

# Commonwealth University – Lock Haven

## 2022-2023 GRADUATE CATALOG

\*\*\*ALL INFORMATION CONTAINED IN THIS DOCUMENT IS ACCURATE AS OF JULY 1, 2022.\*\*\*

\*\*\*WEB ADDRESSES ARE PROVIDED WITHIN THIS DOCUMENT WHERE APPROPRIATE  
TO DIRECT THE READER TO UP-TO-DATE/REVISED INFORMATION.\*\*\*

This catalog contains information which is subject to change at any time. The University specifically reserves the right and authority to alter and amend any and all statements contained herein. The educational policies and procedures are continually reviewed and changed in keeping with the educational mission of the University. Consequently, the catalog is not a contract and is intended to be used only as an informational guide. Students are responsible for keeping informed of official policies and regulations and for meeting all appropriate requirements. Current information is available at the Registrar's Office, in other appropriate offices, and on the LHU website.

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## **MISSION STATEMENT**

### **Mission Statement**

Our hard-working and determined students are at the heart of everything we do. Commonwealth University leverages the power of Bloomsburg, Lock Haven, and Mansfield to provide affordable, high-quality education emphasizing high-impact practices, personal and career connections, and inclusivity supporting all learners to succeed in our region and beyond.

### **Vision Statement**

Commonwealth University will be a premier regional public institution that supports and prepares all students for success in the global workforce by providing an accessible and transformative educational experience.

### **Values**

#### ***Student-Centered***

As faculty and staff, this means we:

- Put students first by meeting them where they are to help them achieve success.
- Provide holistic support to adapt our work around the needs of our students.

As students, this means we:

- Feel supported through available resources, faculty and staff interaction, and the meaningful connections we make on campus.
- Have ample opportunities for growth, individualized attention, and academic and career development.

#### ***Welcoming & Inclusive***

As faculty and staff, this means we:

- Represent the diversity of our students and create an environment in which all students, faculty, and staff feel supported, affirmed, and empowered.
- Encourage robust dialogue, intellectual curiosity, and diversity of thought while cultivating opportunities to have experiences with faculty, staff, and alumni as role models and mentors.

As students, this means we:

- Take an active role in fostering a welcoming and inclusive community.
- Seek out perspectives that are different from our own, create opportunities for dialogue, and encourage respectful discussions among a diversity of viewpoints.

#### ***Accessible***

As faculty and staff, this means we:

- Cultivate an encouraging educational experience that supports all students.
- Invest in and connect students to resources that promote persistence and success.

As students, this means we:

- Have the financial support and resources to make college affordable through scholarships and financial aid packages.
- Feel supported by faculty, staff, and campus partners and are able to easily access the personal assistance we are provided.

#### ***Innovative & Exceptional***

As faculty and staff, this means we:

- Provide a best-in-class practical and hands-on educational experience that prepares students to succeed as global citizens.
- Build connections to new opportunities and programs, leveraging employers, alumni, and cutting-edge research to ensure we provide a high-quality educational experience.

As students, this means we:

- Have access to state-of-the-art technology and equipment to enhance our academic experience through in-person, hybrid, online, multimodal, and hands-on learning.
- Have practical opportunities to engage within and beyond the classroom to develop knowledge and skills we need to succeed in the global workforce.

### ***Collaborative***

As faculty and staff, this means we:

- Learn from each other and take advantage of the opportunity to build meaningful partnerships with colleagues, both on our “home” campuses and across the triad.
- Engage in effective best practice sharing and relevant professional development to enable highly effective teaching, student support, and effective institutional management.

As students, this means we:

- Have varied and significant opportunities to foster relationships and build community with our peers, mentors, faculty, and staff across all three campuses.
- Are engaged in the communities surrounding our campuses through meaningful partnership and service.

### ***Resilient***

As faculty and staff, this means we:

- Are motivated to persevere through challenges and adversity.
- Are dedicated to ensuring students have the resources, support, and opportunities they need to be successful.

As students, this means we:

- Are hard-working and have the grit, resolve, and determination to power through obstacles and barriers that come our way.
- Are committed to and motivated by our future success

## **ACADEMIC INTERIM POLICIES FOR COMMONWEALTH UNIVERSITY OF PENNSYLVANIA**

### **Procedures, Definitions, Explanations**

#### **Policies**

Policies are available at <http://www.lockhaven.edu/about/policies.html>

#### **Add/Drop**

Students may add and drop courses until the end of the eighth day of the semester using [OneSis]. This deadline is adjusted for nonstandard semesters or course offerings.

#### **Commencement Honors**

Commencement honors does not apply to graduate level degrees.

### Dual Degrees

Students who are enrolled in dual degree programs (e.g. majors with different degrees), and who meet the requirements of both programs of study, may be awarded both degrees after having met the total credit hour requirements for the programs.

For awarding dual master's degrees at least 12 hours will be required beyond the minimal credit requirements for the degree program with the most required credits.

### Grade Change

It is the student's responsibility to review final grades at the close of a semester or other academic session. In normal circumstances, grade changes can be made only by the instructor issuing the grade. In exceptional circumstances (e.g. death, retirement, or permission of the instructor) the department chairperson may be permitted to make a grade change.

Only grade changes, excluding incomplete grades (see below), due to grade miscalculation are accepted after the grade entry deadline of each semester/session. The change is completed in writing at the Registrar's Office no later than four weeks into the semester (fall or spring) following the session/semester for which the course was registered. (Ex: A course registered and graded in the fall semester or winter intersession may be changed up to four weeks into the spring semester; a course registered and graded in the spring semester or summer sessions may be changed up to four weeks into the fall semester.) Grade changes require signature of chair and Dean or Associate Dean. Once the grade is issued, financial aid may be impacted and cannot be reversed. No grades may be changed for a student after the student has graduated. The student's cumulative grade point average is frozen at the time of graduation and cannot be changed. Students who have reason to believe a grade was incorrectly issued will follow the University's Grade Appeal Policy.

### Incomplete Grades (I)

An "I" (Incomplete) grade is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student.

The I is submitted by professors at their discretion on the grade report form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the I to a letter grade. The student is responsible for the removal of an I grade by the last day of classes, not including finals, of the subsequent semester, except in cases where serious circumstances prevail and a request for an extension is made by the faculty member to the Registrar's Office. If the I grade is not cleared within the allotted time period, a final grade of F is recorded. Satisfactory record of partial progress is necessary for an incomplete grade to be considered.

### Minimum Academic Standards

All degree-seeking students must meet the minimum academic standards of the institution. The minimum academic requirement for continuation in an undergraduate program is a 2.0 cumulative Grade Point Average (GPA). The minimum academic requirement for continuation in a graduate or doctoral program is a 3.0 cumulative Grade Point Average (GPA).

### Repeating a Course

Graduate students can repeat a single course for grade improvement only once.

Graduate students will be limited to a maximum total of two repeats across the program. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

### Visiting Students

Students enrolled full-time at a PASSHE university may elect to participate, for a limited period of time, in the Board of Governors' Visiting Student program offered at sister institutions. Information regarding the Visiting Student program is available online through the Registrar's Office.

### Withdrawal from a Course (W)

After the add/drop period is completed, and continuing until the final instructional day of the semester prior to finals, a student may withdraw from a course and a grade of W will be recorded on the transcript and remain as part of the student's permanent academic record.

There is no limit to the number of courses from which a student may withdraw; however, this decision may impact your financial aid eligibility.

Although not required, students are encouraged to consult with the instructor to verify their grades and status in the course and to meet with their advisor to discuss potential benefits and concerns of withdrawing from a particular course.

### Academic Integrity

Academic Integrity refers to the adherence to agreed-upon moral and ethical principles when engaging in academic and scholarly pursuits. An act of academic dishonesty involves fraud, deceit, or misrepresentation in attempting to obtain academic credit or influence the grading process by means unauthorized by the course instructor or inconsistent with university policy. Academic honesty is breached when a student willfully gives or receives assistance not authorized in course work, and/or intentionally fails to adhere to, or assists others in failing to adhere to, the university policy on academic honesty. The university's academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty.

### Graduate Degree Completion Time Limit

Graduate programs must be completed within a maximum of seven years unless specific programs list otherwise. Doctoral programs must be completed within a maximum of seven years unless specific programs list otherwise.

### Preferred Name

In accordance with Commonwealth University's mission of being an inclusive, comprehensive, public university that prepares students for personal and professional success in an increasingly complex global environment, the University has established this preferred name policy. Commonwealth University recognizes that many students use a first name other than their legal first name. Therefore, the University has created this policy and these procedures to allow students to indicate their preferred first names to the University community even if they have not changed their legal first names. While any student is welcome to use a preferred first name, this option has been developed to respond to the needs of some international students, transgender/non-conforming identified students, and others who prefer the use of a nickname. These may include, but are not limited to, individuals who prefer to use:

- o a middle name or nickname instead of a first name; o an anglicized name;
- o a name to which the individual is in the process of legally changing, or a name that better represents the individual's gender identity.

### *Policy Definitions:*

Student: Any admitted full- or part-time individual with undergraduate, graduate, non-degree, or alumni

status. Student status will continue as long as the student has a continuing relationship with Commonwealth University.

*Legal First Name:* Refers to the first name that identifies a person for legal, administrative, and other official purposes. A person's legal first name generally is the name of the person that was given for the purpose of registration of the birth and which then appears on a birth certificate.

*Legal Last Name (surname):* Legal last name used, which cannot be changed/alterd within the University's information systems unless it has been changed through a legal process outside of the University.

*Preferred Name:* A name designated in the University systems and communications as the preferred alternative to the individual's legal first name. Only first names may be changed to a preferred name.

**SCOPE:** This policy pertains to both prospective students and current students and primarily impacts procedures in Admissions and Student Affairs.

**RESPONSIBILITY:** Student Affairs will review the policy periodically. Cabinet approves the policy and any subsequent changes.

**PROCEDURE:** Note: As long as the use of a preferred first name is not for the purpose of misrepresentation, the University acknowledges that a preferred first name may be used in the course of University business and education. Therefore, the University will permit students to change their names within the University's information systems so that a preferred first name will be used instead of the legal first name.

*Prospective Students:* Prospective students may indicate their preferred first name when submitting an inquiry to Admissions, when filling out a request-for-more-information card, and/or on the [Insert name] University application form.

*Continuing Students:* Students who are currently enrolled may submit their preferred name using the form available via hyperlink in [insert source]. All such submissions are subject to review by the Dean of Students.

*Restrictions/Limitations:* The ability to use a preferred name is a limited accommodation of a preference. Preferred first name requests will be denied or revoked when the name is deemed inappropriate, including, but not limited to, avoiding a legal obligation, fraud, obscene language, misrepresentation, or misuse of this policy. Students will be subject to disciplinary action through the Office of the Dean of Students in accordance with University policy and the Student Code of Conduct for misuse of this policy.

*Appeals:* Students who feel their preferred first name change was denied unjustly may file an appeal to the Vice President for Student Affairs and Enrollment Management.

Where the preferred first name will appear: o

- o Student Identification Cards \* o Official
- o Student Email Display Name o Online
- o Student Directory
- o Class and Grade Rosters (for students taking courses) o
- o University Diploma o Press Releases o Social Media Sites
- o Other instances where a legal name is not required

\*A one-time waiver of the fee to update the Student Identification Card with the preferred first name will be provided. Subsequent changes will incur the University's standard replacement/loss ID fee.

Where a preferred first name will not appear:

- o Legal Documents and Reports Produced by the University
- o Student Financial Records
- o Financial Aid and Scholarship Documents o Medical
- o Records o Transcripts o Enrollment Verifications o Degree
- o Verifications o Student Employment Documents o
- o Employment Verifications o Employment Documents
- o Paychecks, W2s, and other Payroll Documents o Benefits
- o Enrollment o Third Party Database Systems

### Grading

Academic year 22-23 will follow current local policy.

#### *Lock Haven Campus:*

Grades are a reflection of academic performance. Prospective employers and graduate schools consider grades when making decisions about employment or admission. Grades are a record of achievement satisfying learning, interest, application, and motivation. Grades are submitted by faculty using online grade entry. Grades are due by the deadline on the academic calendar, typically Tuesday at 3 PM following the close of a semester. A quality point is the unit of measurement of the quality of work done by the student. For graduation, students must have to their credit twice as many quality points as they have semester hours, or a 2.0 GPA. Quality points are computed as follows:

- A 4.000 Excellent
- A- 3.700
- B+ 3.300
- B 3.000 Good
- B- 2.700
- C+ 2.300
- C 2.000 Fair
- C- 1.700
- D+ 1.300
- D 1.000 Passing
- E .000 Failure
- EW .000 Failure (unofficial withdrawal)
- F Failure\*
- P Passed\*
- CH Credit w/Honors\*
- CR Credit\*
- NC No Credit\*
- I Incomplete\*
- S Satisfactory (Undergraduate – D or higher)\*
- U Unsatisfactory (Undergraduate – less than D)\*
- AU Audit\*
- W Withdrawal\*

\* Does not affect GPA; "passed" indicates a grade of "D" or better. The GPA is obtained by dividing the total quality points a student has earned at LHU by the total of semester hours attempted or scheduled (less those semester hours taken as pass/fail, repeated, or credit/no credit or transferred).

### **Course Descriptions**

Current course descriptions are available on the web at <http://www.lockhaven.edu/coursecatalog/>; course descriptions available at the time of this publication are included at the end of this document.

## **Programs of Study**

|                          |   |                                  |
|--------------------------|---|----------------------------------|
| Master of Science        | Athletic Training   | Face to Face Delivery            |
| Master of Science        | Clinical Mental Health Counseling – Children and Adolescent Counseling        | 100% On-line Delivery            |
| Master of Science        | Clinical Mental Health Counseling – Counseling Veterans and Their Families    | 100% On-line Delivery            |
| Master of Science        | Clinical Mental Health Counseling – General Clinical Mental Health Counseling | 100% On-line Delivery            |
| Master of Health Science | Health Science – Healthcare Management  | 100% On-line Delivery            |
| Master of Health Science | Physician Assistant   | Face to Face & Distance Delivery |
| Master of Science        | Sport Science – Sport Administration  | 100% On-line Delivery            |
| Master of Science        | Sport Science – Sport and Exercise Psychology                                 | 100% On-line Delivery            |
| Master of Science        | Sport Science – International Sport Mgmt                                      | 100% On-line Delivery            |
| Certificate              | Addiction Counseling  | 100% On-line Delivery            |
| Certificate              | Foundations of Trauma-Informed Care   | 100% On-line Delivery            |
| Certificate              | Military Resil Trauma Counseling  | 100% On-line Delivery            |
| Certificate              | Telemental Health   | 100% On-line Delivery            |
| Certificate              | Trauma-Informed Counseling  | 100% On-line Delivery            |

## **REQUIREMENTS FOR MAJORS**

<http://www.lockhaven.edu/academics/graduate.html>

### **Athletic Training – Master of Science**

The Master of Science in Athletic Training degree is a professional degree with a curriculum guided by the Commission on Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA) Educational Competencies. Graduates of the program will utilize their knowledge to gain employment in a variety of healthcare settings with the majority entering employment in hospitals, sports medicine clinics, universities, interscholastic settings, and professional sports. Additional employment opportunities also exist in performing arts, industry, and the military.

#### **Didactic courses - 45 credits**

ATTR600: Fundamentals in Athletic Training  
ATTR630: Evidence-based Medicine  
ATTR622: Functional Anatomy 1  
ATTR664: Evaluation Techniques 1  
ATTR672: Therapeutic Interventions 1  
ATTR642: Functional Anatomy 2  
ATTR665: Evaluation Techniques 2  
ATTR673: Therapeutic Interventions 2  
ATTR660: General Medical Conditions  
ATTR604: Administration and Organization  
ATTR615: Current Issues in Athletic Training  
HLTH632: Psychology of Injury and Illness  
HLTH663: Applied Sport and Exercise Science  
HLTH615: Pharmacology

#### **Clinical courses - 15 credits**

ATTR653: Clinical Experience 1  
ATTR654: Clinical Experience 2  
ATTR655: Clinical Experience 3  
ATTR656: Clinical Experience 4

**Total - 60 credits**

**Clinical Mental Health Counseling – Master of Science**  
**Concentrations in (1) Children and Adolescent Counseling, (2) Counseling Veterans and their Families,**  
**and (3) General Clinical Mental Health Counseling**

The CACREP Accredited MS in Clinical Mental Health Counseling (CMHC) is an online 60 credit degree program that is designed to be consistent with the requirements for licensure as a professional counselor in Pennsylvania (049 PA Code § 49.13) and to fulfill the accreditation requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the primary accrediting body in the professional counseling field. The program provides opportunities for students throughout the Commonwealth to meet all educational requirements for licensure to practice counseling independently or as members of interdisciplinary teams in Pennsylvania and nationwide. Students seeking licensure outside of Pennsylvania must contact their state licensing boards for requirements.

The program will educate students to provide therapeutic interventions to a diverse population across the spectrum of cognitive, emotional, and behavioral disorders. Through the use of synchronous and asynchronous modalities, the CMHC program promotes students' educational, professional, and personal development by supporting their overall wellness and encouraging a lifelong journey of professional learning and self-reflection. The CMHC program follows the ACA Code of Ethics (2014) to meet the needs of a multicultural society.

**Core (51 credits)**

CMHC605: Clinical Mental Health Counseling as a Profession  
CMHC610: Theories of Counseling and Psychotherapy  
CMHC615: Assessment & Testing in Mental Health Counseling  
CMHC620: Lifespan Development: Implications for Counseling  
CMHC625: Skills and Techniques in Mental Health Counseling  
CMHC630: Research and Evaluation  
CMHC635: Multicultural Counseling  
CMHC640: Career Development and Counseling  
CMHC645: Addiction Counseling  
CMHC650: Psychopathology and Differential Diagnosis  
CMHC655: Advanced Counseling Skills  
CMHC660: Family and Couples Therapy  
CMHC665: Group Counseling  
CMHC685: Ethical, Legal and Professional Issues in Counseling  
Practicum (100 clock hours-3 credits)  
Internship (600 clock hours-6 credits)

**Child and Adolescent Counseling Track**

CMHC662: Child and Adolescent Counseling  
CMHC664: Creative Therapies for Children and Adolescents  
CMHC670: Diagnosis and Treatment of Post-Traumatic Stress Disorder

**Military/Veteran Track**

CMHC670: Diagnosis and Treatment of Post-Traumatic Stress Disorder  
CMHC675: Issues facing Military Veterans  
CMHC680: Reintegration and Recovery for Veterans and their Families

**Generalized Clinical Mental Health Counseling Specialization**

CMHC670: Diagnosis and Treatment of Post-Traumatic Stress Disorder

1 course from the Military/ Veteran Specialization

1 course from the Children/Adolescent Specialization

### **Physician Assistant – Master of Health Science**

The 24 month program leads to a Masters of Health Science Degree and a certificate as a Physician Assistant. With locations at the Lock Haven Main Campus, and three branch locations (Clearfield Campus of LHU, Charles Cole Hospital - Coudersport, and the Dixon University Center – Harrisburg) via distance education (Internet TV delivery), the LHU program offers students a high quality affordable educational experience. In addition to the core Physician Assistant education, students concentrate their studies on the care of rural and or underserved populations or corrections medicine.

#### ***First Year***

|   |       |                              |       |
|---|-------|------------------------------|-------|
| Service Learning Module                       | 1sh   | Ophthalmology                | 1sh   |
| Introductory Module                           | 5sh   | Neurology Module             | 2sh   |
| Women's Health Module                         | 1.5sh | Orthopedics Module           | 1sh   |
| Urology & Sexually Transmitted Disease Module | 0.5sh | Rheumatology Module          | 1.5sh |
| Human Sexuality Module                        | 0.5sh | Dermatology Module           | 1sh   |
| Infectious Disease Module                     | 2sh   | Gastroenterology Module      | 1.5sh |
| Allergy & Immunology Module                   | 1sh   | Obstetrics Module            | 1.5sh |
| Hematology Module                             | 1sh   | Otorhinolaryngology Module   | 1sh   |
| Oncology Module                               | 1sh   | Pediatrics Module            | 2sh   |
| Endocrinology Module                          | 1.5sh | Geriatrics Module            | 1sh   |
| Cardiology Module                             | 3sh   | Surgery Module               | 1.5sh |
| Pulmonary Module                              | 2sh   | Emergency Medicine Module    | 1.5sh |
| Nephrology Module                             | 1.5sh | Alternative Medicine Module  | 0.5sh |
| Psychiatry Module                             | 2sh   | Occupational Medicine Module | 1sh   |

**Total Modular hours (year one): 41.5sh (\*\*Note: sh = semester hours)**

#### **Non-Modular Courses (year one):**

|                              |     |                                  |     |
|------------------------------|-----|----------------------------------|-----|
| HLTH 603 Gross Human Anatomy | 4sh | PYAS 659 Underserved Populations | 3sh |
|                              |     | PYAS 601 Medical Decisions       | 3sh |

**Total First Year 51.5sh**

**Students must maintain a 3.0 grade point average in the above modules to participate in the second year clinical rotations and preceptorships**

**Second Year**

YEAR 2: Summer Session

|                           |      |
|---------------------------|------|
| Clinical Rotations I      | 10sh |
| Evidence Based Medicine I | 1sh  |
| Total                     | 11sh |

YEAR 2: Spring Semester

|                             |      |
|-----------------------------|------|
| Clinical Rotations III      | 15sh |
| Evidence Based Medicine III | 1sh  |
| Total                       | 16sh |

YEAR 2: Fall Semester

|                            |      |
|----------------------------|------|
| Clinical Rotations II      | 15sh |
| Evidence Based Medicine II | 1sh  |
| Total                      | 16sh |

|                          |             |
|--------------------------|-------------|
| <b>Total Second Year</b> | <b>43sh</b> |
|--------------------------|-------------|

***\*Grand Total of Years 1 & 2 94.5 sh***

**Students must maintain a 3.0 grade point average throughout the entire PA program, as well as the approval of the PA program faculty, to receive the Master of Health Science degree.**

### **Sport Science - Master of Science**

The Master of Science in Sport Science is a 30 credit fully online graduate program for those who wish to pursue sport related careers. Graduates of the Sport Administration track are prepared for careers ranging from marketing, sales and sponsorship to event planning and facility management in professional, amateur, educational and community sport settings. Having examined how psychological factors influence sport performance and physical activity participation and how sport and physical activity involvement affect psychological well-being, graduates of the Sport and Exercise Psychology track are prepared to help athletes and others achieve optimal performance.

#### **Concentration in Sport Administration**

**Core (9 credits)**

SPRT600: Research Methods in Sport Science

SPRT601: Sport in American Culture

SPRT602: Ethics in Sport

**Required (15-18 credits)**

SPRT620: Leadership in Sport Organizations SPRT621: Financial Management in Sport SPRT622:

Marketing and Public Relations in Sport

SPRT623: Legal and Policy Issues in Sport

SPRT630: Capstone Project OR SPRT624: Advanced Field Experience (6 credits)

**Electives (3-6 credits)**

SPRT610: Foundations of Sport and Exercise

Psychology

SPRT611: Sport and Exercise Psychology across

Lifespan

SPRT612: Sport Psych for Performance Enhancement

SPRT613: Psychology of Athletic Injury and Recovery SPRT614: Stress Management for the Physically Active

SPRT615: Seminar in Sport Science

SPRT616: Professional Ethics in Sport and Exercise Psychology

SPRT618: Counseling Skills for Sport and Exercise Psychology

**Concentration in Sport and Exercise Psychology****Core (9 credits)**

SPRT600: Research Methods in Sport Science

SPRT601: Sport in American Culture

SPRT602: Ethics in Sport

**Required (18 credits)**

SPRT610: Foundations of Sport and Exercise Psychology

SPRT611: Sport and Exercise Psychology across Lifespan

SPRT612: Sport Psych for Performance Enhancement

SPRT613: Psychology of Athletic Injury and Recovery

SPRT614: Stress and Performance

SPRT630: Capstone in Sport Science

**Electives (3 credits)****Clinical Mental Health Counseling – Certificates**

Addiction Counseling (12 Credits)

- CMHC615 Assessment and Testing in Mental Health Counseling

- CMHC645 Addiction Counseling
- CMHC655 Addiction Counseling Advanced Skills
- CMHC650 Psychopathology, Differential Diagnosis, and Intervention

#### Foundations of Trauma-Informed Care (6 Credits)

- CMHC670 Trauma and crisis counseling
- CMHC671 Foundations of trauma-informed care

#### Military Resilience and Trauma Counseling (9 Credits)

- CMHC670 Trauma and crisis counseling
- CMHC675 Issues facing military Veterans
- CMHC680 Reintegration and Recovery for Veterans and their Families

#### TeleMental Health (3 Credits)

- CMHC652 TeleMental Health

#### Trauma-Informed Counseling (12 Credits)

- CMHC670 Trauma and crisis counseling
- CMHC671 Foundations of trauma-informed care
- CMHC672 Grief and loss counseling
- CMHC673 Advanced interventions in trauma-informed counseling

## **COURSE DESCRIPTIONS**

ACCT610 Financial and Management Accounting (Min SH: 3, Max SH: 3)

Exploration of both financial and managerial accounting. The financial accounting component focuses on the recording of transactions and the creation of financial statements. The management accounting section focuses on the analysis of costing systems and using accounting data for management decision making.

Prerequisites: None

Corequisites: None

ALTE600 Introduction: Inquiry and Educational Change (Min SH: 3, Max SH: 3)

Introduces the Master of Education in Teaching and Learning and Alternative Education. In this course graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

Prerequisites: None

Corequisites: None

ALTE604 Designing Assessments Using Performance Standards (Min SH: 3, Max SH: 3)

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Prerequisites: None

Corequisites: None

ALTE607 Projects, Readings and Case Studies in Alternative Education (Min SH: 3, Max SH: 3)

Concentration on a project, readings, or reflective practice case studies in alternative education. Students choose from the following: (1) identify a curriculum, instruction, staff development, classroom management or leadership problem and design a plan or project to investigate that problem; (2) summarize and analyze scholarly writings in curriculum, instruction, classroom management, leadership, and other related areas in alternative

education; (3) identify a curriculum, instruction, classroom management, leadership issue, and then plan and construct an inquiry regarding the issue.

Prerequisites: None

Corequisites: None

#### ALTE608 Education Reform (Min SH: 3, Max SH: 3)

An in-depth look at efforts to reform the education system in the United States. The course includes a historical overview of American education during the past 100 years; an analysis of reform efforts; contributions by various cultures, inside and outside of the United States to reform efforts; an overview of the process of reform; and, an exploration of current reform initiatives.

Prerequisites: None

Corequisites: None

#### ALTE609 Classroom Management and Control (Min SH: 3, Max SH: 3)

Designed to promote student mastery of theory and practice related to classroom management. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

Prerequisites: None

Corequisites: None

#### ALTE610 Classroom Environment (Min SH: 3, Max SH: 3)

An introduction to working with at-risk students in alternative and regular education classroom settings. The course is designed to prepare educators and others to work in challenging classrooms. Students review the characteristics and dynamics of at-risk conditions for youth and strategies for developing advanced classroom environment competencies and skills.

Prerequisites: None

Corequisites: None

#### ALTE611 Character Education: Developing Students to Become Productive Citizens (Min SH: 3, Max SH: 3)

Focuses on the need for developing students' ability to make good decisions based on reasoned principles and an approach to incorporate this skill as a part of the regular curriculum.

Graduate students enrolled in this course will trace the history of moral education and evaluate various approaches to improve the moral behavior of grade school learners. In addition, the graduate students will choose one area of the curriculum and devise a long-range plan that will enhance the character development of their student learners.

Prerequisites: None

Corequisites: None

#### ALTE612 Number and Number Systems and Pedagogy (Min SH: 3, Max SH: 3)

Utilizes the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework. Graduate students will utilize best practice in mathematical pedagogy and collaborate with other teachers to plan, teach and revise lesson plans in a format that follows Lesson Study research.

Prerequisites: None

Corequisites: None

#### ALTE615 Alternative Education: An Introduction to Theory and Practice (Min SH: 3, Max SH: 3)

This course is designed to be an introduction to theories and practices in Alternative Education. An array of topics is explored to bring research, theories and practices together in a meaningful format. The inquiry nature of this course will serve as a building block for issues in other courses and the capstone research project. Emphasis is placed upon the practical application of theories in the classroom, best practices and characteristics of effective programs.

Prerequisites: None

Corequisites: None

#### ALTE616 Curriculum Issues (Min SH: 3, Max SH: 3)

An introduction to curriculum issues in education settings. This course will empower educators to facilitate a framework for instructional design in the classroom. This course introduces best practices that can be used to empower teachers to align curriculum, instruction, and assessment to meet the core propositions of the National Board for Professional Teaching Standards. Educators will be able to prepare environments that will promote success for at-risk students by utilizing differentiated instructional and management techniques.

Prerequisites: None

Corequisites: None

ALTE617 Grant Writing (Min SH: 3, Max SH: 3)

Focuses on the process of writing grants in human services and education. Students will explore and analyze the various components of a grant, the process of developing and writing proposals, research techniques that produce results, the budgeting process, and how to develop a unified proposal. Students will write a grant proposal as a final product for the course.

Prerequisites: None

Corequisites: None

ALTE618 Cognition, Motivation, and Social Skills in the Classroom (Min SH: 3, Max SH: 3)

Designed to promote student mastery of theory and practice related to cognition, motivation and social skills. Specifically, students explore various aspects of cognition, learning styles, motivation and social skills research and the practical uses of these concepts with students in the classroom.

Prerequisites: None

Corequisites: None

ALTE625 Investigating Curriculum Issues in Education (Min SH: 3, Max SH: 3)

Students may select one issue from the following: curriculum mapping, designing assessment using performance standards, differentiated instruction, brain-based learning. In the alternative, they may propose another issue for instructor approval. Through investigation, analyzation, and discussion, students investigate and formulate criteria necessary for the implementation of best practices within the classroom. (ALTE625 does not supplant ALTE616.)

Prerequisites: None

Corequisites: None

ALTE645 Topics in Urban Education (Min SH: 1, Max SH: 3)

An intensive approach to urban education issues and practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, equity and diversity in the classroom, multi-ability classroom practices, urban curriculum issues,

urban minority families and communities, and other relevant federal legislations, classroom management, and poverty. Emphasis is placed on written work and discussion.

Prerequisites: None

Corequisites: None

#### ALTE648 Topics in Alternative Education (Min SH: 1, Max SH: 3)

An intensive approach to alternative education issues and practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, correctional education, school and/or educational reform, charter schools, specialized alternative learning environments, residential settings, and urban education.

Prerequisites: None

Corequisites: None

#### ALTE692 Reflective Practice and Action Research 1 (Min SH: 3, Max SH: 3)

Provides the framework for a perpetual cycle of reflection, adaptation, assessment and analysis through action research in a classroom or professional setting. This course is the first of two sequenced courses wherein graduate students are provided with the opportunity to formally evaluate the effectiveness of previously learned instructional, assessment, or behavioral techniques through the creation of an action research project.

Prerequisites: None

Corequisites: None

#### ALTE694 Reflective Practice and Action Research 2 (Min SH: 3, Max SH: 3)

The second of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisites: ( ALTE692 ) OR ( EDTL692 )

Corequisites: None

#### ALTE695 Advanced Field Experience (Min SH: 3, Max SH: 3)

The culminating course in the M.Ed. graduate program that allows the graduate student to apply knowledge and demonstrate skills gained in their professions. This course is restricted to

graduate students and is a core requirement in the M.Ed. Teaching and Learning and Alternative Education programs.

Prerequisites: None

Corequisites: None

#### ART609 History of Modern Art (Min SH: 3, Max SH: 3)

Modern art from 1800-1940. Emphasis is placed on the development of concepts relating to modern art and the philosophy underlying the development of various styles of art in the Nineteenth and early Twentieth Centuries.

Prerequisites: None

Corequisites: None

#### ART628 Humanities Seminar (Min SH: 3, Max SH: 3)

The chief purpose of this seminar is to explore the role of the fine arts in contemporary society and in the life of the individual. Students will be required to attend all cultural events on campus (i.e., concerts, plays, art exhibits, etc.). These events will be the basis for discussion, and brief review papers of all these events will be required. Field trips to Bucknell University, Lycoming College, and The Pennsylvania State University may be planned. When possible a trip to Washington, D.C., or New York City will be scheduled.

Prerequisites: None

Corequisites: None

#### ATTR600 Fundamentals of Athletic Training (Min SH: 4, Max SH: 4)

Designed to provide athletic training students the theoretical foundation and clinical skills necessary to create and implement injury prevention and emergency response plans. This course focuses on the foundational knowledge required to develop evidence-based treatment programs and acquisition of skills pertaining to the domains of athletic training.

Prerequisites: None

Corequisites: None

#### ATTR604 Administration and Organization of Athletic Training (Min SH: 3, Max SH: 3)

An in-depth analysis of the issues, policies, and procedures involved with the organization and administration of athletic training in various practice settings. This course evaluates allied health care professions, facility design, standard operating procedures, emergency action plans, budgeting, and health care services, as well as the organizations and documents that affect the profession of athletic training.

Prerequisites: None

Corequisites: None

#### ATTR615 Current Issues in Athletic Training (Min SH: 3, Max SH: 3)

Analyze the ever-changing factors that affect the athletic training profession. Students will evaluate continuing education options, analyze employment recruiting and retention practices, and review state and federal legislative efforts. Students will also be exposed to the associations and agencies that regulate the profession and the governing documents that they publish.

Prerequisites: None

Corequisites: None

#### ATTR622 Functional Anatomy 1 (Min SH: 4, Max SH: 4)

A clinically-based approach to human anatomy that stresses the functional relationships and interactions of the various anatomical structures. Human cadaver dissection by the students is an integral part of the laboratory sessions. Major body areas covered include the lower extremity, head, spine, and skin.

Prerequisites: None

Corequisites: None

#### ATTR630 Evidence-Based Medicine (Min SH: 1, Max SH: 1)

Designed to introduce the concepts of evidence-based medicine. Students develop the skills to generate an appropriate clinical question, to search and critically evaluate the relevant literature, and to make a clinical recommendation based on the findings.

Prerequisites: None

Corequisites: None

#### ATTR642 Functional Anatomy 2 (Min SH: 4, Max SH: 4)

A clinically based approach to human anatomy stressing functional relationship and interaction of the various anatomical structures. Human cadaver dissection by the students is an integral part of the laboratory sessions. Major body areas covered include the upper extremity, thorax, and abdomen.

Prerequisites: None

Corequisites: None

#### ATTR653 Clinical Experience 1 (Min SH: 3, Max SH: 3)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical preceptor. This course is the first of four clinical experiences occurring in a variety of settings with diverse patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None

Corequisites: None

#### ATTR654 Clinical Experience 2 (Min SH: 3, Max SH: 3)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the second of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None

Corequisites: None

#### ATTR655 Clinical Experience 3 (Min SH: 3, Max SH: 3)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the third of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None

Corequisites: None

ATTR656 Clinical Experience 4 (Min SH: 6, Max SH: 6)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical preceptor. This course is the final of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None

Corequisites: None

ATTR660 General Medical Conditions in Athletic Training (Min SH: 3, Max SH: 3)

Provide students the knowledge and skills required to assess the general medical conditions and illnesses that occur in the physically active individual. The course includes an analysis of illness transmission, pathology, prevention, recognition, treatment and referral.

Prerequisites: None

Corequisites: None

ATTR664 Evaluation Techniques 1 (Min SH: 3, Max SH: 3)

Designed to teach students on-field and off-field injury evaluation techniques. Students will develop physical examination skills for the foot, ankle, lower leg, knee, hip, thigh, pelvis, and lumbar spine. Injuries and conditions of the lower extremity, pelvis, and lumbar spine will also be presented.

Prerequisites: None

Corequisites: None

ATTR665 Evaluation Techniques 2 (Min SH: 3, Max SH: 3)

Designed to teach students on-field and off-field injury evaluation techniques. Students will develop clinical evaluation skills, focusing on injuries of the hand, wrist, elbow, shoulder, head, face, cervical spine, and thorax. Injuries and conditions of the upper extremity, head, thorax, and cervical spine will also be presented.

Prerequisites: None

Corequisites: None

ATTR672 Therapeutic Interventions 1 (Min SH: 4, Max SH: 4)

Designed to provide athletic training students the theoretical foundation and clinical skills necessary to create and implement therapeutic interventions for the physically active. The course focuses on the foundational knowledge required to develop evidence-based treatment programs.

Prerequisites: None

Corequisites: None

ATTR673 Therapeutic Interventions 2 (Min SH: 4, Max SH: 4)

Designed to provide athletic training students the theoretical foundation and clinical skills necessary to create and implement therapeutic interventions. The course focuses on developing injury or condition specific evidence-based treatment programs in the physically active population.

Prerequisites: None

Corequisites: None

AVIA615 Aviation/Aerospace Workshop (Min SH: 6, Max SH: 6)

This workshop is designed to give prospective teachers of aviation/aerospace specific preparation to teach typical courses. It will cover such scientific aspects as aerodynamics, aircraft components, weight and balance, meteorology, physiology of flight, and the nature of outer space. Technologically it will include aircraft systems, basic navigation, radio navigation, communications, and the like. Other factors to be dealt with include air traffic control, federal aviation regulations, military applications, commercial and general aviation, and the aviation/aerospace education movement. Special force will be lent to the program by field trips and flight instruction, as well as the use of outstanding specialist consultants.

Prerequisites: None

Corequisites: None

BIOL628 Science Seminar (Min SH: 3, Max SH: 3)

Topics studied each semester vary, but have included selected readings on ethics in science, evolution, genetics and genetic engineering, behavior, the brain, physiology, medicine and the world's environment. Assigned readings are used as a starting point for further student

research and presentations. The interrelationship of biology with other disciplines such as economics, political science, and history are considered. A primary goal of this seminar is to increase the student's exposure to some contemporary topics of biology. Additional coursework will be required for graduate level.

Prerequisites: None

Corequisites: None

#### CHEM628 Science Seminar (Min SH: 3, Max SH: 3)

This seminar explores various topics in chemistry. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisites: None

Corequisites: None

#### CMHC605 Clinical Mental Health Counseling as a Profession (Min SH: 3, Max SH: 3)

Focuses on the counseling professional identity to include the various roles and settings of clinical mental health counselors. The profession of mental health counseling will be examined from both a historical standpoint and in light of current trends. Professional codes of ethics as well as professional organizations, accreditation, credentialing, and licensing will be discussed. Self-care and its impact on the professional counselor will be emphasized.

Prerequisites: None

Corequisites: None

#### CMHC610 Theories of Counseling and Psychotherapy (Min SH: 3, Max SH: 3)

Introduces students to theories and models of counseling and psychotherapy that are consistent with current professional practice and standards. The implications of various theories for conceptualizing client problems and generating intervention techniques will be highlighted. The course focuses upon counseling strategies whose efficacy is supported by empirical evidence.

Prerequisites: None

Corequisites: None

#### CMHC615 Assessment and Testing in Mental Health Counseling (Min SH: 3, Max SH: 3)

Designed to provide an overview of the assessment procedures and tools used by clinical mental health counselors. Students will learn to select, administer, and interpret tests of cognitive ability, achievement, aptitude, memory, personality, and mental and behavioral functioning. Additionally, students will learn to assess suicidality, lethality, and mental status. Emphasis will be placed on integrating the findings of various instruments and communicating the results via oral or written reports.

Prerequisites: None

Corequisites: None

#### CMHC620 Lifespan Development: Implications for Counseling (Min SH: 3, Max SH: 3)

An examination of human development theories across the lifespan. Emphasis will be placed on the importance of understanding developmental norms in conceptualizing the needs of clients and challenges they may be facing. Additionally, the course will cover biological, neurological, physiological, environmental, and cultural factors that impact human development.

Prerequisites: None

Corequisites: None

#### CMHC625 Skills and Techniques in Mental Health Counseling (Min SH: 3, Max SH: 3)

Designed to focus on interpersonal and counseling skills that characterize successful counseling interactions within and across various theoretical models. Evidence-based counseling interventions will be emphasized. The importance of various components of counseling such as goal-setting, developing a treatment plan, dealing with resistance, referral, and termination will also be covered.

Prerequisites: None

Corequisites: None

#### CMHC630 Research and Evaluation (Min SH: 3, Max SH: 3)

Designed to provide students with the skills and knowledge needed to critically evaluate research articles as well as the practice of clinical mental health counseling. The course will focus on research methods, statistical analyses, and ethical and multicultural guidelines for conducting research and developing measurable outcomes to evaluate counseling services. Theories, models, and strategies for consultation will be explored.

Prerequisites: None

Corequisites: None

CMHC635 Multicultural Counseling (Min SH: 3, Max SH: 3)

Examines the importance of cultural context in the process of counseling. Emphasis is placed on developing cultural self-awareness as a foundation for becoming a culturally competent and responsive professional. Lives of students and clients will be examined as they relate to racism, discriminations, sexism, power, privilege, and oppression. Culturally sensitive counseling techniques and therapeutic interventions will be discussed in depth.

Prerequisites: None

Corequisites: None

CMHC640 Career Development and Counseling (Min SH: 3, Max SH: 3)

Reviews career development theories and decision-making models. Students will learn to identify and utilize appropriate assessment and counseling strategies. Career and educational planning across the lifespan will be emphasized.

Prerequisites: None

Corequisites: None

CMHC645 Addiction Counseling (Min SH: 3, Max SH: 3)

Explores theories, etiology, assessment, diagnosis, prevention and intervention of addictions and addictive behaviors. Discussion of co-occurring disorders as well as neurobiological and medical issues will be emphasized. Students will learn various assessments and empirically supported therapeutic treatment strategies for working with addictions. Neurological, behavioral, psychological, physical, and social effects on the user and significant others will be discussed.

Prerequisites: None

Corequisites: None

CMHC650 Psychopathology, Differential Diagnosis and Intervention (Min SH: 3, Max SH: 3)

Focuses on diagnostic classification using the DSM-5 and ICD-11 in order to understand the etiology, symptoms, and clinical presentation of various mental disorders to facilitate differential diagnosis and treatment. Basic classes and uses of commonly prescribed psychopharmacological medications will be discussed. Emphasis will be placed on the

importance of differential diagnosis in developing a treatment plan and selecting appropriate interventions.

Prerequisites: ( CMHC615 AND CMHC620 )

Corequisites: None

#### CMHC652 TeleMental Health (Min SH: 3, Max SH: 3)

Explores technology-assisted mental health services. Students will examine the ethical and legal implications of telemental health, crisis and risk management strategies, and best practices to ethically and legally engage in telemental health and stay current on this rapidly emerging modality.

Prerequisites: None

Corequisites: None

#### CMHC655 Advanced Counseling Skills (Min SH: 3, Max SH: 3)

Provides opportunities to practice advanced interventions and directly apply those skills while maintaining a technology-assisted therapeutic relationship. Experiences include completing an intake, applying diverse therapeutic interventions, writing case notes and a treatment plan, and termination/referral. Direct supervision and feedback will enhance the students' abilities to become effective counselors.

Prerequisites: ( CMHC620 AND CMHC625 )

Corequisites: (CMHC650 )

#### CMHC656 Addiction Counseling Advanced Skills (Min SH: 3, Max SH: 3)

Prepares students to use multiculturally and ethically appropriate interventions to apply various treatment modalities for individuals with alcohol and other drug related barriers. Treatment planning, substance-related disorder assessment, case documentation, and case management strategies will be emphasized.

Prerequisites: ( CMHC615 AND CMHC645 AND CMHC650 )

Corequisites: None

#### CMHC660 Family and Couples Therapy (Min SH: 3, Max SH: 3)

Introduces family and couples therapy from a systemic perspective. Current evidence-based models commonly used in counseling families and couples will be emphasized. Approaches to assessment and treatment planning as well as ethical, legal and professional issues will be covered.

Prerequisites: ( CMHC625 )

Corequisites: None

#### CMHC662 Child and Adolescent Counseling (Min SH: 3, Max SH: 3)

An introduction to child and adolescent counseling. Common disorders and issues for this population will be analyzed. Focus will be on integration of parents/guardians and other interagency personnel who are directly involved with working with children and adolescents. Ethical and legal considerations for counselors will be emphasized.

Prerequisites: None

Corequisites: None

#### CMHC664 Creative Therapies for Children and Adolescents (Min SH: 3, Max SH: 3)

Provides students with the history of play therapy as well as an overview of creative therapeutic techniques such as art therapy, drama therapy, dance/movement therapy, music therapy, cognitive behavioral therapy, and other types of interventions designed to engage children and adolescents in the therapy process. Ethical, legal, and multicultural considerations of creative therapies will be explored.

Prerequisites: None

Corequisites: None

#### CMHC665 Group Counseling (Min SH: 3, Max SH: 3)

Provides didactic and experiential training in group counseling. Critical aspects of group processes and dynamics, including group formation, group stages, cohesion, norms, decision-making, and leading/co-leading will be emphasized. Students are introduced to and practice the skills required to lead counseling groups. Students participate in a processing group for a minimum of ten hours.

Prerequisites: ( CMHC625 )

Corequisites: None

### CMHC670 Trauma and Crisis Counseling (Min SH: 3, Max SH: 3)

Addresses trauma-causing events, disasters, and crises in diverse populations across the lifespan. Identification, conceptualization, and assessment techniques for individuals impacted by crises, disasters, and other trauma-causing events will be emphasized. In addition, students will explore the principles of crisis intervention, diagnosis, theories and models of intervention to enhance individual, family, group, and community resilience. They will also emphasize the need for clinical mental health agencies, emergency management systems, and other crises intervention teams to address self-care.

Prerequisites: None

Corequisites: None

### CMHC671 Foundations of Trauma-Informed Care (Min SH: 3, Max SH: 3)

An overview of the historical foundations of trauma will be explored to include the neurobiological, cognitive, and social impacts of trauma. The link between trauma and addictions will be analyzed. Focus on a trauma-informed care model will be provided. Multicultural, ethical, legal, and professional issues related to trauma-informed care will be described. Counselor self-care and vicarious trauma will be explored.

Prerequisites: None

Corequisites: None

### CMHC672 Grief and Loss Counseling (Min SH: 3, Max SH: 3)

Examines multicultural impacts of grief and loss across the lifespan along with the differences between grief reactions and trauma reactions. A deeper understanding of natural reactions to grief and loss will be discussed to include short-term and long-term psychological challenges. Evidence-based counseling interventions particularly focused on grief and loss will be analyzed. Ethical, legal, and professional issues as they relate to death and dying will be reviewed.

Prerequisites: ( CMHC671 )

Corequisites: None

### CMHC673 Advanced Interventions in Trauma-Informed Counseling (Min SH: 3, Max SH: 3)

Explores treatment approaches by comparing specific skill-based interventions to include: Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), Trauma Focused Cognitive Behavioral Therapy (TF-CBT, and Eye Movement Desensitization Reprocessing (EMDR). Spiritual, belief-based, and systemic interventions will be evaluated. Interventions for co-

occurring disorders with trauma will be assessed. Implications for pharmacological treatment of PTSD will be reviewed.

Prerequisites: ( CMHC671 )

Corequisites: None

#### CMHC675 Issues Facing Military Veterans (Min SH: 3, Max SH: 3)

Assesses military culture and stages of military deployment(s) including impacts on the service member, spouse, and children. Resiliency will be emphasized while also discussing psychological issues facing veterans including dual diagnosis, suicide, moral injury, and disabilities. Considerations for counselors working with military veterans will be explored.

Prerequisites: None

Corequisites: None

#### CMHC680 Reintegration and Recovery for Veterans and their Families (Min SH: 3, Max SH: 3)

Assesses the post-deployment stage and issues facing military veterans and their families during reintegration and recovery will be emphasized. Stories highlighting consequences of service will be examined. Students will analyze empirically supported counseling theories, techniques, and interventions for veterans and their families. Issues facing military veterans and families once discharged will be discussed alongside counselor competence, treatment and prevention strategies, and advocacy processes. Implications of vicarious trauma will be discussed, highlighting individual and organizational strategies to mitigate the potential for counselors to develop vicarious trauma when working with this population.

Prerequisites: None

Corequisites: None

#### CMHC685 Ethical, Legal, and Professional Issues in Counseling (Min SH: 3, Max SH: 3)

Provides students with an in-depth understanding and application of ethical, legal, and professional issues for counselors. Current professional issues within the field will provide a framework with which to thoroughly review the American Counseling Association (ACA) Code of Ethics. Emphasis is placed on the wellness model and self-care issues as related to ethical decision making and advocacy efforts for both the profession and the client.

Prerequisites: ( CMHC605 )

Corequisites: None

### CMHC690 Counseling Practicum (Min SH: 3, Max SH: 3)

Introduces students to the work experience of a professional clinical mental health counselor. Students will complete practicums in settings that reflect their career interests under the supervision of an on-site supervisor and a faculty member. The total practicum experience must yield 100 on-site clock hours to meet CACREP accreditation, of which at least 40 will be spent providing direct clinical service. Students will receive at least one hour of weekly individual supervision from the on-site supervisor, and 1.5 hours of group supervision per week from program faculty.

Prerequisites: ( CMHC615 AND CMHC625 AND CMHC635 AND CMHC650 AND CMHC655 AND CMHC665 AND CMHC685 )

Corequisites: None

### CMHC694 Internship (Min SH: 3, Max SH: 3)

An on-site internship in a setting that reflects the student's career interests. Students will gain clinical experience working directly and indirectly with clients. Students receive one hour of weekly individual site supervision and 1.5 hours of group supervision from the program faculty.

Prerequisites: ( CMHC690 )

Corequisites: None

### CMHC695 Internship 1 for Clinical Mental Health Counseling (Min SH: 3, Max SH: 3)

A 300 on-site clock hour internship in a setting that reflects their career interests (120 hours providing direct clinical service, including leading groups). Students receive one hour of weekly individual site supervision and 1.5 hours of group supervision from the program faculty. Students are encouraged to work in two different sites throughout the experience to reflect the comprehensive work experience of a professional clinical mental health counselor.

Prerequisites: ( CMHC690 )

Corequisites: None

### CMHC696 Internship 2 for Clinical Mental Health Counseling (Min SH: 3, Max SH: 3)

A 300 on-site clock hour internship in a setting that reflects their career interests (120 hours providing direct clinical service, including leading groups). Students receive one hour of weekly individual site supervision and 1.5 hours of group supervision from the program faculty.

Students are encouraged to work in two different sites throughout the experience to reflect the comprehensive work experience of a professional clinical mental health counselor.

Prerequisites: ( CMHC690 )

Corequisites: None

#### CRJS600 The Correctional System (Min SH: 3, Max SH: 3)

This course is a description and analysis of the correctional system with special emphasis on total institutions and their impact on clients and their lives. Special attention is given to the lives of clients in such systems and on their adaptations to such a way of living.

Prerequisites: None

Corequisites: None

#### CRJS605 Research Methods in Criminal Justice (Min SH: 3, Max SH: 3)

Provides an overview of applied research and the advanced concepts of research design most frequently used in the discipline. Students will learn how research builds to theory and how trends in the discipline are identified from the accumulation of research results. Students are also introduced to the dissemination of research in the field and ways to retrieve existing research.

Prerequisites: None

Corequisites: None

#### ECED605 Diversity in Development from Infancy through 4th Grade (Min SH: 3, Max SH: 3)

Designed to provide graduate students with the opportunity to explore diversity factors in depth and examine and analyze the implications for teaching and learning. This is an advanced course and it is assumed that students already have solid knowledge of development of children from birth through 4th grade.

Prerequisites: None

Corequisites: None

#### ECED610 Childhood Play: Theory and Practice (Min SH: 3, Max SH: 3)

Designed to provide graduate students with an in depth look at play theories and the importance of play in child development and learning.

Prerequisites: None

Corequisites: None

#### ECED615 Family, Community and Educational Collaboration (Min SH: 3, Max SH: 3)

Designed to provide graduate students with a review of frameworks for viewing educational collaboration from a family and community perspective. These two factors are explored in depth to examine and analyze their implications for teaching and learning.

Prerequisites: None

Corequisites: None

#### ECED620 Assessment, Evaluation, and Observation (Min SH: 3, Max SH: 3)

Designed to provide graduate students with an in depth look at various methods of assessment and evaluation, theories of measurement, and the role of assessment as an essential part of the instructional process.

Prerequisites: None

Corequisites: None

#### ECED625 Leadership in Early Childhood Education (Min SH: 3, Max SH: 3)

Provide graduate students with opportunities to identify and examine critical leadership issues in early childhood education programs for children from birth to age 5. This course prepares educators for leadership roles working with staff and families in early childhood education settings.

Prerequisites: None

Corequisites: None

#### ECED631 Planning and Administering Childcare Programs (Min SH: 3, Max SH: 3)

Examines the principles of effective program design and administration appropriate for infants through kindergarten. Students develop an early childhood program based on child development theory, administrative theory, educational practice, and government regulations.

Prerequisites: None

Corequisites: None

#### ECON628 Social Science Seminar (Min SH: 3, Max SH: 3)

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisites: None

Corequisites: None

#### EDIT605 Copyright and Management of Digital Assets (Min SH: 3, Max SH: 3)

Introduces students to copyright laws, the Teach Act, Fair Use, and management of digital assets. Conflicts posed by restraining the use of copyright materials in creative efforts and teaching will be discussed, and students will review case studies concerning the violation of copyright. Students will analyze the use of digital works in an organization and propose policies, protocols, and procedures for digital rights management.

Prerequisites: None

Corequisites: None

#### EDIT610 Management of Instructional Technologies (Min SH: 3, Max SH: 3)

Introduces students to management skills required to create a stable, full-featured technology assisted teaching and learning environment. Students will design a needs assessment, research the products that support the functionality required, compare products functionality and usability, set-up and deliver a working prototype, create a workflow for system users, design an evaluation system that assesses students and faculty satisfaction, and determine the cost effectiveness of the product in relation to improved learning outcomes.

Prerequisites: None

Corequisites: None

#### EDIT615 Grant Acquisition, Management, and Reporting (Min SH: 3, Max SH: 3)

Introduces students to grant writing policies, procedures, compliance, data collection, and records management. Students will design a needs assessment, research the organizations and

foundations that support similar projects, review the procedures for application, write a proposal, create a timeline, establish milestones, build a budget, and utilize an electronic reporting system for grant application and management.

Prerequisites: None

Corequisites: None

#### EDLD600 Intro to Educational Leadership (Min SH: 3, Max SH: 3)

An introduction to the Educational Leadership program. This course has a four-fold purpose: 1) to introduce students to the program and all applicable program standards; 2) to establish the requirements and initial structuring of a professional portfolio; 3) to introduce students to basic issues of educational leadership; and 4) to introduce students to the role of a school Principal.

Prerequisites: None

Corequisites: None

#### EDLD602 School Law (Min SH: 3, Max SH: 3)

Focuses primarily on court cases and ethical issues related to the following topics: instruction programs, freedom of expression, search and seizure, student discipline, discrimination, privacy, and teacher dismissal.

Prerequisites: None

Corequisites: None

#### EDLD605 Curriculum and Program Evaluation (Min SH: 3, Max SH: 3)

A required course in the Educational Leadership program and/or elective in the Alternative Education program. The course provides a history of evaluation, identifies the varied purposes of evaluation, and reviews various models of curriculum and program evaluation.

Prerequisites: None

Corequisites: None

#### EDLD607 Professional Development in Schools (Min SH: 3, Max SH: 3)

Reviews the latest research available to educators about implementing professional development programs. Candidates will become familiar with how to design professional development programs with the goal of increasing student achievement. University

partnerships, professional development schools, data-driven programming and standards are included as units of study in the course.

Prerequisites: None

Corequisites: None

#### EDLD612 Instructional Strategies (Min SH: 3, Max SH: 3)

Provides principals with a practical and theoretical overview of effective instructional strategies and used in today's classrooms. The course will highlight scaffolding instruction, differentiated instruction, inclusive practices, varied learning styles and multiple intelligences, standards-based instruction, Blooms' Taxonomy of cognitive development and writing across the curriculum.

Prerequisites: None

Corequisites: None

#### EDLD615 Supervision: Child Development Issues (Min SH: 3, Max SH: 3)

Provides a review of the major developmental considerations between conception and late adolescence. The focus includes the educational implications of developmental milestones, problems in development, and the role of educational leaders in supervision of teachers, counselors and others working with students. Considerable attention is given to the issue of students with disabilities in inclusive settings.

Prerequisites: None

Corequisites: None

#### EDLD620 Leadership and Supervision (Min SH: 3, Max SH: 3)

Exploration of the role of the school principal and supervision responsibilities. Among the functions and leadership roles explored are the following: reformer and change agent; planner; budget administrator; liaison between community, school board, teachers, and government; supervisor; student and teacher advocate, and; instructional leader.

Prerequisites: None

Corequisites: None

#### EDLD625 Special Education Leadership and Administration (Min SH: 3, Max SH: 3)

Focuses on developing the knowledge, competencies and practices for leadership of special education. A required core course in the Educational Leadership program. Evidence-based instructional practices in inclusive settings, legal issues, overrepresentation of minorities in special education and presentation and early intervention practices are major topic areas.

Prerequisites: None

Corequisites: None

#### EDLD630 Leadership Skills for Curriculum Development (Min SH: 3, Max SH: 3)

Explores the role of curriculum leadership through the study and application of varied skills in curriculum development and implementation, curriculum considerations for special populations, evaluation and analysis of the impact of curriculum upon student achievement, and the relationship between evaluation and both student and teacher performance. Students develop competencies for working in a Standards Aligned System (SAS).

Prerequisites: None

Corequisites: None

#### EDLD650 Supervision: Curriculum Issues in a Standards Aligned System (Min SH: 3, Max SH: 3)

Examines the principles underlying the development and supervision of a K-12 school curriculum. Emphasis will be placed on curriculum supervision and methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns designed to enhance student learning and increase performance. Theory and practice of Standards Aligned System (SAS) and Response to Instruction and Intervention (RtII) are examined. This course requires 60 hours of field experience.

Prerequisites: None

Corequisites: None

#### EDLD680 Supervision: Leadership and Administration (Min SH: 3, Max SH: 3)

A combination of classroom and field experiences to develop skills, knowledge, and dispositions related to leadership and administration outlined in the Pennsylvania Department of Education's Framework and Guidelines for Principal Preparation Programs. Students will develop knowledge, skills and dispositions related to strategic planning processes, budgeting, policy development, student discipline, and other areas of leadership and administration.

Prerequisites: None

Corequisites: None

EDLD685 Supervision Leadership and Administration Issues - Advanced Field Experience (Min SH: 3, Max SH: 3)

Allows students to apply skills, knowledge, and dispositions to areas that enhance the performance of an administrator. The course will highlight staff development, data collection, analysis and evaluation, program development, parent involvement, curriculum development, and accountability. Students will complete a variety of considerable in-school/district experiences over the 15 week period; not less than 120 hours.

Prerequisites: None

Corequisites: None

EDLD692 Reflective Practice and the Design of Action Research (Min SH: 3, Max SH: 3)

Designed to promote thoughtful consideration and application of educational leadership theory and research to the analysis of one or more issues that impact student learning in the administrators daily decision-making process.

Prerequisites: ( EDLD600 )

Corequisites: None

EDLD694 Supervised Advanced Field Experiences (Min SH: 3, Max SH: 3)

A full time (15 weeks) field experience under the supervision of a school administrator. The purpose of this field experience is for the leadership candidate to demonstrate mastery of Pennsylvania's Framework for Principal Preparation Program Guidelines and Educational Leadership Constituents Council (ELCC) standards. The Field Experience is the culminating course in the student's academic program of study. The student completes supervised work experiences in the field of school administration and leadership.

Prerequisites: None

Corequisites: None

EDTF602 Global Perspectives in Education (Min SH: 3, Max SH: 3)

An examination of education in light of the global village concept. Focus is on psychosociological, economic, political, historical, and environmental forces that both shape and are shaped by education. Graduates will elevate their critical awareness of the education

institution by examining similarities and differences among selected issues in nation states; formulate possible solutions to shared problems; and hone their decision-making skills.

Prerequisites: None

Corequisites: None

#### EDTL600 Introduction: Inquiry and Educational Change (Min SH: 3, Max SH: 3)

Introduces the Master of Education in Teaching and Learning and Alternative Education. In this course graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

Prerequisites: None

Corequisites: None

#### EDTL601 Teaching and Learning in an Information Age (Min SH: 3, Max SH: 3)

Provides graduate students with an understanding of the teaching/learning process in relation to the emergence of the "information age." Students will consider paradigm shifts in the roles of teacher, learner and technology. Students will compare and contrast the effectiveness of various technology types and how they impact the teaching/learning process. Students will develop technology enhanced learning experiences while developing technology skills reflective of the best practices and applications.

Prerequisites: None

Corequisites: None

#### EDTL602 Advanced Instructional Design and Development (Min SH: 3, Max SH: 3)

The purpose of this course is to provide graduate students understanding and experience with various models of instructional design and development. Students will identify topics, analyze learners, generate objectives and assessments as well as develop content outlines and learning activities. Learners will develop a personal instructional design model reflecting their educational philosophy and approach.

Prerequisites: None

Corequisites: None

#### EDTL603 Educational Assessment Strategies (Min SH: 3, Max SH: 3)

This course will investigate the practical and theoretical issues involved in evaluating student performance, teacher performance and educational programs. The students enrolled in this course will examine a variety of assessment instruments and strategies and discuss the role (s) each has in the evaluation process. The course will enable students to plan, execute and interpret educational assessments.

Prerequisites: None

Corequisites: None

#### EDTL604 Designing Assessments Using Performance Standards (Min SH: 3, Max SH: 3)

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Prerequisites: None

Corequisites: None

#### EDTL605 Critical Issues in Education (Min SH: 3, Max SH: 3)

This course serves to examine timely problems, trends and issues related to education from a multi-disciplinary perspective. The focus is on contemporary influences of change in education at various points across the delivery process. These include issues that come from federal or state decisions in policy and law which impact educational practice, those that are generated by the changing professional knowledge base regarding curriculum and methodology that define best practice, and those that occur at the initial point of education to learners as a function of district policy and teacher practice.

Prerequisites: None

Corequisites: None

#### EDTL606 Analysis of Teaching (Min SH: 3, Max SH: 3)

Utilizing the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework, graduate students explore, design, implement and document strategies to analyze the effectiveness of their teaching and professional development.

Prerequisites: None

Corequisites: None

#### EDTL607 Projects, Readings and Case Studies in Education (Min SH: 3, Max SH: 3)

A course in the M.Ed. program that allows the student to choose a subject of interest in education and pursue a focused and self-directed review of the literature or creation of a project or case study.

Prerequisites: None

Corequisites: None

#### EDTL608 Education Reform (Min SH: 3, Max SH: 3)

An in-depth look at efforts to reform the education system in the United States. The course includes a historical overview of American education during the past 100 years; an analysis of reform efforts; contributions by various cultures, inside and outside of the United States to reform efforts; an overview of the process of reform; and, an exploration of current reform initiatives.

Prerequisites: None

Corequisites: None

#### EDTL609 Classroom Management and Control (Min SH: 3, Max SH: 3)

Designed to provide an opportunity for teachers at the graduate level to fully explore an alternative approach to classroom management using Glasser's Choice Theory. Students will apply their understanding of choice theory both personally and professionally in a self-study to analyze and evaluate the efficacy of a choice theory approach in the classroom.

Prerequisites: None

Corequisites: None

#### EDTL610 Fundamentals of Educational Leadership (Min SH: 3, Max SH: 3)

Fundamentals of Educational Leadership is designed for teachers (or others) who are interested in developing their knowledge and skills in the area of leadership studies. Topics covered include contemporary leadership theory, gender and ethnic issues in leadership, assessment of personal leadership socio-emotional (SEQ) skill profiles, informal and formal school leadership,

assessment of leadership cultures in schools, classroom leadership, teaching leadership skills to students, project and team leadership, transformational and change leadership, exemplary school leadership and the development of a personal leadership portfolio.

Prerequisites: None

Corequisites: None

EDTL611 Character Education: Developing Students to Become Productive Citizens (Min SH: 3, Max SH: 3)

Focuses on the need for developing students' ability to make good decisions based on reasoned principles and an approach to incorporate this skill as a part of the regular curriculum.

Graduate students enrolled in this course will trace the history of moral education and evaluate various approaches to improve the moral behavior of grade school learners. In addition, the graduate students will choose one area of the curriculum and devise a long-range plan that will enhance the character development of their student learners.

Prerequisites: None

Corequisites: None

EDTL612 Number and Number Systems and Pedagogy (Min SH: 3, Max SH: 3)

Utilizes the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework. Graduate students will utilize best practice in mathematical pedagogy and collaborate with other teachers to plan, teach and revise lesson plans in a format that follows Lesson Study research.

Prerequisites: None

Corequisites: None

EDTL615 Alternative Education: An Introduction to Theory and Practice (Min SH: 3, Max SH: 3)

This course is designed to be an introduction to theories and practices in Alternative Education. An array of topics is explored to bring research, theories and practices together in a meaningful format. The inquiry nature of this course will serve as a building block for issues in other courses and the capstone research project. Emphasis is placed upon the practical application of theories in the classroom, best practices and characteristics of effective programs.

Prerequisites: None

Corequisites: None

#### EDTL617 Grant Writing (Min SH: 3, Max SH: 3)

Focuses on the process of writing grants in human services and education. Students will explore and analyze the various components of a grant, the process of developing and writing proposals, research techniques that produce results, the budgeting process, and how to develop a unified proposal. Students will write a grant proposal as a final product for the course.

Prerequisites: None

Corequisites: None

#### EDTL618 Cognition, Motivation, and Social Skills in the Classroom (Min SH: 3, Max SH: 3)

Designed to promote student mastery of theory and practice related to cognition, motivation and social skills. Specifically, students explore various aspects of cognition, learning styles, motivation and social skills research and the practical uses of these concepts with students in the classroom.

Prerequisites: None

Corequisites: None

#### EDTL620 Introduction to Deliberative Public Learning (Min SH: 3, Max SH: 3)

This course introduces students to the theory and practice of deliberative citizen discourse in a democracy. The course links study of theory with participation in actual public forums. Principles of deliberative discourse are studied in relation to theories of democracy and then applied in public forums. Research on public learning and classroom learning are examined, especially in relation to standards-based outcomes assessment. Students will become effective moderators in public deliberative forums and interpreters of results. This course also prepares students for more advanced study of civic engagement and public scholarship and its application in the middle and secondary school settings.

Prerequisites: None

Corequisites: None

#### EDTL625 Investigating Curriculum Issues in Education (Min SH: 3, Max SH: 3)

Students may select one issue from the following: curriculum mapping, designing assessment using performance standards, differentiated instruction, brain-based learning. In the alternative, they may propose another issue for instructor approval. Through investigation,

analysis, and discussion, students investigate and formulate criteria necessary for the implementation of best practices within the classroom.

Prerequisites: None

Corequisites: None

#### EDTL627 Learning Theory and Practice (Min SH: 3, Max SH: 3)

In this course, graduate students will study classical and contemporary theories of learning, their contrasts and connections, and their impact on teaching and curriculum design. These studies, along with the completion of applied projects, will provide a basis for students to enrich their own instructional practice.

Prerequisites: None

Corequisites: None

#### EDTL632 Supervision of Student Teachers (Min SH: 3, Max SH: 3)

Theories and strategies of supervision for cooperating teachers at all levels in the direction of student teaching experiences. Includes the study of delivery systems in the school and classroom which relate to the teacher-student relationship for improving learning capacity, such as planning with specific objectives, skillfully conducted conferences, assessment techniques for analyzing teaching, resolution of teaching and learning problems, understanding role relationships, and exploration of value systems.

Prerequisites: None

Corequisites: None

#### EDTL634 Research Methods in Education (Min SH: 3, Max SH: 3)

An exploration of modern research methodology and theory through readings, lecture, discussions, and exercises. Students will develop skills in the scientific collection and evaluation of data, which will be applied towards solving and evaluating educational and other problems. The focus is on making students more effective consumers of research obtained from both professional journals and the popular media as well as the application of research methodology in a classroom setting.

Prerequisites: None

Corequisites: None

#### EDTL641 School Law (Min SH: 3, Max SH: 3)

This course will emphasize the legal position of the teacher in Pennsylvania and the United States with regard to the organization and administration of school districts, teacher certification, teacher liability, and other legal principles affecting the teacher, principal, pupil, and school district. Opportunity will be provided to use legal source materials and libraries. Significant court cases will be studied and discussed.

Prerequisites: None

Corequisites: None

#### EDTL645 Topics in Teaching and Learning (Min SH: 1, Max SH: 3)

An intensive approach to applied teaching and learning practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, teaching and learning, reflective practices, analysis of teaching, designing assessments, instructional design and development, educational change, and professional teaching standards. Emphasis is placed on written work and discussion.

Prerequisites: None

Corequisites: None

#### EDTL650 Comparative and International Education (Min SH: 3, Max SH: 3)

This course will examine the dynamics of education in light of the global village concept. Focus will be on the social, economic, political, cultural, and environmental forces that shape or that can be shaped by education. Similarities and differences among selected educational systems will be explored. Research will be extracted from diverse data bases. Current technology will be utilized to connect graduate students with educators outside of the United States to discuss issues, trends, similarities, and differences; to formulate solutions to shared problems; and to foster positive changes.

Prerequisites: None

Corequisites: None

#### EDTL680 Internship 1 (Min SH: 6, Max SH: 6)

Provides the first part of a two-tiered internship sequence for actively employed emergency certified teachers. This course provides a specific population of graduate students with opportunities to develop and enhance critical and reflective practices positively impacting student learning. (

Prerequisites: None

Corequisites: None

#### EDTL681 Internship 2 (Min SH: 6, Max SH: 6)

The second and culminating teaching internship experience for actively employed emergency certified teachers, Internship 2 extends and scaffolds upon the objectives, activities, and experiences of Internship 1. Students have the opportunity to refine instructional strategies and the principles of critical and reflective practice explored during the actual internship experience. This course provides a specific population of graduate students with further opportunities to develop and enhance critical and reflective practices related to positively impacting student learning. (

Prerequisites: None

Corequisites: None

#### EDTL685 Performance Based Assessment (Min SH: 3, Max SH: 3)

In this course students will explore various means of performance-based assessment such as portfolio development, observation and other performance-based evaluation techniques. The effective use of technology will be included. Students will develop rubrics and practice skills in scoring them.

Prerequisites: None

Corequisites: None

#### EDTL690 Current Philosophies of Education (Min SH: 3, Max SH: 3)

A study of the philosophies of education that have had an impact on education today. The works of educational philosophies and critiques of their positions will be read and discussed. The implications for today's educational experiences will be discussed.

Prerequisites: None

Corequisites: None

#### EDTL692 Reflective Practice and Action Research 1 (Min SH: 3, Max SH: 3)

Provides the framework for a perpetual cycle of reflection, adaptation, assessment and analysis through action research in a classroom or professional setting. This course is the first of two

sequenced courses wherein graduate students are provided with the opportunity to formally evaluate the effectiveness of previously learned instructional, assessment, or behavioral techniques through the creation of an action research project.

Prerequisites: None

Corequisites: None

#### EDTL694 Reflective Practice and Action Research 2 (Min SH: 3, Max SH: 3)

The second of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisites: ( EDTL692 ) OR ( ALTE692 )

Corequisites: None

#### EDTL695 Advanced Field Experience (Min SH: 3, Max SH: 3)

The culminating course in the M.Ed. graduate program that allows the graduate student to apply knowledge and demonstrate skills gained in their professions. This course is restricted to graduate students and is a core requirement in the M.Ed. Teaching and Learning and Alternative Education programs.

Prerequisites: None

Corequisites: None

#### FINA605 Corporate Finance (Min SH: 3, Max SH: 3)

An introduction to corporate financial management and investments. The primary objective is to provide students with a framework and toolset to analyze financial decisions based on fundamental principles of modern financial theory. Capital markets and the process of raising capital will be addressed along with how financial managers make investment decisions that create value for shareholders.

Prerequisites: ( ACCT610 )

Corequisites: None

#### FINA610 Financial Risk Management (Min SH: 3, Max SH: 3)

An introduction to financial risk management. An examination of the issues involved in identifying, measuring, computing and managing financial risks. The course will focus on learning and using the tools and methods for identifying sources of risk and risk factors, and for applying hedging and other risk management methods.

Prerequisites: ( FINA605 )

Corequisites: None

#### GEOS628 Science Seminar (Min SH: 3, Max SH: 3)

The course looks at how scientists search for knowledge and try to gain an understanding of natural phenomena. Students explore the roles science and technology play in human activities both locally and globally. Specific topics vary and are based upon the expertise and interest of the faculty member responsible for teaching the course that semester.

Prerequisites: None

Corequisites: None

#### HIST605 The Renaissance and Reformation (Min SH: 3, Max SH: 3)

Key intellectual developments of the Renaissance including secularism, humanism, and individualism. Analysis of early Protestant movements. Ideas and influences of Protestant and Catholic leaders including Luther, Calvin, Loyola, and Pope Paul III. The Commercial Revolution.

Prerequisites: None

Corequisites: None

#### HIST608 History of Ideas in the United States (Min SH: 3, Max SH: 3)

A survey of the major trends in American religious, political, social and economic thought from the colonial period to the present.

Prerequisites: None

Corequisites: None

#### HIST618 US Women's History (Min SH: 3, Max SH: 3)

An exploration of the experiences of women in the United States from colonial times to the present. The course examines the way that U.S. history has been shaped by gender, that is, the impact of gender on women's economic status and social roles. It also explores the diversity of

experiences of women of different classes and ethnic backgrounds. Finally, the course examines women's contributions to U.S. culture or politics.

Prerequisites: None

Corequisites: None

#### HIST622 History of Modern China (Min SH: 3, Max SH: 3)

Traces the political, social, economic, and intellectual evolution of China from approximately 1800 to present. Special emphasis will be placed upon Western imperialism in China, the Revolution of 1911, the rise of the Nationalist and Communist Parties, the Chinese Civil War, the People's Republic, and post-Mao China. No previous exposure to China is presumed.

Prerequisites: None

Corequisites: None

#### HIST627 History of Modern Japan (Min SH: 3, Max SH: 3)

Traces the evolution of Japan from an isolated island nation to a world power. Deals with the political, economic, social, military and intellectual history of Japan from 1600 to the present. Particular emphasis will be placed on the Takugawa Bakafu, the Meiji Restoration, the rise of Militarism and Nationalism, the Russo-Japanese War, the occupation of China, World War II, the Reconstruction, and the modern Japanese economy. No previous exposure to Japan is presumed.

Prerequisites: None

Corequisites: None

#### HIST628 Social Science Seminar (Min SH: 3, Max SH: 3)

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisites: None

Corequisites: None

#### HIST666 History of Modern Southeast Asia (Min SH: 3, Max SH: 3)

Traces the evolution of Southeast Asia from its early modern history as a focal region for European and American colonialism and conquest, to the emergence of the contemporary independent states. Emphasis will be placed on Dutch colonialism in Indonesia, the British in Burma and Malaysia, America in the Philippines, French Indochina, the Vietnam War, and Southeast Asia since 1975.

Prerequisites: None

Corequisites: None

#### HIST672 Historical Perspectives on Appalachian Health Care (Min SH: 3, Max SH: 3)

Students will study the development of health care systems and issues in Appalachia, a region that contains central Pennsylvania. This course will provide students with an opportunity to scrutinize and discuss primary sources and historical analyses that address the following issues: identification of the region and recognition of the unique health needs of its inhabitants; the development of the medical profession and its relationship to other health care providers; and evaluation of the effectiveness of the traditional medical system in Appalachia.

Prerequisites: None

Corequisites: None

#### HIST690 Contemporary World Problems (Min SH: 3, Max SH: 3)

A detailed study of the historical background and significance of several major contemporary problems. Issues treated will vary from year to year in response to the changing world scene. Typical problems are the Arab-Israeli conflict, arms limitation, northern Ireland, the status of Taiwan, among others.

Prerequisites: None

Corequisites: None

#### HLTH600 Substance Abuse Issues (Min SH: 3, Max SH: 3)

The purpose of this course is to provide current, accurate, and documented information concerning drug use and abuse in society. Special attention will be given to prevention, intervention, and treatment. This course will aid individuals involved in education or developing educational programs dealing with drug awareness.

Prerequisites: None

Corequisites: None

#### HLTH601 Current Issues in Health (Min SH: 3, Max SH: 3)

Health is a dynamic and rapidly changing field that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn from popular and professional literature are presented and discussed. Extensive utilization of current newspapers on a day-to-day basis is also stressed.

Prerequisites: None

Corequisites: None

#### HLTH603 Gross Human Anatomy (Min SH: 4, Max SH: 4)

Gross anatomy is studied regionally stressing relationships of major structures, organs, vessels, and nerves. Human cadaver observation and dissection by students are included in the laboratory sessions. All major areas of the body are covered. References to the relationship of anatomical structures to pathology, traumatic injury and medicine are stressed.

Prerequisites: None

Corequisites: None

#### HLTH605 Assessment and Planning for Health Programs 1 (Min SH: 3, Max SH: 3)

An introduction to community assessment tools, data collection and the utilization of data to plan effective program in the community and clinical settings. Students will design appropriate evaluation plans to assess program goals and objectives.

Prerequisites: None

Corequisites: None

#### HLTH610 Contemporary Issues in Health and Healthcare (Min SH: 3, Max SH: 3)

Focuses on the current issues and trends in health and healthcare. The course recognizes the fact that the field of health is a dynamic and rapidly changing area that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn largely from current popular and professional literature will be presented, evaluated, analyzed and discussed. Extensive utilization of daily popular press will also be stressed.

Prerequisites: None

Corequisites: None

#### HLTH615 Introduction to Pharmacology (Min SH: 3, Max SH: 3)

An introduction to pharmacology which focuses on principles of drug actions and major classes of drugs. The course emphasizes mechanisms of action, rationale for therapeutic use, side effects, and relevant toxicities. Emphasis will be placed on pharmacotherapeutics in order to promote an understanding of the use of drugs in the clinical setting.

Prerequisites: None

Corequisites: None

#### HLTH620 Applied Research and Statistics (Min SH: 3, Max SH: 3)

Designed to teach students to interpret research and determine methods of best practice. This course will apply the design and data analysis of recent topics in health research to common statistical methods in the field. Experimental and observational designs will be used to discuss statistical methods, both descriptive and inferential.

Prerequisites: None

Corequisites: None

#### HLTH624 Leadership Theory and Practice (Min SH: 3, Max SH: 3)

Integrate the theoretical and interdisciplinary nature of leadership into a variety of work settings with particular emphasis on healthcare/health services delivery systems. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential in the workplace.

Prerequisites: None

Corequisites: None

#### HLTH625 Grief and Loss Education (Min SH: 3, Max SH: 3)

The purpose of this course is to recognize loss, grief and bereavement as an important part of life. The course contributes to general education through the development of knowledge and skills necessary to address loss, grief and bereavement in personal and professional roles. This course will aid individuals involved in education or developing educational programs concerning loss and grief including educational systems, communities and health care providers.

Prerequisites: None

Corequisites: None

#### HLTH630 Women's Health Issues (Min SH: 3, Max SH: 3)

Addresses relevant issues regarding women's health and puts this knowledge to use. Provides a forum for the presentation of medical and scientific information on the health needs of women. For the context of this course, women's health issues are defined as any matters that affect women's health differently from that of men.

Prerequisites: None

Corequisites: None

#### HLTH631 Applied Leadership in Healthcare (Min SH: 3, Max SH: 3)

Constructed to challenge students to appraise leadership within public health and healthcare organizations using contemporary leadership perspectives. Students will construct a lens through which leadership within these environments can be evaluated. This systematic analysis will be used to assess leadership behaviors revealed through a wide range of case studies within the health care industry as well as those displayed within their own work environment.

Prerequisites: None

Corequisites: None

#### HLTH632 Psychological Aspects of Injury and Illness (Min SH: 3, Max SH: 3)

Designed to expose future healthcare providers to the psychological aspect of injury, illness, and rehabilitation. Students analyze literature related to psychological issues that can significantly impact the quality of rehabilitation and the patient's life. Psychological factors such as motivation, confidence, anxiety, goal setting techniques, relaxation training on injury and illness are evaluated and their influence on the rehabilitation and disease process is investigated throughout this course.

Prerequisites: None

Corequisites: None

#### HLTH634 Healthcare Informatics (Min SH: 3, Max SH: 3)

Analysis of the evolution of information technology in healthcare with an emphasis on administrative and clinical decision making. Students will assess the value of implementing or advancing technology in their area of practice.

Prerequisites: None

Corequisites: None

#### HLTH635 Epidemiology in Community Health (Min SH: 3, Max SH: 3)

Focuses on the study of epidemiology including the patterns of disease and injury in human populations and the application of this study to the control of health problems such as infections and chronic disease, mental disorders, community and environmental health hazards, unintentional injuries and geriatric problems.

Prerequisites: None

Corequisites: None

#### HLTH638 Ethical Trends in Healthcare (Min SH: 3, Max SH: 3)

Examines ethical and professional issues administrators and practitioners most often encounter in the changing consumer-driven healthcare environment. Topics will include business and organizational ethics, organization and individual responsibility, and ethical decision-making.

Prerequisites: None

Corequisites: None

#### HLTH640 Grant Writing (Min SH: 3, Max SH: 3)

An introduction and application of the mechanics, principles and techniques of successful grant writing. Students will apply the fundamental components of a grant proposal such as identifying sources of grant funding, conducting research to support their application and tailoring their proposals to specific audience interests. Students will locate funding opportunities and develop a competitive grant proposal for an agency of their choice following the agency's Request for Proposal (RFP) format.

Prerequisites: None

Corequisites: None

#### HLTH641 Applied Healthcare Finance and Data Management (Min SH: 3, Max SH: 3)

An introduction to the basic concepts of accounting, finance, and economics as they apply to healthcare. The course also discusses the role of financial information in the decision making process. Data types, sources, and uses are discussed and applied in the context of case studies.

Prerequisites: None

Corequisites: None

#### HLTH644 Assessment and Planning for Health Programs 2 (Min SH: 3, Max SH: 3)

A critical examination of program planning models and processes to systematically design and evaluate theory-based health programs in community and clinical settings. Students will examine systematic data collection, analysis and presentation of community and clinical program implementation, quality control, efficacy and cost considerations.

Prerequisites: ( HLTH605 AND HLTH620 )

Corequisites: None

#### HLTH645 Theoretical Foundations of Health Education and Promotion Programs (Min SH: 3, Max SH: 3)

An introduction to the theoretical foundations of health education and promotion programs. The course emphasizes the practical applications of theory for planning, needs and assets assessment, evaluation, and research.

Prerequisites: None

Corequisites: None

#### HLTH650 Leadership in the Public Sphere (Min SH: 3, Max SH: 3)

An interdisciplinary course focusing on issues that confront public leaders. Emphasis is placed on the rhetoric, political tactics, ethical challenges, and cultural aspects that influence public perceptions of effective leadership.

Prerequisites: ( HLTH624 )

Corequisites: None

#### HLTH663 Applied Sport and Exercise Science (Min SH: 3, Max SH: 3)

Provides students the fundamentals of fitness assessment, exercise prescription, and sports nutrition from a Health Science perspective. Students will develop and apply the skills required

to perform a fitness assessment and subsequent exercise prescription in the physically active population. Course content also includes the nutritional requirements for optimal exercise performance.

Prerequisites: None

Corequisites: None

#### HLTH670 Sex Education (Min SH: 3, Max SH: 3)

Human sexuality from a biological, behavioral and cultural perspective. The component parts of each area are integrated to provide a comprehensive and total concept of human sexuality.

Prerequisites: None

Corequisites: None

#### HLTH685 Advanced Professional Field Experience in Health Science (Min SH: 3, Max SH: 9)

An emphasis on the development of practical, on-the-job experience and skills under the direct supervision of a professional in the field of healthcare or health education. The professional field experience is considered a culminating experience and will demand an advanced degree of preparation, initiative and responsibility to complete successfully. Supervision is provided by both the instructional staff of the university and the cooperating agency.

Prerequisites: None

Corequisites: None

#### HLTH690 Capstone Project in Health Science (Min SH: 6, Max SH: 6)

Prerequisites: None

Corequisites: None

#### HLTH698 Health Science Seminar (Min SH: 3, Max SH: 3)

A critical analysis and/or comparison of topics related to health science within a framework provided by the instructor. Examples include contemporary issues in healthcare; a comparative analysis of healthcare systems in different countries; health issues related to population, economics, social and other factors; healthcare issues of special populations; the healthcare crisis in the United States; and emerging healthcare technologies and fields.

Prerequisites: None

Corequisites: None

#### HPED605 Contemporary Instructional Models in Physical Education (Min SH: 3, Max SH: 3)

Overview and analysis of current theory-based models of instruction described in the professional physical education literature. Students in this course will design specific curricular plans based on these contemporary models for implementation and will align specific standards and objectives within an assessment plan for student outcomes for the models. Additionally, students will support the selection of various models with current research on teaching physical education.

Prerequisites: None

Corequisites: None

#### HPED610 Qualitative Analysis of Motor Skills (Min SH: 3, Max SH: 3)

Designed to measure, analyze, and qualitatively evaluate complex motor skills, such as sport skills, by using and integrating basic subdisciplines of motor learning and control, kinesiology, and biomechanics.

Prerequisites: None

Corequisites: None

#### LANG628 Humanities Seminar (Min SH: 3, Max SH: 3)

A study of major films produced in Spain, with emphasis on the three leading directors: Luis Buñuel, Carlos Saura and Pedro Almodóvar. (All films are subtitled; no knowledge of Spanish is necessary for the seminar.) Basic concepts of film criticism will be applied to analyses of films and social history and aesthetic movements will be considered where necessary to an understanding of specific films.

Prerequisites: None

Corequisites: None

#### MATH605 Probability (Min SH: 3, Max SH: 3)

The mathematical treatment of probability is covered. Introductory topics included: counting principles, subadditivity formulas, independence and conditional probability. There is also a

thorough treatment of discrete and continuous random variable, both univariate and multivariate, including traditionally discussed examples (including Binomial, Negative Binomial, Poisson, Normal, Gamma), properties of expected value, statistical independence, moment generating functions and transformations of random variables. This course covers materials for the actuarial exam P (Probability).

Prerequisites: None

Corequisites: None

#### MATH610 Introduction to Financial Mathematics (Min SH: 3, Max SH: 3)

Formulation, analysis and interpretation of mathematical models in financial mathematics and interest theory, with applications to present and accumulated values for various streams of cash flows are covered. Topics in the theory of interest include the time value of money, annuities, loans, bonds, general cash flows and portfolios and immunization. Financial instruments, including derivatives, options, forwards, futures, swaps and the concept of no-arbitrage are covered. This course covers materials for the actuarial exam FM (Financial Mathematics).

Prerequisites: None

Corequisites: None

#### MATH615 Actuarial Models and Life Data Analysis (Min SH: 3, Max SH: 3)

A discussion of the traditional actuarial models and theory of life contingencies with modern computational techniques. Emphasis is placed on the practical context for the survival models and valuation methods necessary to foster general business awareness in the life insurance context and to develop the mathematical tools necessary for risk management in this context. This course covers materials for the actuarial exam MLC (Models for Life Contingencies).

Prerequisites: ( MATH605 AND MATH610 )

Corequisites: None

#### MATH620 Mathematical Statistics (Min SH: 3, Max SH: 3)

A rigorous mathematical foundation of inferential statistics. The sampling distribution for the mean, proportion, difference between two means or proportions, prediction intervals and tolerance limits, variance and ratio of two variances. One-sided and two-sided confidence intervals will be covered, and hypothesis testing of population claims will be studied. Chi-square goodness-of-fit tests, the Neyman Pearson Lemma and decision theory will be discussed, as well as an introduction to simple linear regression.

Prerequisites: ( MATH605 )

Corequisites: None

#### MATH625 Regression Analysis and Statistical Models (Min SH: 3, Max SH: 3)

An introduction to linear regression is covered. Simple linear regression with least squares estimates and general regression models with hypotheses testing and confidence intervals for regression parameters are studied. Multiple linear regression with least squares estimation, matrix approach, hypotheses testing, and ANOVA are covered. Testing of models, data analysis and appropriateness of models are covered. Use of dummy variables and selections of the "best subset" of the predictor variable are discussed, along with logistic regression.

Prerequisites: None

Corequisites: (MATH620 )

#### MATH628 Mathematical Science Seminar (Min SH: 3, Max SH: 3)

This seminar has featured such topics as the study of the history of mathematics, the impact and potential effects of computers upon society, and the study of mathematics as it occurs with society in the forms of puzzles, games, and other types of recreation.

Prerequisites: None

Corequisites: None

#### MATH630 Time Series and Forecasting (Min SH: 3, Max SH: 3)

An introduction to time series and forecasting. Topics include an introduction to prediction using time-series regression methods with seasonal and non-seasonal data. The use of data observed and collected over a series of time is used to model and forecast using univariate, autoregressive, and moving average models. Smoothing methods for forecasting are also covered.

Prerequisites: ( MATH625 )

Corequisites: None

#### MATH665 Internship in Actuarial Science (Min SH: 3, Max SH: 6)

An exploration of major concepts and topics that encompass the field of actuarial science. It is an integrated experience in which the students apply their knowledge of business,

mathematics, statistics and actuarial science skills gained from previous coursework. All internships must be completed under a university supervisor.

Prerequisites: ( MATH615 )

Corequisites: None

#### MATH690 Capstone Project in Actuarial Science (Min SH: 3, Max SH: 6)

Explores major concepts and topics that encompass the field of actuarial science. As a capstone project, it is an integrated experience in which the students apply their knowledge of business, mathematics, statistics and actuarial science skills gained from previous coursework. All capstone projects must be completed under a university supervisor.

Prerequisites: ( MATH615 )

Corequisites: None

#### PHIL615 Ethical Issues in the Health Care Professions (Min SH: 3, Max SH: 3)

An examination of some of the major ethical issues in the various health care professions. Particular analysis will include, but not be limited to the following: the allocation of medical resources; consent and truth telling in medicine; genetic engineering; reproductive technologies; and advanced directives. Professionals from various health care fields will be invited to speak on selected topics.

Prerequisites: None

Corequisites: None

#### PHIL620 Bio-Medical Ethics: An Overview (Min SH: 1, Max SH: 1)

The purpose of this course is to provide an overview of some of the major ethical issues in medicine and possible approaches to resolving ethical dilemmas in that context. Particular attention will be given to the following topics: the allocation of medical resources, consent and truth telling in medicine, confidentiality, and advanced directives.

Prerequisites: None

Corequisites: None

#### PHIL625 Ethics in Business and Industry (Min SH: 3, Max SH: 3)

An in-depth survey of the relevance of ethical theory to the making of professional decisions in business and industry. An extensive introduction to ethical theory and logic is followed by a discussion of difficult ethical dilemmas that professionals must confront every day. Emphasis is placed on hiring and firing practices, advertising and marketing, environmental issues, and the impact of industry on society at large.

Prerequisites: None

Corequisites: None

#### PHIL628 Humanities Seminar (Min SH: 3, Max SH: 3)

Graduate philosophy seminar.

Prerequisites: None

Corequisites: None

#### PHIL690 Current Philosophies of Education (Min SH: 3, Max SH: 3)

A study of the philosophies of education that have had an impact on education today. The works of educational philosophies and critiques of their positions will be read and discussed. The implications for today's educational experiences will be discussed.

Prerequisites: None

Corequisites: None

#### PHYS628 Science Seminar (Min SH: 3, Max SH: 3)

This seminar explores various topics in the physical sciences with an emphasis on physics. Students are expected to research and develop knowledge on subjects discussed in the seminar, where the expertise of the instructor is used to explain and interpret the more technical aspects. Students will participate in class discussions using a knowledge base formed in part by class assignments. Students will give presentations to the class. Specific topic selection is based upon the expertise and interest of the designated science faculty. Examples include: Biographies of 20th Century Physicists, Science in the 20th Century, Pseudoscience, Science and Science Fiction, and Popularization of Science.

Prerequisites: None

Corequisites: None

#### POLI600 Junior/Senior Research Seminar (Min SH: 3, Max SH: 3)

This is an advanced course in political science research. It provides the upper-level political science major with practice in the use of various research tools as part of a semester-long individual research project. The specific substantive focus of the course will vary, depending on the instructor.

Prerequisites: None

Corequisites: None

#### POLI628 Social Science Seminar (Min SH: 3, Max SH: 3)

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisites: None

Corequisites: None

#### POLI630 Public Policy (Min SH: 3, Max SH: 3)

An upper-level course on the study of public policy. Includes an overview of the epistemological and methodological issues surrounding the study of public policy as they are viewed from different ideological perspectives. In addition the course provides an in-depth study of public policy related to poverty and welfare in the U.S.

Prerequisites: None

Corequisites: None

#### POLI650 International Relations (Min SH: 3, Max SH: 3)

The study of current diplomatic, economic, and political problems as they affect the balance of power, disarmament, the East-West struggle, the United Nations and the emerging states of Africa and Asia.

Prerequisites: None

Corequisites: None

POLI690 Political Theory (Min SH: 3, Max SH: 3)

The history of Western political thought from the Greeks through the 18th century. Theories pertaining to the nature of the state and the legitimate objectives of governments: authority, sovereignty, law, liberty, etc.

Prerequisites: None

Corequisites: None

PSYC612 Human Neuropsychology (Min SH: 3, Max SH: 3)

An introduction to the field of Neuropsychology. The instructor will cover basic brain anatomy relevant to higher mental functions and will describe the methods used in Clinical Neuropsychological assessment. The course will cover language dysfunctions affecting speaking, comprehending, reading, and writing. It will also cover descriptions and assessment of computation, movement, and recognition deficits. Neglect, callosal, frontal lobe, amnesic, epileptic, emotional, and dementia syndromes will conclude the topics for the course. Students will learn through reading and discussing case histories of patients who have suffered brain damage. The students will be expected to design treatment and management plans for some of these patients.

Prerequisites: None

Corequisites: None

PSYC625 Psychology of Women (Min SH: 3, Max SH: 3)

Examines the psychology of women in the following areas: The status of women from a historical and current perspective; developmental issues; achievement motivation; female sexuality; and psychological disorders prevalent in women.

Prerequisites: None

Corequisites: None

PSYC628 Social Science Seminar (Min SH: 3, Max SH: 3)

This seminar explores various topics in psychology. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisites: None

Corequisites: None

PSYC640 Adult Development and Aging (Min SH: 3, Max SH: 3)

Focuses on normal human development over the full span of the adult years, examining both stability and change in the physical, intellectual, emotional, and social dimensions of adult life. The major challenges, tasks, hazards, crises, achievements, and satisfactions typically experienced at each stage or era will be explored and discussed.

Prerequisites: None

Corequisites: None

PYAS600 Service Learning Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It prepares the student to participate in program service learning projects that focus on the health care needs of rural communities. Content areas in this module include: introduction to community health and preventive medicine, community health needs assessment, community screening and health promotion/disease prevention programs, diagnostic procedures used in health screening programs, and alternative therapies. Each student will participate in designing, implementing, and assessing community-based service learning projects in designated communities within proximity to the university.

Prerequisites: None

Corequisites: None

PYAS601 Medical Decisions (Min SH: 3, Max SH: 3)

An exploration of the many influences in medical decisions made by providers, patients, communities and governments. Institutional and psychological constraints will be considered when looking at legal, ethical, moral and personal medical decisions. Medical decisions will also be viewed through various multicultural prisms. Throughout the course, we will examine the balance of pragmatism and compassion in the quickly changing medical arena.

Prerequisites: None

Corequisites: None

PYAS602 Introductory Module (Min SH: 5, Max SH: 5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It introduces the student to fundamental concepts essential to understanding subsequent components of the curriculum. Content areas in this module include:

fundamentals of medical research and reasoning, an overview of pathophysiology, introductory patient assessment including the medical history and physical examination, pharmacokinetics and pharmacodynamics, health promotion and disease prevention,, medical records, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS603 Gross Human Anatomy (Min SH: 4, Max SH: 4)

Gross anatomy is studied regionally stressing relationships of major structures, organs, vessels, and nerves. Human cadaver observation and dissection by students are included in the laboratory sessions. All major areas of the body are covered. References to the relationship of anatomical structures to pathology, traumatic injury and medicine are stressed.

Prerequisites: None

Corequisites: None

#### PYAS604 Women's Health Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in gynecology and women's health. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS605 Corrections Medicine (Min SH: 3, Max SH: 3)

Designed to provide the PA student with an overview of health care systems in correctional facilities. The course will explore social, medical, health care policy, financial, ethical and other issues relevant to care of the incarcerated patient. It provides the student with the background and knowledge of the delivery of healthcare in the correctional facility setting.

Prerequisites: None

Corequisites: None

PYAS606 Urology and Sexually Transmitted Disease Module (Min SH: 0.5, Max SH: 0.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in urology, including sexually transmitted diseases. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, services learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS608 Human Sexuality Module (Min SH: 0.5, Max SH: 0.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. Personal attitudes toward sexual issues are explored in order to prepare the student to discuss issues of sexuality with patients. Other topics include human sexual response, sexual diversity, and the diagnosis and treatment of disorders of human sexual response.

Prerequisites: None

Corequisites: None

PYAS610 Infectious Disease Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in infectious diseases. Content areas in this module include: medical research and reasoning, medical microbiology, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education,, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS612 Allergy and Immunology Module (Min SH: 1, Max SH: 1)

One of a series of modules that comprises the didactic curriculum of the Physician Assistant program. The course provides a disease and problem-oriented approach to understanding the

etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in allergy and immunology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, population health, and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS614 Hematology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in hematology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS615 Underserved Populations (Min SH: 3, Max SH: 3)

Explores disparities in healthcare access, delivery, and policy through readings, discussions, and essays. Students will discuss populations who face barriers in care due to age, race, ethnicity, education, gender identity, sexual orientation, immigration status, and other factors. The course will examine the historical, racial, ethnic, socioeconomic, and geographic factors that contribute to these disparities. Additional areas of focus will include the history of the US healthcare system, ongoing attempts at healthcare reform, and the challenges faced by urban and rural communities.

Prerequisites: None

Corequisites: None

#### PYAS616 Oncology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in oncology. Content areas in this module include: medical

research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS617 Underserved Populations: A Global Perspective (Min SH: 3, Max SH: 3)

Offers students enrolled in the Physician Assistant Program the opportunity to study health disparities in globally underserved populations and develop the cultural competence skills necessary to provide quality care to diverse populations. This course will explore the topics of cross-cultural communication, comparative analysis of health care systems, health care for underserved communities, and interdisciplinary collaboration among the health professions. The course will be run in two parts. In the first part, before leaving the US, students will receive instruction on the concepts of culture, ethnicity, and race. They will learn about cultural norms and behavioral factors. They will discuss how to communicate with non-English speakers, when to get an interpreter, and how to ensure people feel valued regardless of background. Students will become aware of cultural parameters, such as perceptions of time and space, gender roles, rituals, and beliefs about health. This pre-trip portion of the course will also explore the use of folk and herbal remedies. Students will discuss how peoples' health beliefs are dependent upon their education, socioeconomic status, and degree of acculturation. Time will be spent exploring the explanatory models of disease, the LEARN technique for facilitating patient interviews, and the various strategies that can be employed for negotiating medical treatment. Students will also analyze the US health care system and discuss other health care models from around the world. In the second part of the course, students will travel to a foreign country where they will engage in activities such as living in homestays, participating in community health projects, completing language workshops, learning about cross-cultural communication, and exploring the country's health care system. Learning formats will include lectures, role-playing, audiovisual materials, group discussions, and community service.

Prerequisites: None

Corequisites: None

#### PYAS618 Endocrinology Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in endocrinology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS620 Cardiology Module (Min SH: 3, Max SH: 3)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in cardiology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS622 Pulmonary Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in pulmonary medicine. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS624 Nephrology Module (Min SH: 1.5, Max SH: 1.5)

One of a series of modules that comprises the didactic curriculum of the Physician Assistant program. The course provides a disease and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in nephrology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, medical record keeping, population health, and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS626 Psychiatry Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in psychiatry. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedure, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS628 Ophthalmology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in ophthalmology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS630 Neurology Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in neurology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS632 Orthopedics Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding

the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in orthopedics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS634 Rheumatology Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in rheumatology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS636 Dermatology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in dermatology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS638 Gastroenterology Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in gastroenterology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS640 Obstetrics Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in obstetrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS642 Otorhinolaryngology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in otorhinolaryngology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS644 Pediatrics Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in pediatrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS646 Geriatrics Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in geriatrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS648 Surgery Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in surgery. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS650 Emergency Medicine Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in emergency medicine. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS652 Integrative, Alternative, and Complementary Medicine Module (Min SH: 0.5, Max SH: 0.5)

One of the series of modules that comprises the didactic curriculum of the Physician Assistant program. This module provides the student with an orientation to integrative, complementary, and alternative methods of health care, including such fields as acupuncture, chiropractic, energy medicine, herbal medicine, naturopathy, and culturally-based therapies.

Prerequisites: None

Corequisites: None

#### PYAS654 Occupational Medicine Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in occupational medicine, with special emphasis on those occupations that predominate in rural areas. Content areas in this module include: medical research and reasoning, epidemiology, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, prevention, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

#### PYAS661 Evidence Based Medicine I (Min SH: 1, Max SH: 1)

The first of three complimentary courses that will develop skills in Evidence Based Medicine (EBM). Students will build upon skills acquired during the first year of the program and apply EBM skills to authentic patient cases. Students will explore the limitations and the ethical implications of evidence based practice. The overall goal this course will be to extrapolate (EBM) use into their future practice as clinicians.

Prerequisites: None

Corequisites: None

#### PYAS662 Evidence Based Medicine II (Min SH: 1, Max SH: 1)

The second of three complimentary courses that will develop skills in Evidence Based Medicine (EBM). Students will build upon skills acquired during the first year of the program EBM I. Students will apply EBM skills to authentic patient cases. Students will explore the limitations and the ethical implications of evidence based practice. The overall goal this course will be to extrapolate evidence based medicine use into their future practice as clinicians.

Prerequisites: None

Corequisites: None

#### PYAS663 Evidence Based Medicine III (Min SH: 1, Max SH: 1)

The third of three complimentary courses that will build upon skills acquired during EBM I and II. Students will further develop skills using the concepts of variability, validity, sensitivity, specificity and probability of testing. Students will apply EBM to their daily clinical practice. This course culminates in the written and oral presentation of the EBM capstone project.

Prerequisites: ( PYAS662 )

Corequisites: None

#### PYAS664 Clinical Rotations I (Min SH: 10, Max SH: 10)

The first in a series of three rotations, 12 weeks in duration, designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will be assigned to a minimum of two clinical rotation sites in any of the following disciplines: surgery, internal medicine, pediatrics, OB/GYN, emergency medicine, or any subspecialty discipline that will develop skills required for generalist/primary care practice.

Prerequisites: None

Corequisites: None

#### PYAS665 Clinical Rotations II (Min SH: 15, Max SH: 15)

An eighteen-week clinical experience, the second in a series of three courses, that allows students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will be assigned to a minimum of three clinical rotation sites in any of the following disciplines: surgery, internal medicine, pediatrics, OB/GYN, emergency medicine, or any subspecialty discipline that will develop skills required for generalist/primary care practice.

Prerequisites: None

Corequisites: None

#### PYAS666 Clinical Rotations III (Min SH: 15, Max SH: 15)

An eighteen-week clinical experience, the third in a series of three courses, that allows students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will develop an understanding of the health promotion, disease prevention needs of communities and refine skills that develop problem-focused and disease-oriented approach diseases commonly seen in the primary care setting.

Prerequisites: ( PYAS665 )

Corequisites: None

PYAS670 Clinical Rotation: Corrections Medicine (Min SH: 6, Max SH: 6)

This rotation is one of a series of rotations required by students enrolled in the LHU Physician Assistant Program Corrections Concentration. The course will expose the student to medical and ethical issues inherent to providing healthcare services in correctional settings. During the six-week correction medicine rotation, the PA student will develop appreciation for the care of the incarcerated patient with particular emphasis being placed on the uniqueness of such care in the corrections setting.

Prerequisites: None

Corequisites: None

PYAS671 Clinical Rotation: Obstetrics and Gynecology (Min SH: 6, Max SH: 6)

During this six-week clinical rotation, the student is assigned to a preceptor who practices obstetrics and gynecology/maternal and child health. The student will develop the knowledge, skills, abilities and attitudes required to care for obstetric and gynecologic patients in the office and hospital settings. Students will develop both a problem-oriented and disease-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of common obstetric and gynecologic problems seen in primary care.

Prerequisites: None

Corequisites: None

PYAS672 Clinical Rotation: General Surgery (Min SH: 6, Max SH: 6)

This six-week clinical rotation is one of a series of five designed to develop a core base of medical knowledge for the Physician Assistant in Rural Primary Care student. Students will be assigned to a physician preceptor, who will act as both mentor and teacher, developing the surgical acumen required in primary care practice. Students will be required to develop a problem and disease oriented approach to the etiology, pathophysiology, manifestations, diagnosis and treatment of surgical disease commonly seen in the primary care setting.

Prerequisites: None

Corequisites: None

PYAS673 Clinical Rotation: Pediatrics (Min SH: 6, Max SH: 6)

In this six-week clinical rotation, the student is assigned to a preceptor who practices pediatrics/maternal and child health. The student will develop the knowledge, skills, abilities and attitudes required to care for pediatric patients in office and hospital settings. The student will develop both a problem-oriented and disease-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of common pediatric problems seen in primary care.

Prerequisites: None

Corequisites: None

PYAS674 Clinical Rotation: Internal Medicine (Min SH: 6, Max SH: 6)

In this six-week clinical rotation, the student is assigned to an internist physician preceptor, who will serve both as mentor and clinical instructor. The student will develop the knowledge, skills, abilities and attitudes required to care for the adult and geriatric patient in rural primary care. Students will develop both a problem-oriented and disease-oriented approach to the etiology, pathophysiology, manifestations, diagnosis, and treatment of diseases commonly seen in the primary care setting.

Prerequisites: None

Corequisites: None

PYAS675 Clinical Rotation: Elective (Min SH: 6, Max SH: 6)

This course is one in a series of five clinical rotations designed to develop a core base of medical knowledge for the Physician Assistant in Rural Primary Care student. Students will be assigned to a physician preceptor, who will serve as both mentor and teacher, developing the skills required to care for the patient in rural primary care. The elective rotation allows the student to develop skills in a primary care subspecialty outside the four core rotations that are requirements within the curriculum. Areas considered appropriate for elective rotations include, but are not limited to: emergency medicine, Geriatrics, Psychiatry, oncology, Otolaryngology, Orthopaedics, or any other area that is appropriate to rural primary care practice. Students will be required to develop an appreciation of epidemiology, etiology, clinical presentation, and management of diseases that commonly present in primary care that are shared with the primary care sub-specialist.

Prerequisites: None

Corequisites: None

#### PYAS676 Preceptorship in Rural Primary Care (Min SH: 18, Max SH: 18)

In this eighteen-week clinical preceptorship, the student is assigned to a primary care physician preceptor, who will serve both as mentor and clinical instructor. The student will develop the knowledge, skills, abilities and attitudes required to care for the pediatric, adult and geriatric patient in rural primary care. In addition to developing a problem-oriented and disease-oriented approach to the etiology, pathophysiology, manifestations, diagnosis, and treatment of diseases commonly seen in the primary care setting, the student will also develop an understanding of the health promotion, disease prevention needs of the community in which they are located.

Prerequisites: None

Corequisites: None

#### PYAS677 Clinical Rotation: Emergency Medicine (Min SH: 6, Max SH: 6)

This rotation is one of a series of rotations required by students enrolled in the LHU Physician Assistant Program. The course will expose the student to medical and ethical issues inherent to providing healthcare services in an emergency room setting. During the six-week rotation the PA student will develop appreciation for the care of the emergency department patient with particular emphasis being placed on the uniqueness of such care in the emergency setting.

Prerequisites: None

Corequisites: None

#### PYAS690 Summative Remediation Module (Min SH: 3, Max SH: 3)

This module represents a customized unit of study that will assist the student in meeting the requirements set forth in the Physician Assistant Program Summative Evaluation Process. The LHU PA Program summative evaluation is designed to evaluate student's mastery of areas including cognitive, psychomotor and affective skills required for entry level clinical practice as a physician assistant. Enrollment is limited to students who, at the completion of the 24-month Physician Assistant Curriculum, have not met the standards set forth in summative evaluation or who desire to enhance their preparation for National Board Certification.

Prerequisites: None

Corequisites: None

#### SCI601 Natural Selection and Evolution (Min SH: 1, Max SH: 1)

Provides content background which elementary and middle school teachers need to effectively teach the tenets of Darwinian natural selection and evolution. Other topics, including population genetics, sexual selection and altruism, molecular evolution, human origins, and extinction, will be presented using inquiry-based pedagogy and will stress the processes of science. Although topics such as creationism and intelligent design will be considered briefly, the focus of this offering will be evolution as manifest in biological systems. This course is founded upon both the National Science Education Standards and the Pennsylvania Science and Technology Standards.

Prerequisites: None

Corequisites: None

#### SCI602 Plant Adaptations and Survival (Min SH: 1, Max SH: 1)

Examines a variety of anatomical, morphological, life cycle, and physiological adaptations that contribute to growth, survival, and reproduction of plants. These adaptations allow plants to successfully survive in various environments and are a basis for biodiversity. The course is founded upon the National Science Education Standards, Pennsylvania Science and Technology Standards and the Pennsylvania Ecology and Environmental Standards and provides content knowledge which is pertinent to elementary and middle school classroom instruction.

Prerequisites: None

Corequisites: None

#### SCI603 Genetic Concepts (Min SH: 1, Max SH: 1)

Reviews basic concepts in Mendelian (transmission), molecular, and evolutionary genetics through hands-on activities, projects, and discussions. This course is based on the National Science Education Standards and the Pennsylvania Science and Technology Standards, and provides content knowledge pertinent to elementary and middle school classroom instruction.

Prerequisites: None

Corequisites: None

#### SCI604 Wetlands Ecology (Min SH: 1, Max SH: 1)

Provides content background which elementary and middle school teachers need to effectively teach concepts related to wetland habits, species and ecology. Wetland structure and function will be presented using inquiry-based pedagogy. This course is founded upon both the National Science Education Standards, the Pennsylvania Science and Technology Standards and the Ecology and Environmental Standards and provides content knowledge which is pertinent to elementary and middle school classroom instruction.

Prerequisites: None

Corequisites: None

#### SCI640 Water Resources (Min SH: 1, Max SH: 1)

Provides advanced content background that elementary and middle school teachers need to teach effectively the principles of water resources. This course is founded upon the National Science Education Standards, Pennsylvania Science and Technology Standards, and Pennsylvania Ecology and Environment Standards.

Prerequisites: None

Corequisites: None

#### SCI660 Simple Machines (Min SH: 1, Max SH: 1)

Provides content background that elementary and middle school teachers need to effectively teach the tenets of simple machines based on the Standards. Topics addressed in this course (levers, wheel and axles, pulleys, inclined planes, screws, and wedges) are presented using inquiry-based pedagogy and stress the processes of science. This course is founded upon the National Science Education Standards and Pennsylvania Science and Technology Standards.

Prerequisites: None

Corequisites: None

#### SOCW613 Women in Crisis (Min SH: 3, Max SH: 3)

Explores women's changing roles, and crises due to these changes, and their implications for Social Work and human service practitioners. Emphasizing the social worker's responsibilities for advocacy and the responsibilities of a change agent, this course focuses on the social worker's accelerated roles and tasks associated with the situation.

Prerequisites: None

Corequisites: None

SPAN618 Spanish Drama 2 (Min SH: 3, Max SH: 3)

A study of the major works of the Spanish theater from the second half of the 19th century until the present time. Trends in the evolution of modern drama will be identified and analyzed and the nature of a dramatic work in performance will be considered.

Prerequisites: None

Corequisites: None

SPEC602 Characteristics and Etiology of Autism Spectrum Disorders (Min SH: 3, Max SH: 3)

Designed to offer a comprehensive understanding of Autism Spectrum Disorders through exploration of characteristics and etiologies. Students will develop and demonstrate an in depth understanding of defining characteristics of and diagnostic criteria for various Autism Spectrum Disorders and other associated disorders.

Prerequisites: None

Corequisites: None

SPEC612 Collaboration with Families, Agencies, Community to Support Individuals with Autism Spec Dis (Min SH: 3, Max SH: 3)

Designed to provide students with an advanced level of knowledge and skills to effectively collaborate with families, agencies, and the community to support the educational, social, functional, and transition needs of students with Autism Spectrum Disorders (ASD). Students will examine family systems and address issues that impact family dynamics. Significant emphasis will be on identifying available community resources, designing individual programming, promoting collaborative efforts, leading cross-system planning efforts, and providing professional service leadership activities to teach and mentor others to effectively engage with students with ASD.

Prerequisites: None

Corequisites: None

SPEC622 Assessment for Instructional Planning for Students with Autism Spectrum Disorders (Min SH: 3, Max SH: 3)

Designed to provide students with additional knowledge and skills to effectively conduct assessments and plan instructional programming for students with Autism Spectrum Disorders (ASD). Students will gain an understanding of the legal provisions for current assessment

practices relevant to students with ASD. Significant emphasis will be on selecting and implementing appropriate assessment instruments, interpreting data to design and adapt programming, and leading the functional behavior assessment process to identify problematic behaviors.

Prerequisites: ( SPEC602 )

Corequisites: None

#### SPEC632 Instructional Interventions and Methods Across Grade Levels for Autism Spectrum Disorders (Min SH: 3, Max SH: 3)

Designed to offer a comprehensive understanding of instructional interventions and methods across grade levels for students with Autism Spectrum Disorders (ASD). Students will develop and demonstrate in-depth an understanding related to research driven, evidence-based instructional practices for academic, functional, and occupational skills, as well as communications and social skills instruction.

Prerequisites: ( SPEC602 )

Corequisites: None

#### SPRT600 Research Methods in Sport Science (Min SH: 3, Max SH: 3)

An application of historical, descriptive and experimental research strategies and designs to sport and physical activity. This course prepares graduate students to design, conduct, and report research. Emphasis is placed upon planning research, utilizing research methods, and interpreting results.

Prerequisites: None

Corequisites: None

#### SPRT601 Sport in American Culture (Min SH: 3, Max SH: 3)

Examines the sociocultural environment in which sport exists, including detailed evaluation of the impact of such issues as gender, race, media, social stratification, ethnicity, mass media and commercialization, politics, and leadership from historical and contemporary sociocultural perspectives. Focuses on American cultural ideologies throughout history and their interplay with both amateur and professional sport.

Prerequisites: None

Corequisites: None

#### SPRT602 Ethics in Sport (Min SH: 3, Max SH: 3)

An advanced interpretation of moral issues in sport examining the meaning and significance of values and ethics issues in sport, including ethical decision-making, towards the formulation of a professional philosophy of sport and physical activity. Intended to help foster critical thinking skills, to interpret the philosophical and ethical background of sport, and to cultivate written communication skills.

Prerequisites: None

Corequisites: None

#### SPRT610 Foundations of Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

A survey of the psychological factors related to performance and participation in sport and exercise settings. Emphasis is placed on determining how psychological variables influence performance and participation in physical activity pursuits and how physical activity participation affects the psychological well-being of the individual. This course will assess theoretical and methodological approaches to a variety of sport and exercise psychology topics including motivation, group processes, competition, and performance enhancement.

Prerequisites: None

Corequisites: None

#### SPRT611 Sport and Exercise Psychology Across the Lifespan (Min SH: 3, Max SH: 3)

Designed to focus on developmental changes in the psychosocial antecedents and consequences of sport and physical activity across the lifespan. Specific topics include (1) describing theoretical frameworks and methods used to study sport and physical activity related psychosocial development across the lifespan, (2) describing how self-perceptions develop and influence behavior in movement contexts at different points in life, and (3) explaining how social and contextual factors influence developmental processes associated with physical activity.

Prerequisites: None

Corequisites: None

#### SPRT612 Sport Psychology for Performance Enhancement (Min SH: 3, Max SH: 3)

An evaluation of the nature of performance, sources of performance crises, and self-regulation strategies used to enhance sport performance. Specific objectives include (a) distinguishing the

antecedents and consequences of subjective and objective performances, (b) conceptualizing motor performance and performance problems in a psychological context, and (c) matching psychologically-based performance problems with theoretically-based intervention strategies. This class is specifically designed to help students formulate practical strategies for teaching various psychological skills from an education perspective.

Prerequisites: None

Corequisites: None

#### SPRT613 Psychology of Athletic Injury and Recovery (Min SH: 3, Max SH: 3)

An examination of psychological theories and applied considerations related to athletic injuries and the subsequent rehabilitation of the physically active. Emphasis is placed on the psychosocial antecedents to athletic injury and factors related to the psychological experience and treatment of the injured athlete and athlete in transition.

Prerequisites: None

Corequisites: None

#### SPRT614 Stress and Performance (Min SH: 3, Max SH: 3)

An examination of the demands of athletic competition that cause stress for athletes, coaches, and other sport figures. This course identifies the psychophysiology of the stress response and the individual/ performance costs of distress. Emphasis is placed on the principles and methods of preventive stress management, such as social support, exercise, and the relaxation response and their application in sport and exercise settings for improved performance.

Prerequisites: None

Corequisites: None

#### SPRT615 Seminar in Sport Science (Min SH: 3, Max SH: 3)

An intensive seminar approach to the study of sport science. The course will address contemporary issues and emerging trends in sport science and examine their historical and cultural significance. Specific topics will vary and may be repeated if topic under study is different.

Prerequisites: None

Corequisites: None

SPRT616 Professional Ethics in Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

An introduction to the professional and ethical issues relevant to the practice of sport and exercise psychology. The goal of the course is to encourage ethical behavior of sport and exercise psychology professionals consistent with the ethical principles and guidelines recognized by the discipline. These include competence, integrity, professional and scientific responsibility, respect and concern for others, and social responsibility.

Prerequisites: None

Corequisites: None

SPRT617 Cultural and Ethnic Diversity for Sport Psychology Consulting (Min SH: 3, Max SH: 3)

Examines the influence of cultural and ethnic differences on the delivery of sport psychology consulting services. The course develops appropriate skills, competencies and knowledge of consultants working with diverse athlete and performance populations. Analysis of conceptual frameworks for sociopolitical and cultural factors that impact human behavior provides an understanding of diversity, multiculturalism, and cultural awareness. Students explore a variety of topics including culture, ethnicity, race, national origin, language, physical appearance and ability, sexual orientation, and spirituality.

Prerequisites: None

Corequisites: None

SPRT618 Counseling Skills for Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

An introduction to basic counseling skills and techniques relevant to applied sport and psychology. Students will develop skills in presenting sport psychology intervention material. Included are tools for building rapport, empathy, listening and life-development skills, treatment versus consulting, ethics, closure, and termination. Students will become aware of the boundaries of the sport psychology consultant and how to refer for clinical issues.

Prerequisites: None

Corequisites: None

SPRT620 Leadership in Sport Organization (Min SH: 3, Max SH: 3)

Interprets effective management practices including policy development, human resource management, negotiation, resource allocation, labor relations and conflict resolution based on analysis of current organizational and leadership theory. The course focuses on the successful

development and implementation of organizational goals through use of existing research and student event management.

Prerequisites: None

Corequisites: None

#### SPRT621 Financial Management in Sport (Min SH: 3, Max SH: 3)

Evaluates the financial aspects of sport including traditional and innovative revenue producing strategies available to sport organizations. Topics include financial challenges at diverse levels, facility financing, public subsidization and support, budgeting and economic impact analysis.

Prerequisites: None

Corequisites: None

#### SPRT622 Marketing and Public Relations in Sport (Min SH: 3, Max SH: 3)

Designed to evaluate the marketing and public relations strategies used by sport organizations to increase brand awareness, brand/fan loyalty, and brand/fan identification.

Prerequisites: None

Corequisites: None

#### SPRT623 Legal and Policy Issues in Sport (Min SH: 3, Max SH: 3)

An evaluation of law and policy as they relate to the specific domain of sport. The course will interpret existing legal precedents and current federal, state and local policies that influence contemporary sport administration. Specific topics include contracts, torts, Title IX, the Americans with Disabilities Act, civil rights policy and constitutional law. This course will evaluate the relevance of court cases and existing policy for sport administrators.

Prerequisites: None

Corequisites: None

#### SPRT624 Advanced Field Experience (Min SH: 6, Max SH: 6)

An emphasis on the development of practical, on-the-job skills and experience through work with a sponsoring entity under the supervision of an approved mentor in an area related to sport administration. Requires full-time, on-the-job work and may include financial compensation. The Advanced Field Experience is demanding of the student's skills and abilities

and requires an advanced degree of preparation, initiative, and responsibility to complete successfully and, as such, is considered a culminating experience.

Prerequisites: None

Corequisites: None

#### SPRT630 Capstone in Sport Science (Min SH: 3, Max SH: 3)

Facilitates the design, development and implementation of a capstone project in sport science. Students are required to conduct a comprehensive synthesis of the literature on an approved topic in sport science and complete either a research, strategic management or policy project.

Prerequisites: None

Corequisites: None

#### SPRT631 Mentored Experience in Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

Designed to provide opportunities for sport and exercise psychology students to develop applied skills in real life situations under the supervision of a sport and exercise psychology professional. The skills developed by the students will address competencies and proficiencies as directed by the Association for Applied Sport Psychology (AASP).

Prerequisites: None

Corequisites: None

#### SPRT640 The Global Soccer Industry (Min SH: 3, Max SH: 3)

Provides management and sport science students with an in depth understanding of the organization, administration, marketing, sponsorship, law, and policy issues in international soccer with particular reference to the major soccer leagues such as the Premier League (England), La Liga (Spain), Serie A (Italy), Bundesliga (Germany), etc. The European Champions League, and major governing bodies such as FIFA and UEFA. The interface with MLS and soccer in the United States and the global soccer industry also will be explored.

Prerequisites: None

Corequisites: None

#### SPRT642 International Sport Organization and Governance (Min SH: 3, Max SH: 3)

An exploration of sport organization and governance in the international context with a focus on international federations, professional leagues and comparative analyses of governmental sporting policies. Students will explore the roles of imperialism and globalization on international development since the late nineteenth century. Students will examine the place of sport and international events such as the Olympics and World Cup within this context.

Prerequisites: None

Corequisites: None

#### SPRT644 Sport in the Global Marketplace (Min SH: 3, Max SH: 3)

An exploration of the international sport business including the production and consumption of professional and Olympic sports and the impact of globalization on sport. Themes explored include globalization, commercialization, marketing, comparative sport models of participation and spectating, immersive fan experience, and internationalization of sports brands.

Prerequisites: None

Corequisites: None