence of wrongdoing; and ethics.

CRJ 7540 - Digital Forensics**Credit Hours: 3**

Digital forensics has become a large part of fraud investigation, as the internet becomes larger. This course is a study in investigating digital crimes using a variety of different methods and exploring the different fields within digital forensics.

CRJ 7550 - Advanced Topics in Cyber Forensics Investigations**Credit Hours: 3**

Students will study the in-depth steps of investigating cybercrimes. This information will be useful as technology continues to grow and the amount of these crimes are rising. Students will determine the most effective ways to investigate and examine the different cyber forensic tools used to gather evidences as well as the laws used to prosecute.

CRJ 7560 - White Collar Crime Seminar**Credit Hours: 3**

Students will gain a formal understanding of white collar crime and the various types of illicit behavior that comprise its definition. Corporate, Occupational, State-sponsored, and Organized white collar crime types will be examined, along with a historical presentation of cases of each type.

CRJ 7570 - Fraud and the Law**Credit Hours: 3**

This course will allow students to study the history of criminal rules of fraud evidence and the developments of the laws. Students will also be able to describe the purpose of the rules and the goals that legislators hope they will reach. Students will learn about the Federal Rules of Evidence as related to fraud and forensic law.

CRJ 7745 - Special Topics in Criminology**Credit Hours: 3**

This course is a focused examination of an emerging and dynamic problem or issue in the study of criminology. The course will provide the student with the opportunity to apply the knowledge and skills learned in the program to subject matter that will vary each semester.

CRJ 7900 - Internship in Criminal Justice and Criminology

Credit Hours: 6

Graduate students in the applied criminology program are placed with a law enforcement agency, forensic science organization, or other entity (public or private) that most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be addressing real problems that require solutions in a relatively short time frame.

CRJ 7910 - Study Abroad in Criminal Justice

Credit Hours: 3 TO 6

This course is intended to provide students of applied criminology with a number of opportunities to study or work in academic or professional settings abroad. Examples include field-based studies with other students and a supervising professor; studying relevant aspects of applied criminology at foreign institutions of higher education where credit is not being awarded by the foreign institution; or pursuing an approved cultural and educational program abroad. Accordingly, students will be able to apply their skills in applied criminology in real-world environments, and at the same time, broaden their intellectual and personal understandings of cultures operating outside of the United States.

CRJ 7990 - Criminal Justice Thesis

Credit Hours: 3 TO 6

The thesis consists of a written report of extensive research into a specific area of investigation in applied criminology. Students will demonstrate a mastery of knowledge of the background of the topic, the published literature of the subject, and high standards of original research and presentation.

CRJ 8000 - Leading Criminal Justice Agencies

Credit Hours: 3

This course is designed to introduce the student to the notion of complex leadership theory, particularly as it is applied to criminal justice agencies. Students will learn how to construct the leadership formula of influence, grasp the art and science of influence and execution, and employ 360 degree situational leadership. Emphasis will be placed on community-oriented practices such as leadership for building police and community teams.

CRJ 8010 - Applied Criminal Justice Research Methods

Credit Hours: 3

Regardless of which element of the criminal justice profession one works, effective managers and leaders need to be able to interpret and apply qualitative and quantitative research methods. Students will learn how to interpret results of published research that can assist in effective policy development, crime control, supervision, and training. In the end, students will be able to apply evidence-based research to day-to-day criminal justice issues and problems.

CRJ 8020 - Criminal Justice Theory

Credit Hours: 3

Through this course, students using relevant theory will learn to challenge underlying assumptions to changes in the broad field of criminal justice. Examples include broken windows, routine activities, and control theory. Students will learn about means of achieving crime reduction through condition change, and accordingly, will design an assessment of relevant organizational change.

CRJ 8030 - Improving Juvenile Justice**Credit Hours: 3**

A modern examination of juvenile justice issues in America, students will examine the literature surrounding the relationship between the drop in crime and increase in punishment, encounters with police on the street and in schools, solitary confinement, and use of residential placements. Contemporary problems, such as private correctional facilities and the Pennsylvania scandal will be addressed. Finally, students will have the opportunity to study, discuss, and critique National Institute of Justice and the National Academy of Sciences reports on reform.

CRJ 8040 - Legal Research Methods for CJ Practitioners**Credit Hours: 3**

This course will focus on legal research methods for criminal justice practitioners. Special emphasis will be placed on evaluating legal research sources, primary and secondary sources, and legal writing. Students will practice research techniques that are designed to ensure timeliness and relevancy to a particular subject within a specific jurisdiction. Finally, students will learn about contemporary and scientific trends surrounding judicial use of empirical academic research.

CRJ 8050 - Corrections: Crisis and Management**Credit Hours: 3**

This course examines contemporary issues in corrections such as the use and overuse of probation and incarceration, the empirical assessment of risk in sentencing decisions, and the management of jails and prisons. Intertwined with these issues are the causes and consequences of sentencing disparity. Additionally, students will critically examine methods of avoiding federal consent decrees through proper policies, procedures, management, and leadership. Further, students will learn to implement policies relating to the enforcement of federal consent decrees.

CRJ 8060 - Advanced Criminal Law and Procedure**Credit Hours: 3**

Law is at the very core of the criminal justice system and its problems. Accordingly, this course will cover critical trends in substantive and procedural criminal law, including civil rights, hate crimes, and terrorism provisions at the federal and state levels. U.S. Supreme Court cases, particularly those surrounding search and seizure and the use of force, will be covered as well as other law-related key issues around the country.

CRJ 8070 - Special Topics in Doctoral Criminal Justice Studies**Credit Hours: 3**

This course is a focused examination of an emerging and dynamic problem or issue in the criminal justice system at the

doctoral level. Topics will generally be particularly relevant to policing, corrections, and the judicial process. Accordingly, the course will provide the student with the opportunity to apply the knowledge and skills learned in the program to subject matter that will vary each semester

CRJ 8080 - Criminal Justice Training

Credit Hours: 3

Criminal justice training is evolving in complex ways, both from a substantive perspective and by way of pedagogy and andragogy. This course provides the necessary tools for criminal justice managers, leaders, and trainers to conduct relevant and critical needs assessments, develop lesson plans, provide training for newly promulgated policies, and overall gain a better understanding of adult learners in the criminal justice profession.

CRJ 8090 - Constitutional Policing and Corrections

Credit Hours: 3

Of critical importance to municipalities, police departments, correctional institutions, and criminal justice practitioners generally, is the notion of civil liability. In this course students will examine specific conduct such as illegal search and seizure, false arrests, and how all of this applies to criminal justice managers and department heads. The analysis begins with negligent hiring in the first instance, and follows through examining negligent training, negligent supervision, and negligent retention.

CRJ 8100 - Achieving Justice More Often

Credit Hours: 3

When all is said and done, the public, victims, and individual defendants demand and deserve justice. The guilty must be treated fairly, but in a way that meets the goals and objectives of criminal justice public policy. And innocent persons should not be convicted of crimes they did not commit. Consequently, this course will involve an in-depth analysis of the notions of under criminalizing versus over criminalizing conduct, managing the consequences of legislative (policy) decisions, defense errors in capital cases, prosecutorial misconduct, the utility of and possible end to grand juries, and the reasons for wrongful convictions.

CRJ 8110 - 21st Century Policing

Credit Hours: 3

Students will critically examine the role of the police and the proper oversight of law enforcement policies, procedures, and tactics. Specific issues to be covered include examining the relationship between police efforts and crime rates, predictive policing, pursuits, race and diversity, and use of force. Overall, course design involves developing and integrating public policy for policing in America to specifically include policy related to the investigation of officer-involved shootings, use of force, and complaints of civil rights abuses. Included within these policies are media relations and keeping the public informed of the status of critical incidents.

CRJ 9000 - Doctoral Research Portfolio

Credit Hours: 6

This is the culminating course for the completion of the D.C.J. degree program and the professional, evidence-based, doctoral research portfolio process. The underlying focus of this course involves the continuation and finalization of the

doctoral research portfolio by aligning the research question with the in-depth examination of relevant selected items of previously published scientific scholarship in the specialized area of inquiry. The doctoral candidate will do so by establishing the research context and evaluating the text, including the research methods, validity and reliability. From there, candidates will examine the results and establish the significance of the research. Ultimately, doctoral candidates will synthesize all data in order to be able to present best practices in a particular area of criminal justice.

Conflict Resolution Synthesis

CRS 7000 - Conflict Res Theory & Prac

Credit Hours: 3

This course is designed to provide a strong foundation in conflict studies for the scholar or practitioner. It explores various theoretical perspectives that inform appropriate processes to mediate or resolve emerging and existing conflicts. As such, the student will explore origins and conditions of conflict development, the levels of expression, and its intersectional exposure in a variety of disciplines. A context appropriate role of the mediator will be explored along with appropriate interventions. This course sequences from theoretical investigation to utilization of recognized professional approaches to dispute resolution in its various forms.

CRS 7100 - Internat & Intercult CR

Credit Hours: 3

This course will study all aspects of conflict that occur within the contemporary international system. The course will begin with the nature and form of conflict from war to economic actions to ethnic conflicts and civil wars that impact the international system. Following this, the student will consider various means for preventing conflict and bringing about resolution and reconciliation, from traditional diplomacy to international organizations to cooperative economic frameworks. Finally, detailed study will be given - through the use of a number of case studies to the actual process of diplomatic mediation and the negotiation process.

CRS 7150 - Socio-Cult App to Ident Conf

Credit Hours: 3

This course examines the diversified and globally mediated formations of identities. Course content addresses how identities are shaped through reciprocal contact with varied social, communal, and cultural groups, physically and/or virtually. Identity formation is explored in relation to the concepts of conflict, violence, and cooperation.

CRS 7200 - Nonviolence: Theory and Pract

Credit Hours: 3

The course centers on nonviolent direct action as means to redress and make visible social injustices. It is an examination of the philosophy, history, strategies, and tactics used to raise public awareness and institute social, political, and economic change.

CRS 7250 - Intercult Comm & Conf Mgmt

Credit Hours: 3

This course explores the theory and practice of cross-cultural communication, problem-solving and conflict management.

CRS 7300 - Peace Studies & Soc Movements**Credit Hours: 3**

In this course, students explore the strategies, practices, dynamics, and impacts of peace building, peace education, and social movements.

CRS 7400 - Law and Conflict Resolution**Credit Hours: 3**

This course is designed to compare and contrast legal approaches to conflict resolution. Specifically, the student will examine and differentiate between litigation and other alternative processes to dispute resolution. The role of the professional neutral in reaching settlements will be explored as well as the rationale for non-litigated settlements. Students will focus on and interpret different stages of mediation that interface with the legal system. As part of this process, students will also be exposed to issues of concern for attorney and non-attorney mediators in areas such as discovery, drafting agreements, conflicts of interests, confidentiality, and other ethical dilemmas.

CRS 7450 - Family Med Theory & Practice**Credit Hours: 3**

The student in this course will explore a variety of conflicts that arise in the context of the family. There is an emphasis on the mediation process as it relates to separation, divorce, and custody. Students will develop expertise in the areas of implementing parenting plans, visitation schedules, child focused parenting, and reunification through the mediated process. Special consideration is given to consensus building that is focused on addressing the best interests of the children.

CRS 7500 - Restor Jus & Vic Offend Mediat**Credit Hours: 3**

This course will introduce the conflict resolution student to a specialized area of conflict resolution with a focus on restoration and remediation. The student will explore this perspective and the transformational nature through historic and current examples. Specific emphasis is placed on the cooperative nature of the restorative process and the contributing roles of the stakeholders. Restorative justice can be implemented in a variety of social institutions such as schools, workplace, and communities.

CRS 7550 - Ethics of Conf in Global Persp**Credit Hours: 3**

Students examine ethical issues raised by various types of social and political conflict and methods of conflict resolution. Students do so by examining the global history and philosophy of conflict and conflict resolution.

CRS 7600 - Special Topics in Conflict Res

Credit Hours: 3

This course is designed to assist the student of conflict studies to examine a specific intractable conflict facing our communities, nation, or the world today. Students and faculty will investigate specific areas of conflict that are not covered in other conflict resolution courses. Included in this investigation are the etiology, contributing factors, and more importantly, the stakeholders' inability to productively resolve this conflict. Specifically, students will assess the differences between usual conflict and those that are deemed intractable.

CRS 7800 - Research Methods in Conf Res**Credit Hours: 3**

This course examines the theories and assumptions supporting the practice of mediation and other areas of conflict resolution. Specifically, major schools of thought that inform practice and policy are investigated. Students appraise critical theory, research design, and empirical evidence in evaluating published studies to gain proficiency in professional practice.

CRS 7850 - Applied Med and Negotiation**Credit Hours: 3**

In this course, students apply mediation and negotiation skills and practices in a variety of contexts. Students compare and contrast mediation and negotiation approaches, with a focus on ethical practices and mutual gains with competitive and adversarial strategies.

CRS 7900 - Conflict Resolution Internship**Credit Hours: 3 to 6**

Student interns are placed with an organization, which most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be utilizing skills that are also relevant to professional mediation practice.

CRS 7950 - Applied Research Project**Credit Hours: 3**

This course is designed to assist the student of conflict studies to address issues of importance that are related to their current or future careers. A creative project will be developed from a variety of student interests that is intended to facilitate application to professional development and practice. Advance of this project will utilize peer reviewed research, analysis, and synthesis to an intervention (proposal). Students are expected to apply suitable analytic methods to their proposal design. The format for the proposal will be proposed by the student and approved by the instructor. This project must demonstrate originality and will meet the requirements of the American Psychological Association (APA) Publication Manual.

Communication Sci & Disorders**CSD 6100 - Speech Sound Disorders**

Credit Hours: 3

This course provides an in-depth study of speech sound disorders in children including articulation, phonology, and childhood apraxia of speech. Students will gain experience analyzing speech samples, administering standardized and dynamic assessments, and planning therapeutic interventions for a variety of diverse cases.

CSD 6200 - Child Language Disorders: Birth to 5**Credit Hours: 3**

This course integrates theory and research in the evaluation and treatment of language disorders in children ages birth to 5. The emphasis is on current evidence-based practices in the assessment and treatment of language and communication in the birth to 5 population.

CSD 6300 - Aphasia and Other Adult Language Disorders**Credit Hours: 3**

A comprehensive study of the communication disorders and differences related to patients diagnosed with cerebrovascular accident, dementia, and traumatic brain injury. This course includes etiologies, characteristics, anatomical/physiologic, psychological, linguistic, and cultural correlates related to receptive and expressive language, social and cognitive aspects of communication. Principles and methods of prevention, assessment, and intervention for individuals with aphasia and cognitive linguistic disorders are emphasized based on evidence-based practices appropriate for language disorders in a culturally and linguistically appropriate manner.

CSD 6400 - Adult Swallowing Disorders**Credit Hours: 3**

This course is an introduction to the interdisciplinary management of swallowing disorders across the adult lifespan. Stressing evidence-based practices central to effective person-centered care, this course will not only address the causes and consequences of swallowing disorders, but also the role of the speech-language pathologist in clinical and instrumental assessment, treatment, and palliative care.

CSD 6500 - Introduction to Clinical Methods: Diagnostic**Credit Hours: 1**

This practicum course familiarizes students with procedures, methods, and materials used in clinical service delivery. Hands-on training with screening and assessment procedures, clinical documentation, and record keeping is provided. Students obtain a realistic, practical, and comprehensive overview of evidence-based practice in the context of assessment.

CSD 6600 - Introduction to Clinical Methods: Treatment**Credit Hours: 2**

This practicum course familiarizes students with procedures, methods, and materials used in clinical service delivery. Hands-on training with treatment procedures, clinical documentation, and record keeping is provided. Students obtain realistic, practical, and comprehensive overview of evidenced-based practice in the context of treatment.

CSD 6700 - Fluency Disorders

Credit Hours: 3

This course covers assessment and treatment of stuttering and other fluency disorders in preschoolers, school-aged children, adolescents, and adults with specific focus on behavioral, cognitive, and affective components. Current research, theories, and additional topics from a biopsychosocial framework are discussed.

CSD 6800 - Voice and Upper Airway Disorders

Credit Hours: 3

This course is an introduction to the management of voice and upper airway disorders across the lifespan. Stressing evidence-based practices central to person-centered care, the course will cover causes and consequences of voice and upper airway disorders, care of individuals seeking gender-affirming voice services, and services for those without voice disorders seeking optimal vocal performance.

CSD 6900 - Augmentative and Alternative Communication

Credit Hours: 2

This course is designed to introduce students to the underlying theory of augmentative and alternative communication systems (AAC) including various augmentative/alternative communication systems prevalent in the field, methodology for assessment and treatment utilizing assistive technology and AAC. Current and comprehensive information relative to type of disorder, diagnosis, and evidenced based treatment will be discussed. An emphasis will be placed on the administration of competent, flexible assessment and treatment strategies and the usage of AAC as a treatment modality.

CSD 7000 - On Campus Clinic

Credit Hours: 1 TO 6

This variable-credit, on-campus clinical practicum involves direct service delivery in the diagnosis and treatment of individuals with communication differences and/or disorders across the lifespan. Student clinicians will develop clinical skills and competencies across a variety of disorder areas and clinical populations through graduated clinical experiences over time.

CSD 7050 - Off Campus Clinic

Credit Hours: 1 TO 12

Students are placed in two distinct externship placements at off-campus sites under the supervision of field-based clinical instructors. This off-site clinical externship provides the advanced student with varied clinical experiences designed to facilitate and increase clinical independence and clinical competency across the scope of practice.

CSD 7100 - Research Methods in Speech-Language Pathology

Credit Hours: 3

This course instructs students to critically appraise and use professional research and information and to develop skills

for contributing to scientific discovery and knowledge in the field. Research principles, designs, methods, and ethical issues will be included. The relationship between research and clinical applications will be emphasized.

CSD 7200 - Motor Speech Disorders

Credit Hours: 3

Students will learn principles and strategies for differential diagnosis and clinical management of acquired motor speech disorders (MSDs) in adults. Stressing evidence-based practices central to effective person-centered care, management and treatment will include impairment- and participation-focused approaches to speech and communication.

CSD 7300 - Child Language Disorders: School-Age and Adolescent

Credit Hours: 3

This course provides an in-depth study of the assessment and treatment of language and literacy disorders in school-age children. A review of typical language development is included to provide a means of comparison with deviations. The properties, administration, and interpretation of various language and literacy assessments will be focused on in this course. Differential diagnosis and treatment planning for various populations that incorporate culturally responsive evidence-based practices will be included.

CSD 7400 - Cognitive and Neurogenic Communication Disorders

Credit Hours: 2

This course is a comprehensive study of pathologies of the central nervous system. Methods for identifying and treating speech, language and communication problems associated with progressive and nonprogressive neurological disorders are explored. Neuropathologies studied include the dementias, right hemisphere dysfunction, and deficits subsequent to traumatic brain injury. Opportunity will be provided for independent investigation and clinical participation.

CSD 7500 - Audiology for the Speech-Language Pathologist

Credit Hours: 2

The course will cover etiologies of hearing loss and disorders of the central auditory system, the effects of hearing loss on speech and language, diagnosis, clinical methods, along with a review of basic audiometric procedures and interpretation. Aural rehabilitation procedures are also explored.

CSD 7600 - Pediatric Feeding and Swallowing Disorders

Credit Hours: 3

This course discusses normal development of feeding and swallowing skills from infancy to adolescence. In addition to normal feeding and swallowing development this course discusses the nature, etiology, differential diagnosis, evidence based interventions and pertinent research to the evaluation and treatment of Pediatric Feeding Disorder and dysphagia.

CSD 7770 - Professional Issues and DEI in SLP

Credit Hours: 3

This course introduces students to professional issues that currently define the field of speech language pathology. It further identifies the administrative and clinical responsibilities expected of the speech-language pathologist and prepares students to recognize and cope with the potentially explosive issues of the future.

CSD 7800 - Counseling in Speech-Language Pathology

Credit Hours: 2

Emphasizes the application of counseling theories and approaches in the provision of diagnostic and therapeutic services as they relate to the field of communication disorders. Addresses counseling services relative to the unique needs and backgrounds of clients and their communication communities.

CSD 7900 - Medical Speech Lang Pathology

Credit Hours: 3

An overview of speech-language pathology in the medical setting. Focus is on the speech-language pathologist's specialized role in the interprofessional management of individuals with a variety of medically complex disorders affecting the subsystems involved in and/or related to speech, language, and swallowing. Information will be presented within the context of a contemporary healthcare structure.

CSD 7999 - Special Topics in CSD

Credit Hours: 1 TO 6

This course covers various topics in speech-language pathology. Topics are related to current issues and/or practices in the field. Topics may be related to areas of clinical practice, research, administration, global engagement, or other areas within the scope of practice.

Data Science & Analytics

DSA 5100 - Database Management Systems and Data Warehousing

Credit Hours: 3

This course presents the concepts in design, implementation, and utilization of database management systems. Students implement a relational database using RDBMS tools and run SQL queries to extract business insights. Data warehousing design and implementation are also addressed.

DSA 5220 - Python Programming for Data Science

Credit Hours: 3

This course covers the Python programming language as it is used in Data Analytics. Students will learn the basics about how to program in Python as it relates to data science applications.

DSA 5300 - Analytical Methods & Optimization

Credit Hours: 3

This course is an introduction to core quantitative methods for decision making. The course will cover optimization methods, Monte Carlo analysis, decision analysis, and methods to evaluate decisions ex post. The course will also introduce students to various scientific computing languages such as SAS,R, Python or other relevant tools.

DSA 5350 - Machine Learning**Credit Hours: 3**

Introduces machine learning (ML) concepts/algorithms. Covers basics of ML & how ML is used during interactions in students' everyday lives. Exposes students to ML through a programming framework/GUI application. ML is inherently mathematical, this course focuses on algorithms at a high level & being able to apply/compare them.

DSA 5400 - Applied Data Mining**Credit Hours: 3**

This course covers applied data mining methods on large data sets. Particular methods covered are principal components analysis, survival analysis, clustering, factor analysis, and other methods of dimension reduction. Data mining techniques of classification, prediction, reduction and exploration are discussed.

DSA 5500 - Applied Predictive Modeling and Analytics**Credit Hours: 3**

This course provides both the concepts and practical applications of predictive analytics using data mining techniques of classification and prediction. Real business cases will be used to demonstrate the application of these data mining methods using tools such as SAS Enterprise Miner, XLMiner, Python or R.

DSA 5700 - Big Data Analytics**Credit Hours: 3**

This course covers methods to store and analyze large datasets ('Big Data'). Particular focus will be on Hadoop, and MapReduce technology. Further, the course covers No SQL, Key-value, concepts for handling unstructured data. There will be select topics for analytics on 'Big Data'. An integral part of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query the database for the data they will use in their analyses.

DSA 5800 - Analytics Capstone**Credit Hours: 3**

This course is an opportunity for students to apply the concepts, tools, and techniques learned during the Master's Program in Applied Data Analytics. In this course, students will take up real life data, explore and ask the right questions using the data, and derive insights to empower decision-making.

Prerequisite: DSA 5100 , DSA 5300 , DSA 5400 , DSA 5500 , DSA 5700 , DSA 6200

DSA 6100 - Data Preparation and Cleaning

Credit Hours: 3

This course provides students with an introduction to the need for and methods for data cleaning. The course presents methods for locating and handling invalid values, out-of-range values, and missing values along with methods for managing datasets. The course uses SAS software.

DSA 6200 - Data Visualization**Credit Hours: 3**

Traditional Business Intelligence (BI) tools are unable to handle the Big Data challenge due to exponential growth of data volume, velocity and variety. To cope up with this new demand, organizations are embracing new techniques like data visualization which involves data discovery and exploration. Technology giants like Amazon, Facebook, Google, Netflix use powerful data visualization tools to gain customer insights on their choices and apply them into their service offerings. Organizations are able to ask better questions and derive better decisions. This introductory course will teach students how organizations can harness the power of Big Data through data visualization. Students will learn how to capture data in visual format for better decisions using data viz tools like SAS, Tableau.

DSA 6300 - Big Data Tools**Credit Hours: 3**

This course covers an introduction to big data analysis tools. The course provides an overview of SAS, Hadoop and other big data tools. The course covers the structure and framework of data analytic tools and covers the use of these tools to perform various analyses.

DSA 6400 - Big Data Analytics**Credit Hours: 3**

This course covers methods to store and analyze large datasets ('Big Data'). Particular focus will be on Hadoop, and MapReduce technology. Further, the course covers No SQL, Key-value, concepts for handling unstructured data. There will be select topics for analytics on 'Big Data'. An integral part of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query the database for the data they will use in their analyses.

DSA 6900 - Data Science and Analytics Capstone I**Credit Hours: 3**

This capstone course in the Masters in Data Analytics program incorporates skills learned throughout the program into a real-world analytics project. An integral part of this course is the application of database knowledge learned in the prior courses in the program. All data in this course will be stored in an appropriate relational (SQL) or document oriented (NoSQL) database. Students will then query the database for the data they will use in their analyses.

DSA 6950 - Data Science and Analytics Capstone II**Credit Hours: 3**

This capstone course gives students the opportunity to incorporate the skills learned throughout the program using real-

world data. Students shall demonstrate their competency in data science and analytics by integrating their knowledge in database and datawarehousing, data mining, predictive analytics, data visualization and big data analytics.

Prerequisite: DSA 5100 and DSA 5220 and DSA 5300 and DSA 5400 and DSA 5500

or as

CoRequisite: DSA 5100, DSA 5220, DSA 5300, DSA 5400, DSA 5500

Early Childhood Education

ECEE 5000 - Child Development

Credit Hours: 3

This online course provides teachers with the opportunity to review recent research and theory concerning advanced child growth and development. The course examines the nature and process of child development with a focus on infancy and early childhood years. The primary goal of the course is the integration of information generated from empirical research, both classic and current, into explanatory systems (theories) of child development. The emphasis in this course is less on learning the facts of child development and more on learning why child development research is conducted (theories), how it is conducted (methodology), what it means for the field (conclusions) and how research is evaluated (critical thinking).

ECEE 5250 - Content Learning

Credit Hours: 3

Early Childhood Curriculum Content will focus on the content related to areas of creative arts, health and wellness, science, social studies, mathematics and technology. Emphasis will be on developmentally effective presentation of the content areas, including play, and integration of the content areas. Class participants will use standards to plan content related learning experiences for children. Requires implementing content-related learning experiences for young children of different age groups in a variety of early childhood settings.

ECEE 5260 - Observe, Assess, Document

Credit Hours: 3

This course identifies appropriate assessment strategies used to evaluate cognitive, physical, and psychosocial development of children and considers implications for curriculum planning. It explores the use of systematic observations, documentation, diagnostics and formative assessment. Candidates use Pennsylvania's Standards Aligned System as an informative source in planning and meeting the standards. A one week residency is required for this course.

ECEE 5270 - Family, School, and Community

Credit Hours: 3

An exploration of the knowledge, dispositions, and skills required of professionals in order to respond to diverse family systems and needs. Emphasis is placed on developing collaborative partnerships, effective communication, mobilizing community resources, ethical and research-based practices, and advocating for diverse families and communities.

ECEE 5300 - Leadership for Early Childhood Education

Credit Hours: 3

This course addresses leadership for early childhood educators with an emphasis on professional goals, advocacy, and management of an early childhood setting. Learners will explore curriculum, budgeting, regulations, accreditation, licensing, standards, ethical practices, safety, teacher training, and parent and community relations.

ECEE 6000 - Guidance, Advocacy, and Research

Credit Hours: 3

This course examines the rationale, value, dynamics, and categories of children's play as defined by classical and contemporary theories. Candidates explore motor skills, cognitive abilities, creativity, social-emotional factors and issues influencing children's play, and develop strategies for curriculum integration. Candidates plan and carry out action research projects and advocacy plans based on their research.

Prerequisite: ED 5200 and ECEE 5300

Economics

ECON 7100 - Advanced Applied Microeconomics

Credit Hours: 3

Covers microeconomics with emphasis on the skills needed to evaluate economic models, tools, and ideas. Basics of game theory, constrained optimization, and general equilibrium are introduced and applied to various topics, including consumer and producer choice, decision under uncertainty, and resource allocation under different market structures.

ECON 7200 - Advanced Applied Macroeconomics

Credit Hours: 3

Develop and apply models of the macroeconomy focusing on the variables that affect business decision making (inflation, interest rates, unemployment, exchange rates, and productivity) with emphasis on understanding and evaluating economic policy and how businesses both shape and are shaped by economic conditions, monetary policy, and fiscal policy.

ECON 7300 - Advanced Applied Econometrics

Credit Hours: 3

This course covers the use of fundamental econometric tools and the estimation causal economic relationships. The focus is on the practice of econometrics using extensive applications to a variety of real-world problems in many areas of economics and the social sciences. Topics addressed include linear and non-linear regression models, testing of hypotheses about new and existing economic theories, panel data methods, multicollinearity, heteroskedasticity and autocorrelation.

Prerequisite: MBA 6050

ECON 7320 - Forecasting and Predictive Modeling

Credit Hours: 3

The course covers the use of predictive modeling and statistical forecasting methods in business and economics. Students will learn to leverage historical data to build models for predicting future results, considering both quantitative and qualitative methods and effective communication of results to various stakeholders.

Prerequisite: MBA 6050

ECON 7530 - Forensic Economics

Credit Hours: 3

Forensic Economics is the application of economics to the measurement of damages and/or proof of liability in litigation. Topics covered include the role of economists in litigation; growth rates and discounting; valuation; gross earnings measurement; application of statistical and behavioral tools to evaluate evidence of wrongdoing; and ethics.

ECON 7600 - Behavioral Finance and Economics

Credit Hours: 3

Explores the behavioral critique of financial and economic theory. Emphasizes decision-making in markets that are not strongly efficient. Reviews experimental evidence of how individuals and firms make decisions, how decisions deviate from the predictions of theory due to cognitive biases, and how mechanisms can be designed to affect results.

ECON 7810 - Health Economics

Credit Hours: 3

This course will apply economic principles, methods, and models to problems in health, healthcare, and health policy. The learner will analyze the behavior of consumers, healthcare providers, health insurers and public policy makers to understand and enhance business decision making.

Education

ED 5200 - Introduction to Educational Research

Credit Hours: 3

This course explores the design and analysis of experimental and quasi-experimental research. It explores both quantitative and qualitative techniques. In addition to being able to design and undertake basic research, an outcome of this course is to develop effective consumers of the research literature.

ED 5210 - Learning Theory/Instructional Design/Teach for the Future

Credit Hours: 3

This course emphasizes strategies that engage students in active inquiry, collaboration with peers and acquiring and using tools of learning in an experiential learning environment. The approach of the course is experiential, inquiry-oriented and reflective.

ED 5220 - Curriculum Design

Credit Hours: 3

This course focuses on planning instructional units and lessons that are aligned with state standards. Using the Standards Aligned System (SAS), teachers will develop a thorough understanding of curriculum planning and the importance of diagnostic and formative assessment. All aspects of the SAS: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials & Resources, and Interventions will be utilized to provide a common framework for the design of instruction and assessment.

ED 5230 - Trauma Sensitive/SEL/Culturally Responsive Pedagogy

Credit Hours: 3

This course will explore trauma within the classroom and provide a detailed description of the knowledge, skills, and dispositions comprising trauma-informed educator competencies. Using an interdisciplinary approach, students will develop a skill set to support the education and development of the whole-child, while preparing teachers and school leaders to recognize the signs of adolescent trauma in the classroom. Trauma-Informed knowledge invites changes to traditional and postmodern pedagogical practices, placing attunement (connecting) and mentoring (coaching) at the core of learning. Educators currently receive little professional development on how trauma impacts students and how to support the education of these students. To compound this, unaddressed student trauma is a major factor in teacher frustration, low job satisfaction, and burnout. The educational needs of these youth are complex, and this course will provide best-practices in trauma-informed care that assures educators that TIPS is based on sound research and is a universal design appropriate for all students.

ED 5240 - Classroom Assessment for Learning

Credit Hours: 3

Assessment is an essential part of the learning triangle. Curriculum, instruction, and assessment are core elements in the learning process and are inextricably linked. In this course, students will actively review the basic concepts of data-driven assessment for learning, develop and share assessment strategies that are used to make instructional decisions in support of the standards and student learning in general. The course is designed to support learners as they explore the development of assessment strategies and reporting systems as well as assessment before, during, and after instruction.

ED 5310 - Applied Educational Research/Action Research

Credit Hours: 3

This course explains and facilitates action research to enable teacher - researchers to participate in their own inquiries; to gather, analyze, and report information; and to effect positive change.

ED 5320 - Advanced Curriculum Theory

Credit Hours: 3

This course studies the leadership and processes required to align course content, academic standards, and assessments of elementary, middle, and secondary schools curricula. It emphasizes the changing nature of curriculum, the essential elements and processes of curriculum development, and the principal as the curriculum leader. Resources will include Pennsylvania's Standards Aligned System (SAS) and the research base underlying its six components.

ED 5330 - Teacher Evaluation

Credit Hours: 3

This course provides the framework for collaborative leadership in order to enhance professional practice through school personnel evaluation. It emphasizes the linkage between evaluation and student achievement. The integration of evaluative tools, methods, and state requirements into the evaluation system is present.

ED 5360 - Supervisory Internship

Credit Hours: 3

This course is designed to be the capstone experience of the Curriculum and Instruction program. The course provides experiences designed to develop and enhance the overall effectiveness of the supervisor candidate's competencies. The internship is designed as an integrating experience and an opportunity for the graduate to practice those skills.

ED 5410 - Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness

Credit Hours: 3

This course provides the framework for the skills for Teacher Leaders Endorsement. It focuses on leadership theory and skills through a problem-solving and applied methodology. Leaders must acquire the necessary leadership repertoire to lead effectively in today's schools.

Prerequisite: Program Admission

Offered

Offered fall and spring.

ED 5420 - Peer Mentoring and Its Impact on the Professional Community

Credit Hours: 3

This course highlights peer mentoring theory and skills. Teacher leaders will apply these theories and skills as they work with peers to support planning, instruction, and assessment. Leaders must acquire the necessary leadership repertoire to lead effectively in today's schools. Offered fall and spring.

ED 5430 - The Role of Change in the Era of Accountability

Credit Hours: 3

This educational leadership graduate course studies the principles, themes, and patterns for implementing educational change. Tools, techniques, and strategies for leading effective change are presented. The educational leader as change facilitator is emphasized.

ED 5440 - The School as a Cultural and Political Entity

Credit Hours: 3

This course highlights the cultural and political entities. Embedded in the content is the focus on professional learning communities and working collaboratively with faculty as they address planning, instruction, assessment, student

performance, student behavior and dispositions, data analysis, and action research.

Prerequisite: Program Admission

ED 5610 - Educational Computer Applications

Credit Hours: 3

This course is designed to provide in-service educators (K-12) who have had little or no computer experience with the knowledge, skills, and attitudes necessary to use microcomputers as instructional tools in their classrooms. While acquiring computer skills, students will explore, use, and demonstrate competence in each of the following areas: word processing, databases, spreadsheets, graphics, multimedia, instructional design, telecommunications, and major issues associated with the use of technology in education. This course will provide in-service teachers with the knowledge base to make appropriate decisions regarding the use of technology in their respective classrooms. Not available to students who have not taken ED 217 since summer 1994.

ED 5620 - Internet Applications for K-12 Educators

Credit Hours: 3

Introduces K-12 Educators and/or Technology Specialist Certificate candidates to the potentials of the Internet and assist them in using this multi-faceted resource as an effective teaching tool within the classroom. Participants will be introduced to the history, structure, and overall capabilities of the Internet, including Electronic Mail, Telnet, File Transfer Protocol (FTP), World Wide Web, and web-based distance education. Within this framework, participants will create their own web pages, design on-line instructional lessons appropriate to their discipline, and demonstrate the integration of Internet/Technology information throughout the K-12 curriculum.

ED 5630 - Mobile Learning

Credit Hours: 3

A web-based course that introduces K-12 Professionals and/or Masters of Education Degree candidates to the potentials of mobile devices and applications, and assist them in using these multi-faceted resources as effective teaching and professional development tools. Participants will be introduced to mobile educational technology related to communications, productivity, learning, presentations and integration. Within this framework, participants will create their own personal learning networks, mobile technology resources, online presentations and design instructional lessons appropriate to their discipline demonstrating the integration of mobile educational technology throughout the K-12 setting.

ED 5640 - Foundations and Assessment of Distance Learning

Credit Hours: 3

This course provides the basic information you need to become a knowledgeable distance education educator. The course will cover theory and research that influences distance learning, the practical skills and knowledge needed to function in a distance learning environment, and will explore management and administrative issues that arise in distance education learning environments. Offered each fall.

ED 5650 - Advanced Online Instruction

Credit Hours: 3

This course builds upon the fundamental concepts and structures of online teaching and learning. This course addresses the advanced teaching and learning applications of a Learning Management System. The course will explore and implement techniques for online instructions such as using a variety of online tools, technologies, and web 2.0 tools, to help instructors transfer knowledge most effectively in the online environment. Offered spring, annually.

ED 5670 - Technology Integration in Ed

Credit Hours: 3

This course assists students in the discovery of systematic approaches to mediate teaching and learning problems through the selection, utilization, evaluation, and production of instructional media. Focus will be on a practical hands-on approach, which will involve students directly in solving instructional problems through the use of programs and the development of student produced media.

ED 5680 - Online Instruction Internship

Credit Hours: 3

Candidates are required to complete a 6-week online internship in a virtual learning environment aligned with their professional goals. Students seeking the Pennsylvania Online Instruction Program Endorsement must complete their internship in a K-12 learning environment.

Prerequisite: ED 5640

ED 5710 - Foundations of ESL Education

Credit Hours: 3

The five domains of teaching English language learners are explored: culture, language, planning instruction, assessment and professionalism. Emphasis is placed on the Teachers of English to Speakers of Other Languages (TESOL) teaching standards and ESL K-12 standards. Field experience may be required per Pennsylvania Department of Education.

ED 5720 - Language Acquisition and Development

Credit Hours: 3

Second Language Learners of any age undergo certain processes to be able to learn a new language. They will learn and conduct research on the structure and nature of language with a view to assisting their students to adjust to the challenges of learning a new language. Field experience may be required per Pennsylvania Department of Education.

ED 5730 - Supporting L2, Family, and Community

Credit Hours: 3

This course equips ESL teachers with the necessary tools to give ESL students and their families the support they need while they undergo the challenges that may arise concerning the support of ESL students in the classroom, school, and the community. Field experience components are required per Pennsylvania Department of Education.

ED 5740 - Human Language and Culture - Sociolinguistics

Credit Hours: 3

This course introduces students to Sociolinguistics, a field of study which ties language and communication to the context in which the language is being used. Variations in language use will be explored as it pertains to ELLs in schools and communities. Field experience components are required per Pennsylvania Department of Education.

ED 5750 - Second Language Methodologies - Content Based ESL

Credit Hours: 3

Students examine principles and practices to assist English language learners in achieving academic proficiency in the content areas. Planning standards-based instruction and adapting instruction in content areas is emphasized to promote the academic success of ELLs. Field experience components are required per Pennsylvania Department of Education.

ED 5760 - Assessing English Language Learners - Language Assessment

Credit Hours: 3

Students will gain exposure to the tools necessary to be able to assess English Language Learners at various levels of English proficiency appropriately and in a timely way. Field experience components are required for this course per Pennsylvania Department of Education.

ED 5810 - STEM Ed. Foundations & Philosophy of Integrative STEM Education

Credit Hours: 3

This course provides practicing teachers with the conceptual and practical knowledge to enhance their current professional instruction through providing integrative STEM teaching and learning experiences. Candidates will explore current perspectives of how integrative STEM is taught in schools, engage in rich collaborative inquiry projects, and investigate how integrative STEM teaching and learning can enhance their classroom instructional practices while meeting the needs of all learners. The nature of STEM education disciplines, effective STEM pedagogy and teaching strategies, integrative STEM learning, and innovative problem-based instruction utilizing the engineering and design process will be examined.

ED 5820 - STEM Ed. Curriculum: Standards Aligned Design, Evaluation and Transformation

Credit Hours: 3

This course is designed as an investigation of continually evolving integrative STEM instructional and pedagogical approaches. This includes the examination and application of state and national science, technology, engineering, and mathematics standards; an exploration of existing STEM curricular initiatives; an opportunity to investigate and evaluate STEM curriculum; and an investigation of continually evolving STEM pedagogies. Candidates will plan, design, implement, and reflect on an integrative STEM instructional unit that incorporates an integrative STEM learning cycle approach and developmentally appropriate methodology.

ED 5830 - Student Learning: Data Driven Theory, Assessment and Analysis

Credit Hours: 3

This course is designed to investigate continually evolving approaches for developing innovative and inclusive student-centered learning environments that support hands-on, minds-on STEM learning. This includes an exploration of learning networks and communities of practice that contribute to STEM-based learning. Candidates will also explore methods for developing innovative and accessible measures of learning for integrative STEM education, to include an examination of continually evolving digital technologies that can be utilized in transformative ways to assess students' authentic STEM learning experiences.

ED 5840 - STEM Ed. Integrative STEM Pedagogy and Instructional Design**Credit Hours: 3**

Through this course, candidates will explore the nature of science and scientific literacy, which has become an integral part of the STEM education movement. Candidates will discover how to design lessons that increase children's/learners' understanding of scientific concepts as well as their ability to apply this knowledge in authentic, real-world settings. Candidates will expand their knowledge of science pedagogy (meaningful engagement in scientific practice) and transform lessons to promote student-centered teaching and inquiry while helping children/learners build valuable science process skills. Candidates will develop a repertoire of scientific practices to facilitate labs, demonstrations, discussions, fieldwork, and a variety of science activities through the lens of scientific literacy and inquiry-based instruction while exploring the importance of integrating science, mathematics, engineering, and technology.

ED 5850 - STEM Ed. Teachers as Leaders**Credit Hours: 3**

This course is designed to prepare STEM educators to serve as teacher leaders who possess collaboration skills along with the knowledge, skills, and dispositions needed to support a STEM education vision and plan and are effectively prepared to guide school-wide implementation of STEM initiatives that develop and deliver high-quality STEM education to all students. Candidates will explore the various roles that instructional leaders engage in such as instructional design and implementation, facilitating professional learning for colleagues, and contributing to the school or district-wide strategic plan for implementing the STEM vision. Candidates will examine theoretical perspectives and research associated with teacher leadership that enable teachers to engage in meaningful transformation that promotes change in a digital age. Candidates will investigate funding opportunities for STEM programs and will design and implement a STEM professional development project that leads to significant instructional or organization-wide innovation.

ED 5860 - STEM Ed. Action Research Capstone Project**Credit Hours: 3**

This course is designed as the capstone experience in which candidates synthesize the knowledge, skills, and dispositions developed across the Integrative STEM Education Program through a major culminating project. Candidates may develop a variety of tangible academic products or deliverables which enhance or contribute to the existing STEM-based needs of their local school or community. The goal of this course is for candidates to plan, develop, implement, present, and reflect upon a comprehensive individually produced project that contributes to their personalized growth in STEM education.

ED 5910 - Supporting Diverse Learners, Families, and Communities Birth to Grade 12

Credit Hours: 3

This course guides students through an in-depth examination of how race, ethnicity, and culture influence students' experiences in school and demonstrates a multicultural approach to teaching by promoting an understanding and respect for persons from diverse backgrounds. This course builds cultural competence through research, experience, and self-reflection.

ED 5920 - Foundations of Teaching & Learning Birth to Grade 12

Credit Hours: 3

A course for prospective teachers designed to begin their professional development. Different instructional activities will allow the student to become proficient in the theories of modern secondary education instructional development, basic history and philosophy of secondary education, and pedagogy in general.

ED 5940 - Supporting English Language Learners Birth to Grade 12

Credit Hours: 3

The purpose of this course is to help prospective teachers in all initial certification areas develop an understanding of how to modify mainstream course materials and instructional strategies so that English language learning students can engage in course content while simultaneously developing their new language.

ED 5961 - Trauma Informed Teaching of Adolescents

Credit Hours: 3

This course provides information about the historical development, goals, philosophy, and mission of middle and secondary education. Information relative to the characteristics of effective middle and secondary teachers, teaching diverse populations including students with special needs and English language learners (ELL), school climate, and professional development will also be part of the course focus. This course contains a field experience.

ED 5962 - Technology Integration

Credit Hours: 3

The purpose of this course is to help the teacher candidates learn how to effectively analyze, select, and integrate current educational technologies into the design, implementation and assessment of learning experiences to engage a diverse student population.

ED 5963 - Instructional Strategies

Credit Hours: 3

This course is for prospective teachers designed to begin their professional development. Different instructional activities will allow the student to become proficient in the theories of modern secondary education instructional development, basic history and philosophy of secondary education and of pedagogy in general. Students will

participate in observation at selected field sites, grades 7-12. Students will begin development of their professional portfolio.

ED 5964 - Assessments & Interventions

Credit Hours: 3

Part of this course is designed to provide insight into the design, implementation, and analysis of assessment instruments used in 7-12 education. The second part of this course is to allow the secondary education candidate to become aware of, and to gain experience in, the contemporary interventions that teachers use to prevent, minimize, or eliminate negative behaviors in the classroom.

ED 5965 - Classroom Learning Environment

Credit Hours: 3

This course provides pre-service 7-12 teacher candidates with research-based theories, models, and techniques for building classroom communities whereby 7-12 students are highly involved in worthwhile activities that support their learning. Specific classroom management issues associated with 7-12 classrooms will be addressed. This course will be taken in conjunction with teacher candidates' stage four student teaching experience.

Prerequisite: Teacher candidacy.

ED 5969 - School Law

Credit Hours: 3

A basic grounding in school law is fundamental to a comprehensive, well-rounded teacher education program. This course will focus on the study of legal and ethical issues as related to practical problems of teachers. This course also seeks to sharpen the pre-service teacher's analytical skills, as a problem-solving pedagogical approach is utilized.

ED 5970 - Student Teaching

Credit Hours: 6

This culminating experience is coordinated and supervised by University faculty and provides opportunities for teacher candidates to display competency in teaching grades 7-12 under the direct daily supervision of a qualified cooperating teacher. This course provides the Stage 4 Field Experience.

Prerequisite: ED 5965

ED 5981 - Discipline Specific Instructional Methods

Credit Hours: 3

This course is designed to build upon a scientific base to the practice of teaching social studies to children from fourth to eighth grade. The foundations of the social studies are examined with an emphasis on the standards and themes sanctioned by the National Council of Social Studies. Candidates learn research-based best practices that promote the two main goals of the social studies; social understanding and civic awareness. Instructional strategies and resources for the constructivist social studies classroom will be discussed and demonstrated. Attention will be given to current trends and the present status of elementary social studies. The course is standards-based, supported by the Pennsylvania

Department of Education standards for teacher preparation, as well as the National Council for Social Studies (NCSS), the Association for Middle Level Education, and the Interstate New Teacher Assessment and Support Consortium (INTASC). Teacher candidates participate in university classroom and field experiences that provide them with the knowledge, pedagogy, and dispositions needed to support social understanding and civic awareness to middle school students.

ED 5983 - Teaching of English (Secondary)

Credit Hours: 3

A course for prospective teachers designed to begin their professional development. Different instructional activities will allow the student to become proficient in the theories of modern secondary education instructional development, basic history and philosophy of secondary education, and pedagogy in general.

ED 5984 - Teaching of Mathematics

Credit Hours: 3

This course is designed to provide insight into the teaching of general mathematics, algebra, geometry, probability, and statistics in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level.

ED 5985 - Teaching of Science (Secondary)

Credit Hours: 3

This course is designed to provide insight into the teaching of Biology, Chemistry, Earth and Space Science, and Physics in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching science at the secondary level.

ED 5986 - Teaching of Social Studies (Secondary)

Credit Hours: 3

This course is designed to provide insight into the teaching of general social studies, history, political science, geography, economics, anthropology, psychology, and world cultures in grades 7 through 12. Students become aware of and use the resources and methods of instruction for teaching social studies at the secondary level.

ED 5987 - Teaching of Health and Physical Education

Credit Hours: 3

This course is designed to provide effective teaching strategies and methods to current and future teachers in the field of Health and Physical Education. Course activities include physical education activities, games, and teaching methods for elementary through high school age students. Health activities will include teaching methods and current issues in health education.

ED 5993 - Teaching of Tech Ed in Secondary

Credit Hours: 3

The focus of this course is two-fold. First, students will use state and national standards to develop a technology education curriculum by using various curriculum design processes. The second phase of the class is designed to improve the students' ability to use appropriate standards-based instructional methods. These include cooperative learning, problem-based learning, discovery learning, constructivism, reflection, meta-cognition and others those students research and demonstrate to the class.

ED 5995 - Adapted Physical Education

Credit Hours: 3

This course provides the knowledge and skills necessary to teach students with disabilities physical education in an inclusive environment. Assessment, planning, instructional techniques and specific sport adaptations for acquisition of psychomotor skills are emphasized. Field experiences working directly with special populations in physical education will be required.

Educational Admin & Leadership

EDLR 6000 - Foundations of Educational Leadership

Credit Hours: 3

This educational leadership graduate course is designed for prospective leaders at all levels of the school organization. Elements of effective leadership, standards informing educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills and abilities necessary to becoming an innovative educational leader.

EDLR 6100 - Educational Leadership Theory and Practice

Credit Hours: 3

This educational leadership graduate course will focus on theoretical foundations useful to the educational leader. Organizational theories relevant to schools and leadership processes essential to school effectiveness will be presented. Aspects of personal leadership style and capacity will be examined.

EDLR 6200 - Curriculum Leadership

Credit Hours: 3

This course studies the leadership and processes required to align course content, academic standards, and assessments of elementary, middle, and secondary schools curricula. It emphasizes the changing nature of curriculum, the essential elements and processes of curriculum development, and the principal as the curriculum leader. Resources will include Pennsylvania's Standards Aligned System (SAS) and the research base underlying its six components.

EDLR 6300 - Legal Aspects of Educational Leadership

Credit Hours: 3

This course familiarizes the educational leadership graduate student with local, state and federal laws governing schools. Legal frameworks affecting public schools are presented. Particular attention is given to leadership for Special Education law. Application of school law at various levels of education leadership is emphasized.

EDLR 6400 - School and Community Relations

Credit Hours: 3

This course examines the leadership roles of supervisors, principals, and superintendents to communicate effectively within the school and community. It emphasizes the importance of designing school and community relations programs around the needs and issues of the school and the school district. Particular attention is given to communication with, and involvement of, internal and external publics in the school system.

EDLR 6500 - Instructional Leadership

Credit Hours: 3

This course is designed to provide principal candidates with a framework for effective, practical use of a variety of instructional strategies to promote best inclusive practices. These strategies are used with teachers to improve curriculum and instruction. Through various learning experiences, you will develop your knowledge, skills and professional dispositions that will help you to lead your school. The course is designed to help you develop a foundation for leadership by understanding what differentiated instruction is, why it is appropriate for all learners, and how to serve as an instructional leader in this area. Principal candidates will explore and analyze Standards-Based Instruction, Bloom's Taxonomy of the Cognitive Development, Writing Across the Curriculum, Multiple Intelligences, Response to Intervention, Inclusion, Multiple Measures of Data to inform Decision-Making, and Leadership and Differentiated Instruction to support a diverse student body at all grade levels.

EDLR 6600 - Elementary Principal Internship

Credit Hours: 3

This on-site internship experience at the elementary school principal level provides the opportunity for practical experience under the direct supervision of university faculty and the on-site supervisor.

EDLR 6650 - Supervisor of Special Education Internship Early Intervention Population

Credit Hours: 3

This on-site internship experience at the school district supervisor level provides the opportunity for practical experience under the direct supervision of university faculty and the on-site supervisor.

EDLR 6700 - Secondary Principal Internship

Credit Hours: 3

This on-site internship experience at the secondary principal level provides the opportunity for practical experience under the direct supervision of university faculty and the on-site supervisor.

EDLR 6750 - Supervisor of Special Education Internship School Age Population

Credit Hours: 3

This on-site internship experience at the school district supervisor level provides the opportunity for practical experience under the direct supervision of university faculty and the on-site supervisor.

EDLR 6800 - Leadership for School Change

Credit Hours: 3

This educational leadership graduate course studies the principles, themes, and patterns for implementing educational change. Tools, techniques, and strategies for leading effective change are presented. The educational leader as change facilitator is emphasized.

EDLR 6900 - Action Research for School Leaders

Credit Hours: 3

This course explains and facilitates action research to enable teacher researchers to participate in their own inquiries; to gather, analyze, and report information; and to effect positive change.

EDLR 7000 - The Superintendency: Theory and Organization

Credit Hours: 3

This course offers the participant opportunities to gain competencies in and an understanding of the application of administrative theory relating to the operations of a school district. Through inquiry into the subject of administrative theory, candidates will gain critical and creative attitudes toward humanistic and scientific principles of public school organization and administration. Along with required course activities, each participant will complete a minimum of 15 hours of field experience assignments involving leadership or organization theory and practice. The field experiences will have utility for the participant's home school district or another school district and will be undertaken and completed in concert with the instructor's expectations.

EDLR 7100 - Comprehensive Planning and Policy Analysis

Credit Hours: 3

This course is designed for aspiring school superintendents. Specifically, the course addresses strategic planning and thinking, policy development and analysis, and the value of the relationship between the Superintendent and the School Board, specifically the Board President. The focus is reality-based and draws from experienced instructors. The goal is to prepare aspiring superintendents for the duties and responsibilities they will encounter in the above-mentioned areas, mindful of the fact that the key role of the school superintendent is to ensure a quality education for all students of the district.

EDLR 7200 - Educational Facilities and Technology

Credit Hours: 3

The course will offer the student an opportunity to view, understand and execute the planning, acquisition and management of technology and school facilities. The course emphasizes the use of technology for effective school management and instruction, promoting an educational environment that encourages change but also focuses on linking technology with students, and effectively analyzing and operating the management of the school organization as it relates to technology and facilities development. Topics such as reform, empowering students with technology, productivity and technology windows of the future and school facilities for the 21st century will be included. Participants will be required to demonstrate competencies regarding an understanding of the superintendent's role in the following areas: planning for immediate and future facilities; efficiently managing technology and facilities; acquiring technology and facilities; and planning for immediate and future technology needs.

EDLR 7300 - Personnel Leadership for School District Improvement

Credit Hours: 3

This course offers the participant the opportunity to gain an understanding of and skills related to the district level administration of curriculum, instruction, leadership and supervision. The course emphasis is on current practice in the field, state level requirements and national trends that are shifting theory and practice in their regard.

EDLR 7400 - Superintendent Internship I

Credit Hours: 3

The internship is designed to be a theory into practice experience where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas. Internships with a trained mentor at diverse settings is an important and highly valued part of the program. Each placement will be made in cooperation with the SLE faculty, the participating school district mentor, and the intern. The internship involves field placement with a carefully chosen and trained superintendent/mentor (field supervisor) in a K-12 school district, who shares the SLE program philosophy that the superintendent should function as a change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the superintendent who should provide the intern with as many supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events.

EDLR 7500 - Superintendent Internship II

Credit Hours: 3

The internship is designed to be a theory into practice experience where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas. Internships with a trained mentor at diverse settings is an important and highly valued part of the program. Each placement will be made in cooperation with the SLE faculty, the participating school district mentor, and the intern. The internship involves field placement with a carefully chosen and trained superintendent/mentor (field supervisor) in a K-12 school district, who shares the SLE program philosophy that the superintendent should function as a change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the superintendent who should provide the intern with as many supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events.

EDLR 8000 - Leadership I

Credit Hours: 3

This course examines various issues in educational leadership. Students will explore topics in leadership related but not limited to leadership roles and responsibilities, change management, technology, student populations, and staff development. A focus on fiscal responsibility and its role in various leadership areas will be emphasized.

EDLR 8100 - Leadership II

Credit Hours: 3

This course introduces doctoral students to current research, models and theories on leadership. Students will examine their own leadership beliefs and how this connects with leadership in the educational setting. Students will personally reflect and identify individual leadership strengths and limitations.

EDLR 8200 - Qualitative Research in Educational Leadership**Credit Hours: 3**

This course focuses on qualitative research for doctoral students. It will examine important theories and practices in planning and designing qualitative research in educational environments. Students will develop the skills, techniques, and knowledge necessary to undertake independent research using appropriate methodologies, key research strategies, and principles for research design in qualitative research.

EDLR 8300 - Quantitative Research in Educational Leadership**Credit Hours: 3**

This course focuses on quantitative research for doctoral students. It will examine important theories and practices in planning and designing quantitative research in educational environments. Students will develop the skills, techniques, and knowledge necessary to critically understand, critique, and apply quantitative research methodologies to educational environments.

EDLR 8400 - District Leadership for Public Relations and Marketing**Credit Hours: 3**

The objective of the course is to provide students the opportunity to view school public relations and marketing from the point of view of the school superintendent, through practical, real life experiences. To become an effective school superintendent or assistant superintendent requires that an administrator be an effective communicator and develop positive community relations. It requires networking, knowledge, the ability to market your product, and the ability to establish credibility within and outside the school community. One must be able to make decisions, sometimes quickly, and then be accountable for those decisions. This course will enable students to learn the theory and practical application of school and community relations with a focus on fiscal responsibility. All candidates will be required to complete field work/experiences with a focus on fiscal responsibility that are designed to reinforce and extend upon the learning objectives of the course.

EDLR 8500 - District Leadership for Legal Issues in Education**Credit Hours: 3**

American public education operates within a complex framework of law. Federal and state constitutional provisions and statutes, along with administrative regulations and local school board policies, control the daily operation of our schools. It is imperative that all who are employed by school districts, particularly central office administrators, are conversant with this myriad of legal mandates and constraints so that they can operate effectively and efficiently and avoid time consuming litigation and grievances. The purpose of this course is to familiarize aspiring superintendents with the legal bases for the administration of public schools with a focus on fiscal responsibility. It is hoped that by the conclusion of this course that the students will possess the knowledge base and research skills necessary to make intelligent and informed educational decisions. In this course, emphasis will be placed on Pennsylvania school law. All candidates will be required to complete field work/experiences with a focus on fiscal responsibility that are designed to reinforce and extend upon the learning objectives of the course.

EDLR 8600 - District Leadership for Finances

Credit Hours: 3

This course provides students with the fundamentals of public school finance. It will review issues that confront superintendents and school districts, and provide insights into resolving finance problems. Students will read, research, problem solve and explore financial issues with a focus on fiscal responsibility. All candidates will be required to complete field work/experiences with a focus on fiscal responsibility that are designed to reinforce and extend upon the learning objectives of the course.

EDLR 8700 - District Leadership for Human Resources

Credit Hours: 3

This course examines how to manage human resources effectively in the dynamic political, legal, social, and economic environment currently impacting educational institutions. It includes examination of the acquisition, distribution, cultivation and management of human, fiscal, and time resources in public education, and identification and application of skills necessary for harnessing human and financial resources that further the goals of a school and district. All candidates will be required to complete field work/experiences with a focus on fiscal responsibility that are designed to reinforce and extend upon the learning objectives of the course.

EDLR 8800 - District Leadership Field Project - Fiscal Responsibility

Credit Hours: 3

In this course, doctoral candidates will engage in problem-solving activities, field experiences and a field project planned cooperatively with university and school district personnel with a focus on fiscal responsibility. This practice-centered approach requires students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as a leader with a focus on fiscal resource management challenges faced by school districts.

EDLR 8900 - Introduction to the Capstone Research

Credit Hours: 3

The Education Administration Leadership Capstone is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Education Administration Leadership Capstone: Introduction to Capstone Research, the first course in the series, is designed to introduce, guide and support candidates as they learn about the doctoral research expectations and processes that will inform their work as education researchers.

EDLR 8910 - Capstone 1 - Research Question/Review of Literature

Credit Hours: 3

The Education Administration Leadership Capstone is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project with a focus on fiscal responsibility. The Education Administration Leadership Capstone I: Research Question/ Review of the Literature, the second course in the series, will engage candidates in the identification of a research topic, the

development of the research question(s) and conduct a review of the relevant professional literature that will be utilized to inform their work as education researchers.

EDLR 8920 - Capstone 2 - Methods/Data Collection

Credit Hours: 3

The Education Administration Leadership Capstone is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project with a focus on fiscal responsibility. The Education Administration Leadership Capstone I: Research Question/ Review of the Literature, the second course in the series, will engage candidates in the identification of a research topic, the development of the research question(s) and conduct a review of the relevant professional literature that will be utilized to inform their work as education researchers.

EDLR 8930 - Capstone 3 - Data Analysis/Results/ Recommendations

Credit Hours: 3

The Education Administration Leadership Capstone is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project with a focus on fiscal responsibility. The Education Administration Leadership Capstone III: Data Analysis/ Results/Recommendations, the fourth course in the series, will guide and support candidates in their data analysis methodologies, formulation of findings/conclusions and identification of implications/recommendations as an education researcher.

Elementary Education

ELEM 5810 - Elementary Curriculum, Instruction, and Assessment

Credit Hours: 3

This course is designed to provide teacher candidates with the knowledge, skills, and dispositions necessary to create developmentally appropriate and responsive instruction and assessment for learners in K - 4 classrooms. Topics covered include K through grade 4 curriculum models, developmentally appropriate practices, lesson planning, writing objectives, instructional strategies, and assessment of student learning. Through various teaching and learning methodologies, the teacher candidates will learn how to plan for and utilize strategies based on evidence-based research, Pennsylvania Department of Education Learning Standards and standards set forth by the National Association for the Education of Young Children.

ELEM 5830 - Early Language and Literacy

Credit Hours: 3

This online course provides teachers with the opportunity to review recent research and theory concerning literacy development. The study of different areas of literacy development, specifically oral language, writing and reading, are encompassed in the course. The theory and research is translated into practical strategies, assessment materials and preparation of rich literacy environments. The course provides teachers with an effort to reflect upon current issues in early literacy, specifically early intervention programs to assist struggling readers, language and diversity, teaching skills in developmentally appropriate settings, organization and management of literacy programs, and family literacy partnerships.

ELEM 5840 - Elementary ELA instruction and Assessment

Credit Hours: 3

This course examines the development of literacy and assessment practices in Pre-K to grade 4. Candidates are taught how to teach and assess reading, writing, listening, and speaking skills with an emphasis on developmentally appropriate practices particularly in the area of language arts, and through the use of an integrated/balanced approach consistent with the constructivist theory of teaching and learning. Research based effective practices and theories to literacy instruction and assessment are introduced, analyzed, and evaluated.

ELEM 5850 - Teaching and Assessment of Mathematics

Credit Hours: 3

This course will allow students to develop the understanding, knowledge, and skills necessary to teach mathematics to young children. Students will become proficient in the problem-solving process and will come to understand mathematical reasoning in order to teach problem-solving and mathematical reasoning to young children. Lastly, students will plan, implement, and reflect on standards-based mathematics lessons which will be taught to young children in a local elementary school.

ELEM 5860 - Teaching and Assessment of Science

Credit Hours: 3

This course provides teacher candidates at the graduate level opportunities to acquire the science education knowledge, skills and dispositions expected of beginning early childhood teachers in self-contained classrooms. The course provides an overview of the nature of science, scientific inquiry and focuses on science process skill teaching strategies. Candidates learn and practice science teaching skills such as: creating a classroom environment conducive to scientific inquiry, designing science instruction, assessing student attainment of academic standards, and using the local community as a location and topic of classroom science instruction. The course assignments introduce students to the professional community of science education professionals and resources. Teacher candidates participate in university classroom and field experiences that provide them with the knowledge, pedagogy, and dispositions needed to teach in a variety of educational contexts.

ELEM 5870 - Teach and Assess Soc Studies

Credit Hours: 3

The foundations of the social studies are critiqued. Instructional strategies, best practices and resources for the constructivist social studies classroom will be researched, discussed and demonstrated. Attention will be given to current trends, use of technology in the curriculum, literacy instruction in social studies, and the present status of social studies in the pre K-4 classroom.

ELEM 5880 - Elementary Clinical Experiences & the Learning Environment

Credit Hours: 3

This course is designed to provide students with a field experience in an elementary classroom for a minimum of 45 hours. Students will function as teacher's aides and develop and teach five lesson plans.

Prerequisite: ELEM 5810

Entrepreneurship

ENP 7000 - Entrepreneurship

Credit Hours: 3

This course focuses on the characteristics of an entrepreneur and the framework to develop and lead a successful entrepreneurial business. The impact of emotional intelligence in the workplace and sources of entrepreneurial finance are discussed. Students will learn how to develop and manage human capital in the workplace.

Exercise Science

EXSC 6000 - Research in Fitness Wellness

Credit Hours: 3

This course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected topics will promote critical thinking and enhance skills for critical review of content.

EXSC 6100 - Research in Performance Enhancement

Credit Hours: 3

This course is designed to immerse the student in injury prevention research, focusing on current clinical outcomes research, psychology and physical activity research, and performance enhancement research. Topics include research in resistance training, core stabilization, reactive training, posture, supplementation and sport vision training. Injury prevention research is discussed related to special populations, such as athletes at opposite ends of the performance spectrum.

EXSC 6160 - Research in Movement and Recovery

Credit Hours: 3

The purpose of this course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected performance health (human movement and recovery science) research topics will promote critical thinking and enhance skills for critical review of content.

EXSC 6200 - Research in Rehabilitation

Credit Hours: 3

This course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future.

EXSC 6290 - Exercise Science Research Project

Credit Hours: 2

An advanced study or presentation on a topic related to the student's academic discipline. The research project is more in depth than a research paper but less thorough than a master's thesis. Approval of only the graduate student's adviser is needed. The Publication Manual of the American Psychological Association or other generally accepted style for a particular academic discipline will be used.

EXSC 6300 - Research in Sport Psychology

Credit Hours: 3

This course is designed to provide the student with knowledge of research in the sport psychology arena. Students will be introduced to psychometric properties of research and interpretation of results published, enabling them to critically analyze published material specific to the area of sport psychology.

EXSC 6400 - Res in Hlth and Well Coaching

Credit Hours: 3

This wellness coaching course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected wellness coaching research topics will promote critical thinking and enhance skills for critical review of content.

EXSC 6501 - Research Theory in Exercise Science

Credit Hours: 3.00

This course exposes the student to various research designs and theories to critically analyze exercise science literature.

EXSC 6502 - Evaluating Exercise Science Research

Credit Hours: 3

This course systematically evaluates contemporary exercise science literature to prepare the student to critically synthesize evidence-based exercise science literature and support the student's developed research question.

EXSC 7000 - Orientation to Exercise Science and Health Promotion

Credit Hours: 3

This course is designed to provide an overview of online learning and the graduate program in Exercise Science and Health Promotion. Discussion will include various exercise science and health promotion models. The course will also introduce the student to various types and styles of learning via online education, and will orient the student to feature used in online courses.

EXSC 7010 - Advanced Topics in Speed, Agility, and Quickness and Endurance Training

Credit Hours: 3

This course will provide students with advanced knowledge regarding the topics of speed, agility, and quickness (SAQ) and endurance training. Students will be prepared for the Speed and Explosion Specialist Certification offered by the National Association of Speed and Explosion (NASE). Advanced topics of training will be explored, including body mechanics, sports training protocols and program design. Detailed sport performance training programs, focused on SAQ and endurance, will be covered.

EXSC 7040 - Golf Performance Training and Instruction

Credit Hours: 3

Golf fitness professionals have to be able to reduce the risk of injury, improve player performance, and create a higher quality of life for the diverse population that participates in golf. This requires the golf performance professional to understand and identify shortfalls in mobility, stability, strength, balance, flexibility, mental approaches and golf swing mechanics to best help clients. This course provides the evidence-based theory that can be applied during the Golf Performance Training Program Design course.

EXSC 7050 - Industrial, Clinical and Corporate Wellness

Credit Hours: 3

This course is designed to develop knowledge and awareness of the major issues in the field of work site health promotion and clinical care. The focus of the course is on planning, administering and evaluating wellness and fitness programs based in clinical, industrial and corporate environments. The cost of unhealthy lifestyle choices for the individual and employer and their relationship to the workplace will be explored. Topics include "The Wellness Revolution," "The Industrial Athlete Model," benchmark programs and outcomes assessment strategies.

EXSC 7100 - Performance Enhancement in Physical Activity

Credit Hours: 3

This course offers a comprehensive discussion of functional anatomy, functional biomechanics and motor learning as they relate to functional rehabilitation and athletic reconditioning. The student will be introduced to integrated, functional rehabilitation techniques, including core stabilization, neuromuscular stabilization, reactive neuromuscular stabilization, integrated flexibility, integrated strength, speed training, foot training and vision training. The student will also be taught a comprehensive kinetic chain assessment to determine myokinematic, arthrokinematic and neuromuscular deficits. After completing this course and Performance Enhancement Program Design, students will be eligible to sit for the National Academy of Sports Medicine (NASM) examination for Performance Enhancement Specialist certification.

EXSC 7110 - An Integrated Approach to Fitness and Wellness

Credit Hours: 3

This course will introduce the revolutionary exercise programming strategies of the Optimum Performance Training model. The student will receive detailed insight into designing exercise programs for any personal training client. Students will be shown how this systematic approach to program design uniquely blends the science of acute variables with the concepts of flexibility, core stabilization, balance, reactive training, speed, agility and quickness, and strength training to develop safe and effective exercise programs for all individuals. After completing this course and Program Design in Fitness and Wellness, students will be eligible to sit for the National Academy of Sports Medicine (NASM) examination for Certified Personal Trainer certification.

EXSC 7120 - Corrective Exercise in Rehabilitation

Credit Hours: 3

This course will introduce the student to corrective exercise theory based on the pathokinesiological model. The student will be introduced to a systematic evaluation approach based on the pathokinesiological model. The pathokinesiological model will examine human movement systems in regard to key regions of the human body. These regions will be recognized as potential sites for integrated corrective exercise programs.

EXSC 7130 - Psychological Perspectives in Sport Performance Enhancement

Credit Hours: 3

This course is designed to introduce students to various performance enhancement techniques commonly used in sports. Examples of such techniques will be presented. Students will be able to apply the basic features of performance enhancement and intervention to a specific sport or rehabilitation situation. Students will have the opportunity to create their own intervention manuals based on research and course content.

EXSC 7140 - Health and Wellness Coaching Competencies

Credit Hours: 3

Students will learn to help health and wellness coaching clients develop the mindsets needed to navigate the difficult path of changing lifestyles for good. Students will utilize evidence-based coaching competencies, grounded in the science of positive psychology, to help people make lasting improvements to their health and well-being.

EXSC 7150 - Business and Entrepreneurship in the Fitness Industry

Credit Hours: 3

This course offers a comprehensive discussion of the practical aspects of starting and running a business in performance enhancement and fitness. The course focuses on launching new ventures, as well as business and management practices for individuals who are already in business but want to learn how to improve their operations. Specific topics include management theory, financial management, personnel management, record keeping, risk management and technology issues.

EXSC 7160 - Advanced Techniques in Movement and Recovery

Credit Hours: 3

The purpose of this course is to explore theory and application of assessments, corrective exercise, and physical and physiological recovery strategies in the prevention or reduction of musculoskeletal injuries. Emphasis will be placed on system-based solutions that promote optimal human movement, performance, recovery, and readiness. Scientific evidence supporting design and implementation of musculoskeletal injury prevention programs are discussed.

EXSC 7170 - Strength and HIIT in Group Fitness Exercise

Credit Hours: 3

This course will introduce a scientific approach to group exercise, specifically focused on strength and High Intensity

Interval Training (HIIT) programs. The student will receive detailed insight into the concepts, principles, and procedures necessary to understand and implement strength and HIIT group exercise classes for all populations.

EXSC 7180 - Health Behavior Change in Nutrition Education

Credit Hours: 3

This course examines health behavior change theories and practices utilized to facilitate healthful behavior change in a variety of nutrition-related settings. The design and evaluation of behavior change counseling and program development will also be explored.

EXSC 7190 - Advanced Techniques in Tactical Strength and Conditioning

Credit Hours: 3

Tactical careers involve extreme challenges that differ from the more controlled setting of sport. This course discusses unique tactical job demands and the strength and conditioning coach's role in preparing tactical athletes to effectively mitigate them. The student will learn how to operate within a high performance team of professionals to generate holistic training solutions that optimize bio-mechanics and metabolic processes to provide a better physical platform on which to proficiently demonstrate tactical specific skills. This course provides the student with the evidence-based theory that can subsequently be applied during the Program Design for Tactical Strength and Conditioning course.

EXSC 7200 - Essentials of Human Movement Science

Credit Hours: 3

This course will introduce a scientific approach to the essentials of human movement science. The student will receive a detailed insight into the independent and interdependent function of the muscular, articular and nervous systems during human force production, stabilization and force reduction. The course will also introduce the student to various types and styles of learning via web-based technologies, and will orient the student to web based methods of learning. This course is a dually listed course applicable to the Master of Science, Exercise Science and Health Promotion, and to the Doctor of Health Science, Health Science and Exercise Leadership, within the department of Exercise Science and Sport Studies.

EXSC 7440 - Golf Performance Program Design

Credit Hours: 3

This course requires the student to integrate knowledge learned in 7040 and 7100 along with experience from the field of golf instruction, fitness and rehabilitation. Students will prepare golf specific fitness programs designed to address shortfalls in player performance. Members of the class will analyze and critique program elements; leading to high-level discussion and exchange.

Prerequisite: EXSC 7040

EXSC 7500 - Performance Enhancement Program Design

Credit Hours: 3

This course requires the student to integrate knowledge learned from the course Performance Enhancement in Physical Activity with professional experience and prior learning in fitness and rehabilitation. Students will work in teams to

prepare performance enhancement program proposals, including program elements, rationale, innovative design and supporting research. Each week, cohort members will professionally analyze and critique new proposals, resulting in high-level discussion and exchange. After completing this course and Performance Enhancement in Physical Activity, students will be eligible to sit for the National Academy of Sports Medicine (NASM) examination for Performance Enhancement Specialist certification.

Prerequisite: EXSC 7100

EXSC 7510 - Program Design in Fitness and Wellness

Credit Hours: 3

This course will introduce the revolutionary exercise programming strategies of the Optimum Performance Training model specifically for the fitness and wellness professional. Students will receive detailed insight into designing exercise programs for any personal training client. They will be shown how this systematic approach to program design uniquely blends the science of acute variables with the concepts of flexibility, core stabilization, balance, reactive training, speed, agility and quickness, and strength training to develop safe and effective exercise programs for all individuals.

Prerequisite: EXSC 7110

EXSC 7520 - Corrective Exercise Program Design

Credit Hours: 3

This course will introduce corrective exercise strategies based on loss of function. The student will receive detailed insight into the design of corrective exercise programs. The systematic approach of an integrated corrective exercise design uniquely blends the variables of available flexibility, isolated and integrated corrective strengthening, and corrective exercise design to provide the student with the necessary foundation in designing and developing safe corrective exercise programs.

EXSC 7530 - Psychological Aspects of Sport Injury and Rehabilitation

Credit Hours: 3

This course is designed to introduce students to various topics related to the psychological aspects of sport injury. The course focuses on the onset (precursors), experience and treatment of athletic injuries from a biopsychosocial perspective. Course material is based on empirical data and psychophysiology foundation and the role of psychological factors and psychological interventions, which influence rehabilitation and recovery.

EXSC 7540 - Health and Wellness Coaching - Facilitating Change

Credit Hours: 3

Expanding on the concepts from PRF-714, "Health and Wellness Coaching Competencies ", students will identify the health and wellness coaching practices that influence long-lasting behavior change. Combine the tools and processes necessary to prepare to become a Certified Health and Wellness Coach and make an impact on the toughest challenges of our times: the epidemics of obesity, sedentary lifestyles, stress, depression, poor nutrition, and ever-rising healthcare costs.

EXSC 7560 - Program Design for Optimizing Human Movement and Recovery

Credit Hours: 3

The purpose of this course is to provide an in-depth exploration and application of assessment data and analytics to assist practitioners in the design and implementation of programs focused on improving common human movement impairments, reducing injury-risk, optimizing performance, and enhancing physical and physiological recovery. Emphasis will be placed on system- and technology-based solutions that promote optimal human movement, performance, recovery, and readiness. Scientific evidence supporting design and implementation of musculoskeletal injury reduction programs are discussed.

EXSC 7570 - Cardiovascular and Flexibility Training in Group Fitness Exercise

Credit Hours: 3

This course will introduce a scientific approach to group exercise focusing on cardiovascular and flexibility training programs. The student will receive a detailed insight into the concepts, principles, and procedures necessary to understand and implement cardiovascular and flexibility group exercise classes for all populations.

EXSC 7580 - Applied Principles of Human Nutrition

Credit Hours: 3

This course covers the basic concepts physiological components and science of human nutrition. Dietary requirements and recommendations, nutrient composition of foods, assessment of nutritional status, physical activity, and relationship of human nutrition to health and disease prevention will be covered.

EXSC 7590 - Tactical Strength and Conditioning Program Design

Credit Hours: 3

This course provides a systematic approach to designing effective strength and conditioning programs for the tactical professional. The student will assess and analyze job demands and athlete capabilities from a bio-mechanical and metabolic perspective. The student will utilize the results of these analyses in conjunction with principles of strength and conditioning to guide the design of a safe and effective training program. The student will scale and adapt idealistic programs to realistic constraints encountered within the tactical training environment.

Prerequisite: EXSC 7190

EXSC 7600 - Leadership and Professional Development

Credit Hours: 3

This course is intended to prepare students for the leadership decisions and actions that are inherent in practice as well as every-day life issues. Professional and personal growth are discussed at great length and principles and applications of personal leadership practices will be explored in depth. Techniques for managing change and empowering others also are included in this course. Topics related to effective leadership are issues of communication, motivation, delegation, team building, and quality improvement. Finally, students will have the opportunity to perform a SWOT analysis on their business or self (whichever is applicable). This culminating activity is designed to strengthen the students' leadership abilities and skills.

EXSC 7650 - Nutrition for Peak Performance

Credit Hours: 3

An in-depth examination of contemporary issues such as performance enhancement dietary supplements, dietary lipids and heart disease, dietary fiber and health, influence of lifestyle factors on nutrition. Controversies in nutrition, ergogenic aides, hydration, and eating disorders are also discussed. Energy and nutrient needs for activity with emphasis on particular physical and athletic activities; common myths and fallacies concerning diet and athletic performance; and appropriate dietary approaches for specific activities and active people. This course is a dually listed course applicable to the Master of Science, Exercise Science and Health Promotion, and to the Doctor of Health Science, Health Science and Exercise Leadership, within the department of Exercise Science and Sport Studies.

EXSC 7700 - Exercise Physiology: Assessment and Exercise Prescription**Credit Hours: 3**

This course offers a comprehensive discussion of the knowledge, skills, and abilities needed for American College of Sports Medicine certifications and current clinical practices in sports medicine. Emphasis will be placed on the value and application of exercise testing and prescription in persons with and without chronic disease. Special topics to be addressed include, exercise prescription in children, the elderly, pulmonary patients, cardiac patients, and pregnant women. This course is a dually listed course applicable to the Master of Science, Exercise Science and Health Promotion, and to the Doctor of Health Science, Health Science and Exercise Leadership, within the department of Exercise Science and Sport Studies.

EXSC 7740 - Current Topics in Golf Performance Training, Fitness and Instruction**Credit Hours: 3**

This course examines topics, trends and technology that impacts the way golf performance professionals approach teaching and training. In a world where new technologies allow for faster and more precise data, the student will need to examine the data, compare it with previous research and create informed solutions to improve player performance.

EXSC 7800 - Current Topics in Performance Enhancement**Credit Hours: 3**

The purpose of this course is to increase student understanding of various performance enhancement and injury prevention issues facing America and the world today. This course introduces students to the field of exercise science as a discipline and profession with a specific focus on contemporary topics facing all performance enhancement and injury prevention professionals.

EXSC 7810 - Current Topics in Fitness and Wellness**Credit Hours: 3**

The purpose of this course is to increase student understanding of various fitness and wellness issues facing America and the world today. This course introduces students to the field of exercise science as a discipline and profession with a specific focus on contemporary topics facing all fitness and wellness professionals.

EXSC 7820 - Current Topics in Rehabilitation**Credit Hours: 3**

The purpose of this course is to increase student understanding of various rehabilitation issues facing America and the world today. This course focuses students toward the ever-changing contemporary issues that impact direct and indirect client care.

EXSC 7830 - Special Topics in Sport Psychology

Credit Hours: 3

This course is designed to cover a diverse range of professional issues related to sport psychology. Various organizations (Division 47 of the American Psychological Association and the Association for the Advancement of Applied Sport Psychology) affiliated with sport psychology and ethical concerns will be addressed.

EXSC 7840 - Current Topics in Wellness Coaching

Credit Hours: 3

The purpose of this course is to increase student understanding of various fitness and wellness issues facing America and the world today. This course introduces students to the field of health and wellness coaching as a discipline and profession with a specific focus on contemporary topics facing all fitness and wellness professionals.

EXSC 7860 - Current Topics in Movement and Recovery Science

Credit Hours: 3

The purpose of this course is to increase student awareness and understanding of the various musculoskeletal health and performance issues facing America and the world today. This course introduces students to the field of performance healthcare as a discipline and profession with a specific focus on contemporary topics and trends facing professionals who focus on optimizing human movement, human performance, and human recovery.

EXSC 7870 - Key Concepts in Fitness and Wellness

Credit Hours: 3

This course will focus on key concepts that will benefit individuals who are group exercise leaders and group fitness instructors. Students will be exposed to topics that impact fitness instruction, including skill development, coaching development, and the development of a healthy lifestyle. Special emphasis will be placed on pre-choreographed group fitness classes, effective coaching techniques for today's group fitness participants, and instructor development.

EXSC 7880 - Nutrition Through the Lifecycle

Credit Hours: 3

This course covers nutrition needs necessary for growth, development and normal functioning throughout the life cycle. Pregnancy, lactation, infancy, childhood, adolescence and aging will be studied. Specific concerns for each life cycle stage will be emphasized. Common chronic diseases during Adult nutrition and their corresponding interventions will be explored in depth.

EXSC 7890 - Current Topics in Tactical Strength and Conditioning

Credit Hours: 3

This course investigates the latest needs and trends of the tactical strength and conditioning field, and empowers students with a system for analyzing challenges and developing solutions that comply with the principles of strength and conditioning. The student will combine research findings with strength and conditioning knowledge to yield informed opinions and decisions regarding the effectiveness of various methods and technologies to solve performance related problems in the unique tactical setting.

EXSC 7950 - Grad Exs Sci Internship

Credit Hours: 0 to 6

Student interns are placed with an organization, which most nearly approximates employment goals. The intent of the internship is to provide students with practical work experience in an environment in which they will be addressing real problems requiring real solutions in a relatively short time frame.

EXSC 8040 - Evidence-Based Practice Theory

Credit Hours: 3

This course is designed to provide the student with a systematic method to critically appraise and integrate the results of current scientific literature. Students will participate in discussions and practical writing exercises to articulate clinical questions to be answered through sources of scientific evidence. Students will be exposed to strategies for searching relevant data bases and appraising and evaluating specific sources of evidence.

EXSC 8050 - Health Promotion and Wellness for the Individual

Credit Hours: 3

In this course students will be provided with an advanced framework for individual health promotion. Elements of the health and wellness lifestyle will be examined in detail, and students will be provided opportunities to lead and to employ leadership styles into wellness and health promotion for the individual. Students will search the evidence to uncover the most current literature to support individual health promotion, including leadership trends to encourage health and wellness lifestyles.

EXSC 8060 - Community and Corporate Wellness

Credit Hours: 3

Students will develop and design community and corporate wellness plans based upon the most current research and evidence. Additionally, the role of effective leadership styles and trends will be studied. Effective leadership in the promotion of healthy lifestyles will be vital in the improvement of health and wellness leading into the future. Great emphasis will be devoted to examining and understanding health and wellness disparities across socioeconomic and cultural lines. Model corporate programs will be examined and dissected to determine overall efficacy in application and leadership.

EXSC 8250 - Research Methods in Exercise Science I

Credit Hours: 3

This course will explore general research principles and scientific method. Ethics in research will be fully investigated including training aligned with federal regulations on ethical research practices and protection of human research participants. The process of question formulation, writing the literature review, research design and methodology of the

research report will be examined. The student will focus on a research question and begin critically appraising current research for use in writing a literature review.

EXSC 8260 - Research Methods in Exercise Science II

Credit Hours: 3

Data collection tools and statistical analysis will be explored as well as validity, reliability, and sampling. The student will begin framing the extended article manuscript that will become the dissertation for the program. The student will construct their dissertation committee, and present an applied research project proposal prior to completing the course.

EXSC 8300 - Leadership in Wellness Education and Professional Practice

Credit Hours: 3

Leadership skills, attributes, theories and styles will be examined and applied across a wide-range of practice settings. Students will utilize their current place of employment, where appropriate, to examine the leadership style and tenets. Students will explore the most current as well as foundational literature to synthesize best practices in effective leadership to include, but not limited to topics such as foundations of leadership, emotional intelligence, conflict resolution and consensus building, intercultural competence, project/group facilitation, and motivation and accountability within the constructs of an academic environment.

EXSC 8350 - Values, Ethics and the Promotion of Health and Wellness

Credit Hours: 3

The application of personal values and theoretical ethics will be applied to the health promotion and wellness milieu. Ethical decision making and ethical dilemmas encountered by organizations will be examined. The process of being interested in one's self, moving to thinking about self and others, and finally being concerned with self, others, and society is a leader's ethical responsibility. Current evidence will be utilized as a basis for arguments and case studies scrutinized to assist students in making sound, ethically grounded decisions driven by contemporary leadership styles and trends.

EXSC 8450 - Advance Delivery Techniques and Technology

Credit Hours: 3

Students will be presented with the latest technologies and adult learning strategies for utilization within educational and private organizational settings. Special attention will be given to research-supported technologies and their application in multiple learning environments, with a focus on Evidence-Based Practice principles. Students will explore the use of a variety of innovative technologies to enhance teaching, enrich learning, and improve assessment.

EXSC 8500 - Theories and Foundations of Adult Learning

Credit Hours: 3

Students will be provided with an evidence-based foundation of current theories associated with adult learning including the differences between adults and children as learners. This will include exploration of adult learning theory, research based principles of learning, learning styles, and other contemporary educational theories that effect and influence learning in the adult.

EXSC 8510 - Learning Concepts for the Adult Learner

Credit Hours: 3

Students will explore advances in adult learning, as well as best-practices and concepts for successful outcomes for the adult learner. A detailed exploration will occur into such topics as teaching strategies, overcoming teaching challenges, adult learning principles and practices. The emergence of technology used as campus-wide technologies, as well as internet and social media as a conduit for learning.

EXSC 8520 - Curriculum and Course Design

Credit Hours: 3

This course will build upon the current evidence of effective adult learning, curriculum design and curricular evaluation in conjunction with course design, course development, and evaluation will be the foci of this course. Topics such as curricular instructional planning and design, course organization, instructional delivery, lesson planning, assessment tool creation will be included.

EXSC 8990 - Evidence Based Project Seminar

Credit Hours: 3

This course will build upon the current evidence of effective adult learning, curriculum design and curricular evaluation in conjunction with course design, course development, and evaluation will be the foci of this course. Topics such as curricular instructional planning and design, course organization, instructional delivery, lesson planning, assessment tool creation will be included.

EXSC 9000 - Dissertation

Credit Hours: 5

This is the culminating activity for the completion of the degree program. Students will have three academic terms (Spring, Summer, Fall) to execute all activities to complete the evidence-based dissertation including data collection, data analysis, defense, and presentation. Students will develop a poster suitable for presentation at professional conferences. Students are required to travel to campus to defend the dissertation and present the poster.

EXSC 9010 - Dissertation Continuation

Credit Hours: 1 TO 3

This is the culminating activity for the completion of the degree program. The student will complete all activities to complete the dissertation including data collection, data analysis, defense, and presentation. Students will develop a poster suitable for presentation at professional conferences. Students are required to travel to campus to defend the dissertation and present the poster.

EXSC 9150 - Evidence-Based Professional Portfolio I

Credit Hours: 3

This is the first course of three evidence-based doctoral portfolio courses culminating in the completed e-portfolio. The doctoral portfolio constructed by the candidate will reflect and actively influence learning, as well as demonstrate a

high level of understanding, growth, proficiency, long-term achievement, and highlight significant accomplishments. The portfolio will focus on a common real-world workplace research problem that was selected by the candidate earlier in year one of the DHSc curricula. The research problem will remain as a common thread throughout the three portfolio courses. The portfolio conception over the three courses will create a community of practice in the workplace, the university, and/or the profession of health science, exercise science, wellness and/or fitness.

EXSC 9250 - Evidence-Based Professional Portfolio II

Credit Hours: 3

In the second of the three evidence-based doctoral portfolio courses, the doctoral candidate will carry out activities to continue the process of a coherent, structured doctoral portfolio development, including additional artifact collection with regard to personal reflection, self-awareness, scholarship/research, teaching, and leadership. The underlying focus of the second portfolio course will be a synthesis of the first portfolio course contents, experiences, and artifacts to further mature the professional development in the community of practice the candidate selects based on future plans and aspirations in a university, workplace, or professional communities.

EXSC 9500 - Evidence-Based Professional Portfolio III

Credit Hours: 3

This is the third and culminating course for the completion of the degree program and the professional doctoral portfolio process. The underlying focus of the third portfolio course will be the continuation of the portfolio development by aligning life-long learning and continued professional development. The doctoral candidate will evaluate the portfolio course contents, experiences, and artifacts in total. The doctoral candidate will defend their professional doctoral portfolio in front of the collected advisory panel members as well as members of the university community. The candidate will develop a poster suitable for presentation at professional conferences. Students are required to travel to campus to defend the professional doctoral portfolio and present the poster to the university community at large. The candidate will be encouraged to disseminate key aspects of the portfolio into the scientific literature of health science, exercise science, wellness and/or fitness, as well as present the works to various communities, including but not limited to universities, workplace, and professional organizations.

Finance

FINA 7000 - Advanced Financial Management and Forecasting

Credit Hours: 3

Evaluates complex financial alternatives in domestic and multinational contexts through advanced problem-solving and managerial decision-making. Financial statement analysis, interpretation, and modeling guide managerial decisions that are ethically sound and presented effectively.

FINA 7100 - Investments

Credit Hours: 3

Encompasses the investment environment, processes, and investment analysis. Includes asset classes, capital market assumptions, investment securities and their purchase and sale. Emphasizes the decision-making procedure of acquiring and disposing of securities in competitive financial markets. Explores the relationship of risk and expected reward.

FINA 7200 - International Financial Management

Credit Hours: 3

This course will provide students with the ability to conduct corporate financing and capital budgeting operations in an international setting. Students will learn about the financing options available to multinational corporations around the world, and how to choose between these options. Students will also learn to incorporate foreign currency, and other types of risk found in an international setting, into a capital budgeting analysis. Lastly, students will learn to hedge many of these unique risks.

Prerequisite: MBA 6100

FINA 7300 - Financial Markets and Monetary Policy**Credit Hours: 3**

Reviews financial institutions in the U.S. economy. Includes the history and functions of money, financial institutions/markets, the role of the central bank, and the impact of central banking monetary policy on financial decision making. Asses the role interest rates, regulations, and central banking when making risk-based planning decisions.

FINA 7400 - Entrepreneurial Finance**Credit Hours: 3**

This course is designed to expose students to the process of financing and investing in a new venture. The focus of the course is on the key analytical thinking and skills which are needed for financing of new venture and for making investment decisions. Students are introduced to the knowledge and financial tools needed by an entrepreneur for a successful business venture.

FINA 7500 - Enterprise Risk Management**Credit Hours: 3**

Holistic approaches to discovering and managing key risks. Uses quantitative and qualitative tools to make effective risk management decisions. Includes the risk management industry, theories and measurements of risk, and various types of risks. Addresses regulations and practices, options such as real options, contracts, insurances, and hedging.

FINA 7600 - Behavioral Finance**Credit Hours: 3**

Explores the behavioral critique of financial and economic theory. Emphasizes decision-making in markets that are not strongly efficient. Reviews experimental evidence of how individuals and firms make decisions, how decisions deviate from the predictions of theory due to cognitive biases, and how mechanisms can be designed to affect results.

FINA 7900 - Finance Capstone**Credit Hours: 3**

Finance Capstone synthesizes concepts used by financial managers. Emphasizes application of theory, strategic analysis, stakeholder value, and long-run performance of the organization. Topics include geopolitical issues, corporate finance, short and long-term investment, risk management, and domestic and international markets and institutions.

Health Care

HLCM 7100 - Healthcare Policy

Credit Hours: 3

This course is designed to provide students with an overview of U.S. healthcare system, various organizations institutions that make the U.S. Health care system work, its components, and the policy challenges. The course will cover the Health Care Costs, history and financing of Medicare, and Medicaid. The role of government in U.S. Healthcare and status and implementation of Affordable Care Act at the state and federal levels will be discussed.

HLCM 7200 - Health Systems Management

Credit Hours: 3

Designed to provide students with an understanding of the conceptual foundations and practices of management in healthcare organizations. Various tools of planning and control, such as budget preparation and justification, training design, and labor union contracts will be explained.

HLCM 7300 - Healthcare Informatics

Credit Hours: 3

Describes the historical and current context of healthcare information systems used to deliver cost-effective and high-quality healthcare through information technology and management concepts. Concentrates on theories of data management, strategic planning, knowledge management, and decision support coupled with information privacy and ethics.

HLCM 7500 - The Legal and Ethical Issues of Healthcare

Credit Hours: 3

This course provides an overview of the legal oversight and regulation of the U.S. health care system. The discussion examines the principle and practical applications of the laws that shape the decisions of providers, products, and markets for healthcare while taking into consideration the social and ethical issues that arise with policy implementation. No prior study of law is required.

HLCM 7600 - Healthcare Finance

Credit Hours: 3

This course focuses on the analysis of financial decisions in the healthcare industry. Financial methods incorporated within this course include: identification of cost of capital, net present value of free cash flows, real options, and comparative analysis. Case studies will introduce the student to multiple methods valuation, option pricing, means of financing, data analysis, as well as market analysis of hospitals, biotechnology, insurance and related industries.

HLCM 7810 - Health Economics

Credit Hours: 3

This course will apply economic principles, methods, and models to problems in health, healthcare, and health policy. The learner will analyze the behavior of consumers, healthcare providers, health insurers and public policy makers to understand and enhance business decision making.

Information Science

INFO 5000 - Introduction to the Information Professions

Credit Hours: 3

This course introduces students to the nature of information and its role in society, the philosophical, ethical, and historical foundations of the information professions, major professional organizations, and the legal, political, and social issues confronting today's information professionals. The identification and use of print and electronic information resources pertinent to library and information science are also covered. Accreditation assessment administered.

INFO 5010 - Special Topics

Credit Hours: 3

In-depth discussion, study, and research of a topic related to the role of the library in responding to social issues, service to special groups, or problem areas. The following represent typical offerings: (1) Bibliotherapy; (2) Microcomputers in Libraries; (3) Library Services for the Gifted; (4) Media and Minorities; (5) Oral History; (6) Connectivity: Understanding the Information Infrastructure. A maximum of six credit hours may be applied toward graduation.

INFO 5020 - Independent Study

Credit Hours: 3

An opportunity for the advanced graduate student to investigate in depth a facet of librarianship and to prepare a scholarly paper or project to report his or her findings. Topic for study must be approved by the student's advisor and the department chair.

Prerequisite: Approval of Advisor and Chairperson. four core courses and four elective courses relevant to the proposed independent study.

Offered

Offered on demand.

INFO 5030 - Fitting In: Information Professions in Context

Credit Hours: 3

Students will examine how personal perspectives and values impact on how we perceive/evaluate information, communicate ideas, and behave. Students will consider how these factors influence the provision of information services to allow us to be positive about our ability to expand who belongs, is accepted, and feels valued in professional practice.

INFO 5040 - Developing Library Collections

Credit Hours: 3

Acquiring familiarity with basic bibliographical tools, current reviewing media, and acquisitions procedures. Establishment of policies and criteria for the selection and evaluation of book and non-book materials. Graduate students taking this course will be required to do additional work.

Offered

Offered yearly.

INFO 5100 - Reference Sources and Services**Credit Hours: 3**

Philosophy and techniques of information services in libraries, with the sources, tools, and technology essential to the reference process. Specific reference problems and research studies, the reference interview, bibliographic instruction, and search strategies are considered. Recommended as an elective for nonlibrary science students in other graduate programs.

INFO 5110 - Genre Fiction and Reader's Advisory**Credit Hours: 3**

Course introduces students to the readers' advisory process as a means of assisting library users in identifying appropriate reading materials to meet recreational reading needs. Major genres of fiction (e.g., romance, mystery, adventure, etc.) are examined. Bibliographic tools to support the reader's advisory process are identified and examined.

INFO 5120 - Instructional Strategies for Librarians and Information Professionals**Credit Hours: 3**

Prepares students with various approaches for integrating information literacy and resources into instruction in libraries and information centers; examines information literacy standards and guidelines, such as those from AASL and ACRL, for application in all types of libraries and centers; reviews various instructional strategies, techniques, and resources, such as Web-based tutorials and thematic web pages, for implementation in programs.

INFO 5130 - Business Reference**Credit Hours: 3**

Surveys the information sources and services typically found in corporate libraries, public library business information centers, and other specialized libraries with a business clientele. Includes in-depth examination of major business reference tools, as well as in-depth examination of the special operations, organization, and management of business libraries and departments of business information.

INFO 5140 - Multicultural Sources and Services**Credit Hours: 3**

This course provides an opportunity for students to explore, understand, and develop library and educational resources and services for multicultural, diverse, and other special populations. Resources and services are examined particularly as they relate to ethnicity, race, gender preference, and disability. Students will develop a sensitivity to the learning and

informational needs of various cultural and ethnic groups and will develop techniques for selecting and using materials relevant to a multicultural society.

INFO 5200 - Public Libraries in Rural America

Credit Hours: 3

Introduction to the public library in the United States, with special concern for the small rural library. Particular emphasis on the problems and limitations of such libraries and approaches for overcoming them.

INFO 5210 - Issues in Urban Librarianship

Credit Hours: 3

A survey of issues facing all types of libraries located in urban settings. School, public, and academic libraries will be discussed in the context of how the urban environment presents special challenges in designing, implementing, and managing library services.

INFO 5220 - Adult Programming for Public Libraries

Credit Hours: 3

An introduction to the literature, history, principles, strategies and competencies of providing library service to adults as individuals and in groups; such as: readers of genre fiction; the independent learner; to populations of diverse cultural and ethnic backgrounds; older adults; educationally disadvantaged or less literate; occupational (business, labor, etc.); institutionalized, etc. Examines the research based knowledge of adulthood and adult learning, the assessment of a community, elements of program planning, the diverse advisory roles of librarians and their implications for the organization of informational, educational, and cultural programs and activities.

INFO 5230 - Informal Learning in Information Organizations

Credit Hours: 3

Students will examine how learning takes place in various settings outside of school, especially in information-rich institutions such as public libraries. Students will also explore best practices to design informal learning environments and programs to foster learners' growth and strengthen the relationship between learning in and out of school.

INFO 5300 - Organization of Information

Credit Hours: 3

Introduction to the theories, practices, standards, and tools used in the organization across a variety of information environments. Students are introduced to topics of information structures and their retrieval systems, the MARC record and other metadata standards and description, subject analysis, vocabularies, and systems for categorization.

INFO 5400 - Applying Web Technologies in Libraries

Credit Hours: 3

Studies the application and use of emerging Web content and technologies in diverse library settings.

INFO 5410 - Integrated Technologies in Libraries

Credit Hours: 3

A survey of integrated technologies for libraries examined through case studies, product reviews, and library marketplace reports; topics include, but not limited to, the interface design of the OPAC, enhanced searching applications, technical services modules, electronic resource management systems, Open URL and federated searching applications, and overall requirements for public access and use of integrated systems.

INFO 5420 - Database Management

Credit Hours: 3

The course will provide library professionals the basic tools to understand database design and management as used in various integrated library systems and electronic resources. The course is designed to familiarize future and current library professionals with the logic and structure of fields, records and databases.

INFO 5430 - Online Information Retrieval

Credit Hours: 3

Web-based information retrieval is explored and discussed. A variety of search engines, strategies, and protocols are examined and compared.

INFO 5500 - Introduction to Youth Services

Credit Hours: 3

Students will examine the principles and practices of library services to youth (children, tweens, and teens). Topics will include the history of youth services, developmental theories, steps involved in developing various types of programs (planning, marketing, budgeting, implementing, and assessing).

INFO 5510 - Libraries, Literature and the Child

Credit Hours: 3

Opportunity for graduate students to investigate (1) the nature of children's literature; (2) the utilization of children's literature in school, public and special library settings; (3) trends in children's literature as a part of the total body of literature and as an educational force; and (4) current research in the field. Biennially.

INFO 5520 - Libraries, Literature and Young Adults

Credit Hours: 3

Examination of the role of the librarian in the selection, evaluation, and use of materials for junior and senior high school age persons. Includes a study of young adult literature and trends affecting its development; techniques for providing reader advisory services; methods of reaching and serving multicultural and special needs audiences; characteristics of the young adult in contemporary society; and development of programs and other means of introducing young adults to books and nonbook media, with special attention to emerging electronic products and services.

INFO 5600 - Archival Management for Small Repositories

Credit Hours: 3

Introduction to the principles of archival theory as practiced in small repositories, including libraries and local historical societies. Appraisal, arrangement and description, and interpretation of materials are covered. Includes a field experience.

INFO 5610 - Preservation and Conservation for Libraries and Archives

Credit Hours: 3

Survey of preservation and conservation activities in libraries and information centers, including disaster planning, environmental factors, treatment of brittle books, library binding, special problems of nonbook materials, and basic conservation treatments.

INFO 5620 - History of Books and Printing

Credit Hours: 3

Study of the evolution of the printed book through a survey of the origin of recorded communication; history of writing materials; study of manuscript production, typography, type design, illustration, bookbinding, book production, and copyright from the earliest times to the present.

INFO 5630 - Cultural Heritage Informatics

Credit Hours: 3

In this course, students will examine the role of librarians and other information professionals in interpreting cultural heritage sites, such as museums, historical societies, library special collections, archives, community archives, and digital collections. There will be a special emphasis on collaboration, grants, outreach, and programming.

INFO 5800 - Ethical Leadership in the Information Age

Credit Hours: 3

Designed for students preparing to assume the role and duties of a leader, supervisor, and/or director in the field of librarianship; Explores the research and models of leadership relevant to defining and achieving goals in the library and information center setting; Connects the role of management with the skills required for effective leadership; and includes the examination of theory and practical application of organizational leadership.

INFO 5810 - Library Marketing and the Community

Credit Hours: 3

Addresses the following aspects of successful community analysis and marketing of library services; the current and potential library users; their specific information needs; and how the library can provide adequate service.

INFO 5900 - School Librarianship

Credit Hours: 3

Students will explore strategies for information literacy instruction, instructional collaboration with K-12 teachers, leadership, and assessment in the school library. The role of the school librarian in the establishment of collaborative relationships across the entire learning community will be emphasized along with Praxis preparation.

INFO 6010 - Grant Writing for Library and Information Centers

Credit Hours: 3

In this course, students will study the process of preparing and producing a grant proposal and related topics of environmental scans, identifying suitable grant opportunities, strategic planning and assessment, collaborations, budgeting, reporting, and evaluation of the role of grants in sustainability equations.

INFO 6100 - Advanced Reference

Credit Hours: 3

Surveys, assesses and evaluates print and electronic information sources typically found in STEM (Science, Technology, Engineering and Math) health, social science, business, humanities and government documents collections. Examines the various ways users access this information and the associated services provided by libraries and information centers.

Prerequisite: INFO 5100

INFO 6120 - Reference Services for Genealogy and Local History Collections

Credit Hours: 3

Course introduces students to specialized reference resources for genealogy and local history. Students will assess the value and use of specific published documents and primary sources held in library collections. Major online resources will be examined and compared. Students will create sample policies and procedures to deliver effective local history and genealogy reference services within specific library settings.

Prerequisite: INFO 5100

INFO 6300 - Cataloging and Classification

Credit Hours: 3

Continuation of consideration of the principles and techniques of organizing information with special reference to contemporary library practice. Students are introduced to descriptive cataloging using currently accepted national rules, alphabetical indexing using Library of Congress Subject Headings and Sears List of Subject Headings, and systematic indexing using the Dewey Decimal Classification and the Library of Congress Classification. The structure and use of manual and automated catalogs and indexes are considered.

Prerequisite: INFO 5300

INFO 6310 - Digital Libraries

Credit Hours: 3

Provides an overview of topics concerning digital libraries, including, but not limited to, organization and structure, programming interoperability and metadata standards, project management, intellectual property rights, and various interface applications. Students are expected to examine topics of interest concerning digital libraries, culminating in the preparation of a term project.

Prerequisite: INFO 5300

INFO 6320 - Digital Preservation

Credit Hours: 3

In this course, students will study the theory and practice of digital curation and preservation. Topics include: digital file standards, data curation, preservation formats, preservation and administrative metadata, data preservation software and workflow, authenticity of digital materials, trusted digital repositories, and file management.

INFO 6330 - Electronic Resource Management

Credit Hours: 3

Examines the issues involved in the procurement and use of a variety of electronic resources and associated programs including, but not limited to, online databases, ejournals, ebooks, repositories, etc.

Prerequisite: INFO 5300

INFO 6340 - Indexing in the Digital Age

Credit Hours: 3

Course explores indexing methods for online and traditional resources. Emphasis placed on ability to manipulate or produce sample indexes and information object surrogates, such as alphabetical indexes, thesauri, ontologies, web indexes, folksonomies, and annotations.

Prerequisite: INFO 5300

INFO 6400 - Information Seeking Behavior and User Interface Design

Credit Hours: 3

This course overviews theoretical and practical frameworks for a user centered approach to information service. The course concentrates on user interface design for information retrieval systems based on an understanding of human information seeking behavior. This course will cover (1) theoretical foundations of various information behaviors and (2) practical analysis using user interface design principles, task and user analysis, user interface evaluation, and usability testing.

Prerequisite: INFO 5000

INFO 6510 - Information Behavior of Children and Youth

Credit Hours: 3

This course provides an overview of the research on children and youth's information behavior in schools and everyday life contexts. Students will explore the complexities regarding to what, where, when, how, and why children and youth engage with information.

INFO 6600 - Metadata for Cultural Heritage Institutions**Credit Hours: 3**

Course introduces students to detailed representation of special and local collections in cultural heritage settings. Methods for processing and cataloging published, archival, and manuscript items will be studied and practiced. The use of metadata and methods appropriate to specific information settings will be discussed.

Prerequisite: INFO 5300 and INFO 5600

INFO 6700 - Academic Librarianship**Credit Hours: 3**

Students explore professional skills and approaches in academic libraries. Emphasis on the identification of information behavior and needs of university patrons, reference, scholarly information, collection assessment, digital dissemination of sources, online access, identification of publication outlets, bibliometrics and instruction.

INFO 6710 - Research Methodologies in Library Science**Credit Hours: 3**

In depth study of quantitative and qualitative research methodologies as they apply to library science; emphasis on formulating the research proposal, conducting studies, analyzing data, reporting findings, and interpreting results; includes a critical analysis of the professional research literature. Study of the scientific methods of planning, conducting, and reporting investigation and research in library science, including specific problems in library service. Critical analysis of research in professional literature. Designed to develop skill in interpreting research results.

Prerequisite: INFO 5000

INFO 6800 - Evaluation and Assessment of Library and Information Services**Credit Hours: 3**

This course surveys methods of assessing performance and value with emphasis on evaluating each system or services in Library and Information Science (LIS) context. Students are introduced to the range of evaluative methods related to a variety of library and information services with an emphasis on service to users.

Prerequisite: INFO 5000

INFO 7000 - Field Experience**Credit Hours: 3**

Provides an advanced preprofessional experience through work in a cooperating library or information center. Students

are expected to apply and evaluate the theory and practice learned in the classroom.

Prerequisite: Must be approved by the student's advisor and the department chair.

INFO 7600 - Field Experience in Archival Studies

Credit Hours: 3

In this course, students will produce site-specific projects consistent with cultural heritage best practices in cataloging, arrangement, or public service. They will apply and evaluate the theory and practice of local special collection workflows and prepare an evaluative paper. Students will be observed and evaluated by the site supervisor.

INFO 7810 - Management of Libraries and Information Agencies

Credit Hours: 3

An introduction to management principles as they apply to libraries. As the degree capstone, the course explores the management of library services organized by the core competencies of the program to include foundations (ethics, laws, current topics), collection development (policies, planning, community), organization of information (technology, standards, diversity), and reference (research, soft skills, cultural competency). Topics include overviews of the library budget, facility management, and human resources. Accreditation assessments administered.

Prerequisite: Successful completion of at least 30 credit hours, including all other required courses. INFO 5000, INFO 5100, INFO 5300, INFO 5410, and +30 credits.

INFO 7820 - Management of the School Library

Credit Hours: 3

As the degree capstone, this course provides an introduction to managerial and administrative principles as applied in school library media centers; the role of the library media center in the school's educational mission; current issues in school media librarianship. Accreditation assessments administered.

Prerequisite: INFO 5000, INFO 5100, INFO 5300, and INFO 5410.

Law

LAW 6000 - Law and Public Policy

Credit Hours: 3

The cornerstone course of the graduate degree comprises this program of study. Exactly how law plays out in a multitude of settings, from political and legal institutions, to schools and educational entities, to business and free enterprise forms, in social structures and cultural institutions, should be a perpetual concern for the policymaker. How the law impacts individuals also receives some needed attention and course participants will weigh and gauge the effects of proposed and implemented legislation in a wide array of contexts including: police and the citizenry, correctional institutions and the incarcerated, government benefit plans and targeted recipients, entitlement programs and the public treasury, tax policy and the incentive based model, charitable giving and the law's role in fostering giving, to name a few. Measuring impacts and effects on individuals and institutions stands in the forefront of course delivery.

LAW 6001 - Law, Civil Liberties and the Constitution

Credit Hours: 3

The place of the Constitution and Supreme Court in American policy, using both empirical and case materials is the primary purpose of this course. Focus also includes the structure and powers of national government, with special emphasis on the Supreme Court as a policy-making institution. Civil liberties and corresponding constitutional protections will be examined in depth including a close up of the Bill of Rights and Civil War Amendments. Issues of jurisdiction, search and seizure, police powers, free speech, privacy and its penumbras, state action, eminent domain, states rights, and other constitutional issues will be fully analyzed. Even more attention will be given to questions involving discrimination whether based on race, disability or gender.

LAW 6002 - Law and Legal Method

Credit Hours: 3

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success including: judicial reports, including federal and state court reports and citation forms; case finding aids, including federal, state and Supreme Court digests and encyclopedias; citators such as Shepard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids and non-legal research aids. The student will also be exposed to the various types of law including crimes, civil actions, contract and business actions as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation and preparation of legal documents.

LAW 6003 - Law and Civil Litigation

Credit Hours: 3

A comprehensive review of civil action and remedies that are part and parcel of the American legal system is the central focus of this course. Civil actions, in the law of torts and contracts, and in the arena of administrative process, impact the justice system in varied ways. From litigation to court docketing, to enforcement and fines, as well as other legal responses, civil litigation consumes the resources of the justice model. In the law of torts and damages, the civil system provides intentional causes of action, from assault to defamation, from invasion of privacy to false imprisonment, to injured parties. Negligence delivers remedies to those injured by a lack of due caution and expected behavior from the reasonable person. Covered, too, will be the principles of strict, product and vicarious liability in particular relationships such as employer/employee, parent/child or product manufacturer/consumer. Methods and issues of damage awards will be fully critiqued, as well as the current debate over reform in the law of torts, workers compensation and other no-fault claim processes.

LAW 6004 - Law and Administration Agencies

Credit Hours: 3

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level; to read, interpret and draft

proposed rules and regulations; to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

LAW 6005 - Law, Business and the Workplace

Credit Hours: 3

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.

LAW 7100 - Law and Ethics

Credit Hours: 3

An inquiry into the interplay of law, morality, ethical reasoning and Western Legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing and delving into perennial legal and moral problems that plague cultures. Overview of the major legal theories about the nature of law and its place in the political system. Among the issues considered is the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.

LAW 7110 - Law, Justice and the Family

Credit Hours: 3

A survey of the law of domestic relations from a statutory and common law perspective is the course's chief aim. Special emphasis will be given to the diverse controversies inherent in the law of the family including annulment, divorce, separation, and other temporary and permanent dissolution agreements. In addition, course coverage weighs and evaluates the controversies and practical difficulties inherent in the division of property, custodial and equitable dissolution awards, and the judicial oversight of parent child relationship. Other topical concerns are visitation, adoption, proof of paternity, questions of incorrigibility and delinquency, adoption, and the diverse forms of litigation tactics so often witnessed in the law of domestic relations. Contemporary dilemmas related to the family will be thoroughly scrutinized and include gay and lesbian adoption, same-sex marriage, the rights of grandparents, state's right to intrude in family life in matters of medical care and worship, and other controversial claims.

LAW 7120 - Law and the Environment

Credit Hours: 3

Surveys the major federal statutes and regulatory schemes relating to environmental quality and analyzes and compares the contrasting approaches to regulation that have been used in judicial settings. Focuses on the interaction of law and policy and considers the role of Congress, the regulatory agencies, and the courts in defining and implementing environmental mandates. Focused attention is given to air quality and its regulation, water and pollutants, the control

and dissemination of toxic substances, management of hazardous materials, and the debate around the government's role as protector of the environment.

LAW 7130 - Law and Public Policy of Agency Management

Credit Hours: 3

In this course, students critically examine the legal and policy dynamics that structure and impact how governmental agencies are managed. These include the functional concepts of the administrative process as well as the principles of organizing, controlling, planning and leadership.

LAW 7200 - Law and Public Policy of Sexual Offenses

Credit Hours: 3

The investigation of sexual offenses requires both the humanity of the investigator and the technical expertise of those remaining at the crime scene. How the forensic sciences play out in these forms of investigation is crucial to course purpose and content. How evidence is collected, identified and processed, as well as its suitability for use in the field, and its subsequent admissibility into court, are central themes throughout the course. Students are also exposed to case law and statutory materials dealing with sexual offenses and actual case studies for application and critique.

LAW 7210 - Law and Public Policy of Forensics

Credit Hours: 3

An interdisciplinary course covering law, criminal justice, technology in the evidentiary arena. Coverage in the course provides a broad based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, course will delve into the rules of evidence that guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify; scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

LAW 7220 - Jurisprudence of Crime

Credit Hours: 3

In this course, students examine jurisprudential principles and issues in the design and application of criminal law.

LAW 7300 - International Law

Credit Hours: 3

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level; to read, interpret and draft proposed rules and regulations; to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

LAW 7310 - Law and Public Policy of National Security

Credit Hours: 3

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections and civil liberties.

LAW 7320 - Law and Public Policy of Intelligence in National Security

Credit Hours: 3

This course examines threats, vulnerabilities, objectives, strategy, instruments of national power, resources, and risks associated with ensuring homeland defense. Students will have the opportunity to fully address and create policy, and discuss organizational and substantive issues regarding homeland security intelligence support. An overview of diverse intelligence disciplines and how the intelligence community operates will be discussed. Course emphasis will be on issues affecting policy, oversight and intelligence support to homeland security and national decision-making.

LAW 7330 - Law and Public Policy of Terrorism and Political Violence

Credit Hours: 3

The course will help "bound the problem" of homeland security by examining how terrorism has spurred sharp changes in U.S. strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of threat and vulnerability assessments will be thoroughly discussed as well as various procedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed, as well as evacuation plans and emergency plans.

Math Education

MAED 5110 - Technology for Teaching Secondary Mathematics

Credit Hours: 3

This course is designed to give secondary mathematics teachers an in-depth look at the research on the impact of technology on teaching and learning mathematics. Students will learn how to develop and critique technology experiences and will be exposed to new technologies and programs that aid in teaching mathematics.

Prerequisite: Certification in teaching secondary mathematics or permission of instructor.

MAED 5320 - Teaching Statistical Reasoning

Credit Hours: 3

Quantitative Literacy (QL) has proven to be an exciting, standards-based approach for teaching statistical techniques in K-12 classrooms. Through stimulating practical activities, the TI-83 graphing calculator and the statistical software FATHOM, teachers in this course will explore real data focusing on classification, graphing, sampling, probability, simulation, and inference. This direct involvement and in-depth training will enable teachers to experience first-hand the value of QL and gain confidence in their abilities to incorporate it into their classrooms. The course will include a

fall follow up session where teachers report the use of a quantitative reasoning activity in their own classroom.

Prerequisite: Certification in teaching secondary-mathematics.

MAED 5370 - Geometry & Trigonometry for Teachers

Credit Hours: 3

The course will visit axiom systems, review the core theorems of high school geometry, consider advanced topics in Euclidean Geometry, explore Non-Euclidean Geometries, examine Area and Transformations, look at trigonometry and have student presentations of a relatively new geometric topic. Computer software (Geometer's Sketchpad, Kaledomania, maple, ...) will be at the center of the students work. Offered: Summer.

Prerequisite: Admission into the program or permission of the instructor.

MAED 5500 - Pre-Algebra for Teachers

Credit Hours: 3

Teachers will learn how to integrate a variety of different strategies in teaching concepts found in pre algebra (grades 6-8). They will improve their understanding of the mathematical concepts from an advanced perspective and apply these instructional strategies to improving student understanding.

Prerequisite: Certification in teaching-mathematics teachers who are presently teachers of grades 5-9.

Offered

Offered: Summer.

MAED 5510 - Algebra & Num Theory for Teach

Credit Hours: 3

Students will examine pedagogy and use recent technology to reinforce their understanding of algebra and number theory topics covered in high school algebra and how to present them to their students. They will develop a deeper understanding of the principles underlying these topics, allowing them greater ability to adapt their teaching to meet the changing needs of their students. Additionally, they will look at the effects that technology is having on the subject matter taught and the methods of teaching it.

MAED 5560 - Research in Mathematics Teaching and Learning

Credit Hours: 3

Students will investigate the research in mathematics teaching and learning that has been conducted in the last century, and particularly in the last three decades. Through this investigation, students will become more aware of critical issues within the field of mathematics education. Various areas will be considered, including teachers' knowledge and beliefs, students' learning in number theory, rational numbers, algebra, and geometry, technology in mathematics education, and issues of affect and gender.

Prerequisite: Certification in Secondary Mathematics or permission of instructor.

Offered

Offered: Summer.

MAED 5710 - Analysis for Teachers

Credit Hours: 3

This course is designed to give secondary mathematics teachers an in-depth look at the analysis covered in the secondary mathematics curriculum. The concept of the function will be covered in great detail. This course will also cover the historical development of calculus to gain greater insight into the fundamental theories of calculus (secondary level).

Prerequisite: Certification in teaching secondary mathematics or permission of instructor.

MAED 5810 - Problem Solving

Credit Hours: 3

The course is designed to give students experience solving novel and often open-ended problems in multiple ways. Posing and solving problems drawn from rational numbers, number theory, algebra, measurement and geometry will help students to reinforce and integrate various strands of their high school mathematics curriculum and to reason and communicate more effectively.

MAED 5900 - Historical Development of Mathematics

Credit Hours: 3

Students will explore the development of mathematics, from the early development of numeration systems to modern mathematics. They will learn how the technology and culture of different places and times affected the topics developed as well as the methods used. Students will also discuss and develop ways to incorporate this information into their classroom teaching and to encourage cross disciplinary connections.

Prerequisite: Degree in mathematical sciences or permission.

Mathematics

MATH 6100 - Data Preparation and Cleaning

Credit Hours: 3

This course provides students with an introduction to the need for and methods for data cleaning. The course presents methods for locating and handling invalid values, out-of-range values, and missing values along with methods for managing datasets. The course uses SAS software.

MATH 6110 - Optimization and Operations Research I

Credit Hours: 3

A first course of a sequence to the applied field of Operations Research. The first course starts by giving a general and broad overview of Operations Research. The course focuses on deterministic models, especially linear programming, integer programming, network optimization and non-linear programming.

MATH 6200 - Data Visualization

Credit Hours: 3

This course explores techniques and tools for creating effective data visualizations. The course covers the creation and exploration of visualizations for categorical data, time series data, spatial and geospatial data. SAS software will be used for this course.

MATH 6300 - Big Data Tools**Credit Hours: 3**

This course covers an introduction to big data analysis tools. The course provides an overview of SAS, Hadoop and other big data tools. The course covers the structure and framework of data analytic tools and covers the use of these tools to perform various analyses.

MATH 6400 - Big Data Analytics**Credit Hours: 3**

This course is intended to provide the student with an introduction to big data, big data analytics and several methods useful in big data analytics such as clustering, association rules and various forms of regression. SAS statistical software will also be introduced and used to solve data problems.

MATH 6450 - Applied Cryptography**Credit Hours: 3**

An introduction to cryptography with the number theory portion tied in. The following topics will be covered: Modular Arithmetic, Classical Cryptography, Public Key Cryptography, Introduction to Complexity, and their corresponding implementations in an appropriate computer programming language.

MATH 6710 - Advanced Multivariate Statistics**Credit Hours: 3**

Covers the basics for several multivariate statistical analyses. The course begins with a review of univariate and bivariate statistics and continues on to cover regression, multiple regression, multivariate analysis of covariance, discriminant analysis, logistic regression and survival analysis.

MATH 6900 - Data Science and Analytics Capstone I**Credit Hours: 3**

This course is designed for the certificate in Data Science to provide hands-on experience in the area of data science. This experience will enable students to apply their knowledge of data science and provide valuable experience in the application of methods studied within the program that should enhance their job opportunities upon graduation. Students will receive experience with real world data. Analysis will be completed using SAS.

MATH 7110 - Optimization and Operations Research II**Credit Hours: 3**

The second course of a sequence to the applied field of operations research. The second course continues the in-depth study of operations research. The course focuses on non-deterministic models, decision analysis and games, probabilistic inventory models, Markov chains, queuing systems, simulation modeling, non-linear programming algorithms, probabilistic dynamic programming and Markovian decision processes.

MATH 7230 - Advanced Nonparametric Statistics

Credit Hours: 3

This course provides an introduction to an in-depth development of nonparametric statistics. It includes the introduction of nonparametric inference testing including the Wilcoxon Test, the Mann-Whitney test, the Ansari-Bradley test, the Kruskal-Wallis test, the Kendall test and the Theil test along with their associated estimators. Students will also learn how to run analyses within a statistical software program.

Business Administration

MBA 6000 - Business Foundations

Credit Hours: 3

This course builds the foundation for all MBA students at the outset of the program. It is designed to refresh and/or introduce essential aspects of business management, including: economics, accounting, finance, operations management, quantitative research techniques, business law, marketing, and statistics. Throughout the course students will practice APA writing format, create research-based documents and formulate a plan for academic success within the MBA program

MBA 6050 - Quantitative Reasoning and Analysis

Credit Hours: 3

Provides conceptual understanding of the role quantitative methods play in decision-making, management science and business analytics. Applies a scientific approach to problem solving through concrete examples, real-world applications, and case studies. Choose appropriate mathematical and statistical tools and communicate decisions effectively

MBA 6100 - Financial Modeling and Analysis

Credit Hours: 3

Focuses on finance and accounting to effectively solve problems, manage resources, and achieve goals. Explores financial statement analysis, Excel-based financial modeling, costs of capital, capital budgeting, Monte Carlo simulations, and real option analysis. Introduces cost management concepts, costing systems, and profitability analysis.

MBA 6150 - Leading People and Managing Processes

Credit Hours: 3

Equips MBAs to lead and manage at various organizational levels with an emphasis on ethical use of power. Students explore management roles, conflict, negotiations, structure and strategy, organizational culture and change, intra- and extra-organizational groups, motivation and influence, satisfaction, and professional development.

MBA 6200 - Analytical Decision Making

Credit Hours: 3

Explores components of various analytic approaches in decision-making. Equips students in selecting and implementing appropriate decision-making frameworks and statistical techniques. Evaluates outputs of analysis to make effective decisions in management and marketing.

MBA 6250 - Business, Government, Society and the World

Credit Hours: 3

This course examines the legal, social, political, economic and regulatory environments surrounding business in the global marketplace. The course introduces globalization, sustainability and corporate social responsibility along with tools to help managers address many of the challenging issues facing our society today and in the future.

MBA 6800 - MBA Capstone

Credit Hours: 3

The final MBA course. Evaluates student achievement throughout their program through a variety of strategic tasks and a standardized final exam to verify adequate preparation to become ethical leaders. Simulated experiences allow students to make strategic decisions and assess their impact on individuals, organizations, and stakeholders.

MBA 7800 - MBA Special Topics

Credit Hours: 3

This course allows for the examination of a particular problem, theme or issues viewed through the lens of accounting, economics, finance, management, marketing or related disciplines. The topic(s) addressed will vary from semester to semester. The course is repeatable with different topics.

MBA 7900 - MBA Internship

Credit Hours: 3 TO 6

This is an elective course in the MBA program. Internships are intended to provide students academic credit for experiential learning where the focus is on applying skills learned through the MBA coursework to real-world situations. Three credit hours will be awarded for this course upon completion of a 120 contact hours at an approved internship.

Management

MGMT 7100 - Leadership Dynamics

Credit Hours: 3

Examines leadership within different contexts, emphasizing the human, organizational, and societal impact of ethical vs. unethical and effective vs. ineffective behaviors and decisions. Active collaborative leadership experiences put theory into practice through team interaction. Exploration of personal leadership culminates in a development plan.

MGMT 7200 - Inclusive and Equitable HR Strategies

Credit Hours: 3

Examines the cultural impact of a global workforce when striving to create an inclusive workplace. Students will develop a toolkit to ethically leverage diversity in an inclusive manner to the benefit of the company and its strategies. Students will evaluate how power is an important dynamic when executing human resource strategy

MGMT 7210 - Conflict Management and Negotiation

Credit Hours: 3

Systematic exploration of business negotiation theory and practice with a focus on conflict resolution, including international themes. Provides tools to effectively mediate individuals' and organizations' priorities, resolve conflicts, and reach sustainable agreements through simulations, role-plays, and active learning.

MGMT 7300 - Organizational Problem Solving

Credit Hours: 3

Determine when research is necessary to support the decision making process. Compares and applies different approaches to management research to identify solutions applicable to given scenarios. The course will show students why research is a critical skill for leaders during the problem solving through active application of techniques.

MGMT 7400 - Operations and Project Management

Credit Hours: 3

This course focuses on the management of the operations function of the organization. Students learn how the operations portion of an organization functions and its value to the overall organization. Project Management is taught within the course to facilitate the student's understanding of the management of projects versus ongoing operations.

MGMT 7810 - Nonprofit Management

Credit Hours: 3

Learn about the nonprofit sector, social entrepreneurship, governing boards, philanthropy, earned income strategies, advocacy, lobbying, fundraising, leadership, and other nonprofit topics. Classic and current, domestic and international cases show how management theory and practice apply in this fast-growing sector of the economy.

Marketing

MKTG 7000 - Consumer Behavior

Credit Hours: 3

Examines relevant behavioral theories underlying the consumer decision process. Emphasis is on role of external environmental and internal psychological factors influencing consumer acquisition, consumption, and disposition of goods, services, and ideas. Provides tools for making decisions involving consumer response to marketing strategies.

Nursing

NURS 6010 - Theory and Research in Nursing

Credit Hours: 3

This course explores the relationships between theory, nursing research, and nursing practice. The use of theory and research in the construction of a scientific knowledge base for nursing practice will be examined. Emphasis will be on the importance of research as a process for developing and examining practice-based questions, and evidence-based practice. The research process, with emphasis on the logic and processes of inquiry, design, data collection and analysis, and the interpretation, dissemination, and application of findings appropriate to nursing practice, will be reviewed. A critical analysis of nursing research and the methodological approaches utilized in the practice of nursing administration and leadership in health care will be conducted. Students will develop proposals for individual or group research projects relevant to their areas of interest.

NURS 6011 - Advanced Concepts in Pathophysiology

Credit Hours: 3

This course is devoted to the study of the physiological process of disease and the body's response to this process. It is the goal of the course to present broad physiological principles that advanced nurse practitioners can apply to their clinical experiences. Specific diseases will be used to exemplify pathophysiological concepts, and treatment is examined at the molecular level as response to the pathophysiology. The course investigates exogenous causes of diseases emphasizing infection, inflammation, and the immune response as well as endogenous diseases of the nervous, endocrine, cardiovascular, hepatic, pulmonary, and renal systems.

NURS 6012 - Health Policy in Nursing

Credit Hours: 3

This course is intended to familiarize graduate nursing students with current healthcare policy and the roles and responsibilities, processes and strategies, which create and support policy-based initiatives in healthcare today, and the impact of policy on health care. Students will apply the concepts gained in this course in advocacy and leadership roles in search of creative solutions to pervasive issues in health care to culturally diverse populations.

NURS 6013 - Information Systems in Healthcare Organization

Credit Hours: 3

This course is designed to introduce students to information systems in health care organizations. Students will examine, evaluate, and utilize a variety of information systems available to the nurse administrator and leader in health care organizations. Use of information systems, standardized databases, and statistics needed for population analysis is presented. During the course, students will compare and interact with information management applications related to administration, education, practice and research. Multimedia technology and software will be used for projects related to the student's area of interest.

NURS 6014 - Population Health Promotion and Disease Prevention

Credit Hours: 3

This course explores the role of the master's-prepared nurse in integrating broad scientific, client-centered and

culturally appropriate concepts in the planning, delivery and evaluation of evidence-based health promotion and prevention services and care to individuals, families, aggregates/identified populations and global communities. Models and principles from a wide variety of sources and disciplines are examined to assist students in the exploration and evaluation of existing programs and services and in proposing new interventions and strategies to meet identified needs.

NURS 6022 - Pharmacology Applications

Credit Hours: 3

This course will cover principles of pharmacology as applied to advanced nursing practice. This includes drug effectiveness, mechanism, and interaction. Emphasis will be on the pharmacological action of drugs on specific organ systems and the clinical use of drugs in treatment of disease conditions. Emphasis will be on critical decision making skills in the selection of drug therapy, doses of drugs, routes of administration and preferred therapy. This course focuses on pharmacological implications for the family nurse practitioner in working with individuals across the life span.

NURS 6099 - Advanced Evidence Based Practice

Credit Hours: 3

This course focuses on the elements of evidence-based practice. Identifying clinical/research questions and critically analyzing current nursing and health related research provides the basis for translation of the evidence into day-to-day practice. Integration of existing evidence with clinical judgement forms the basis for improvement in patient, population, and organizational outcomes.

NURS 6111 - Family Nurse Practitioner Role Transition

Credit Hours: 2

This course prepares students for successful development from the role of RN to that of practicing family nurse practitioner. the evolving role of the family nurse practitioner will be explored as will approaches for employment contract/collaborating agreements, practice development, and advancing professional standards. Professional, ethical, and legal accountability are emphasized.

Prerequisite: NURS 6011, NURS 6022, NURS 6099

Offered

Offered summer annually.

NURS 6122 - Clinical Diagnostics

Credit Hours: 1

This course builds on previous knowledge of basic microbiology and physiology. The focus of the course is application of diagnostic methods and procedures typically carried out in various practice roles and sites. The content addresses selected common laboratory and imaging tests applicable to NP practice, the rationale for these tests, expected results and common abnormal results. The legal, ethical and financial consequences of testing will be reviewed.

NURS 6144 - Health Promotion-Family and Community Prospectives Health Promotion-Family and Community Prospective

Credit Hours: 3

This course introduces the advanced practice nurse student to health promotion and disease prevention strategies for families and communities. Students will explore principles of family theory, established models of family development, epidemiology, and demography. An opportunity will be given to develop intervention plans to improve wellness based on risk assessment and knowledge of national standards of clinical preventive services.

NURS 6155 - Advanced Health Assessment

Credit Hours: 4

This course builds upon the basic assessment skills of the nurse. It prepares the advanced practice nurse to conduct focused and comprehensive health assessments of clients across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the client history, physical examination, and diagnostic procedures.

NURS 6166 - Adv Health Assess Practicum

Credit Hours: 3

Provides opportunity for the student to implement the objectives identified in NURS 6155. Students may select experiences from a variety of clinical settings appropriate to the course focus.

NURS 6266 - Primary Care I

Credit Hours: 3

The focus of this course is on developing skills in gathering clinical data, diagnostic reasoning, and clinical reasoning. Analysis and synthesis of patient data to evaluate and appropriately manage acute and chronic illness across the lifespan is emphasized.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6455, NURS 6466, NURS 6477 ; Concurrently with NURS 6277.

NURS 6277 - Primary Care I Practicum

Credit Hours: 3

This seminar/clinical practicum includes a 64-hour clinical practicum that gives students an opportunity to implement the objectives identified in NURS 6266. Students will select clinical settings that provide opportunities for health promotion, disease prevention, and diagnosis and management of acute and chronic health conditions across the lifespan. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6455, NURS 6466, NURS 6477; Concurrently with NURS 6266.

NURS 6366 - Pediatric Primary Care

Credit Hours: 3

This course focuses on primary approaches to the health care needs of pediatric patients from birth to emerging adulthood. Topics will include health promotion, disease prevention and disease management with an emphasis on anticipatory guidance and early detection of health, developmental, and behavioral issues. All dimensions of development and the total health of the family are considered.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6266, NURS 6277, NURS 6455, NURS 6466, NURS 6477; Concurrently with NURS 6377

NURS 6377 - Pediatric Primary Care Practicum

Credit Hours: 3

This seminar/practicum includes 96 hours of clinical practicum that gives students an opportunity to implement the objectives identified in NURS 6366. Students will select clinical settings that provide opportunities for age-appropriate health promotion, disease prevention, and diagnosis and management of common acute and chronic health problems in pediatric patients from birth to emerging adulthood. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6266, NURS 6277, NURS 6455, NURS 6466, NURS 6477; Concurrently with NURS 6366.

NURS 6455 - Nursing and Health Policy

Credit Hours: 2

This course examines the implications of health care financing, structuring, labor market trends, and current health care reform proposals for nursing in general and for advanced practice nursing specifically. Additionally, the student will be stimulated to appreciate the critical need for nurses to engage in activities, individually and as members of professional organizations, that will enhance the position of nursing in influencing health care policy and legislation at all levels- local, state, and federal. A pervasive theme throughout the course is the ultimate goal of improving the health care of our citizens.

NURS 6466 - Women's Health/Gender Related Care

Credit Hours: 3

The focus of this course is holistic women's health and gender related care for patients across the life span. This course includes the care of women, men and LGBTQ individuals incorporating health promotion, wellness maintenance disease prevention, early detection of disease, and prompt treatment of acute and chronic illness. The inter relationship of gender, social class, culture, sexual orientation, economic status, and socio-political power differentials will be covered. Critical thinking, diagnostic reasoning, and evidence-based practice guidelines for acute and chronic disease management are emphasized.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6455; Concurrently with NURS 6477.

NURS 6477 - Women's Health/Gender Related Care Practicum

Credit Hours: 3

This seminar/practicum includes 64 hours of clinical practicum that gives students an opportunity to implement the objectives identified in NURS 6466. Students must select a clinical experience in a women's health practice or

alternative clinical settings that provide opportunities for health promotion, wellness maintenance, disease prevention, early detection of disease, and prompt treatment of common gender-specific health problems. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6455; Concurrently with NURS 6466.

NURS 6566 - Primary Care II

Credit Hours: 3

This course continues from NURS 6266. Its focus is continuing development skills in gathering clinical data, diagnostic reasoning and clinical reasoning. Analysis and synthesis of patient data to evaluate and appropriately manage acute and chronic illness across the lifespan is emphasized.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6266, NURS 6277, NURS 6366, NURS 6377, NURS 6455, NURS 6466, NURS 6477; Concurrently with NURS 6577.

NURS 6577 - Primary Care II Practicum

Credit Hours: 4

This seminar/clinical practicum includes a 224-hour clinical practicum that gives students an opportunity to implement the objectives identified in NURS 6566. Students will select clinical settings that provide opportunities for health promotion, disease prevention, and diagnosis and management with an emphasis on advanced illness care and the management of chronic diseases in adults. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences.

Prerequisite: NURS 6011, NURS 6022, NURS 6099, NURS 6111, NURS 6122, NURS 6144, NURS 6155, NURS 6166, NURS 6266, NURS 6277, NURS 6366, NURS 6377, NURS 6455, NURS 6466, NURS 6477; Concurrently with NURS 6566.

NURS 7110 - Nursing Organization and Leadership Theory

Credit Hours: 3

This course is designed to provide nurse administrators and leaders with an understanding of organization, management, and leadership theories as they apply to today's healthcare delivery systems. In addition students will explore leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and oversight and accountability for care delivery and outcomes. Students will demonstrate the ability to develop a strategic plan and incorporate a collaborative team.

NURS 7120 - Nursing Administration and Leadership Role

Credit Hours: 3

This nursing administration and leadership specialty course focuses on health care knowledge and transformational leadership skills and competencies essential to the role development of nurse leaders and administrators for the 21st century. Students discover how to develop high-performance practice areas and how the leadership role is advanced through mentorship and career development. Contemporary studies and models for leadership competency are explored, and students critically self-assess their own competence, developing action plans in those areas they perceive

as deficient. The role of managing one's personal resources in developing leadership competency is addressed. Students also gain competence in managing human resources. Concepts, models and principles of continuous quality improvement, tools and techniques for improving quality and performance are broadened. Students identify a quality topic and plan in preparation for completing the practicum project in NURS 7155.

NURS 7140 - Legal Aspects of Healthcare Administration

Credit Hours: 3

This course includes an introduction to the laws, regulations and court decisions covering the employment relationship, including labor-management relations, OSHA, EEOC, ERISA, ADA, etc. Health care law and an overview of practical ways to improve the quality and safe delivery of nursing care in health care organizations will also be reviewed. This course explores the most pressing legal and ethical issues and concerns related to the delivery of patient care and the administration of nursing services. This course is structured to present theories of ethical practice, as well as issues of the law related to health care delivery.

NURS 7150 - Financial Management in Nonprofit Healthcare

Credit Hours: 3

This course is intended to prepare the student to effectively interact with financial management staff and participate in various aspects of financial control and planning. Included will be a historical perspective of financial management in health care, identifying trends in the industry and the forces that influence the financing of health care organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations.

NURS 7155 - Nursing Administration Role Practicum

Credit Hours: 6

This course provides students with the opportunity to synthesize and apply their understanding of nursing administration and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. Within the practice situation, students enact leadership roles to expand, enhance, and optimize positive outcomes. The learning experience consists of an administrative practicum and online seminars. This culminating experience of the graduate program is designed to provide students with an opportunity to apply the knowledge and competencies acquired throughout the program of study to actual and simulated practicum situations.

NURS 8066 - DNP Leadership

Credit Hours: 3

This course provides an overview of program expectations. Provides the advanced practice nurse leadership skills for empowering and influencing others to bring about change. Explores the role of the DNP APN as an expert clinician, researcher, and health policy advocate and educator. Focus is on understanding multiple perspectives and applying theories of leadership, organizational behavior, and systems to a variety of settings. Ethical and legal strategies to influence procedures and policy will be emphasized. The student will begin to develop research ideas and develop an internship plan.

NURS 8077 - Information Management in Health Care

Credit Hours: 3

Provides students with essential knowledge and skills to utilize information and management systems to support evidence based practice. Utilizes large databases for quality improvement of advanced nursing practice. The role of information management systems and data bases in health care will be discussed. Students will employ information technology to implement decision support programs that are pertinent to improved practice.

NURS 8088 - Analytical Methods of Evidenced-Based Practice

Credit Hours: 3

Emphasis is on analytical methods to critically appraise evidence-based literature and translate research to clinical practice. Students appraise current literature related to their chosen topic, constructing an evidence basis for their selected practice project.

Offered

Offered fall annually.

NURS 8099 - Advanced Topics in Population Health

Credit Hours: 3

Explores emerging literature related to management of complex health conditions across the lifespan. Emphasis is on health promotion and care of communities and populations. The effective utilization of health care systems, principles of epidemiology, environmental health, and community partnering and planning will be examined as they relate to population health promotion.

NURS 8100 - Advanced Care of the Individual and Family

Credit Hours: 3

Explores the management of complex health conditions across the lifespan with a focus on individuals and their families. Provides an overview of the strategies and tools for assessing and achieving improvement in healthcare safety and outcomes. Topics will vary and be drawn from emerging fields such as genetics, immunology, behavioral health, pharmacology, and preventive medicine.

NURS 8949 - Clinical Internship Electives

Credit Hours: 1 TO 12

Students will enhance their role as an advanced practice nurse. Students who have not completed at least 500 hours of clinical practice at the master's level upon acceptance into the program, will acquire and apply DNP and advanced practice competencies in a mentored setting of their choice.

NURS 8950 - Doctor of Nursing Practice Internship I

Credit Hours: 3

NURS 8951 - Doctor of Nursing Practice Internship II

Credit Hours: 3

Second of two required internships. Provides students additional opportunity to enhance and integrate prior learning. Student acquires and applies DNP and advanced practice competencies with a faculty member or in a mentored clinical setting. Student will complete 135 hours of mentored clinical time. Student self- identifies learning goals/plan for faculty approval.

NURS 9990 - Doctor of Nursing Practice Project

Credit Hours: 3

Focus of this practice doctoral course is on the development, implementation, evaluation, and dissemination of a project that translates evidence into practice. The project will relate to the advanced practice nursing role.

Prof Sci Cybersecurity

PSC 6000 - Operating Systems

Credit Hours: 3

This course focuses on fundamental principles in modern operating systems including Windows, Unix/Linux and Mac OS. Students learn about the services provided by operating systems' software, memory management, process scheduling and communication, storage, input/output, and distributed systems. OS security and data protection and the interaction between computers will be also covered.

PSC 6400 - Computer Networking

Credit Hours: 3

This course covers concepts in the design and implementation of computer communication networks, their protocols, the applications, and advanced principles of computer networks. Security issues in communication networks will be also studied, including secure communication, authentication, firewalls and intrusion detection.

PSC 7350 - Biometrics

Credit Hours: 3

This course concentrates on the unique advantages that biometrics brings to computer security, but also addresses challenging issues such as security strength, recognition rates, and privacy, as well as alternatives of passwords and smart cards. Students will gain knowledge in the building blocks of this field: image and signal processing, pattern recognition, security and privacy, and secure systems design. By the end of the course, students will be able to evaluate and design security systems that include biometrics.

PSC 7450 - Cybersecurity Risk Management & Assessment

Credit Hours: 3

In business today, risk plays a critical role. Almost every business decision requires executives and managers to

balance risk and reward. This course introduces students to the strategic discipline of assessing, prioritizing, monitoring and controlling the impact of uncertainty on organizational objectives.

PSC 7550 - Wireless Network and Security

Credit Hours: 3

This course is designed to provide the student with an understanding of the principles and concepts of wireless data network and security. Students will study wireless standards (such as IEEE 802.11 a/b/g/n, ZigBee, 2G/3G/4G/LTE). The course will survey the state of the art in wireless networks and security. Students will also learn security and privacy issues associated with wireless networks. Various attacks against wireless networks and their defense strategies will be analyzed.

Prof Sci Masters Course

PSM 6450 - Applied Cryptography

Credit Hours: 3

An introduction to cryptography with the number theory portion tied in. The following topics will be covered: Modular Arithmetic, Classical Cryptography, Public Key Cryptography, Introduction to Complexity, and their corresponding implementations in an appropriate computer programming language.

PSM 6750 - Project Management

Credit Hours: 3

This course focuses on the management and change control for both general and IT-related projects. Technical and behavioral aspects of project management are applied within the context of an information systems development project.

PSM 7210 - Database Systems

Credit Hours: 3

This course introduces the graduate student to fundamentals of database design and use. Through the analysis of business processes, students will create conceptual database designs, in MS-Visio - for example, via normalization and entity-relationship modeling. Students will prove their models by implementing them using Oracle's DDL SQL, and manipulate data in those structures using Oracle's DML SQL and PL/SQL (Procedural Language/SQL).

PSM 7600 - Leadership and Professional Development

Credit Hours: 3

This course is intended to prepare students for the leadership decisions and actions that are inherent in practice as well as every-day life issues. Professional and personal growth are discussed at great length and principles and applications of personal leadership practices will be explored in depth. Techniques for managing change and empowering others also are included in this course. Topics related to effective leadership are issues of communication, motivation, delegation, team building, and quality improvement. Finally, students will have the opportunity to perform a SWOT

analysis on their business or self (whichever is applicable). This culminating activity is designed to strengthen the students' leadership abilities and skills.

PSM 7990 - PSM Capstone Course

Credit Hours: 6

This internship course will enable students to apply knowledge and solve problems in the real workplace. This course will consist of the student aligning with a business or entity to complete a specific project or series of projects with the entity. The student will then identify the problem, design a solution and effectively communicate a working solution to the faculty and entity working with the student. During each stage of the process, students will receive feedback from faculty and the entity for which they are working.

Quantitative Business Analysis

QBA 7100 - Applied Data Analysis for Business

Credit Hours: 3

This course explores prediction of future outcomes using probabilities and trends, as well as relationship discoveries in data that are difficult to find with other forms of analysis in a problem and project driven course setup with various business-related managerial problems. Topics covered are data cleaning and preparation, cluster analysis, advanced regression models ie. multiple regression, autoregression, ARIMA models and predictive data mining techniques such as KNN, classification and regression trees, training and validation, ROC etc.

Prerequisite: MBA 6050

QBA 7200 - Business Analytics for Big Data

Credit Hours: 3

This course will help students understand the current and emerging trends and practices for working with big data and large-scale database systems used throughout business and social networking services. Information is growing exponentially and analyzing these data needs new methods and processes. Business decision making is highly data intensive and require heavy read/write workloads. Topics in this course will cover understanding big data, storing and transforming this data, and technologies used to analyze these datasets.

Prerequisite: MBA 6050

QBA 7300 - Decision Support Systems

Credit Hours: 3

This course will discuss Decision Support Systems (DSS) used in business and the theory behind different DSS techniques, enabling students to understand today's competitive business environment. Students will learn modeling, decision processes, data mining, expert systems, and executive information systems used in organizations to support data driven business decisions. Additionally, students will be provided with the needed skills and knowledge of various decision-making models based on logical and mathematical models under different circumstances like uncertainty, lack of information, or certainty. As an outcome, students will be able to discuss the design, development, and operation of decision support systems allowing them to apply and integrate their knowledge into the business environment aiding management in better decision making.

Prerequisite: MBA 6050

QBA 7320 - Forecasting and Predictive Modeling

Credit Hours: 3

The course covers the use of predictive modeling and statistical forecasting methods in business and economics. Students will learn to leverage historical data to build models for predicting future results, considering both quantitative and qualitative methods and effective communication of results to various stakeholders.

Prerequisite: MBA 6050

Reading Specialist

READ 7000 - Foundations of Structured Literacy

Credit Hours: 3

Students explore foundational knowledge of Structured Literacy instruction, evidence-based multisensory approaches to improve learners' language and literacy development, and examine language structures as they observe and analyze principles of SL instruction drawing connections between research and practice associated with components of literacy.

READ 7010 - Literacy Assessment and Instruction

Credit Hours: 3

Reading specialist candidates develop knowledge of literacy assessment to equip them to serve in the various roles of a reading specialist. Formal and informal assessment will be explored. The candidates will implement several informal assessments, interpret data, and develop an intervention plan based upon the results of those assessments.

Prerequisite: READ 7000

READ 7020 - Designing Research-Based Curriculum for Literacy Environments

Credit Hours: 3

This course investigates the design, evaluation, and implementation of Structured Literacy aligned literacy curricula along with research-based elements of a high-quality literacy environment. Emphasis is placed on design characteristics responsive to differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

READ 7030 - The Reading Brain: Strategies for Diverse Learners

Credit Hours: 3

Students explore key brain structures and functions related to what is known about learning to read, spell, and write and investigate evidence-based multisensory strategies that influence how readers' brains function to make reading easier and more efficient over time in response to development and instruction.

READ 7040 - Fundamentals of Phonics

Credit Hours: 3

This course focuses on foundational knowledge needed to effectively teach phonics, grammar, reading comprehension, and writing composition to school-age students. The sound-symbol correspondences of the English alphabetic code, common orthographic patterns, and the origins of the English language will be examined. Semantic organization, discourse patterns, and common text structures are also explored.

Prerequisite: READ major or minor.

READ 7050 - Introduction to Dyslexia and Dyslexia Intervention

Credit Hours: 3

This course examines the topic of dyslexia as a language based learning disability that is neurobiological in origin. The course will compare and contrast the behaviors, characteristics, and brain based processes that typically and atypically developing readers exhibit while listening, speaking, reading, writing, and spelling. Characteristics of effective intervention programs will be examined. Related conditions and assistive technology will also be discussed.

READ 7070 - Advanced Structured Language Teaching Practicum

Credit Hours: 6

A supervised 14-week practicum experience focused on planning and implementation of intensive multisensory structured language interventions that reflect the principles and practices of the Science of Reading and Structured Literacy and follow a direct, explicit, sequential, systematic, cumulative, and intensive approach to language instruction.

Prerequisite: READ 7000, READ 7010, READ 7020, READ 7030, READ 7040

READ 7080 - Advanced Structured Language Teaching Practicum, Part II

Credit Hours: 3

This is the second of two practicum courses that focus on the planning and implementation of multisensory structured language lessons. Candidates receive additional experience planning and implementing direct, explicit, sequential, systematic, cumulative language lessons that are based on Orton-Gillingham principles. During a series of observed lessons, university personnel provide individualized feedback

Prerequisite: READ 7000, READ 7010, READ 7020, READ 7040, READ 7050

READ 7158 - Literacy Leadership

Credit Hours: 3

This course prepares candidates to serve as a leader to improve literacy achievement in schools and districts, serving as a resource for administrators, teachers, and the community. By providing professional development, including instructional coaching, candidates realize their role as leader, thereby impacting student learning.

Prerequisite: READ 7000

READ 7168 - Disciplinary Literacy

Credit Hours: 3

This course explores the tools, knowledge, & strategies needed for educators to successfully teach the essential components of literacy in different disciplines. Candidates will learn how to develop instruction that teaches young & adolescent learners how to use discipline-specific literacy skills as tools for accessing content.

READ 7178 - Practicum I Assessment and Analysis**Credit Hours: 3**

Candidates complete a supervised clinical experience in which they plan and implement evidence-based literacy intervention instruction that integrates the science of reading and is responsive to social, cultural, cognitive, and linguistic diversity, creating supportive literacy learning environments, and assessing impact on student learning.

Prerequisite: READ 7000, READ 7010, READ 7020, READ 7040

READ 7179 - Practicum II Instruction**Credit Hours: 3**

Candidates complete a supervised clinical experience where they administer, analyze, and interpret formal and informal screening, diagnostic, and progress monitoring assessments to determine student strengths and areas for improvement and use this data to systematically plan, revise, and evaluate literacy instruction and monitor student progress.

Prerequisite: READ 7000, READ 7010, READ 7020, READ 7040

READ 7250 - Psychology of Reading**Credit Hours: 3**

Psychology of Reading explores the psychological, sociological, cultural, and historical foundations underlying the development of literacy proficiency. During this course, participants will reflect on their own understanding of literacy, examine relevant literature, and become critical consumers of research.

READ 7260 - The Reading Brain and Evidence-Based Instruction**Credit Hours: 3**

This course focuses on the biological basis of reading and dyslexia. Students will consider key brain structures and functions as they relate to literacy, the brain activation patterns involved in efficient versus inefficient reading and spelling, and how evidence-based reading instruction can affect processing and improve literacy skills.

READ 7290 - Assistive Technology in Literacy Instruction**Credit Hours: 3**

This course examines the topic using assistive technology to support literacy instruction. Students will learn about the continuum of assistive technology devices, universal design for learning, curriculum adaptation and integration strategies, and assessment and evaluation protocols.

READ 7300 - Research in the Science of Reading

Credit Hours: 3

Candidates will analyze literacy research that includes quantitative, qualitative, and mixed methods designs. Candidates will develop skills to conduct a literature review, explore and synthesize literacy-related research, and apply research principles to critique a study related to effective literacy practice.

Social Work

SOWK 6000 - Intro to Trauma-Informed Field Practice

Credit Hours: 3

Introduction to field policies and procedures to prepare students for foundation level field experience. Introduces foundational concepts and skills required to engage in trauma-informed practice and supervision using an intersectional and human rights-based approach to anti-oppressive social work framework.

SOWK 6100 - Human Behavior and Social Environment (HBSE)

Credit Hours: 3

Introduces interdisciplinary theories of human development throughout the life cycle using a multidimensional, trauma-informed, person-in-environment framework that considers multiple determinants of human behavior and development. Examines the impact of human behavior and organizing across multiple levels of social work practice.

SOWK 6200 - Diversity, Equity & Anti-Oppressive Practice

Credit Hours: 3

This foundational course focuses on building on students' knowledge and skills to engage in a trauma-informed, anti-oppressive practice. Students will apply this understanding to develop knowledge, skills, and values to enhance cultural humility and empathy at all levels of social work practice.

SOWK 6300 - Social Work Practice with Individuals

Credit Hours: 3

Orients students to generalist social work practice skills, attitudes, and knowledge utilized when working with diverse individuals in a variety of settings. Course content focuses on the integration of social work values and ethics, the principles of trauma-informed care, and skill building throughout the planned change process.

SOWK 6400 - Social Work Practice with Families and Groups

Credit Hours: 3

This course builds upon generalist social work practice skills by exploring the dynamics of diverse contemporary families and groups with an emphasis on the application of trauma-informed approaches to engagement and professional behavior. Students will enhance critical thinking and problem-solving skills used during the planned change process.

SOWK 6600 - Foundations in Social Work Policy

Credit Hours: 3

Examines the relationship between social problems and social policy. Focuses on foundational skills in policy analysis and social work advocacy. Prepares students to be effective policy practitioners at the micro, mezzo and macro levels with an awareness of historical, social, cultural, economic, environmental and global influences.

SOWK 6700 - Social Work Research

Credit Hours: 3

Focuses on quantitative and qualitative methods in social work with emphasis on problem conceptualization, measurement, design, and use of descriptive and inferential data analyses. In this foundation course, students acquire skills to understand knowledge creation and evidence-based practice in social work.

SOWK 6800 - Foundation Social Work Field

Credit Hours: 3 OR 6

During this course, students will complete an MSW-supervised field placement (300 hours minimum) within an organization that provides opportunities for generalist social work practice. The foundation field learning experience addresses all CSWE generalist practice competencies across diverse micro, mezzo, and macro practice settings.

SOWK 7100 - Differential Assessment & Psychopathology

Credit Hours: 3

Focuses on differential mental health assessment with diverse clients and constituencies. Examines human differences and assesses levels of functioning within the context of various systems. Students learn and practice advanced skills in assessing, diagnosing, and referring clients using a trauma-informed lens.

SOWK 7300 - Social Work Practice w/ Organizations & Communities

Credit Hours: 3

This course focuses on macro practice skills, behaviors, and knowledge that enable the generalist social worker to effect change at the organizational and community levels. Students will learn how to effectively implement the planned change process within organizations and the community.

SOWK 7510 - Social Work Administration

Credit Hours: 3

Explores theoretical and functional models to effectively manage human services organizations in an increasingly complex environment. Special attention is given to agency management with reference to human rights; social, economic, environmental, and global influences; and the development and maintenance of a trauma-informed agency culture.

SOWK 7520 - Trauma Theory & Interventions

Credit Hours: 3

Provides an introduction to historical and theoretical frameworks for understanding various types of trauma, emphasizing the need for cultural humility when working with diverse populations. Explores treatment models and evidence-based practices used to address trauma and introduces skills necessary to assess, intervene, and evaluate outcomes.

SOWK 7530 - Cognitive Behavioral Therapy (CBT)

Credit Hours: 3

Examines the fundamental theory, principles, and skills of cognitive-behavioral therapies. Teaches practical hands-on clinical skills. Students emerge with a thorough grounding in CBT methods and the capacity to integrate CBT into their current practices.

SOWK 7540 - SW Practice in Substance Use & Addictive Disorders

Credit Hours: 3

Provides a framework for understanding substance use disorders and the relationships between trauma and addiction. Students will gain an understanding of intervention approaches with diverse individuals, their families, and communities. Addresses prevention, assessment, and recovery models at the micro, mezzo, and macro levels.

SOWK 7550 - Social Work Practice in Mental Health

Credit Hours: 3

Examines direct social work practice in behavioral health across all systems. Course content will center on direct practice of integrated mental health in primary care settings with diverse individuals, families, groups, organizations, and communities. Course will provide information on engagement, assessment, planning, and intervention.

SOWK 7560 - Social Work Practice in Aging

Credit Hours: 3

Integration of knowledge about aging, services for the aging, and the principles of trauma-informed social work practice with older persons in various settings. Students will explore personal biases and experiences, organizational barriers, and culturally relevant, trauma-informed practices when working with older clients.

SOWK 7570 - Social Work Practice in Health Care

Credit Hours: 3

Examines roles of the social worker and the place of social work values and practice in health care planning, modern medical ethics, and professional practices. Students will explore personal biases and experiences and culturally relevant, trauma-informed practices when working with clients in health care systems.

SOWK 7580 - Social Work Practice in Justice Systems

Credit Hours: 3

Overview of the juvenile and adult criminal justice systems. Emphasizes understanding of ever-changing philosophies

undergirding the criminal justice system. Students will explore personal biases and experiences and culturally relevant, trauma-informed practices when working with clients in criminal justice systems.

SOWK 7590 - Social Work Practice with Children and Youth

Credit Hours: 3

Examines the major problems and legal and clinical issues when working with children and youth. Special concern for trauma-informed practice with victimized and at-risk children. Students will explore personal biases and experiences, organizational barriers, and culturally relevant, trauma-informed practices when working with children and youth.

SOWK 7599 - Special Topics in Social Work

Credit Hours: 3

Study of selected topics of significance or current importance and interest to the social work profession.

Prerequisite: Permission of Instructor (3 crs.)

SOWK 7600 - Practice in Advanced Social Work Policy

Credit Hours: 3

Policy and funding shape program design and service delivery. Students will develop practical advanced skills to analyze and synthesize organizational and public policy to build a case for social change through a trauma-informed lens. Emphasis on change strategies, evidence and promising practices, and identifying potential funders and influencers.

SOWK 7700 - Trauma-Informed Practice Evaluation

Credit Hours: 3

Students develop advanced knowledge and skills in the evaluation of social work practice using a trauma-informed perspective. Theory and professional literature are integrated into social work evaluation design, measurement, sampling, data collection, and analyses for practice, policy, and organizational partnerships.

SOWK 7800 - Advanced Social Work Field I

Credit Hours: 3 OR 6

This is the first of two courses during which students complete an MSW-supervised placement (300 hours minimum) within an organization that provides opportunities to engage in advanced social work practice. The course integrates trauma-informed approaches across diverse social work levels and practice settings.

SOWK 7810 - Advanced Social Work Field II

Credit Hours: 3 or 6

This is the second of two courses during which students complete an MSW-supervised placement (300 hours minimum) within an organization that provides opportunities to build upon advanced social work practice. The course helps students continue to integrate trauma-informed approaches across diverse social work levels and practice settings.

Special Education

SPED 5000 - Teaching Reading

Credit Hours: 3

This course will introduce students to the Science of Reading and provide students with specific data-based strategies used to teach reading and written expression to exceptional learners.

SPED 5100 - Teaching Math

Credit Hours: 3

This course will provide students with specific data-based strategies to teach mathematics to students with disabilities.

SPED 6000 - Special Education Foundations and Collaboration

Credit Hours: 3

This course is designed to provide information and skills necessary for accommodating exceptional learners in a variety of school arrangements. The primary focus is foundations and characteristics of special education and students with exceptionalities and collaboration/consultation for the successful inclusion of students with exceptionalities into the inclusionary classroom.

SPED 6100 - Special Education History, Theory, and Exceptionality

Credit Hours: 3

This course is designed to provide information and skills necessary for individuals interested in the philosophy found within special education identification and practices. The course also serves to provide information regarding the definition, prevalence, etiology, characteristics, and general educational practices as they relate to individuals with exceptionalities.

SPED 6150 - Secondary Transition

Credit Hours: 3

This course deals with special education programs for senior high school students as well as those persons who reside in the community. Emphasis is placed on vocational preparation and training. Specific techniques for task analysis of jobs, daily living skills, and social adaptation constitute a major portion of this course. Emphasis is placed on the development of functional skills that contribute to normalized development.

SPED 6200 - Assessment and Prescriptive Teaching

Credit Hours: 3

This course teaches students how to administer, score, and interpret both norm- referenced and criterion referenced assessment devices and how to prescribe programs of remediation based on the results of these devices.

SPED 6300 - Evidence-Based Practices in PK-12 Special Education Settings

Credit Hours: 3

Evidence-Based Practices is offered to Education majors the semester prior to their student-teaching experience and is a methodology course for pre-service education teachers. The purpose of the course is to prepare pre-service teachers to provide evidence-based language arts and math instruction to students with disabilities in inclusion settings. An emphasis is placed on results of research and proven methods of instruction for teaching beginning reading and math to children with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of children with exceptionalities in inclusion settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs.

Prerequisite: SPED 6000

SPED 6450 - Advanced Evidence-Based Practices in PK-12 Special Education Settings

Credit Hours: 3

This graduate course is designed to provide future educators with knowledge of research based practices that may be employed in academic and nonacademic educational settings. The course will focus the future educator on techniques that will be beneficial for developing skills in core areas such as mathematics, language arts, science and social studies along with those skills that are necessary for navigating non-instructional periods. Specifically, this course will provide future educators with intensive, Tier 3, evidence-based interventions for students with exceptionalities.

SPED 6500 - Early Intervention for the Exceptional Learner

Credit Hours: 3

The course is designed to provide future educators with knowledge of history, theories, legislation and litigation associated with early childhood special education. In addition, students will develop learning environments, implement research-based curriculum, conduct developmental assessments and establish educational teams, as well as enhance skills in communicating with team members and facilitating consultation with the targeted population and family members. (Field experience: 30 hours.)

SPED 6600 - Collaboration and Cooperation: Improved Teaching and Learning Outcomes

Credit Hours: 3

This course is intended to improve the teaching and learning outcomes in basic education by focusing on collaboration and cooperative-education processes and teaching methodologies. Teaching models and methods facilitative to encouraging and maintaining collaborative and cooperative-educational practices extend the skills of professional educators in appropriately serving the educational needs of an increasingly diverse learning audience.

SPED 6700 - Contemporary Education Practices and Directions

Credit Hours: 3

This course saliently provides the philosophical and pragmatic basis for the rationale for change in contemporary education. Legislation, litigation, and research within the profession provide the foundation for understanding why the profession must explore innovative strategies for improving the educational outcomes of all children. Terminologies

which dominate professional dialogue are explored and studied to separate dogma from substance. Learner characteristics, which are indicative of the diversity naturally present in society, are addressed relative to implications in teaching and learning.

SPED 6950 - Field Experience in Special Education/Student Teaching

Credit Hours: 1 TO 12

The student teaching program is designed to ensure that PreK - 4 and Special Education K -8 majors, seeking dual certification are exposed to the full range of children covered under the comprehensive special education certification, i.e., intellectually disabled, emotionally disturbed, learning disabled, traumatic brain injury, physically handicapped, autism and other disabilities, along with children within the general education classroom. The major practicum provides an intensive experience for the student in two placements over the period of 15 weeks. The student will have an experience under the direction of a special education teacher and also a placement with a general education teacher. The practicum seminar component meets bi-weekly to provide PreK - 4 and Special Education K - 8 majors with an opportunity to discuss current topics within the field. Students may be provided with opportunities to demonstrate the effectiveness and functionality of their teacher-made devices, and curriculum materials used in their classrooms.

SPED 7000 - Nature/Characteristics Autism Spectrum Disorders

Credit Hours: 3

This introductory course provides a foundation in understanding and addressing the unique and complex challenges individuals on the autism spectrum face in their learning, development and social experiences.

SPED 7050 - Introduction to Dyslexia and Dyslexia Instruction

Credit Hours: 3

This course examines the topic of dyslexia as a language based learning disability that is neurobiological in origin. The course will compare and contrast the behaviors, characteristics, and brain based processes that typically and atypically developing readers exhibit while listening, speaking, reading, writing, and spelling. Characteristics of effective intervention programs will be examined. Related conditions and assistive technology will also be discussed.

SPED 7060 - Assistive Technology in Literacy Instruction

Credit Hours: 1

The course will focus on meeting the diverse literacy needs of learners through appropriate assistive technologies (AT) and Universal Design for Learning (UDL). A variety of AT will be discussed as well as principles of UDL. Students will explore current research and best practices by designing instruction that incorporates AT.

Prerequisite: READ 7050 or SPED 7050

SPED 7063 - Written and Visual Expression for Exceptional Readers

Credit Hours: 1

This course presents evidence-based practices for enhancing the writing and visual literacy of elementary and secondary students. It also presents effective strategies for teaching writing to multilingual students with special needs.

SPED 7065 - Evidence-Based Instructional Design for Exceptional Readers

Credit Hours: 1

This course provides study in the components of evidence-based practices (EBP) for teaching reading. Students will explore EBP, including Applied Behavior Analysis, and investigate the identification, selection, and implementation of EBPs as well as evaluate the effectiveness of EBP in meeting the needs of every learner.

Prerequisite: READ 7050 or SPED 7050

SPED 7070 - Advanced Structured Language Teaching Practicum, Part I

Credit Hours: 3

This is the first of two practicum courses that focus on the planning and implementation of multisensory structured language lessons. Lessons are based on Orton-Gillingham principles and reflect a direct, explicit, sequential, systematic, cumulative, and intensive approach to language instruction. During a series of observed lessons, candidates receive individualized feedback from university personnel.

Prerequisite: READ 7000, READ 7010, READ 7020, READ 7040, READ 7050

SPED 7080 - Advanced Structured Language Teaching Practicum, Part II

Credit Hours: 3

This is the second of two practicum courses that focus on the planning and implementation of multisensory structured language lessons. Candidates receive additional experience planning and implementing direct, explicit, sequential, systematic, cumulative language lessons that are based on Orton-Gillingham principles. During a series of observed lessons, university personnel provide individualized feedback

Prerequisite: READ 7000, READ 7010, READ 7020, READ 7040, READ 7050

SPED 7100 - Communication, Behavior, and Instruction: ASD

Credit Hours: 3

This introductory course provides a foundation in understanding and addressing the unique and complex challenges individuals on the autism spectrum face in their learning, development and social experiences.

SPED 7200 - Life Transitions & Partnerships: ASD

Credit Hours: 3

This seminar is designed to offer rigorous exploration and critical analysis of contemporary issues influencing the lifelong learning, development and socio-cultural experiences of people on the autism spectrum. The course addresses core professional competencies in autism-related knowledge and practice: (1) transition, vocational and independent living; (2) sexuality; (3) family support and partnerships; (4) school and community partnerships; and (5) professional literacy and leadership.

SPED 7250 - High Incidence Disabilities

Credit Hours: 3

This course is about individualizing instruction for students with mild and moderate disabilities. It involves designing basic instructional sequences, utilizing behavioral objectives, matching technology, learner and goal characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction.

SPED 7300 - Navigating the Social World: ASD

Credit Hours: 3

This seminar is designed to provide preparation in methods to enhance socialization, communication and imagination in diverse learners with ASD. The course merges the theoretical understanding of the triad of impairments as defining features of autism with practical modes of assessment and intervention.

SPED 7450 - Low Incidence Disabilities

Credit Hours: 3

Focuses on individualizing instruction for individuals with low incidence disorders. Includes designing basic instructional sequences, utilizing behavioral objectives, technology, learner and goal characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction.

SPED 7500 - Foundations of Measurement and Experimental Design in Applied Behavior Analysis

Credit Hours: 3

Participants learn the fundamentals of measurement, data displays, and interpretation of data for behavior change procedures. Participants are also introduced the various experimental designs used within applied behavior analysis. Content is drawn from the BACB Fifth Edition Task List. This course serves as one of the courses within the series that prepares students to apply for the Board Certified Behavior Analyst exam.

SPED 7510 - Introduction to Behavior Analysis

Credit Hours: 3

The basic learning principles of operant and classical conditioning, with the application of these principles with individuals with disabilities. Content is drawn from the BACB Fifth Edition Task List. This course serves as one of the courses within the series that prepares students to apply for the Board Certified Behavior Analyst exam.

SPED 7520 - Professional and Ethical Practice for the Behavior Analyst

Credit Hours: 3

Professional and Ethical Standards is the fifth competency-based course in a five to seven course sequence Leading to the ABA/CLM Advanced Competency Certificate. This interdisciplinary course will provide you with the Behavior Analytic professional and ethical standards and skills to practice, supervise and coach others and adhere to the CLM Service Delivery and Coaching Standards. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a

CLM Certified Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations.

SPED 7550 - IEP Development and Transition

Credit Hours: 3

This course examines the procedures and processes involved in developing Individualized Educational Plans (IEPs) for students with exceptionalities. It emphasizes the critical role of families in the process, and it provides strategies for encouraging active participation by the student, the parents, and relevant school personnel. Through instruction and supervised practice, the course enables Special Education teacher candidates to develop skills in designing and implementing appropriate IEPs.

SPED 7600 - Concepts, Principles, and Assessments

Credit Hours: 3

This course covers behavioral principles and procedures including the assessment and training of verbal behavior. Participants learn to identify behaviors appropriate for change using behavioral assessment, selecting behavioral outcomes, and ethical and professional issues relevant to the practice of behavioral assessment. Content is drawn from the Behavior Analysis Certification Board (BACB) Fourth Edition Task List. This course serves as the second in a series of courses that prepares students to apply for the Board Certified Behavior Analyst exam.

SPED 7700 - Applied Behavior Analysis Interventions

Credit Hours: 3

Participants learn the fundamental elements of behavior change and specific behavior change procedures. Content is drawn from the Behavior Analysis Certification Board (BACB) Fourth Edition Task List. This course serves as the third in a series of courses that prepares students to apply for the Board Certified Behavior Analyst exam.

SPED 7800 - Behavior Assessment, Intervention, and Supervision in Applied Behavior Analysis

Credit Hours: 3

Examination of the process used to conduct a functional behavioral analysis along with designing behavior change procedures for educational purposes, and the supervision of parents and educational personnel. Content is drawn from the BACB Fifth Edition Task List. This course serves as one of the courses within the series that prepares students to apply for the Board Certified Behavior Analyst exam.

SPED 7850 - Applied Behavior Analysis Practicum

Credit Hours: 3 TO 9

The purpose of this practicum course is to ensure that each student applies clinical skills to address problem behaviors of social importance and to teach prosocial, adaptive behaviors. Student will practice under the supervision of a Board Certified Behavior Analyst.

Prerequisite: SPED 7500 and SPED 7510

SPED 7900 - Foundations of Behavior Analysis and CLM

Credit Hours: 3

This interdisciplinary course will provide you with the foundational concepts, principles and methods of Behavior Analysis which form the building blocks of the Competent Learner Model (CLM). You will acquire knowledge and competencies needed to provide quality behavior analytic services in a variety of settings and specialized training to utilize the CLM tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations.

SPED 7910 - ABA/CLM Instructional Methods Procedures and Tools

Credit Hours: 3

This interdisciplinary course will provide you with the key evidence based instructional methods for making learning valuable to all learners and ensuring consistent participation during all instructional conditions. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations.

SPED 7920 - ABA/CLM Program Curricula Design and Monitoring

Credit Hours: 3

Applied Behavior Analysis/Competent Learner Model (ABA/CLM) Program Curriculum Design and Monitoring is the third competency-based course in a five to seven course sequence Leading to the ABA/CLM Advanced Competency Certificate. This interdisciplinary course will provide you with an in-depth practice using ABA/Direct Instruction(DI)/Precision Teaching (PT) design principles for developing individualized programming for your learners/clients. In addition, you will identify and analyze the strength of ABA/DI/PT design elements in CLM and other curricular resources and monitor fidelity of instructional delivery related to adherence to the evidence-based design. This knowledge and practice will serve as basis for making good design decisions when customizing curricula to learner needs and monitoring the effects of individualized programming. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current of future CLM implementations.

SPED 7930 - Contingencies to Engineer Learning

Credit Hours: 3

Contingencies to Engineer Learning is the fourth competency-based course in a five to seven course sequence leading to the ABA/CLM Advanced Competency Certificate. This interdisciplinary course will provide you with the skills and tools to critically analyze elements of learner performance and elements of the learning environment to determine functional relationships and utilize evidence-based contingencies to alter the trajectory and pace of developing and

weakening repertoires. You will acquire knowledge and competencies needed to provide professional quality behavior analytic services in a variety of settings and specialized training to utilize the Competent Learner Model (CLM) tools to support your work. This course is designed for students and professionals interested in becoming a Board Certified Behavior Analyst (BCBA)/Board Certified assistant Behavior Analyst (BCaBA) and a CLM Certified Instructor/Coach and is appropriate for students and professionals in the fields of education, psychology behavior analysis and other human service fields who work in current or future CLM implementations.

SPED 7955 - Seminar in Advanced Behavior Analysis and Research Design

Credit Hours: 3

The Seminar in Advanced Behavior Analysis and Research Design was designed for graduate students who have completed ESP 701 (Introduction to Behavior Analysis or a similar course) and who have a thorough understanding of the principles of behavior and their application within applied educational settings. The purpose is to serve as a capstone experience in the Masters degree in mentally and physically handicapped education. In this course students will integrate professional knowledge and skills gained throughout the program and learn (1) how to design and implement action research; (2) apply and critique behavior analytic techniques in education; and (3) reflect on how best to deliver and evaluate empirically supported interventions for students with or at-risk for special needs.

School Psychology

SPSY 7702 - Psychopathology in Educational Settings

Credit Hours: 3

Intensive study of the cognitive, emotional and behavioral disorders in children and adolescents. Emphasis is on etiology, early recognition, and approaches to treatment or intervention in schools.

SPSY 7710 - Academic Intervention and Program Evaluation

Credit Hours: 3

This course is designed for the non-teaching educational specialist to assist them in gaining a fundamental understanding of the basic principles of instruction, with an emphasis on evidence-based practices in inclusive settings. Specific academic and behavioral strategies will be examined, as they relate to reading development and instruction, curriculum based assessments, program evaluation, the development of evaluation reports, and the implementation of intervention strategies for various populations of children at risk for or with exceptionalities in inclusive settings. Students will also examine a variety of theoretical frameworks that focus on the specific components of assessment, instruction and consultation in inclusive settings.

SPSY 7712 - Advanced Psychology of Learning

Credit Hours: 3

This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention given to the educational implications of learning theory.

SPSY 7713 - Lifespan Development

Credit Hours: 3

This course explores how people grow and develop from infancy through old age. Physical growth patterns, along with emotional, intellectual and social development, are emphasized. Maturation and learning and their interrelationships are also examined in terms of their implications for the home, school and community.

SPSY 7715 - Trauma-Informed Care in Schools: Foundations and Interventions

Credit Hours: 3

The purpose of this course is to examine the impact of adverse childhood experiences (ACEs) and traumatic stress on children and adolescents. Specifically, this course will explore issues, knowledge, and competencies to prepare educators and support personnel to promote growth and learning with trauma-informed foundations and interventions.

SPSY 7721 - Cultural, Social and Biological Basis of Personality Development

Credit Hours: 3

This course reviews theories on how social and cultural factors influence personality development in children and adolescents. It also considers how home and school environments may foster healthy adjustment. Additionally, drugs commonly prescribed to school-age children are reviewed. Information on intended effects, side-effects, and monitoring procedures of these medications are discussed in depth.

SPSY 7722 - Assessment in School Psychology I

Credit Hours: 3

This course provides an overview of school psychology and psychological assessment in schools. An introduction to historical, professional, legal, and ethical issues in psychological assessment in schools is provided. This course develops competence in administering, scoring, and interpreting intellectual and achievement tests. The statistical and psychometric underpinnings of the instruments are examined. The course emphasizes practical application of the results in school settings including report writing, definitional guidelines and legal provisions. Closed to non-majors.

SPSY 7723 - Assessment in School Psychology II

Credit Hours: 3

This course emphasizes the theoretical underpinnings of intellectual assessment and the development of competence in the administration, scoring, and interpretation of the Wechsler Scales: WISC-IV, WPPSI-III, and WAIS-III. Attention is directed toward the use of these scales in measuring intellectual levels, identifying cognitive strengths and weakness, and developing research-based interventions. Practicum experiences are an integral component of this course.

SPSY 7724 - Behavioral Assessment and Intervention I

Credit Hours: 3

An introduction to the assessment of personality and behavior. Experience is given to the student in the administration, scoring and interpretation of the more widely used personality assessment measures. Particular attention is given to assessment techniques used in planning for remediation and treatment.

SPSY 7725 - Clinical Practicum in School Psychology I

Credit Hours: 3

This course presents the neuropsychological approach to the identification and education of children with learning disorders. The central nervous system and brain regions and their role in learning are studied in depth. Neuropsychological assessment techniques will be introduced to clarify cognitive strengths, weaknesses, processing preference patterns (simultaneous-sequential), and the identification of neuropsychological deficits in children. This course focuses on issues related to children with learning disorders, including: etiological factors, epidemiological studies, gender differences, subtyping, emotional concomitants of learning disorders, diagnostic instruments, and remedial techniques. The intent of this course is to provide the necessary theoretical framework from which more effective remedial programs can be developed for learning disordered children.

SPSY 7727 - Psychoeducational Counseling and Interviewing**Credit Hours: 3**

This course introduces the various points of view in psychological counseling and interviewing. Readings, discussion, role playing, and actual counseling and interviewing encourage students to develop a theory of therapeutic interaction which is consistent with their views of human nature and their own natural inclinations.

SPSY 7734 - Behavioral Assessment and Intervention II**Credit Hours: 3**

This course provides the student with the knowledge and skills needed to design, implement, and evaluate behavioral interventions. Interventions applicable to school settings are emphasized and students are required to conduct a functional behavior assessment and to develop/implement a behavior intervention plan.

SPSY 7735 - Clinical Practicum in School Psychology II**Credit Hours: 3**

This course is a practicum in psycho-educational assessment and intervention planning in which students develop competence in the administration, scoring and interpretation of individually administered achievement tests, as well as response to intervention, progress monitoring and the generation of research-based, data-driven interventions. Under faculty supervision, students conduct comprehensive evaluations of children, including gathering background information, writing reports and consulting with clients in the process of problem-solving in the educational setting. Ethical considerations, as well as the particular problems encountered when working with a diverse population, are included.

SPSY 7752 - Professional Development in School Psychology**Credit Hours: 3**

This course is an introduction to the profession of school psychology. Topics examined revolve around the roles and functions of school psychologists. A partial list of the topics examined includes: school systems, the law and school psychology, and professional ethics. Field experiences in educational settings are required for students enrolled in the school psychology program.

SPSY 7756 - Collaborative Consultation in Education Settings

Credit Hours: 3

This course prepares the student to engage in consultation services for students experiencing learning and/or behavior problems. It emphasizes enhancing communication skills, team building, instructional consultation, behavioral consultation, working with families, overcoming resistance, problem solving, ethical issues, treatment integrity, and working with culturally diverse students. It also reviews multi-tiered service delivery systems, including response-to-intervention.

SPSY 7781 - Statistics in Education

Credit Hours: 3

This course examines statistical tools used in educational and behavioral research including descriptive measures of central tendency, variation, and relationship. It also covers inferential techniques for evaluation measures and allies (test, analysis of variance, chi-square), employing the hand calculator and computer system to do computations.

SPSY 7788 - Research in Education and Psychology I

Credit Hours: 3

This is the first of a two course series that includes information on types of research designs utilized in educational research: quantitative, qualitative, mixed method and single case methodology. Candidates will develop a research proposal which includes a literature review and methodology for a single case design research project unless a different design is approved by the student's advisor. The work will use APA publication style for manuscript submission and the proposal will be implemented in SPSY 7789.

SPSY 7789 - Research in Education and Psychology II

Credit Hours: 3

This course teaches skills required for completing data collection for research, evaluating the validity of research results, and presenting research to the public. Single-case design is emphasized. Students are required to complete a manuscript of publishable quality.

Prerequisite: SPSY 7788

SPSY 7790 - Seminar in School Psychology (Ethics)

Credit Hours: 3

Concepts fundamental to the practice of school psychology are discussed and evaluated in this course. A range of topics are discussed, including the roles and functions of school psychologists, legal and ethical issues, the organization and operation of school systems, student diversity, and community resources. As this course is taken in conjunction with the Internship in School Psychology, discussions tend to be dynamic and framed within the context of actual experiences encountered by interns.

SPSY 7795 - Internship in School Psychology

Credit Hours: 5 TO 10

The internship requires a minimum of 1,200 hours of practical work experience under direct supervision of a qualified psychologist. A minimum of 800 hours must be completed in a realistic educational setting (i.e., public school system). The remaining 400 hours may be in a related setting (e.g., clinic, hospital, etc.). The intern is expected to demonstrate all of the competencies of the practicing school psychologist.

SPSY 7796 - Crisis Management and Violence Prevention in Educational Settings

Credit Hours: 3

This course develops an understanding of techniques and issues related to preventing and managing crises situations in schools. It trains students in non-violent interventions for handling aggressive and disruptive school-age individuals.

SPSY 7799 - Special Topics in Educational and School Psychology

Credit Hours: 3

This course provides students the opportunity to explore and research graduate-level topics of interest as a capstone experience.

Sports Management

SPT 7000 - Research Methods in Sport

Credit Hours: 3

This course is intended to introduce students to methods and design problems specific to research in sport management. It is designed to promote an understanding of the theory, tools and processes involved in designing sport management research studies. Course emphasis will be placed on differentiating between qualitative and quantitative data, data collection, data analysis, data interpretation, and sources of data specific to the sport industry.

SPT 7100 - Socio-Cult Aspects of Sports

Credit Hours: 3

This course will analyze the sport industry as a social institution, using critical thinking skills to solve controversies and issues related to the sport culture. Discussion will center around the social, political and economic significance of sport in society. Emphasis will also be placed on understanding the positive and negative social effects of sport and physical activity on society.

Prerequisite: or Corequisite: SPT 7000

SPT 7200 - Sport Marketing

Credit Hours: 3

This course will compare and contrast the field of sport marketing with the practices and applications of mainstream marketing. The course will examine the application of marketing principles within the sport industry. Course emphasis will center on linking the marketing plan to an organizations mission statement and core values. Topics will include SWOT analysis, market segmentation, distribution, packaging, promotion, positioning and pricing.

SPT 7300 - Public Relations in Sports

Credit Hours: 3

This course explores theories of communications and public relations management necessary for successfully working with internal and external publics of a sport organization. The course will demonstrate how community relations professionals serve their organizations by meeting social needs and connecting with key publics. Topics will include employee relations, community relations, media relations, customer relations and image enhancement.

SPT 7400 - Legal Aspects of Sport

Credit Hours: 3

This course will examine the law as it applies to sport organizations. An in-depth analysis will be conducted on the topics of contract law, constitutional law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations.

SPT 7500 - Sport Finance

Credit Hours: 3

This course will be an in-depth study of financial analysis processes utilized in decision making by sport managers. The focus of the course is on basic principles of macro-economic, micro economics, economic impact analysis, business structures of sport organizations, basic tools of financial management, and interpreting financial statements. Topics include principles of budgeting, practical budgeting, sources of revenue, fundraising methods, financial planning, e-commerce, public stadium/arena finance, and basic accounting principles.

SPT 7600 - Sport Ethics

Credit Hours: 3

This course will focus on the ethical issues impacting sport organization policy formation and practice. Students will recognize and identify moral and ethical problems related to sport in its intrinsic and extrinsic dimensions and develop a personal philosophy regarding social responsibility in the sport management setting. Topics include moral and ethical development theories, models of ethical analysis, code of professional ethics, personal and management values, and situational analysis.

SPT 7700 - Management & Leadership in Sport

Credit Hours: 3

This course is an analysis of leadership and managerial functions, concepts and practices used to foster interpersonal and small-group relations as found in sport organizations. Further, this course is intended to prepare students for the leadership decisions and actions that are inherent in Sports Management and as well as every-day life issues. Professional and personal growth is discussed at length and principles and applications of personal leadership practices will be explored. Techniques for managing change and empowering others also are included in this course. Topics related to effective leadership are issues of communication, motivation, delegation, team building, and quality improvement. Finally, students will have the opportunity to perform a Personal Leadership Development Plan. This culminating activity is designed to strengthen the students' leadership abilities and skills.

SPT 7800 - Current Trends and Issues

Credit Hours: 3

This course is designed to identify, analyze, and evaluate current and future sport industry trends and issues that may affect a sport organizations ability to establish and maintain a competitive advantage.

SPT 7810 - Sports Analytics**Credit Hours: 3**

The class will discuss the theory, development, and application of analytics in sports. Students will learn about the application of analytics in sports for purposes of personnel acquisition and management, marketing, finance, communications, and team management among many other topics. The class will consist of lectures, quizzes, threaded discussions, and practical applications.

SPT 7820 - Economics in Sport**Credit Hours: 3**

This course presents an application of economics concepts and issues relevant to the sports industry. Topics include: market structures and outcomes; barriers to entry; contraction and expansion; cooperative, competitive, and collusive behavior among participants; professional sports; collegiate and amateur sports: public policy, subsidies for new facilities, institutional rules, and tax policies, discrimination; and labor market imperfections.

SPT 7830 - Strategic Sport Analysis**Credit Hours: 3**

This course is designed to introduce the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of sport industry organizations. It will focus on the theories of strategic management and their applicability to the sport industry, including strategic planning, decision making, implementation and controlling processes, understanding organizational effectiveness, and environmental analysis.

SPT 7900 - Sport Governance**Credit Hours: 3**

This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will learn and analyze how people involved in governance set the tone of an entire organization and how individual sport governance bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what these organizations do and what their true purpose is in the administration of an intercollegiate athletic department.

SPT 7910 - Sport Compliance**Credit Hours: 3**

This course is designed to provide students with a knowledge and understanding of the necessary and mandatory compliance techniques of the major governing bodies of intercollegiate athletics to ensure institutional control. Emphasis will be placed upon an in-depth review and discussion of the various NCAA bylaw manuals, as well as NAIA rules and regulations.

SPT 7920 - Legal Asp Equity Athletics

Credit Hours: 3

This course is designed to provide students with a knowledge and understanding of an in-depth of gender equity issues that are prevalent in an intercollegiate athletic setting. This course also covers the many legal issues dealing with equity in intercollegiate athletics. Emphasis is placed upon the development of an overall knowledge of Title IX and the various tests that have been implemented to ensure compliance.

SPT 7930 - Dev Human Resource Str Athleti

Credit Hours: 3

This course is designed to provide students with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff, and personnel of and intercollegiate athletic department. The student will develop a working knowledge of complex organizations and how this may affect the employees that he/she supervises.

SPT 7950 - Sport Mentorship

Credit Hours: 0 to 12

The sport mentorship allows the student to practice sport management theory in the practical setting while under the direct supervision of a recognized leader in the students chosen area of specialty in the sport industry. Course requirements dictate that students complete a minimum of 300 contact hours.

Technology Education

TED 5100 - Issues in Technology Education Curriculum

Credit Hours: 3

The focus of this course is two-fold. First, students will use state and national standards to develop a technology education curriculum by using various curriculum design processes. The second phase of the class is designed to improve the students' ability to use appropriate standards-based instructional methods. These include cooperative learning, problem-based learning, discovery learning, constructivism, reflection, meta-cognition and others those students research and demonstrate to the class.

TED 5200 - Technology and Sustainable Development

Credit Hours: 3

This course focuses on the development of understanding of the concepts of development and sustainability and their relationships to technology. Concepts of basic human needs, community development, technology assessment and research into specific technological alternatives will be included. Students will design, produce, test, and assess a relevant technological system.

TED 5300 - Special Populations in Laboratory-Based Programs

Credit Hours: 3

The focus of this course is to understand the specific needs, populations, processes, adaptations, funding sources and other factors that affect the success of special populations who will be educated in technology education laboratory-based programs. This course will enable students to explore and develop various instructional methodologies and assessments for student learning. Finally, students will be introduced to a variety of classroom management and discipline issues that classroom teachers encounter each day and taught techniques to handle these situations.

TED 5400 - Applied Research Science-Technology and Engineering

Credit Hours: 3

This course is designed to give teachers an opportunity to study real classroom situations and to design a plan of action to improve that situation. Teachers will learn how to conduct a review of the literature and develop an understanding of various research methodologies, especially as they relate to Science, Technology, Engineering and Mathematics (STEM) education. Reflection and analysis of current trends in the STEM disciplines is a key component of action research.

TED 5500 - Technology Program Development

Credit Hours: 3

Students will engage in a process to develop or access a district-wide technology standards-based program. They will develop strategies to facilitate and enhance student learning in all areas of their program, including content, curricula, instruction, student assessment, learning environment and professional development. They will examine the current status of a district's program, establish new goals, determine strategies to meet those goals, develop goals to enhance personnel knowledge and skills, and examine strategies to evaluate their success.

TED 5600 - Technology Education Major Project

Credit Hours: 3

Students interns will produce a major culminating piece of academic work that synthesizes contents from the Technology Education masters program. This may take the form of a research activity of various types, a major curriculum development project, or other extensive individually produced pieces of work that are approved by the internship supervisor. All projects must follow a technological design process.