

2005-2006
Graduate Catalog

Point Park University

Pittsburgh, Pennsylvania



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

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

- (1) The right to inspect and review their education records within 45 days of the day an appropriate University official receives a written request for access.

Students shall submit to the Registrar, Financial Aid Director, Dean or other appropriate University or school official written requests that identify the record(s) they wish to inspect.

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

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

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

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

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

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

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

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

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

Regional and Professional Accreditation and Approval

Point Park University is an independent, four-year, coeducational university accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pa. 19104, 215-662-5606. Point Park University is also approved by the Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333, 717-787-7572.

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

The Master of Arts in Curriculum and Instruction is an approved program by the Pennsylvania Department of Education. As such, Point Park University's Department of Education is able to recommend candidates for District-Wide (K-12) Supervisor of Curriculum and Instruction certificates to students who meet all of the state's requirements (see page 15 of catalog).

The Master of Arts in Educational Administration is an approved program by the Pennsylvania Department of Education. Point Park University's Department of Education is able to recommend candidates for the PA State Certificate for School Principal K-12 to those students who meet all of the state's requirements (see page 15 of catalog).

Calendar 2005-2007

Fall Term 2005

First Quarter Accelerated Classes Begin	August 27 (S)
All other classes begin, 8 a.m.	August 29 (M)
Labor Day Recess	September 5 (M)
First Quarter Accelerated Classes End	October 8 (S)
Mid Semester Break (Accelerated Classes)	October 15 (S)
Second Quarter Accelerated Classes Begin	October 22 (S)
Thanksgiving Recess	November 21-26
Second Quarter Accelerated Classes End	December 10 (S)
All other classes end	December 10 (S)
Finals	December 12-17

Spring Term 2006

All Classes begin	January 14 (S)
Martin Luther King Holiday	January 16 (M)
First Quarter Accelerated Classes End	February 25 (S)
Mid Semester Break (Accelerated Classes)	March 4 (S)
Spring Break	March 6-11
Second Quarter Accelerated Classes Begin	March 11 (S)
Spring Holiday	April 14 (F)
Regular Saturday Classes Meet	April 15 (S)
Accelerated Classes Holiday Break	April 15 (S)
Second Quarter Accelerated Classes End	April 29 (S)
All other classes end	April 28 (F)
Finals	April 29-May 5
Commencement	May 6 (S)

Summer Term 2006

First Quarter Accelerated Classes Begin May 13 (S)
Summer session 1 and Summer 12-week classes begin May 15 (M)
Memorial Day Holiday May 29 (M)
First Quarter Accelerated Classes End June 24 (S)
All other Summer 1 classes end June 26 (M)
Summer 2 Classes Begin June 27 (T)
Accelerated Classes Holiday Break July 1 (S)
Fourth of July Holiday July 4 (T)
Second Quarter Accelerated Classes Begin July 8 (S)
Summer 2 and Summer 12-week classes end August 7 (M)
Second Quarter Accelerated Classes End August 19 (S)

Fall Term 2006

First Quarter Accelerated Classes Begin August 26 (S)
All other classes begin, 8 a.m. August 28 (M)
Labor Day Recess September 4 (M)
First Quarter Accelerated Classes End October 7 (S)
Mid Semester Break (Accelerated Classes) October 14 (S)
Second Quarter Accelerated Classes Begin October 21 (S)
Thanksgiving Recess November 20-25
Second Quarter Accelerated Classes End December 9 (S)
All other classes end December 9 (S)
Finals December 11-16

Spring Term 2007

All Classes Begin	January 13 (S)
Martin Luther King Holiday	January 15 (M)
First Quarter Accelerated Classes End	February 24 (S)
Mid Semester Break (Accelerated Classes)	March 3 (S)
Spring Break	March 5-10
Second Quarter Accelerated Classes Begin	March 10 (S)
Good Friday Holiday	April 6 (F)
Accelerated Classes Holiday Break	April 7 (S)
Regular Saturday Classes Meet	April 15 (S)
Second Quarter Accelerated Classes End	April 28 (S)
All other classes end	April 27 (F)
Finals.....	April 28-May 4
Commencement	May 5 (S)

Summer Term 2007

First Quarter Accelerated Classes Begin	May 12 (S)
Summer session 1 and Summer 12-week classes begin	May 14 (M)
Memorial Day Holiday	May 28 (M)
First Quarter Accelerated Classes End	June 23 (S)
All other Summer 1 classes end	June 25 (M)
Summer 2 Classes Begin	June 26 (T)
Accelerated Classes Holiday Break	June 30 (S)
Fourth of July Holiday	July 4 (W)
Second Quarter Accelerated Classes Begin	July 7 (S)
Summer 2 and Summer 12-week classes end	August 6 (M)
Second Quarter Accelerated Classes End	August 18 (S)



Dear Student:

This catalog will inform you about Point Park University's graduate programs in Acting, Business Administration, Criminal Justice Administration, Curriculum and Instruction, Educational Administration, Engineering Management, and Journalism and Mass Communication.

Point Park University prides itself on being responsive to the needs and goals of those who want to continue their education at the graduate level. From the establishment of our first graduate program, the Master of Arts in Journalism and Mass Communication in 1981, to the addition of the most recent, the Master of Arts in Educational Administration and the Master of Science in Criminal Justice Administration, the University has kept pace with the changing educational and career needs and goals of our students.

Graduate study at Point Park is personal and professional. Classes, taught by full-time faculty and adjuncts recognized as leaders in their fields, are small. Graduate students are known by name, not number, and receive an education that combines theory and practical application. Our graduate programs utilize a variety of instructional methods, including lectures, case methods, teamwork, special projects, and laboratories, and are scheduled to accommodate adult learners, many of whom are employed full time.

We are proud to offer an academically challenging and stimulating graduate education that prepares students for career advancement. I believe you will find the type of graduate education that meets your needs and goals here at Point Park University.

Sincerely,

A handwritten signature in cursive script that reads "Katherine Henderson".

Katherine Henderson
President

Point Park University Mission Statement

The mission of the University is to enrich the lives and enhance the careers of our students through disciplined, innovative education.

The University

The Campus

Point Park University is located in the center of downtown Pittsburgh, one of America's most dynamic cities. Once known primarily for its steel industry, Pittsburgh has emerged as a symbol of revitalization in the Northeast. Yet, despite changing from a steel-dominated region to a high-tech center, Pittsburgh has managed to retain the charm and friendliness of a small town.

Point Park University has participated actively in the city's renaissance. The campus has expanded from the partial use of one building to five buildings downtown and the Pittsburgh Playhouse of Point Park University in Oakland. Presently, the University buildings include The University Center, housing the Point Park University Library, the Cinema and Digital Arts program with state-of-the-art equipment and facilities, and a new television studio; Academic Hall, with classrooms, laboratories, a newsroom, television studio, computer center and administrative offices; Lawrence Hall, a 21-story building with dance studios, classrooms, student lounges, snack bar, recreation center, cafeteria, administrative offices and residence hall rooms; Thayer Hall, home of the Point Park Children's School, the Student Services Center and additional classrooms and residence hall rooms; and the Patterson Building with classrooms for various programs.

The Pittsburgh Playhouse of Point Park University is a three-theatre complex that serves as the educational arm for the University's Conservatory of Performing Arts. The Pittsburgh Playhouse offers outstanding dramatic, musical, children's theatre and dance productions to diverse audiences from throughout the region through The REP, Point Park's professional theatre company and the Conservatory Theatre Company, Playhouse Dance Company and Playhouse Jr.

Students who attend Point Park University can walk to such cultural attractions as the Pittsburgh Symphony, the Three Rivers Arts Festival, the Pittsburgh Ballet, and the Pittsburgh Opera. Major sporting events held at PNC Park, Heinz Field and the Mellon Arena are also close to campus. Just across the Monongahela River from the University is Station Square, with its wide selection of boutiques, restaurants, and shops. Other local attractions include the Pittsburgh Zoo, the Duquesne and Monongahela Inclines, the National Aviary, and the Phipps Conservatory and Botanic Gardens. Notable museums in the area include the Carnegie Museums of Art and Natural History, the Carnegie Science Center, the Senator John Heinz Pittsburgh Regional History Center, and the Andy Warhol Museum.

The Library

The Point Park University Library is located on the first floor and lower level of the University Center. This 60,000 sq ft building once housed a number of banks at the turn of the twentieth century. The library shares this newly renovated space with the Cinema and Digital Arts program and the Film and Video Production program. Within the library space there are eleven computers for student use. Eleven more computers can be found in the Library Instruction Lab on the lower level of University Center. These are also available for student use when instruction sessions are not scheduled.

Physical holdings of the Point Park University Library include a 125,000 volume monograph collection, over 650 DVDs, videos, and musical CDs, 34 periodicals and newspapers on microfilm, and subscriptions to 274 print periodicals and newspapers. The Library also subscribes to 38 individual databases that provide access to over 17,000 serial titles of full-text articles and citations. Many of the databases are subject specific, providing scholarly resources in the fields of education, business, performing arts, journalism, criminal justices, and many other Point Park University academic programs.

Special holdings within the Library's collection include a 4,059 volume theatre arts collection of plays, musical scores, librettos, anthologies, and monologues; a popular reading collection with new fiction and non-fiction titles added monthly; a special reserve collection of over 170 DVDs selected by Digital Arts faculty; and a children's literature and school curriculum collection.

To borrow material from the Point Park University Library, a student will need a current student ID. The barcode on the back of this ID will also permit students to access the Library's online databases from off-campus sites.

The Library belongs to consortiums that allow Point Park students to request and borrow material from other academic libraries. EZ-Borrow is a service that gives Point Park University students, staff, and faculty access to books from over 40 participating Pennsylvania Academic Library Consortium (PALCI) institutions. The Library is also a part of PALINET's reciprocal borrowing agreement, which permits Point Park students to borrow directly library material from local universities such as Robert Morris, Carnegie Mellon, and Duquesne.

Additional information about the Point Park University Library and its resources can be found by going to www.pointpark.edu and clicking on the Library link.

Admission and Financial Information

Admission

General Information

Point Park University welcomes applications for admission to the following graduate programs: the Master of Business Administration, Master of Science in Criminal Justice Administration, the Master of Arts in Curriculum and Instruction, the Master of Arts in Educational Administration, the Master of Science in Engineering Management, the Master of Arts in Journalism and Mass Communication, and the Master of Fine Arts in Theatre Arts (Acting). Students can apply for full-time or part-time admission into the Business Administration, Curriculum and Instruction, Educational Administration or Journalism and Mass Communication programs. The Engineering Management program accepts students on a part-time basis only, while the Criminal Justice Administration program and the Acting program accept students on a full-time basis only. Part-time students are those who take fewer than nine academic credits in a given semester.

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

The decision to admit a student is based upon a variety of factors which take into account what an individual may contribute to the University, as well as what the University is able to contribute to that person. Point Park University does not condone any policy or practice which deprives any individual of rights because of race, religion, sex, national origin or disability.

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

Applications from qualified students are accepted throughout the year. Students are admitted into the graduate programs for the Fall (September), Spring (January) and Summer (May) terms, although some programs admit new students only in the fall and/or spring (*Business: fall and spring only; Criminal Justice Administration: fall and spring only; Engineering Management: fall only; Theatre Arts (Acting): fall only*). All application materials should be sent to:

Point Park University
Office of Adult Enrollment, Graduate Programs
201 Wood Street
Pittsburgh, PA 15222-1984

Criteria for Admission

Graduate students may enter the University as either degree or non-degree seeking students. All candidates must have earned a baccalaureate (four-year) degree from an accredited American institution or its equivalent from a recognized institution outside the United States. University seniors may apply and their applications will be considered prior to graduation, but must be verified later with documentation of graduation.

The graduate programs at Point Park University normally require a minimum undergraduate QPA of 2.75 with 3.0 in the undergraduate major. Applicants with lower QPAs may be admitted on the basis of relevant professional achievement, exceptional standardized test scores or other unique qualifications. Students seeking admission into the PA state certification track of the Master of Arts in Curriculum and Instruction or the Master of Arts in Educational Administration programs must have an undergraduate QPA of 3.0 for acceptance into the program as per the guidelines established by the Pennsylvania Department of Education. Standardized tests for the Sport, Arts, and Entertainment Management concentration of the M.B.A. and the Master of Science in Organizational Leadership may be required.

Graduate program format emphasizes projects and assignments that require strong written and oral communication skills; therefore, all applicants are advised of the importance of possessing those skills.

Applicants to the Master of Arts in Journalism and Mass Communication are not required to take the Graduate Record Exam (GRE), but may want to, in order to bolster their application. International students must take the GRE, the Test of English as a Foreign Language (and achieve a minimum score of 570 on the paper test or 230 on the computer-based test), and the Test of Written English (and achieve a minimum score of 5), regardless of whether they hold a degree from an accredited institution in the United States and regardless of professional experience in journalism and mass communication. International applicants also may be required to complete undergraduate courses in Journalism and Mass Communication as prerequisites for the M.A. program; prerequisite undergraduate course credits do not apply toward the M.A. degree.

Applicants to the M.A. program in Journalism and Mass Communication should submit letters of recommendation from employers (current or former) and/or from professors in their undergraduate majors, instead of letters from co-workers in similar positions, personal friends, relatives, or neighbors.

Applicants to the Criminal Justice Administration program with backgrounds in disciplines other than criminal justice are required to demonstrate competency in the following areas: statistics, criminology, and writing skills. Competency may be demonstrated through successful completion of appropriate coursework, by examination, or through presentation of a portfolio. Applicants are encouraged to contact the director of the program.

14 Admission

Non-Degree Students: Non-degree students will be those students permitted to enroll in graduate courses without formal admission to a specified graduate program, provided they meet the minimum requirements for graduate students. University seniors may apply and their applications will be considered prior to graduation, but must be verified later with documentation of graduation. No more than nine (9) graduate credits taken as a non-degree student can be applied to any program upon acceptance.

International Applicants Only: Each applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) unless the applicant has received a baccalaureate or graduate degree from an accredited institution in the United States, except applicants to the Master of Arts Program in Journalism and Mass Communication (see requirements above). The score must be current to one year of the date of application.

Students with scores below the minimum requirements for their chosen program may be given provisional acceptance and will be required to take the appropriate English language training.

Application for Admission

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

Master's degree program applicants must submit the following:

- Appropriate completed application form
- \$30 application fee (waived if applying on-line at www.pointpark.edu)
- Official copies of all college and university transcripts sent directly from the college or university to the Office of Adult Enrollment (to ISSE, if an international applicant)
- Work or school-related letters of recommendation addressing the applicant's motivation and seriousness of purpose for graduate work should be sent directly to the Office of Adult Enrollment
- Typewritten statement of purpose
- Professional Resume - required for Master of Arts in Curriculum and Instruction, Master of Arts in Educational Administration, and Master of Fine Arts in Theatre Arts (Acting).
- Additional materials required by the master's degree program to which the student is applying

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

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

For further information on international admissions, please contact the Office of International Student Services & Enrollment at 1-412-392-4775, or e-mail at isse@pointpark.edu, or visit the website at www.pointpark.edu.

Additional Requirements

Pennsylvania K-12 Certificate: Supervisor of Curriculum and Instruction

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

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

Pennsylvania K-12 Certificate

School Principal K-12:

Pennsylvania State Certification requires candidates to do the following:

- Provide a chief school administrator's verification of the completion of a minimum of five years of professional school experience in an instructional area (22 PA Code Section 49.111)
- Successfully complete the PRAXIS Exam for Administration #1010
- Is recommended for certification by the authorized certification officer (Chair, Department of Education, Point Park University) or holds a comparable certificate from another state

Transfer Credits

Students may, at their department's discretion, be able to transfer graduate credits from other institutions, provided those credits carry a grade of "B" or above, and students are able to document those courses' content. Credits with grades of "B-" and lower will not be accepted. Only credits in academic subjects relevant to the Point Park graduate programs will be accepted. Point Park University's residency requirement is 24 credits.

The following are the maximum number of graduate credits transferable to each program:

M.S. in Criminal Justice Administration	6 credits
M.S. in Engineering Management	6 credits
M.A. In Curriculum & Instruction	9 credits
M.A. in Educational Administration	9 credits
M.A. in Journalism and Mass Communication	9 credits
Master of Business Administration	9 credits
M.F.A. in Theatre Arts (Acting)	24 credits

University Charges

The University reserves the right to modify all charges if necessary. The charges listed below are effective for the 2005-2006 academic year.

Graduate Tuition and Fees 2005-2006

Tuition

Graduate tuition is \$515 per credit plus a university fee of \$15 per credit.

The University Fee covers utilization of University facilities, services performed by the library, identification card and other student services.

Undergraduate Courses

Some graduate students may be required to complete prerequisite undergraduate courses. Undergraduate tuition is \$447 per credit plus a college fee of \$10 per credit (non-Conservatory classes).

Any graduate student might take a combination of graduate and undergraduate courses; hence, the Office of Student Accounts will compute the tuition for each course separately, to arrive at the final billing.

Tuition and Fee Refund Policies

The University must engage its faculty and assign room space in advance of each term in accordance with the number of students who have expressed their intent to be enrolled. When students withdraw from the University or even from single courses they leave vacancies which cannot be filled. A refund to a student is computed on the basis of the official date of withdrawal certified by the Registrar. It is the responsibility of the student to notify the Registrar in writing on the day of withdrawal and to apply to the Office of Student Accounts for a refund. Refunds of tuition will not be made to students who are suspended or dismissed.

Tuition and Specialized Instructional Fees are pro-rated as follows (other fees are not refundable after the opening of the term):

Course Withdrawal: Courses may be dropped from the student's academic program by completing a Schedule Change Request form.

Complete Withdrawal: Students wishing to withdraw from the University after the beginning of a semester must file Complete Withdrawal forms in the Office of the Registrar. Students should meet with their academic advisor prior to completion of withdrawal forms.

Tuition adjustments are as follows:

Fall and Spring Semesters	Refund
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Non-Accelerated:

First two weeks (10 business days)	100%
11 th - 15 th business day	50%
16 th business day and beyond	0%

Accelerated:

One business day following second scheduled class meeting (i.e., the Monday following the second Saturday class)	100%
Second business day and beyond (i.e., the Tuesday following the second Saturday class)	0%

Summer Sessions – Please see the class withdrawal and refund schedule in the Summer Coursebook.

Miscellaneous Fees 2005-2006

Admissions Application Fee - Graduate (non-refundable)	\$30
Graduate Tuition	\$515 per credit
Independent Study Specialized Instructional Fee (per credit)	\$50
Credit by Examination Test Fee	\$65
Credit by Examination Tuition (not included in FT tuition)	\$35 per credit
Late Payment Fee	TBD
Deferred payment option – 4 payment plan	TBD
10 month payment option	TBD
Payment Agreement – Monthly late Fee	TBD
Audit	\$257.50 per credit
University Fee (mandatory)	\$15 per credit
Transcript Fee (three-day processing time)	\$3 per transcript
Identification Card Replacement Fee	\$25
Graduation Application Fee	\$75
Late Graduation Application Fee (additional)	\$25
The Graduation Fee is for all services rendered in relation to graduation.	
The fee is due regardless of a student's attendance at Commencement.	

Payment Schedule

All University bills including Tuition and Fees are due and payable approximately ten (10) business days prior to the first day of the semester unless other arrangements are agreed to in writing. Class registration may be cancelled if payment is not received by the tuition due date.

Checks should be made payable to Point Park University and sent to the Office of Student Accounts, Point Park University, 201 Wood Street, Pittsburgh, Pa. 15222-1984. All checks returned from the bank for any reason will be assessed a \$25 service charge in addition to the amount of the check.

Financial Aid

General Information

The Office of Financial Aid, located on the first floor of Thayer Hall in the Student Services Center, is open Monday through Thursday from 8:30 a.m. to 6 p.m., and 8:30 a.m. to 4:30 p.m. on Fridays during the year with extended times of 9 a.m. to 1 p.m. on the first and third Saturdays of each month. Hours may be adjusted in the summer.

Assistantships, Grants, Scholarships and Loans

Master of Business Administration (MBA) Graduate Assistantships

The MBA program in the School of Business offers graduate assistantships to full-time students each academic year. Students selected for graduate assistantships receive compensation equivalent to full-time tuition and fees, plus a monthly stipend. Graduate assistants must work a minimum of 20 hours per week in the MBA office. United States citizens and international students are eligible to apply.

Minimum eligibility criteria include:

- 3.50 quality point average in undergraduate major
- 3.25 quality point average overall
- TOEFL scores of 600 or above (international applicants only)
- Full-time MBA program degree candidate

Education Department Graduate Assistantships (M.A.)

The Education Department offers graduate assistantships with all tuition and fees paid, and a monthly stipend. The graduate assistant must be a full-time student in the program and must work in the Education Department for a minimum of 20 hours per week. Contracts are for one year and may be renewed for one year.

Minimum Eligibility Criteria:

- 3.25 quality point average overall
- Prior classroom and/or administrative experience in an educational setting
- A resume and letter to the department chair stating why the assistantship is sought
- Two letters of recommendation

Graduate Assistants will perform a variety of duties for the department.

Journalism and Mass Communication Graduate Assistantships (M.A.)

The Department offers graduate assistantships with all tuition and fees paid, and a monthly stipend. Contracts are for one year and may be renewed for one year. The assistant must be a full-time student in the program and be able to work in the department a minimum of 20 hours per week when school is in session.

Successful applicants for the assistantship oriented toward print journalism professions and mass communication research traditionally will have an undergraduate degree in journalism, mass communication or media studies and preferably professional experience in the field. Successful applicants for the assistantship oriented toward broadcast journalism must possess professional experience in the television industry using camera, editing and/or other production equipment. The assistantship does not allow for on-the-job training. Successful applicants for the assistantship in the Innocence Institute of Point Park University must possess a print journalism degree and/or professional print journalism experience, and an exceptionally high level of motivation to help the Innocence Institute reach its goals.

Applicants must follow the procedure for admission to the Master of Arts program and include two work-related and educational letters of recommendation. A resume and letter to the department chair stating why the position is sought are required, as well.

Master of Fine Arts in Theatre Arts (Acting) Graduate Assistantships (M.F.A.)

The Conservatory of Performing Arts offers graduate assistantships. Students receive compensation equivalent to full-time tuition and fees, plus a monthly stipend in return for teaching two undergraduate classes, assistant teaching, and/or providing administrative support as assigned, up to a total of 20 hours per week. Credit by exam fees are not included.

Master of Science in Criminal Justice Administration Graduate Assistantships (M.S.)

The School of Adult and Professional Studies offers a limited number of graduate assistantships to full-time students each academic year. Students selected for graduate assistantships receive compensation equivalent to full-time tuition and fees, plus a monthly stipend. Graduate assistants must work a minimum of 20 hours per week in the M.S. in Criminal Justice Administration program.

Minimum Eligibility Criteria:

- 3.50 quality point average in undergraduate major
- 3.25 quality point average overall
- A resume and letter to the Program Director stating why the assistantship is sought
- Two letters of recommendation
- Full-time status

Point Park Grants

Domestic (U.S.) Graduate Students (6 credits or more per term)

6-8 credits \$300 per term for those with financial need

9-11 credits \$600 per term for those with financial need

- The above grants are available all three terms: fall, spring and summer based upon financial need
- Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for Point Park University grants.

Point Park Scholarships

Alumni Grant

The Alumni Grant provides a discount on undergraduate and graduate courses taken at Point Park University by eligible graduates. The discount applies to tuition only and the award granted is \$50/per credit. (Note: It is the responsibility of the graduate to apply for this discount prior to starting coursework at the University.)

International Graduate Students (9 or more credits per term)

Up to \$1,000 per semester awarded based upon academic merit.

Students must meet at least one of the following three criteria to be considered eligible for consideration of an academic award:

- Undergraduate QPA of at least 3.2
- TOEFL score of at least 560 (a minimum of 570 for M.A./Journalism & Mass Communication
- GRE score above the national average

All academic awards are based upon the availability of funds, so early submission of materials is recommended.

Journalism and Mass Communication Kathleen Bland Smith Memorial Graduate Fellowship

The Kathleen Bland Smith Memorial Graduate Fellowship is awarded annually to at least one graduate student in Journalism and Mass Communication who is entering the second semester of work on the master's thesis or a research project. The award is competitive and based on merit. The award is a grant of \$1,000. Graduate students will be notified of deadlines. Professor Smith was instrumental in initiating the master's program in Journalism and Mass Communication, and the funds are given by her sons and their family.

Federal Stafford Loans

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

Upon receipt of the FAFSA, the Financial Aid Office will certify the loan and a Master Promissory Note will be mailed to the student as acceptance for this loan. Graduate students may borrow a maximum of \$8,500 Subsidized and \$10,000 Unsubsidized loans each academic year.

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

Corporate Tuition Reimbursement

Pittsburgh Downtown Partnership Employees

Employees of companies belonging to the Pittsburgh Downtown Partnership should check with their Human Resource Office regarding special discounts available to Pittsburgh Downtown Partnership companies only.

Point Park University, in cooperation with corporations in Pittsburgh, provides adult students with the opportunity to participate in corporate tuition reimbursement programs. Many such programs reimburse full tuition charges. Since each corporation has established its own guidelines for tuition reimbursement, interested students should contact the responsible administrative office at their place of employment for specific details.

Students who provide proof of eligibility for corporate reimbursement and can process the appropriate Point Park University paperwork can have their charges deferred until completion of the semester.

Academic Policies

Philosophy of Graduate Education

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

Mission Statement

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

Degree Requirements

The Master of Arts degrees in Curriculum and Instruction and Educational Administration require the completion of 36 graduate credits with a minimum of 27 credits completed at Point Park University.

The Master of Arts degree with a major in Journalism and Mass Communication requires the completion of 36 graduate credits (500-level courses) with a minimum of 27 credits earned at Point Park University.

The Master of Business Administration degree requires the completion of a minimum of 36 credits with at least 27 credits earned at Point Park University.

The Master of Fine Arts in Theatre Arts (Acting) degree requires the completion of 60 graduate credits.

The Master of Science degree in Criminal Justice Administration requires the completion of 30 graduate credits.

The Master of Science degree in Engineering Management requires the completion of 30 graduate credits.

A minimum QPA of 3.0 must be achieved to attain a master's degree in each of these programs.

Advanced Standing

A maximum of nine applicable graduate credits from other accredited colleges or universities may be granted toward the graduate degree programs (six in Criminal Justice Administration, and Engineering Management; and 24 in Theatre Arts). Undergraduate credits cannot fulfill any graduate requirements. Exceptions may be made by Graduate Program Directors when appropriate.

Statute of Limitations

Degree candidates who are employed or otherwise engaged while undertaking graduate study may be limited in the number of semester hours they may take during a particular semester.

All work acceptable towards the master's degree shall be completed within six calendar years from the student's initial registration for graduate (500-level) courses.

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

Withdrawal and Reinstatement

Students who have not attended graduate classes for up to two calendar years and who wish to resume study may apply in writing for reinstatement. Students who have not attended classes for over two calendar years must reapply for admission.

Course Grades

The grading system for graduate students provides for plus and minus grades to be used at the discretion of the instructor.

The grading system is as follows, showing the conversion to QPA.

A	=	4.00	B	=	2.75	P	=	Pass
A-	=	3.75	C+	=	2.25	I	=	Incomplete
B+	=	3.25	C	=	2.00	F	=	Fail
B	=	3.00	C-	=	1.75	W	=	Withdrawal

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

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

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

Retention: Graduate students must take at least nine credits per calendar year. Students must maintain a QPA of 3.0 or higher. Only courses in which the student has earned a B or higher will apply to the degree program.

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

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

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

The following applies to students enrolled in Directed Readings - JOUR 591, Publication Project - JOUR 592, Directed Research - JOUR 594, or Thesis in Journalism and Mass Communication I, II - JOUR 597, JOUR 598:

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

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

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

Undergraduate courses taken to increase competency levels or as prerequisites in the Criminal Justice Administration program may be taken for a letter grade or on a Pass/Fail basis. A grade of “C” or better must be earned. Undergraduate course grades do not affect graduate students’ QPAs.

Change of Grade Policy

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

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

If a change of grade request is deemed appropriate, the instructor will submit a completed Change of Grade Request form to the school dean for his/her approval and signature. If approved by the School Dean, the Change of Grade Request form will be forwarded to the Registrar's Office for entry into the student information system. The Registrar will send the student a notification of the change once the change of grade has been processed.

Procedures for Student Appeal of Grades

The assignment of course grades is primarily the responsibility of the faculty member, who should give an impartial, professional evaluation of performance in the course.

As early as possible in the term, but not later than the end of the second week, the instructor shall distribute his/her syllabus, including his/her grading procedures. This may include a specified level of attendance. A copy of each syllabus must be filed in the office of the appropriate Academic Department and/or School.

A student who wishes to appeal his/her grade must proceed as follows:

1. He/she shall make an effort to discuss the problems with the faculty member.
2. If the discussion with the faculty member has not resulted in a mutually satisfactory settlement, the student must, within sixty (60) days from the end of the term in which he/she received the grade, address a written appeal to the Program Director or to the School Dean if the Program Director is the instructor whose grade is being appealed. This written appeal must show the extent to which a disputed grade fails to correspond with the faculty member's grading procedures as stated in the syllabus for the course.

3. The Program Director or his/her delegate shall appoint a committee of three professionally qualified faculty members, of whom at least one should be knowledgeable in the content area involved. The Program Director or his/her delegate, in conjunction with the committee, shall determine whether or not the student's appeal is justified. Based on the committee's deliberations, the Program Director will either sustain the grade or ask the instructor to change it within thirty (30) days of the appeal.
4. Should step 3 not result in a settlement, the School Dean shall convene a Grievance Committee within thirty (30) days and serve as the chairperson. The voting members of this committee shall consist of two (2) faculty representatives from the Academic Standing Committee, selected by the School Dean, and one (1) student, selected by the President of United Student Government.

The Chairperson shall:

- 4.1 A. Ensure that the proceedings are conducted in an orderly and civil fashion, and that a complete and accurate record is made in accordance with the parties' agreement.
- B. Ensure that persons present at the proceedings are limited to the Grievance Committee members, the petitioning student, the instructor, and each witness called. Any exceptions to the above portion of this paragraph shall be permitted only with the majority vote of the three (3) members of the grievance committee.
- C. Exclude any and all evidence, oral and documentary, which is deemed by the committee to be hearsay or unrelated to the matter at hand. Should there be differing opinions among the Grievance Committee's voting members as to admissibility of evidence from either student or instructor, the Grievance Committee shall vote, with the majority ruling as to the admissibility of such evidence. In reaching a determination on the admissibility of such contested items of evidence, the committee shall consider only the proposed source of the evidence, be it oral or documentary. They shall neither hear nor view any of the content or substance of such evidence prior to determining the acceptability of its source.
- D. Ensure that the Grievance Committee, with attention to the aforementioned process for determination of admissibility, confines its attention to presentation of 1) witnesses who are capable of presenting firsthand evidence of matters directly related to the issues i.e., a class grade which the student does not believe reflective of his/her academic performance — and 2) documentation that is directly related to, and tends to substantiate, the position of its presenter.

5. The student may elect to precede or follow the instructor with presentation of his/her case.
- 5.1 The petitioning student may, in order to satisfy the Grievance Committee of the validity of his/her grievance, establish that he/she has received an unjustified grade due to the failure of the instructor to adhere to terms of: 1) the course syllabus, 2) the course description as set out in the Point Park University Catalog, and/or any other written or verbal directions or explanations relating to the procedure by which the instructor arrived at the disputed grade. The student may, subject to the majority of the Grievance Committee's agreeing to hear such evidence, present any material or witnesses that he/she believes will tend to establish that unusual or unexpected circumstances affected his/her performance in the course at issue, although existence of such extenuating circumstances will not necessarily dictate the committee's finding for the student.
- 5.2 The instructor must establish that the student has received the disputed grade for failure to adhere to terms of the course description as set out in the University Catalog, and/or any other written or oral directions or explanations to which the petitioning student should have had reasonable access, all of which are verifiable through the production of documentation, statements by faculty, or by other students, capable of testifying to first-hand knowledge of the event(s) which led to the contested grade.
- 5.3 The Grievance Committee, in weighing the evidence offered shall consider that the burden of proof ultimately rests with the petitioning student.
- 5.4 The Grievance Committee shall confine itself to a judgment as to whether or not the assigned grade was fair and reasonable, based upon the weight of the evidence presented by the instructor and the student. The committee shall make its judgment known to the Vice President for Academic Affairs, who will take administrative action in accordance with said judgment to 1) make the original grade part of the student's official academic record or 2) make the grade adjustment recommended by the committee.

Graduation Awards

Academic Excellence

Each graduate program annually names a graduate as the recipient of its Academic Excellence Award. During the commencement ceremony, these awards are presented in recognition of superior scholastic achievement.

Academic Probation and Dismissal

Graduate students must achieve a QPA of 3.00 in graduate course work to attain the master's degree.

In any 500-level course, a grade of "C-" or higher must be achieved for credit to be granted toward the degree.

Students whose QPAs fall below 3.00 are placed on academic probation and subject to dismissal if unable to achieve a QPA of 3.00 or above upon completion of the subsequent 12 credits of graduate course work.

Academic dismissal may be reviewed under special circumstances through appeal to the Graduate Council.

Student Code of Conduct

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

Plagiarism

Students found guilty of plagiarism may be dismissed. The minimum penalty for plagiarism is an automatic "F" for the course.

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

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

Registration

The Office of the Registrar, located in the Student Service Center in Thayer Hall, is responsible for registration, the maintenance of student records including the provision of transcripts for enrolled students and graduates, certification for all degrees, and the administration of Veteran's Affairs and Selective Service programs.

Point Park University students interact with the Office of the Registrar during periods of class registration, changing of class schedules, withdrawing from classes and obtaining transcripts. For graduating students, the office assists in verifying the completion of all academic requirements, planning the graduation ceremonies and conducting exit interviews.

Students currently enrolled in a regular semester (Fall or Spring) and who plan to return should register during the registration period allotted during each semester; new and readmitted students should register prior to or at the beginning of the term in which they plan to enter. Registration is not complete until the student's registration form has been stamped by both the Office of the Registrar and the Office of Student Accounts. Only students who are officially registered for a given section of a course may be permitted to attend classes, to earn a grade and to receive credit for the course.

It is the responsibility of students to confer with their academic advisors to determine that they are registering for courses appropriate to their program and for which they have the proper preparation and prerequisites.

Copies of transcripts may be obtained through the Office of the Registrar by completing a Transcript Request form and paying the \$3 fee. Transcripts are not issued to any student until that student has completed a minimum of three credits at Point Park University and met all financial obligations. Transcripts will not be released to parents, spouses, other relatives or friends without written permission from the student. Processing time is three working days; 24-hour notice is required for pick-up service.

Course Additions and Withdrawals

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

Students are permitted to request and receive a "W" (withdrawal) up to and including the 49th day of each major term, the 42nd day of each 12-week summer term and the 21st day of each six-week summer session. In accelerated courses, the last day to receive a "W" is the Saturday immediately prior to the last Saturday of the term. After the period specified, the instructor will record a grade of "F." Course Withdrawal forms may be obtained in the Office of the Registrar. Grades of "W" placed on student records cannot be changed under any circumstances.

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

Complete Withdrawal

Students wishing to withdraw from the University after the beginning of a term must file Complete Withdrawal forms in the Office of the Registrar. Students should meet with their academic advisors prior to completion of withdrawal forms.

Student Affairs

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

Career Development

The Office of Career Development offers career information and assistance in the selection and realization of career goals to both students and alumni. The Office provides thorough and up-to-date information on post-graduate employment. Also housed in the office is a resource room containing career-related books, videos, magazines and company literature. Students can enhance professional opportunities and job search skills through group seminars, individual counseling appointments with testing and evaluation, resume reviews, part-time job postings, free career handouts and publications, and regular referrals of resumes to regional employers. The office co-sponsors a number of annual career and job fairs.

The office maintains regular day and evening hours throughout the academic year. Any full- or part-time student, as well as Point Park alumni, may call the Office of Career Development at (412) 392-3950. No appointment is necessary to use the resource room, which is accessible during regular business hours.

Career information and services are also available through the University web site at www.pointpark.edu, keyword Career.

Health Service

A prime concern of Point Park University is the health and psychological well being of its students. The Student Health and Counseling office exists to address this concern. All students of Point Park University may receive care through Student Health and Counseling.

Student Health and Counseling provides first aid intervention, illness and injury assessment, starter doses of over-the-counter medications, various health screenings (e.g. blood pressure checks, height and weight), community health referrals, physician and psychological counseling appointments, the updating and maintenance of student health and immunization records and health education resource materials.

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To ensure students' health needs are met, the University has contracted with a hospital-affiliated medical facility to provide comprehensive medical and psychological counseling services to Point Park University students.

Through Student Health and Counseling, students are eligible for physician office visits at no charge. Additional services such as X-rays and laboratory testing are the responsibility of the students.

Confidential short-term psychological counseling services are available to students free of charge. Should long term counseling be required, the counselor will assist in making an appropriate referral. Such long term, out-patient care becomes the responsibility of the student/parent or private health insurance carrier. A 24-hour toll-free answering service is maintained for psychological emergencies.

Each student must have a completed Student Health Record on file in Student Health and Counseling. Included in the Student Health Record is a pre-matriculation immunization requirement, which should include certification of completed immunization records.

The staff is bound by the medical ethics of confidentiality. Information provided will not be released without knowledge and written consent of the student. Students are strongly urged to maintain health insurance coverage. All residential students are required to carry either the health insurance provided through the University or provide proof of other coverage. All athletes and international students are required to carry the health insurance provided through the University.

Dedicated to helping students achieve and maintain a healthier lifestyle, Student Health and Counseling sponsors a variety of health and wellness programs throughout the year. These programs recognize and address the changing healthcare needs and concerns of the University community.

International Student Services & Enrollment (ISSE)

ISSE offers specialized services to international students. The Office serves both graduate and undergraduate international students. The functions of ISSE include recruitment of international students for both graduate and undergraduate programs; international student orientation; quality advising in all appropriate areas of international education, including U.S. immigration regulations, policies and procedures; social, cultural and educational programs; advisement to the International Club; and contact with International alumni of Point Park University. In addition, the ISSE serves as a liaison between students and various governmental agencies.

Recreation Center

The Recreation Center of Point Park University is located in the lower level of Lawrence Hall. The Center, which is open year-round, offers students, staff, faculty and alumni opportunities in fitness training, intramural sports, and recreation. The Center is staffed by a recreation professional and student personnel for individual and group programming.

Equipment such as treadmills, stationary bikes, ellipticals for cardiovascular maintenance, free weights and nautilus equipment to develop muscle strength and Pilates Reformers are available. In addition, leagues and tournaments are offered in sports such as basketball, flag football, billiards and table tennis. Also, special events and classes are programmed throughout the year.

Students are encouraged to take advantage of the opportunities provided by the Recreation Center. The Center staff is committed to enhancing the quality of life at Point Park University. Your good health and enjoyment are its major goals. All activities sponsored at the Recreation Center are co-ed and free to participants.

Student Activities

The Student Activities Office is the campus headquarters for student activities, organizations, news and information. Student Activities performs a variety of functions, which help maintain a dynamic and socially interactive campus environment that complements the University's academic programs. Student Activities is a place where students can gather, leave messages and obtain information about activities and events both on and off campus. Student Activities also works in conjunction with other departments and provides postings of part-time employment, volunteer opportunities, as well as other resources for general student use.

The Student Activities Office lends valuable support to the activities of student organizations by maintaining records of club activities, providing meeting and storage space for student groups and conducting workshops on leadership skills and development. The annual Activities Fair and *Directory of Student Clubs and Organizations* assist groups in building their memberships. The Director of Student Activities serves in an advisory capacity to all student organizations.

Student Activities is the home of the Campus Activities Board (CAB), which is comprised of hardworking students who plan, create and coordinate the entire calendar of events for all Point Park University students. Any student interested in making new and upcoming events possible can visit the Student Activities Office and find out how easy it is to get involved. Some of the scheduled events include: Welcome Week, Majestic Boat Ride, Winter

Carnival and Spring Fling, as well as on-campus performances of live music and comedy, ski trips, off-campus activities, special events for commuters, the Downtown Film Series, Point Park Spirit weekends, and student nights at the Playhouse. All Point Park University students are encouraged to take an interest in the events being planned through Student Activities. All activities and events sponsored by Student Activities are open to the entire University community.

Students with Disabilities

It is the intention of Point Park University to provide appropriate, reasonable accommodations for students with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990. All campus accommodations are coordinated through the Program for Academic Success (PAS). Because students' needs vary, accommodations are determined on a case-by-case basis. Therefore, after the appropriate documentation has been provided, students must participate in an interview with the coordinator of disability services. Students are strongly encouraged to notify PAS prior to the start of their first semester at the university.

A student having a complaint or concern related to services or reasonable accommodations provided by the coordinator of disability services may initiate the grievance procedure. PAS, the Office of Student Affairs, and Human Resources can provide information regarding this procedure. A student who is dissatisfied with the outcome of the University's grievance procedure or who wishes to pursue an alternative may file a complaint against the University with the Office of Civil Rights (OCR) or in a court.

For specific information on the University's ADA policy and the procedures for verifying disabilities and requesting reasonable accommodations, go to the PAS office on the seventh floor of Lawrence Hall or call 412-392-3870. Additional information is also available at www.pointpark.edu.

United Student Government

The students of Point Park University have established a student governance system whose purpose is to act as the proper communication channel between the students, faculty and administration of Point Park University; advocate for and act as a protective body representing the students at Point Park University; allocate funds for student organizations and clubs at Point Park University; and appoint student members on faculty and general standing committees and ad hoc committees, as appropriate. The United Student Government is composed of an executive branch and a legislative body. Governance is codified by a constitution and bylaws.

Full-time, part-time, accelerated and graduate students are franchised for the vote in all executive and legislative elections. Graduate students are eligible for election as President and Vice President and may serve any appointed positions of the government and be elected to a seat on the legislative body.

Program for Academic Success (PAS)

The Program for Academic Success (PAS) offers a wide variety of educational and support services designed to help students achieve their goals and become successful independent learners. All services are free of charge.

Tutoring. Professional and peer tutors are available to students who wish to strengthen foundation skills in areas such as English, writing, and mathematics. Furthermore, students may receive assistance in conducting, compiling and presenting research. Also, tutoring is available for a limited number of graduate courses. A student may schedule a regular weekly appointment or may schedule appointments as needed.

Counseling. The purpose of counseling at PAS is to provide a safe, non-intimidating environment for students to identify, explore and discuss issues that may hinder academic achievement, as well as personal growth and fulfillment. Counselors are available by appointment or on a walk-in basis, and offer help in a variety of areas, such as: strength identification, self-awareness and confidence-building; adjustment to University life and understanding University policies and procedures; help with time management, goal-setting and stress-reduction.

For more details about PAS services consult the PAS web site at www.pointpark.edu/pas or call (412) 392-3870. The PAS department is located on the seventh floor of Lawrence Hall.

The Conservatory of Performing Arts

*Ronald Allan-Lindblom, M.F.A., Dean, Conservatory of Performing Arts;
Artistic Producing Director, Pittsburgh Playhouse of Point Park University*

The Conservatory of Performing Arts at Point Park University is comprised of professional, working artists dedicated to a conservatory approach to training. We believe the path that leads from student to professional, from apprentice to artist, is a journey of education, example, discipline, and experience. The Conservatory of Performing Arts is committed to the development of craft, the engagement of imagination, and the cultivation of skills that enable students to become protagonists of their lives.

Master of Fine Arts in Theatre Arts Concentration: Acting

The Master of Fine Arts degree in Theatre Arts (Acting), offered through the Conservatory of Performing Arts at Point Park University, is a full-time professionally oriented study of specific theatre practices. It requires three years of full-time graduate study and the completion of sixty semester credit hours. In addition to academic and professional studies, internships under professional conditions with the Pittsburgh Playhouse Repertory Company are integral parts of the program. The Conservatory of Performing Arts at Point Park University is one of the very few programs in the country that offers a graduate program in the context of a resident, professional, union theatre company and theatre operation. All graduate students become members of the Pittsburgh Playhouse Repertory Company.

Goals and objectives of the MFA in Theatre Arts (Acting) are:

- To equip students with the professional training and credentials deemed necessary by the major Acting schools in the United States to secure employment in university and college Acting positions.
- To equip students with the skills to secure employment as actors in the stage, film, television, and entertainment industries.
- To provide students with three seasons of professional performance experience with the Pittsburgh Playhouse Repertory Company.

Admission Requirements

1. Students must first pass an audition/interview process to be considered for admission.
2. Students applying for the MFA program must have completed a bachelor's or master's degree in theatre arts from an accredited institution with a 3.0 QPA in upper division theatre courses, or have a 3.0 in an undergraduate liberal arts degree with ten years of acting experience.
3. Students must meet Point Park University admission requirements and submit evidence of creative ability and professional intent.
4. Students are not able to participate in the MFA program on a part-time basis.

Master of Fine Arts Degree in Theatre Arts Concentration: Acting

Curriculum, Sequence, Timeline and Distribution by Academic Year

The MFA degree is a 60 credit, three-year program requiring full-time residency. The curriculum outline by time frame, and the course distribution by academic year for the Master of Fine Arts, appears below.

Theatre Arts (Acting) Program

The Master of Fine Arts program requires study in voice, movement, and process each semester. Process classes explore a wide range of acting styles and techniques. Ongoing performances with The REP or other professional theatres are required each year.

60 credits to include:

MFA Acting Program Guide**Fall—Year One****10 credits**

Graduate Studies and Teaching Pedagogy —THEA 501
 Elements of Speech —THEA 520
 Acting in Repertory I—THEA 530
 Movement Diagnostic —THEA 564
 Applied Creativity & Embodied Learning I —THEA 505

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Spring—Year One	10 credits
Theories of Acting— THEA 502 Applied Creativity & Embodied Learning I I—THEA 506 Dialects—THEA 521 Movement Explorations—THEA 565	
Fall—Year Two	10 credits
Shakespeare, Neo-classicism and the Renaissance—THEA 536 Aesthetics and Conceptualization—THEA 696	
Spring—Year Two	10 credits
Comedic Styles—THEA 537 Acting with Accents—THEA 522 Applied Creativity & Embodied Learning III—THEA 507	
Fall—Year Three	10 credits
Film Study —THEA 503 Acting for the Camera —THEA 531 Voice-Over Work—THEA 523 Applied Creativity & Embodied Learning IV—THEA 508 Self-Directed Study I —THEA 697	
Spring—Year Three	10 credits
Professional/Educational Marketing —THEA 504 Self-Directed Study II —THEA 698 Applied Creativity & Embodied Learning V—THEA 509 Thesis—THEA 699	
Total Program Requirements	60 credits

Course Descriptions

THEA 501 Graduate Studies and Teaching Pedagogy 2 Credits

Students will learn research methods and writing styles, as well as effective teaching methods: creating a syllabus, a course calendar and a lesson plan.

THEA 502 Theories of Acting 4 Credits

This class will explore acting theories and styles from both an intellectual and embodied standpoint. This course may include the study of Greek Theatre, Grotowski, Meisner, Stanislavsky, Brecht and others.

THEA 503 Film Study 2 Credits

An intellectual study of the history and nature of film.

THEA 504 Professional/Educational Marketing 2 Credits

Students will enhance their skills in auditioning and interviewing for acting work, as well as learning how to apply and interview for teaching and coaching work. Professional and educational markets will be researched.

THEA 505 Applied Creativity and Embodied Learning I 2 Credits

Students will be introduced to local professional theatre through practical audition seminars with directors and agents, combined with a creativity workshop based on *The Artist's Way* to help identify and work through the creative blocks that keep us from presenting our best work.

THEA 506 Applied Creativity and Embodied Learning II 2 Credits

Students will each choose a different artistic discipline/artist/inventor to explore and demonstrate a synthesis of this new understanding with their current approach to acting.

THEA 507 Applied Creativity and Embodied Learning III 2 Credits

Students will study art as social commentary through a variety of art forms and artists, culminating in a conceptualized piece of theatre.

THEA 508 Applied Creativity and Embodied Learning IV 2 Credits

Students will study film-makers and multi-media advertisers, identifying and synthesizing effective approaches into a conceptualized media piece.

THEA 509 Applied Creativity and Embodied Learning V 2 Credits

Students will explore a variety of approaches designed to enhance creative exploration and problem solving culminating in an individualized approach to one's own creative blocks as well as formulating a creative approach to seeking work and functioning within the workplace.

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THEA 520 Elements of Speech **2 Credits**

Using the International Phonetics Alphabet (IPA) and standard building blocks of vocal delivery, student speech patterns will be broken down into specific components, developing a language with which to communicate sound information as well as encouraging the breaking of vocal patterns and the expansion of choice.

THEA 521 Dialects **2 Credits**

Students will apply the IPA and basic speech and communication skills in mastering commonly used stage dialects with the emphasis on naturalness and communicative strength.

THEA 522 Acting with Accents: **2 Credits**

Students will expand on earlier dialect study by learning commonly used accents as well as developing an approach to mastering new dialects/accents and coaching others in production.

THEA 523 Voice-Over Work **2 Credits**

Students will learn microphone techniques and develop a demo CD.

THEA 530 Acting in Repertory **12 Credits**

Students will revisit and re-ground themselves in the basic building blocks of imaginative ensemble work and contemporary psychological/emotional realism as applied to scene and monologue work.

THEA 531 Acting for the Camera **2 Credits**

Students will work on-camera developing specialized approaches for this close, detailed work. Auditioning for on-camera work will also be covered.

THEA 536 Shakespeare, Neo-classicism and the Renaissance **8 Credits**

Students will focus on an intellectual study of Renaissance Theatre, as well as embarking on an embodied exploration of the particular challenges of movement, acting and speaking through heightened language, with particular attention paid to Shakespeare.

THEA 537 Comedic Styles **6 Credits**

This course will hone the performer's comedic skills synthesizing an intellectual understanding of the history and components of comedy and social satire with physical/vocal expression, acting choice and style. It may include approaches to Greek comedy, Commedia, Restoration comedy, farce, improvisation and others.

THEA 564 Movement Diagnostic 2 Credits

This course will analyze and break down non-productive movement habits in scene & monologue work, replacing them with more effective and communicative choices.

THEA 565 Movement Explorations 2 Credits

This class will explore movement theories and styles. Approaches may include Viewpoints, Le Cocque, Laban, Eurythmics and others.

THEA 696 Aesthetics and Conceptualization 2 Credits

This course will focus on the aesthetics of theatre directing.

THEA 697 Self-Directed Study I 2 Credits

The student will propose a plan of study with expected outcomes to be approved and overseen by a faculty advisor. Areas of study may include playwriting, directing, theatre history, digital media, entertainment management, grant writing, pedagogical certification, cross-cultural theatrical comparisons, teaching approaches, etc. This course can also be used for thesis development with the approval of the program head.

THEA 698 Self-Directed Study II 3 Credits

The student will expand on the previously proposed self-directed course of study, culminating in a project which demonstrates facility with the new technique as well as a written component detailing the intellectual understanding of the acquired skills.

THEA 699 Thesis 3 Credits

The development of a 20-40 page paper describing/defending your rehearsal process and performance of a faculty-approved role that has taken place at any point during your tenure at Point Park. Will include an oral defense.

School of Adult and Professional Studies

Judith A. Bolsinger, M.S.Ed., Dean, School of Adult & Professional Studies

Master of Science in Criminal Justice Administration

The Master of Science in Criminal Justice Administration is a 30-credit, one year program, designed to be a strong program with a foundation in business, administration, law, policy, economics and criminological theory. This is a program for the well-educated criminal justice professional of today who must be armed with diverse skills. It is designed for the working professional who must continue to work during the week while pursuing advanced education on Saturdays.

Mission

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

Goals and Objectives

The goals of the graduate program in Criminal Justice Administration are as follows:

- To have students understand the historical, political, sociological, and psychological context in which the criminal justice system operates.
- To provide students with an understanding of domestic and international criminal justice issues.

- To provide students with an understanding of community conflict and crime, the causes and impact thereof on society, and the relationship between crime, violence, and other social conditions.
- To provide students with real-world experience through a practicum, field placement or research opportunity.
- To provide students with the management, technology, communication, leadership and administrative skills necessary to succeed in a rapidly evolving world environment.

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

- Describe how criminal justice policy is formulated at the federal, state and local level within a political, economic, and social context.
- Articulate the roles and functions of the various components of the criminal justice system.
- Integrate theory and practice in relation to public and private agency planning, accounting, budgeting and finance.
- Describe the cultural context in which the criminal justice system operates.
- Specify how multi-culturalism relates to the community, the workplace, and the effectiveness of the criminal justice professional and job performance.
- Compare criminological theories.
- Identify and apply the basic principles of public and private agency management and administration, including resource management and allocation.
- Demonstrate leadership skills through effective communication skills.
- Demonstrate computer skills related to data collection, analysis, and interpretation within the field of criminal justice administration.
- Demonstrate the skills necessary to be effective and successful in fulfilling various professional positions throughout the justice system.

Master of Science in Criminal Justice Administration Degree

Core Requirements **24 credits**

Criminal Justice Administration and Management—CRMJ 520
Legal Issues in Criminal Justice Administration—CRMJ 522
Theories of Criminology—CRMJ 525
Politics, Policy and Criminal Justice—CRMJ 528
Organizational Behavior in Criminal Justice—CRMJ 530
Managerial Economics—CRMJ 532
Ethical Issues in Criminal Justice—CRMJ 534
Advanced Research Design & Analysis in Criminal Justice—CRMJ 536

Select one option: **6 credits**

Option 1
Graduate Seminar —CRMJ 549
Practicum—CRMJ 550

Option 2
Graduate Seminar —CRMJ 549
Thesis—CRMJ 555

Option 3
Graduate Writing Seminar —CRMJ 545
Selective Elective in CRMJ

Departmental Electives:

Media Issues in Criminal Justice—CRMJ 540
Terrorism—CRMJ 542
Institutional Security—CRMJ 543
Juvenile Justice—CRMJ 544
Criminal Psychopathology—CRMJ 541
Special Topics in Criminal Justice Administration—CRMJ 595

Selective PCHE or Point Park University
Elective elective (500+ level) selected in consultation
with advisor and approved by Program Director

Total Program Requirements **30 credits**

Course Descriptions

At the end of each description, numerals indicate course credits, lecture hours, and laboratory hours per week. For example, the designation 3-3-2 identifies a course in which the student earns three credits and attends class for three hours of lecture and a two-hour laboratory session per week.

CRMJ 520 Criminal Justice Administration and Management 3-3-0

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

CRMJ 522 Legal Issues in Criminal Justice 3-3-0

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

CRMJ 525 Theories of Criminology 3-3-0

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

CRMJ 528 Politics, Policy and Criminal Justice 3-3-0

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

CRMJ 530 Organizational Behavior in Criminal Justice 3-3-0

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

CRMJ 532 Managerial Economics 3-3-0

This course's study of the decision-making process in relation to resource allocation in the public and private sectors. Various theories are used to study optimum decision-making procedures under changing conditions. Topics include consumption, production, distribution of goods and services, pricing, budgeting, data base management, and issues of discrimination and diversity on income distribution.

CRMJ 534 Ethical Issues in Criminal Justice 3-3-0

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

CRMJ 536 Advanced Research Design & Analysis in Criminal Justice 3-3-0

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

CRMJ 540 Media Issues in Criminal Justice 3-3-0

This course will provide a comprehensive overview in order to prepare criminal justice administration students for the multi-faceted interactions they will encounter within both the community and public news sources. Students will develop the skills to deal with both print and broadcast media by producing news releases and conducting live interviews and video presentations. Students will learn to do reliable research, be spokespersons and strategists, develop campaigns and create relationships among different communities. Students will learn the difference between public relations and family relations and the legal aspects of who needs to know what, when, and where, keeping in mind privacy issues versus the public's right to know.

CRMJ 541 Criminal Psychopathology 3-3-0

This course provides an in-depth study of the psychology of violent serial criminal offenders. Emphasis will be on the techniques of criminal profiling and the usefulness of psychological research and findings for criminal investigations, interviewing of suspects, trial strategy, and treatment of offenders, victims, and law enforcement personnel.

CRMJ 542 Terrorism 3-3-0

An exposition of historical and contemporary examples of terrorism, starting with terrorism of individuals; terrorism of groups, including business-related, racial, religious, cult and socio-economic; and political terrorism on a global scale are the subject matter of this course. The class will cover early identification of, safety techniques in dealing with, and the prevention of terrorist threats. The course will also examine management and planning concerns for private and public protection against weapons of mass destruction, including biological, chemical, atomic or explosive.

CRMJ 543 Institutional Security 3-3-0

This course will address both the theories and practices of contemporary security, including issues related to how security is viewed and approached in a variety of settings. Areas addressed will include administration, criminal investigation, systems security, and private security, among others.

CRMJ 544 Juvenile Justice 3-3-0

This course provides an examination of the juvenile justice system, emphasizing the unique aspects that distinguish it from the adult justice system. Significant court cases related to juvenile law will be reviewed, and the juvenile correctional and judicial processes will be analyzed.

CRMJ 545 Graduate Writing Seminar 3-3-0

This course provides students with advanced research and writing skills and techniques culminating in the production of a significant research paper. In addition, students are encouraged to register for a professional conference to present their findings.

CRMJ 549 Graduate Seminar 3-3-0

This course surveys current research, as well as the critical issues in the administration of justice and criminology theory. It is designed to acquaint the student with recent developments in the field of criminal justice. This course is to be taken in conjunction with a research project/thesis or internship/practicum. Thesis or practicum project findings to date will be presented.

CRMJ 550 Criminal Justice Administration Practicum 3-3-0

The Practicum experience provides students with administrative experience in the field of criminal justice administration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the field of criminal justice administration. The Practicum requires students to complete a project that results in a final report and presentation. Students will be encouraged to register for a professional conference to present their projects.

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CRMJ 555 Criminal Justice Administration Thesis 3-3-0

Students will identify a research question and will develop and write a thesis to further explore and explain the question. The student's advisor and a second reader will be required to grade the thesis.

CRMJ 595 Special Topics in Criminal Justice Administration 3-3-0

This course allows the department to select topics of special interest in the field of Criminal Justice Administration for further in-depth study.

School of Arts and Sciences

Kathleen M. Rourke, Ph.D., Dean, School of Arts & Sciences

Point Park University's School of Arts and Sciences is comprised of four academic departments: Education, Humanities and Human Sciences (HHS), Journalism and Mass Communication (J&MC), and Natural Sciences and Engineering Technology (NSET). Graduate programs include a Master of Arts in Curriculum and Instruction, a Master of Arts in Educational Administration (ECS), a Master of Arts in Journalism and Mass Communication (J&MC), and a Master of Science in Engineering Management (NSET).

Master of Arts in Curriculum and Instruction

Mission

The mission of Point Park University's Master of Arts in Curriculum and Instruction program is to prepare professional educators for developing, implementing, and evaluating curriculum and innovative educational programs. We will achieve this mission by advancing professional knowledge that supports the intellectual, social, and personal development of learners; integrating leadership and supervisory theories and skills with principles of teaching and learning; encouraging collaboration, communication, professional development, and responsible management of educational programs and resources; and, conducting educational research that enhances organizational effectiveness.

The Master of Arts in Curriculum and Instruction at Point Park University is designed to accommodate teaching professionals, or those professionals in higher education or in adult education and training. Saturday sessions comprise the course schedule during the school calendar year and Summer Institutes with six-week sessions provided during the summer months. The program shifts the focus of coursework from theory to pragmatic application to best serve educators.

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

50 Curriculum and Instruction

The Masters of Arts Program in Curriculum and Instruction has built its curriculum on the following Educational Objectives:

- To provide professional educators with a thorough understanding of educational theories while emphasizing collaborative, hands-on learning, which utilizes appropriate technologies.
- To prepare professional educators to develop curricula for content areas that incorporate diverse learner populations and settings across the lifespan.
- To prepare professional educators to develop appropriate and effective instructional methods which address the needs of diverse student populations across the content area and in a variety of classroom settings.
- To prepare professional educators to successfully address contemporary educational issues, such as: effective classroom and behavior management; diversity issues; learning styles and differentiated instruction; integration of technology across the curriculum.

Master of Arts in Curriculum and Instruction

Department Core Requirements

18 credits

Curriculum and Instruction: Theory, Design and
Development—EDUC 520
Content Area Design and Instruction—EDUC 524
Instructional Methods—EDUC 530
Technological Applications Across the Curriculum—EDUC 535
Research Methods—EDUC 536
Human Diversity Issues in Education—EDUC 540

Note to Students: Students interested in state certification as a District-Wide Supervisor of Curriculum and Instruction must select Concentration 1.

1. PA State Certification for Supervisor in Curriculum and Instruction:

18 credits

Human Development & Classroom Management—EDUC 525
Educational Administration—EDUC 538
Issues in Law and Education—EDUC 542
Curriculum, Supervision, and Leadership—EDUC 546
Applied Research Practicum in Curriculum and Instruction I—EDUC 556
Applied Research Practicum in Curriculum and Instruction II—EDUC 557

2. Adult Learning and Training Concentration: 18 credits

- Issues in Adult Education—EDUC 521
- Administration and Supervision in Adult Education—EDUC 522
- Instructional Methods for Adult Learners—EDUC 523
- Program Management—EDUC 526
- Practicum/Seminar in Learning Organization I—EDUC 554
- Practicum/Seminar in Adult Education & Training—EDUC 555

Non-Degree Seeking Students

The Master of Arts Program in Curriculum and Instruction may admit as special students a limited number of participants who have a desire to enhance certain skills by taking specific courses in the curriculum. Applicants must possess the criteria for admission. Should the student decide to enter the Master of Arts Program officially, only nine credits of prior coursework before the declaration will be considered. Applicants wishing to enroll in graduate courses for Act 48 credit may apply through the Office of Adult Enrollment.

Master of Arts in Educational Administration

Mission

The mission of Point Park University's Master of Arts in Educational Administration Program is to prepare professional educators for leadership positions as school administrators or principals. Point Park will achieve this by advancing professional knowledge that supports the intellectual, social, and personal development of learners; integrating leadership and supervisory theories and skills with problem solving and decision making models; encouraging collaboration, communication, professional development, and responsible management of educational programs and resources; and, conducting educational research that enhances organizational effectiveness.

Saturday sessions comprise the course schedule during the school calendar year and Summer Institutes with six-week sessions provided during the summer months. The program shifts the focus of coursework from theory to pragmatic application to best serve educators.

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

52 Curriculum and Instruction

The Master of Arts in Educational Administration has built its curriculum on the following educational objectives:

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

Master of Arts Degree in Educational Administration

Department Core Requirements 24 credits

Content Area Design and Instruction—EDUC 524
Human Development & Classroom Management—EDUC 525
Instructional Methods—EDUC 530
Technological Applications Across the Curriculum—EDUC 535
Research Methods—EDUC 536
Educational Administration—EDUC 538
Human Diversity Issues in Education—EDUC 540
Issues in Law and Education—EDUC 542

Department Core Requirements 12 credits

Principalship I: Supervision and Leadership—EDUC 547
Principalship II: Organizational Management & Community Interaction—EDUC 548
Applied Research Practicum I: School Administrator - School Principal K-12—EDUC 549
Applied Research Practicum II: School Administrator - School Principal K-12—EDUC 550

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

- Provide a chief school administrator's verification of the completion of a minimum of five years of professional school experience in an instructional area
- Successfully complete the PRAXIS Exam for Administration #1010
- Be recommended for certification by the authorized certification officer or person who holds a comparable certificate from another state

Non-Degree Seeking Students

The Master of Arts Program in Educational Administration may admit as special students a limited number of participants who have a desire to enhance certain skills by taking specific courses in the curriculum. Applicants must possess the criteria for admission.

Should the student decide to enter the Master of Arts Program officially, only nine credits of prior coursework before the declaration will be considered. Applicants wishing to enroll in graduate courses for Act 48 credit may apply through the Office of Adult Enrollment.

Course Descriptions

The numerals that accompany the course number and title indicate course credits, lecture hours and laboratory hours per week. For example, the designation 3-3-2 identifies a course in which the student earns three credits and attends class for three hours of lecture and a two-hour laboratory session per week.

EDUC 520 Curriculum and Instruction: Theory, Design and Development

3-3-0

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

EDUC 521 Issues in Adult Education 3-3-0

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

EDUC 522 Administration and Supervision in Adult Education 3-3-0

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

EDUC 523 Instructional Methods for Adult Learners 3-3-0

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

EDUC 524 Content Area Design and Instruction 3-3-0

This course provides opportunities for application of curriculum development and instructional methods across the educational spectrum (K-12). Current trends, philosophies, and practices are coupled with subject matter to provide participants with a practical and contemporary foundation from which to instruct. Students will explore effective delivery of instructional methodologies and strategies that address diverse populations of students. Students will learn how to conduct experimental instructional programs during the course, as they design and develop innovative curricula. Students will develop models in their chosen field that can be implemented independently or adapted to an existing curriculum.

EDUC 525 Human Development and Classroom Behavior 3-3-0

This course will investigate the causes, assessment, and strategies associated with behaviorally-challenged students. In order for students to fully appreciate the context of education for behaviorally-challenged students, theories and “best practices” based on normal development, as well as different levels of

cognitive functioning, will be considered first. Course topics will include normal and abnormal development (psychological theories, cognitive theories, etc.); etiological perspectives; behavior management and team approaches to intervention methods; safe schools and violence prevention. Graduate students will design a portfolio of preventive strategies and corrective methods, examine their contribution to classroom climate, and establish techniques to enhance parent-teacher partnerships. (Prerequisite: EDUC 530)

EDUC 526 Program Management 3-3-0

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

EDUC 530 Instructional Methods 3-3-0

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

EDUC 535 Technological Applications Across the Curriculum 3-3-0

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

EDUC 536 Research Methods 3-3-0

This course is designed to provide an overview of research processes, methods, products, and problems. The course will introduce the basic concepts of empirical research and will emphasize the application of research methodology (measurement, statistics, design, and evaluation) for professional practice in education. The course will provide opportunities to read, discuss, and critique relevant basic and applied educational research (both current and historical) in terms of theory and research design. Students will become competent in designing and evaluating research proposals and reports that foster informed educational practice. (Prerequisite: EDUC 530)

EDUC 538 Educational Administration 3-3-0

This course provides the supervisor in training with a foundation of the educational theories and research that affect day-to-day administration of schools. Topics will include theories of organization, educational foundations,

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

EDUC 540 Human Diversity Issues in Education 3-3-0

This course identifies and analyzes the impact diversity has upon students in the classroom today. By collaborating with individuals from various cultural and ethnic groups, religious backgrounds, and social classes, students will investigate the relationship that exist between school systems and their diverse populations. Developing lessons and projects that optimize talent, pride, and participation will constitute the focus of coursework. (Prerequisite: EDUC 530)

EDUC 542 Issues in Law and Education 3-3-0

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

EDUC 546 Curriculum Supervision and Leadership 3-3-0

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

EDUC 547 Principalship I: Supervision and Leadership 3-3-0

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

EDUC 548 Principalship II: Organizational Management and Community Interaction 3-3-0

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

EDUC 549 Applied Research Practicum in School Administration - School Principal K-12 3-3-12

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

certification project will be completed during the practicum. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

**EDUC 550 Applied Research Practicum
in School Administration - School Principal K-12 3-3-12**

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

EDUC 554 Practicum/Seminar in Learning Organizations (I) 3-3-0

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

**EDUC 555 Applied Research Practicum in Adult Education and Training
3-3-0**

This field-based practicum is designed to give the prospective adult education specialist experience within a setting designed to foster professional development under the supervision of a mentor. Particular emphasis will be placed on learning how to conduct and evaluate experimental instructional programs in light of relevant basic or applied research fundamentals. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with

the student's identified objectives and goals. A daily log and an original research project will be completed during the practicum. (Prerequisite: EDUC 536)

EDUC 556 Applied Research Practicum in Curriculum and Instruction I 3-3-0

This field-based practicum is designed to give the prospective supervisor experience with a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in the participant's area of certification (over two terms). The candidate and his/her advisor will identify areas of focus for the practicum, which must include curriculum development, budgeting, supervision and evaluation of personnel, policy and program development, communication and any additional areas identified by the student with the advisor. Collaboration with administrators, including the principal, vice-principal, and curriculum and instruction supervisor is considered vital and necessary for the student's professional development during the practicum experience. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed during the practicum.

EDUC 557 Applied Research Practicum in Curriculum and Instruction II 3-3-0

A continuation of EDUC 556. This field-based practicum is designed to give the prospective supervisor experience with a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in the participant's area of certification (over two terms). The candidate and his/her advisor will identify areas of focus for the practicum, which must include curriculum development, budgeting, supervision and evaluation of personnel, policy and program development, communication and any additional areas identified by the student with the advisor. Collaboration with administrators, including the principal, vice-principal, and curriculum and instruction supervisor is considered vital and necessary for the student's professional development during the practicum experience. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed during the practicum.

EDUC 595/596/597 Special Topics
(Prerequisites: EDUC 520, EDUC 524, and EDUC 530)

Master of Arts in Journalism and Mass Communication

The Journalism and Mass Communication Department offers a Master of Arts degree with a professional, hands-on emphasis. The program serves four types of students: those with undergraduate degrees in communications who lack enough specialized, practical training to enter the field; those with undergraduate degrees in another field who want jobs in communications but lack the required skills and background; professionals in the field who need polishing and advanced techniques for promotion, management goals or multimedia flexibility; and those who seek a mid-career change into the demanding, yet rewarding, field of journalism and communications.

New technologies propel the field, requiring participants to refine their techniques; sharpen their skills; broaden their knowledge of the vast interrelated media; and conduct further studies and research into the functions, operations and impacts of journalism and communications. The goals of the program are:

- To ensure strong journalistic writing and editing skills.
- To develop a professional knowledge of legal and ethical principles.
- To emphasize the requirement for continued academic and communications research in the field.
- To provide internship opportunities with various media.
- To offer a thesis track for research-oriented students and a professional track for job-oriented communicators.
- To supply general as well as specialized courses in a variety of media, new media and related areas, including advertising, broadcasting, print and public relations.

The program has courses taught by full-time faculty and adjuncts from the region's professional community in the four areas of advertising, broadcasting (radio, television), print (newspapers, magazines) and public relations. Also included are general courses in creativity, visual media, presentation skills, and related non-departmental subjects such as business, humanities, politics, psychology and sciences. Courses on desktop publishing and computers, and special offerings for educators and high school teachers also help the program to fit the needs of the times and the community.

Students find a varied selection of small classes and one-on-one consultative work with the graduate faculty. The graduate director is the student advisor, working with the students in planning their programs and scheduling courses. A committee of graduate faculty advises on admissions and other matters, while a professional advisory board advises on the curriculum and current marketplace.

Graduates, who must acquire theoretical foundations for their practical knowledge, have gone on to jobs in all areas of the media in the tri-state area, the country, and the world.

The Department's specific objectives for students are:

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

The graduate program began in 1981 as the result of the University's national reputation for undergraduate journalism education. This was the first graduate journalism program in Western Pennsylvania. It remains the region's only practical program in professional journalism and mass communication, following the same philosophy of learning by doing which first placed the spotlight on the undergraduate program while also offering a research-oriented track for students planning to pursue the Ph.D. in mass communication at another institution. In 2001, the Department of Journalism and Mass Communication and the *Pittsburgh Post-Gazette* jointly launched the Innocence Institute of Point Park University, which provides a real-world learning environment for aspiring journalists who learn investigative reporting skills to expose wrongful convictions. While there are dozens of law school-based innocence projects in the United States, Point Park's Innocence Institute is the only project solely focused on, or based in, journalism. Graduate students can enroll for at least two courses (JOUR 522 and 525) to assist in the research, reporting and fact-checking on the cases. The physical location in a major metropolitan city brings networking and employment opportunities, staff, events and intellectual stimulation enjoyed by participants in only a handful of other journalism and communications programs.

Master of Arts Degree with a Major in Journalism and Mass Communication

Department Core Requirements

3-12 credits

Writing and Editing in the Journalistic Style—JOUR 503
Communication Law and Regulation—JOUR 518
Media Ethics and Professional Culture—JOUR 519
Applied Mass Communication Research Methods—JOUR 593

(JOUR 503, 518 and/or 519 may be waived by committee for equivalent professional experience and/or proof of an undergraduate course passed with a "B" grade. JOUR 593 cannot be waived. Any waived course must be replaced by elective credits.)

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Professional or Thesis-track

Research Requirements

6 credits

Any two of these three:

- Directed Readings—JOUR 591
- Publication Project—JOUR 592
- Directed Research—JOUR 594

Or both:

- Thesis in Journalism and Communications I—JOUR 597
- Thesis in Journalism and Communications II—JOUR 598

Non-Department Electives

3-12 credits

One graduate-level course must be taken in another academic discipline. Special courses are offered. (Up to nine graduate credits may be transferred. They may be either communications or non-departmental electives.)

Departmental Electives

15-24 credits

- Electronic Photo Editing—JOUR 501
- Editorials, Columns and Editorial Pages—JOUR 502
- Radio and Television News Writing—JOUR 504
- International Journalism—JOUR 505
- Public Affairs Reporting—JOUR 506
- Desktop Publishing—JOUR 507
- Magazine Article Writing—JOUR 508
- Specialized Reporting and Writing—JOUR 509
- Investigative Reporting—JOUR 510
- Presentation Skills—JOUR 515
- Print Graphics—JOUR 520
- Writing for Public Relations—JOUR 521
- Innocence Institute Research and Reporting I—JOUR 522
- Small Publications—JOUR 524
- Innocence Institute Researching and Reporting II—JOUR 525
- Principles of Advertising—JOUR 526
- Seminar in Public Relations Problems—JOUR 527
- Digital Editing—JOUR 529
- Creativity and Managing Creative People—JOUR 530
- Advertising and Public Relations Research —JOUR 531
- Advertising Sales—JOUR 532
- Media Planning and Evaluation—JOUR 533
- Advanced Advertising Campaigns—JOUR 534
- Public Relations/Advertising Agency and Department Management—535
- Advertising Graphics—JOUR 536
- Integrated Marketing Communications—JOUR 538
- Public Relations for Non-Profit Organizations—JOUR 539

- Freelance Communications and Consulting—JOUR 540
- Radio and Television Copywriting—JOUR 541
- Television Production and Editing—JOUR 542
- Television Production and Program Development—JOUR 543
- ENG Field Reporting, Interviewing and Editing—JOUR 544
- Graduate Internship in Journalism and
Communications I—JOUR 551
- Graduate Internship in Journalism and
Communications II—JOUR 552
- Public Opinion and News Media – JOUR 555
- Mass Communication History—JOUR 565
- Workshop in Journalism for High School Teachers—JOUR 571
- Newspaper and Magazine Management—JOUR 575
- Writing the Nonfiction Book —JOUR 585
- Special Topics in Journalism and Communications
at the Graduate Level—JOUR 595
(May be repeated as long as topic differs)

Total Program Requirements	36 credits
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Non-Degree Students

The Journalism and Mass Communication program admits a limited number of special (non-degree) students. They may take up to nine credits before deciding whether to continue with the degree program. Non-degree seeking students must submit the application, fee, transcripts and statement of purpose. Students wishing to continue in the degree program must provide the two required letters of recommendation and may choose to take the GRE to bolster their degree program application.

Course Descriptions

At the end of each description, numerals indicate course credits, lecture hours, and laboratory hours per week. For example, the designation 3-3-2 identifies a course in which the student earns three credits and attends class for three hours of lecture and a two-hour laboratory session per week.

JOUR 501 Electronic Photo Editing **Spring—3-2-2**

Students will learn to use electronic photo and graphics editing tools such as a slide and negative scanner and industry standard software such as Photoshop. As the photojournalists move out of the darkroom and into the electronic newsroom, these skills will be increasingly vital to their careers. Not open to the student with credit in JOUR 350.

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JOUR 502 Editorials, Columns and Editorial Pages Odd Years/Fall—3-3-0

Covers all aspects of editorials, editorial pages, and op-ed pages, including their theory and history, writing and critiquing various types of editorials, editorial campaigns, and opinion articles. Designing editorial pages, selecting syndicated and guest materials, and managing the editorial page staff.

JOUR 503 Writing and Editing in the Journalistic Style Fall—3-2-2

A laboratory course that combines techniques of journalistic writing and editing. This is for the graduate student who has earned a bachelor's degree in a discipline other than journalism or those required to, or wishing to polish their skills in writing and editing on a professional level. Graduate students who have professional experience, undergraduate credit for or pass departmental examinations in journalistic writing and editing may be granted a waiver for the course.

JOUR 504 Radio and Television News Writing Spring—3-2-2

Broadcast writing and reporting skills including radio-television news style, terms, rules and format. Exercises move from leads to entire newscasts. Students develop "news sense" for visual and aural media, as well as how to make news judgments on deadline. Not open to the student with credit in JOUR 304. Prerequisite: JOUR 503 or permission.

JOUR 505 International Journalism Even Year-Sum—3-3-0

Designed to give an understanding of the journalism and mass media of the Western, communist and underdeveloped nations of the world with emphasis on intercultural communication, historical background, socio-economic, political and ideological characteristics. Research papers done on particular media, countries, or areas of interest. Guest lecturers.

JOUR 506 Public Affairs Reporting Odd Year-Fall—3-3-0

A series of real reporting assignments under deadline conditions beginning with the University and extending into the city of Pittsburgh and the surrounding area. Not open to the student with credit in JOUR 406. Prerequisite: JOUR 503 or equivalent.

JOUR 507 Desktop Publishing Fall/Spring/Even Years-Sum—3-2-2

Using Macintosh and PCs for desktop publishing. Emphasis on technical skills, design and creativity in producing professional publications. Beginning skills taught, advancing to projects involving newsletters, newspaper and magazine pages, advertisements and brochures, as time permits. Not available to the student with credit in JOUR 407.

JOUR 508 Magazine Article Writing Even Year/Spring—3-2-2

Research and development of briefs and longer nonfiction articles with emphasis on freelance writing, queries and techniques of magazine titles, fillers, writing and critiquing. Efforts made to sell articles for publication. Not open to the student with credit in JOUR 408. Prerequisite: JOUR 503 or equivalent.

JOUR 509 Specialized Reporting and Writing Spring—3-3-0

Concentrated research and writing experience in one of the following reportorial areas: economics, finance and business; health and welfare; labor; arts and entertainment; religion; sports; politics; or education. Faculty guidance will be coupled with input from working professionals in lecture and advisory sessions related to their specialties. Prerequisites: JOUR 503 and JOUR 518 or permission.

JOUR 510 Investigative Reporting Odd Years/Fall—3-3-0

Practical reporting experience with heavy emphasis on investigative techniques and computer-assisted reporting; development of sources and information; determination of subjects, organization and writing of stories and series for newspaper publication. Not open to the student with credit in JOUR 410. Prerequisites: JOUR 503 and JOUR 518 or permission.

JOUR 515 Presentation Skills Odd Years/Spring—3-3-0

Theory and practice of presentations to audiences. Includes persuasive techniques, use of audiovisuals, handouts, text preparation and physical preparation. Videotaping may be used to evaluate effectiveness.

JOUR 518 Communication Law and Regulation Fall/Spring—3-3-0

Study of contemporary and classic cases related to state and federal law of freedom of the press and freedom of speech. Problems caused by efforts by government to control mass media and the freedom of government/public information also are addressed. Not open to the student with credit in JOUR 418.

JOUR 519 Media Ethics and Professional Culture Fall—3-3-0

Examines the ethical issues presented in the modern media, including their historical context and practical ramifications. The course compares and contrasts ethical standards and systems with professional processes and practices, and legal principles. Students also will examine mass communication professionals' characteristics and work environments. Not open to the student with credit in JOUR 412.

JOUR 520 Print Graphics Odd Years/Fall—3-2-2

Students will learn advanced pagination, design and production techniques used to create newspapers and magazines. Desktop publishing and design tools will be combined with the study of typography, color and graphics as the basic tools of pagination. Students will design a newspaper and a magazine. Prerequisite: JOUR 507 or permission.

JOUR 521 Writing for Public Relations Fall—3-3-0

Intensive work in preparation of information for newspapers, radio, television, magazines; speech writing; brochures, newsletters; planning publicity campaigns. Prerequisite: JOUR 503 or equivalent competency.

JOUR 522 Innocence Institute Research and Reporting I **Fall-3-3-0**

Students will research and investigate cases of wrongful conviction on an individual and group basis. Under the professor's direction, student will employ investigative reporting techniques to collect court records, police and other public documents and all other appropriate materials; interview witnesses and visit crime scenes; prepare evidence for further exploration and corroboration; then begin writing reports, articles and series on the results of the investigation. Students must commit to a minimum of 45 hours of work each semester on selected projects and report on a regular basis those results to the professor. Prerequisite: JOUR 503 or equivalent competency, plus JOUR 506, 508, 509 or 510. Permission of instructor may substitute for the second prerequisite.

JOUR 524 Small Publications **Odd Years/Sum—3-3-0**

Editing and production of brochures, newsletters, small magazines and other specialized publications. Not open to the student with credit in JOUR 370. Prerequisite: JOUR 507 or equivalent competency.

JOUR 525 Innocence Institute Research and Reporting II **Spring—3-3-0**

Students will continue work on selected cases of wrongful conviction started in previous class. Investigative efforts will pursue corroborative materials, witnesses and evidence; conduct final reviews of police and other public records and court documents; and final writing will begin on finished articles and series for publication. The professor will lead students through the editing and rewriting process through individual and group conferences. Students must commit to a minimum of 45 hours of work each semester on the selected projects and report on a regular basis those results to the instructor. Prerequisite: JOUR 522.

JOUR 526 Principles of Advertising **Even Years/Spring—3-3-0**

A comprehensive overview of advertising management and creative campaigns. Includes research, targeting/objective setting, media evaluation, copy writing and art direction for print, broadcast and interactive media. Students prepare a complete advertising plan and creative campaign for a product, service or institution.

JOUR 527 Seminar in Public Relations Problems **Even Years/Spring—3-3-0**

Identification of problems in public relations practice and use of intensive research to focus on solutions. Sample discussion topics are audience identification and analysis, effective internal communication and creative external communication. Case studies.

JOUR 529 Digital Editing **Spring—3-3-0**

Designed to teach students both the technical operations and aesthetics of non-linear editing through lecture, demonstration, and hands-on practice. Students will learn industry standard software for broadcast editing, and then will be expected to complete a series of projects to demonstrate proficiency.

JOUR 530

Creativity and Managing Creative People **Odd Years/Spring—3-3-0**

Explores students' own creative abilities. Includes exercises to increase creativity; examines the creative process and how it works; and explores various techniques for managers or supervisors of creative people in advertising and PR work.

JOUR 531 Advertising and Public Relations Research **Odd Years/Spring—3-3-0**

This course provides an overview of all major research methods used in advertising and public relations research, including focus groups, media measurement sources, ethnography, pretesting (including copytesting) and posttesting and clients' internal data. Students will learn how these resources fit into the public relations and advertising processes.

JOUR 532 Advertising Sales **Odd Years/Fall—3-3-0**

Theory, practice and implementation of advertising sales related to radio, television, newspapers and magazines. Overview includes local and national sales organizations. Leads to working knowledge of the structure of media sales.

JOUR 533 Media Planning and Evaluation **Odd Years/Spring—3-3-0**

Theory, practice and utilization of the statistics used in media planning campaigns. Addresses problem solving, case histories and interpretation. Planning and evaluating the overall buying of air, space, etc. for ad clients and products. Prerequisite: JOUR 531.

JOUR 534 Advanced Advertising Campaigns **Even Years/Fall—3-3-0**

Students form in-class agencies and produce advertising campaigns for consumer, public service and business-to-business clients. Students present their campaigns before a panel of advertising professionals and clients. Prerequisite: 531.

JOUR 535 **Even Years/Fall—3-3-0**

Public Relations/Advertising Agency and Department Management

Students will learn about the roles of accounting and financial management, marketing, equipment and supplies, contracts and other legal issues, scheduling and work flows, time management, human resources, competition with other agencies, and other issues involved in managing an agency or department of public relations and/or advertising.

JOUR 536 Advertising and PR Graphics **Fall—3-2-2**

Presents the technical as well as theoretical aspects of public relations and advertising graphics. Design, appeal and techniques are explored. Not open to students with credit in JOUR 336. Prerequisite: JOUR 507 or equivalent competency.

JOUR 538

Integrated Marketing Communications

Odd Years/Fall—3-3-0

The students will study marketing theory, case studies, specific applications to communications programs, and they will develop a complete marketing communications plan for a client.

JOUR 539

Even Years/Fall, Odd Years/Sum—3-3-0

Public Relations for Non-profit Organizations

This course will explore the various ways that public relations programs are managed in health care, social service and educational organizations. Students will explore programs relating to internal communications, external public relations campaigns and special topics such as crisis communications, marketing communications, public service and fundraising.

JOUR 540

Odd Years/Summer—3-3-0

Freelance Communications and Consulting

This course provides fundamental instruction in the basics of operating as an independent communications consultant or freelance journalist. This course is appropriate for students interested in starting a communications consultancy and/or those interested in pursuing freelance writing or editing opportunities while working full time. Topics will include: developing a communications business, research, planning, marketing and networking for success, and will be related to current issues, trends and employment opportunities.

JOUR 541 Radio and Television Copywriting

Fall—3-2-2

Adapting print writing ability to broadcast style. Development of continuity in a variety of broadcast formats, including spot commercials, public service announcements, promos, info-spots and political spots. Not open to the student with credit in JOUR 341. Prerequisite: JOUR 503 or permission.

JOUR 542 Television Production and Editing

Odd Years/Spring—3-2-2

Principles and laboratory experience in production and videotape editing for television. Students must be able to write their own scripts. Prerequisite: JOUR 541 or undergraduate credit and/or work experience in scripting at a level approved by the instructor.

JOUR 543

Television Production and Program Development

Even Years/Fall—3-3-0

Concept design, scripting and production of television programming in public affairs, lifestyle, news-magazine, and corporate formats. Experience provided in the University's PPC-TV studio under broadcast conditions. Not open to the student with credit in JOUR 443. Prerequisite: JOUR 542 or permission.

JOUR 544 **Even Years/Spring—3-3-0**

Field Reporting, Interviewing and Editing

Using the PPC-TV studio as an operations base, the class functions as a TV newsroom. Students write and edit TV news packages to deadline, shoot news in the field, learn on-camera interviewing techniques for a variety of situations in TV news. Not open to the student with credit in JOUR 444. Prerequisites: JOUR 504 and JOUR 542.

JOUR 551, 552 **Fall/Spring/Sum—3-0-15**

Graduate Internship in Journalism and Communications I, II

Student must have completed 15 credit hours toward the degree and prerequisite courses or practical experience for eligibility. A minimum of 15 hours a week must be worked in a media-related position. Student must develop a specific project drawn from or related to the site experience. Regular reports and periodic conferences with the instructor are required, as well as a final report. A total of six credits in internships may be earned toward the degree. Other specific criteria are published and applicable.

JOUR 555 Public Opinion and the News Media **Even Years/Spring—3-3-0**

Nature, development, formation and distribution of relevant attitudes and opinions, especially those related to politics and government; the role of leadership, persuasion and communication in opinion-policy process. Emphasis on the role of all types of mass communication in the formation of public opinion and on how the mass media are influenced by public opinion.

JOUR 565 Mass Communication History **Spring—3-3-0**

This course surveys the development of mass communication in print and electronic media, including advertising and public relations, and seeks to interpret their sociopolitical causes and effects. Not open to the student with credit in JOUR 465.

JOUR 571 **Even Years/Sum—3-2-2**

Workshop in Journalism for High School Teachers

A one-week intensive workshop designed to develop skills necessary in teaching journalism at the secondary education level and in producing high school publications. Seminar participation in problems of teaching high school journalism and laboratory experience in writing, editing and production of print media projects. Offered in summer sessions only. May be used toward the Master of Arts degree in Journalism and Mass Communication.

JOUR 575 Newspaper and Magazine Management **Even Years/Summer—3-3-0**

This course is a detailed examination of the operations of local and national newspaper and magazine companies, including their organizational structure, management functions, advertising sales (where applicable), subscription sales (where applicable), production processes, finances and budgets, research efforts, and corporate cultures.

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JOUR 585 Writing the Nonfiction Book Even Years/Fall—3-3-0

Learning about all aspects of the U.S. book publishing, wholesaling and retailing industry. Students will write a sample chapter, cover letter and book outline for a book that they would like to have published, and will research and select possible publishers to solicit.

JOUR 591 Directed Readings 3 credits

The student will read and summarize six selected texts in a significant area of mass communication, then combine them into a major paper contrasting theoretical, philosophical and technical aspects. A faculty member must oversee the project, a proposal for which must be approved by that faculty member and the program director. Final paper's text will be at least 15 pages. May constitute three of the six hours of the candidate's required research obligation. Only students with Incompletes must continue work by enrolling in JOUR 599 for only one regular academic term. Prerequisite: 18 credits.

JOUR 592 Publication Project 3 credits

The student earns credit for work on an investigative, interpretive series in a medium such as print, a media script, publications/advertising campaign, or other significant project. Proof of intended implementation is required. A faculty member must oversee the project, a proposal for which must be approved by that faculty member and the program director. May constitute three of the six hours of the candidate's required research obligation. Only students with Incompletes must continue work by enrolling in JOUR 599 for only one regular academic term. Prerequisite: 18 credits.

JOUR 593 Applied Mass Communication Research Methods Spring—3-3-0

Study and investigation in areas such as mass media effects, audience studies, media management problems, sociology of news, popular culture, and the media's role in politics and public opinion. Research methods introduced include surveys, polls, content and textual analysis, financial analysis, ethnography, and controlled experiments.

JOUR 594 Directed Research 3 credits

The student works with one faculty member on a comprehensive research project in an area of inquiry that is not available through any course offered at Point Park University. A formal paper culminates the study. Students must have the approval of the faculty member expected to supervise the study and the program director prior to registration. May constitute three of the six hours of the candidate's required research obligation. Only students with Incompletes must continue work by enrolling in JOUR 599 for only one regular academic term. Prerequisite: 18 credits, including JOUR 593.

JOUR 595 Special Topics in Journalism and Communications at the Graduate Level 3 credits

Courses are offered in specialized topics including digital editing, branding, government lobbying, international advertising, media relations, new media, and advanced photojournalism. Students may elect to take several JOUR 595 courses as long as the topics differ.

JOUR 597, JOUR 598 Thesis in Journalism and Communications I, II Each term: 3 credits

The student works with a faculty committee of three on a topic and research for a major paper that will require two terms for completion. A proposal and committee chair must be approved before registration. Development of a bibliographic essay, outline, and research method(s) are emphasized in the first semester. Writing a fully documented original thesis of not less than 60 pages using the American Psychological Association's (APA) style is the goal for the second term. In order to participate in graduation ceremonies in the Spring, Thesis I must be completed by April. For the diploma to be dated that year, Thesis II must be completed before the last day of the following term. JOUR 597 and JOUR 598 may be Pass ("P"), Fail ("F"), or Incomplete ("I") depending on progress in Thesis. Student with Incomplete ("I") in JOUR 598 must continue work by enrolling in JOUR 599 for one regular academic term only. Prerequisite for JOUR 597: JOUR 593

JOUR 599 Completion of Directed Readings, Publication Project, Directed Research, Thesis in Journalism and Communications II 1 credit

To be taken only if the student does not complete the Directed Readings, Publication Project, Directed Research or Thesis requirement in JOUR 591, JOUR 592, JOUR 594 or JOUR 598. If the adviser deems progress has been satisfactory in one of the above, even though the project was not completed, a grade of "P" may be awarded. The student must register for JOUR 599 during one regular academic term, but not summer sessions, and complete all requirements during the term for which registered. Pass ("P") or ("F") grade only. No Incomplete ("I") permitted. Fail ("F") in JOUR 599 precludes the student from re-enrolling in the course failed. Successful completion must be verified by presentation of the finished project for graduate director's files.

Master of Science in Engineering Management

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

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

The Master of Science in Engineering Management has three goals:

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

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

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

Master of Science in Engineering Management Degree

Required Courses:	24 credits
Management of Engineering, Scientific & Technological Professionals—MSEM 500 Economic Analysis in Engineering Management—MSEM 505 Organizational Behavior—MSEM 510 Engineering Project Management—MSEM 525 Engineering Analysis I—MSEM 530 Engineering Analysis II—MSEM 535 Seminar in Contemporary Issues in Engineering Management—MSEM 540 Project in Engineering Management—MSEM 545	
Electives:	6 credits
Total Program Requirements	30 credits

Course Descriptions

At the end of each description, numerals indicate course credits, lecture hours, and laboratory hours per week. For example, the designation 3-3-2 identifies a course in which the student earns three credits and attends class for three hours of lecture and a two-hour laboratory session per week.

MSEM 500 **3-3-0**

Management of Engineering, Scientific and Technical Professionals

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

MSEM 505 Economic Analysis in Engineering Management **3-3-0**

The course covers the principles and methodologies of economic analysis and selection of projects as they pertain to engineering activities. Individual, corporate and public projects will be considered. Among topics covered are time value of money, short term and long term investment analysis, management of assets, inflation, and taxation analysis. Basic concepts such as stochastic analysis and deterministic methods will be introduced. Students will be able to utilize financial principles including: accounting income and cash flow, equivalence,

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cash flow modeling, depreciation, taxation, investment worth, selection of alternatives, and budgeting models. Students also will have special appreciation for comparisons of project viability and risk for selection of projects including investment worth under risk, comparing projects, and decision trees.

MSEM 510 Organizational Behavior 3-3-0

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

MSEM 525 Engineering Project Management 3-3-0

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

MSEM 530 Engineering Analysis I 3-3-0

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

MSEM 535 Engineering Analysis II 3-3-0

The course provides an introduction to probabilistic operations research models and solution techniques. Specific topics covered include Poisson process, Markov chains, queuing models and their applications, decision analysis, stochastic inventory, and system reliability. Concepts of random variant and generation and Monte Carlo simulation will be introduced. Design projects will involve spreadsheet software and special purpose packages. Students will become familiar with stochastic math models.

MSEM 540 3-3-0

Seminar in Contemporary Issues in Engineering Management

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

MSEM 545 Project in Engineering Management 3-3-0

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

School of Business

Margaret S. Gilfillan, M.B.A., C.P.A., Interim Dean, School of Business

Point Park University's School of Business currently offers a Master of Business Administration (MBA) degree.

Master of Business Administration Program

The Master of Business Administration (MBA) Program at Point Park University has been designed in response to the needs of working professionals. An innovative Saturday-only format allows students to complete this 36-credit graduate program in only one year. The MBA also can be completed in an evening format. Part-time MBA graduate students may take two or three years to complete the program. The program has a sizable strategic management and organizational component so graduates are prepared for the challenges that exist within the business community today. The program consists of a core curriculum (8 courses) that adheres to a detailed sequence, followed by four courses, in one of four concentrations: Management, International Business, Management Information Systems, or Sport, Arts, and Entertainment Management (new for Fall 2005).

The Master of Business Administration graduate program has established these four goals:

- To provide skilled, knowledgeable and socially responsive leadership for business and other institutions
- To provide an academically rigorous and pragmatic program in business management
- To provide students with the broader skills to recognize the nature, direction and timing of change in both the domestic and global business environment, and to respond to these changes effectively
- To provide an understanding of international business and cultures.

Additionally, the MBA program has designed its curriculum based on the following specific objectives:

- To provide graduates with the functional business skills to become effective managers of private enterprises and other institutions
- To enable business students to be knowledgeable decision-makers within their specific areas of responsibility and expertise by using pertinent skills and techniques acquired from their exposure to various functional areas of business
- To provide graduates with the knowledge, ability and technological skills to determine priorities, gather resources, and implement strategies for both private enterprises and public institutions
- To provide graduates with the knowledge, ability, and interpersonal skills to function effectively in a diverse work force
- To familiarize students with international business and economic issues and to make them cognizant of the global forces impacting the business environment

Master of Business Administration Degree

Required Courses

Core Classes		24
	Global Environment of Business—MBA 570	
	Statistical Techniques in Marketing Research—MBA 572	
	Legal Environment of Business—MBA 571	
	Quantitative Methods—MBA 576	
	Accounting for Managers—MBA 511	
	Organizational Behavior—MBA 574	
	Corporate Finance—MBA 573	
	Managerial Economics—MBA 578	
	Concentrations: Select one:	
Management Track		12
	Organizational Systems—MBA 575	
	Strategic Planning—MBA 577	
	Advertising—MBA 538	
	Special Topics in Management (i.e. Production Management)—MBA 595	
International Business Track		12

78 Business Administration

International Economics—MBA 514
Cultures of International Business—MBA 541
International Finance—MBA 517
Special Topics in International Business—MBA 596

Management Information Systems Track 12

Management Information Systems—MBA 580
Development of Support Networks—MBA 581
Database Management and Applications—MBA 582
Special Topics in Information Systems—MBA 597

Sport, Arts, and Entertainment Management Track (SAEM) 12

Applied SAEM Marketing—MBA 551
Applied SAEM Magement—MBA 552
Applied SAEM Finance—MBA 553
Graduate Internship—MBA 590 OR
Thesis/Project in SAEM—MBA 591

Total Program Requirements

 36

Non-degree Students

The MBA program may admit as non-degree students a limited number of individuals who wish to enhance certain skills by taking certain courses in the curriculum. Non-degree students must possess a baccalaureate degree and are subject to University regulations. Credits earned in non-degree student status may be applied to the MBA degree. No more than nine credits may be taken as a non-degree student.

Public Service Seminars

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

Course Descriptions

At the end of each description, numerals indicate course credits, lecture hours, and laboratory hours per week. For example, the designation 3-3-2 identifies a course in which the student earns three credits and attends class for three hours of lecture and a two-hour laboratory session per week.

MBA 511 Accounting for Managers 3-3-0

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

MBA 514 International Economics 3-3-0

The analytical framework for economic decision-making within the international firm with respect to supply, demand, cost, price and profit is developed. Geographic trade patterns, differences between price and non-price economics, real and currency value changes, and international variations of corporate and national economic policies are reviewed and evaluated.

MBA 517 International Finance 3-3-0

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

MBA 538 Advertising 3-3-0

This course examines current advertising from a real world perspective with particular attention to the role of technology and segmentation of consumers. Account management, client relationships, research media planning and selection along with creative implementation are studied. Coursework focuses around the conception, development and implementation, and presentation of a client's advertising plan.

MBA 541 Cultures of International Business 3-3-0

This course provides an overview of the socio-cultural dimensions of doing business in an increasingly global environment. Topics to be discussed include problems and challenges of intercultural communication, intercultural politics, issues of leadership and decision making, cultural change, diversity management and effective performance in the global marketplace.

MBA 551 Applied SAEM Marketing 3-3-0

This course will provide a strategic look at marketing concepts within the sport, arts and entertainment industries. Specifically, students will develop and evaluate strategic marketing plans that address consumer (fan/audience) behavior, creating high levels of customer service, developing brand loyalty (relationship marketing), applying research data, segmenting markets, promotions, and branding.

MBA 552 Applied SAEM Management 3-3-0

This course concerns the application of management concepts and theories in various sport, arts and entertainment settings. Students will assess and recommend courses of action for the management of event planning and facility operations. Students will also integrate legal liability and risk management, organization design, governance, public policy, labor relations, collective bargaining, and ethical issues into the globalization of the sport, arts and entertainment industries.

MBA 553 Applied SAEM Finance 3-3-0

Using finance principles, students in this course will assess, design, and evaluate revenue streams (setting ticket prices, concessions, luxury suites, associated merchandise, etc) contracts, budgets, and facility/equipment financing in sport, arts and entertainment organizations.

MBA 570 Global Environment of Business 3-3-0

This course introduces the global environment of multinational and transnational business operations. Topics to be discussed include the structures and processes of international business transactions as well as the impact of major economic, political, social and ecological issues. The positive and negative impacts of globalization will be assessed.

MBA 571 Legal Environment of Business 3-3-0

The relationship of the business manager to the legal foundations of the business/economic system is considered through theory and case studies. The legal and regulatory climates in which businesses operate are examined. The impact of international laws such as the act of state doctrine, and the effects of U.S. legislation on multinational business operations will also be considered.

MBA 572 Statistical Techniques in Marketing Research 3-3-0

This course examines the role of marketing research in competitive marketing analysis. Coursework includes understanding the development and implementation of focus groups, personal and computer surveys, observational and other research techniques.

Emphasis is on the real world application of these techniques and the appropriate examination of research results utilizing statistical abstracts and evaluative analysis.

MBA 573 Corporate Finance 3-3-0

The class will examine discounted cash flow techniques for decision-making applications. Topics to be examined will involve operational budgeting, capital appropriation requests, investment planning, new product introductions, acquisitions, divestitures, shutdowns, and other special project decisions. The course will combine theory, cases and computer application projects. Prerequisite: MBA 511

MBA 574 Organizational Behavior 3-3-0

This course examines human behavior in organizations at both the micro and macro levels. The interaction of human, technological and structural factors in organizations will be examined. Important issues to be considered include theories of communication, motivation and decision making. Issues of organizational politics and the challenges of conflict management will be addressed. Special attention is given to designing efficient and effective organizational structures and processes, and the application of modern organization theories to real world situations.

MBA 575 Organizational Systems 3-3-0

This course examines systems thinking, holistic analysis and systems dynamics. A variety of systems theories ranging from mechanistic approaches, organismic approaches, cybernetics as well as current understandings of flux and transformations will be examined. Special attention is given to practical applications to real world business problems.

MBA 576 Quantitative Methods 3-3-0

This course provides a general overview of statistical techniques and quantitative methods used in business and government. Probability theory and statistical decision models are covered. Forecasting, linear regression and correlation analysis leading to computer use for solutions will be the basis for a class project.

MBA 577 Strategic Planning 3-3-0

This course will enable students to identify, comprehend and appraise an organization's strategies and policies. It will provide students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions.

MBA 578 Managerial Economics 3-3-0

Managerial Economics deals with a diversity of issues. For instance, the class will discuss ways of directing scarce resources in an efficient manner so as to attain managerial goals defined by the firm. To this end, students will learn to apply economic ideas, theories and methodologies in a strategic manner to enhance corporate performance. Students also will analyze organizational structures in order to maximize corporate behavior in the multitude of industrial and service sectors in which firms operate. Discussion of additional pertinent topics will provide students with further ways of using managerial economics tools and procedures in the modern business environment.

MBA 580 Management Information Systems 3-3-0

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. In particular, it explores presentation and spreadsheet programs providing the students with considerable hands-on experience. Third, the course offers a case oriented study of statistical data analysis for business decision-making. Topics include: data summary measure, methods, population and sample characteristics, and linear regression, all implemented using spreadsheet technology.

MBA 581 Development of Support Networks 3-3-0

This course is a comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology; concepts of project management; design of information systems for managing the traditional functional areas of a firm; and the use of computer-aided software engineering (CASE) tools in systems development.

MBA 582 Database Management and Applications 3-3-0

This course explores the concepts, principles, issues, and techniques for managing organizational data using database management systems. Topics include database architecture, data models with emphasis on the relational model, logical database design, relational query languages, normalization, and database administration issues. There is an emphasis on the managerial and strategic impact of databases. Two projects are required.

MBA 590 Graduate Internship 3-3-0
in Sport, Arts & Entertainment

In this course students complete an internship in a sport, arts and/or entertainment organization under the supervision of the SAEM Graduate Program Director.

MBA 591 Thesis/Project 3-3-0
in Sport, Arts & Entertainment

In this course, the student develops his or her own individual thesis/project under the supervision of the SAEM Graduate Program Director.

MBA 595 Special Topics in Management 3-3-0

MBA 596 Special Topics in International Business 3-3-0

MBA 597 Special Topics in Information Systems 3-3-0

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