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California University of Pennsylvania





# California University of Pennsylvania

250 University Avenue  
California, PA 15419-1394  
724-938-4187  
[www.cup.edu](http://www.cup.edu)

## Graduate Catalog 2001-2003

Volume 98

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# California University of Pennsylvania

MEMBER of the  
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www.caahep.org  
caahep@caahep.org

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National League for Nursing  
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www.nln.org  
nlnweb@nln.org

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American Speech-Language-Hearing Association  
10801 Rockville Pike  
Rockville, MD 20852  
800-498-2071 Toll Free 301-897-5700 Phone 301-571-0457 Fax  
www.asha.org

## Equal Opportunity

California University of Pennsylvania is an academic community dedicated to the ideals of justice, fairness and equal opportunity for all. In compliance with federal and state laws, the university is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, religion, national origin, age, disability, ancestry, sexual orientation, or status as a disabled or Vietnam-era veteran. The university will not tolerate racial, ethnic or sexual discrimination. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable. Direct equal opportunity and affirmative action inquiries or complaints to the Special Assistant to the President for EEO/University Ombudsperson, Office of Social Equity, South Hall 112, 724-938-4014.

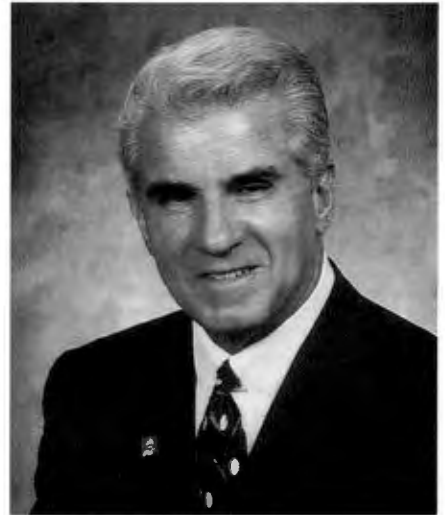
Direct inquiries regarding services or facilities accessibility to the ADA/504 Compliance Officer, Office of Student Development and Services, Johnson Hall 012, 724-938-4076. Direct Title IX inquiries to the Senior Women's Administrator/Title IX Coordinator, Department of Athletics, Hamer Hall 248, 724-938-4351

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania, an affirmative action/equal opportunity employer. Women, minorities and the physically challenged are encouraged to apply.

**This catalog is neither a contract nor an offer of a contract. The information it contains was accurate at the time of publication. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change.**

## From the President

Graduate education in the United States is an ever-evolving enterprise, and California University of Pennsylvania is on the crest of that evolution. I am proud of our curricular offerings, as well as our diverse modes of delivery. The heart of our School of Graduate Studies and Research is still on the main campus in California; however, each year more programs are offered at our Southpointe Center and the Regional Enterprise Tower. Technology has allowed this campus to offer programs in creative ways.



At California, we place great emphasis on people and relationships. That concept is clear in the Graduate School. Many of our programs are designed to deliver courses to a cohort of learners. Each cohort, along with our dedicated faculty, form a learning community that makes the most of in-class experiences, as well as co-curricular learning opportunities.

This University provides Master's degrees in a variety of fields and, as you peruse this catalog, you will see the richness of the full graduate curriculum. Whether the program is in an applied field, a rapidly advancing technology field, or a traditional liberal arts field, our faculty members are dedicated to providing graduate students with challenging and cutting edge experiences.

A graduate education must evolve students from being consumers of knowledge to critical evaluators of knowledge to, finally, producers of new knowledge; and each curriculum offered by our Graduate School is designed to develop the skills necessary to have our students progress in this way. I am confident that each graduate will obtain the skills necessary to be an effective lifelong learner and will be prepared to become a leader in his/her chosen field.

I hope you will use this catalog to help you locate a graduate program that will meet your needs and that it will provide an effective set of guideposts. We at the University stand ready to help you obtain your educational goals.

Sincerely,

A handwritten signature in black ink, which appears to read "Armenti". The signature is fluid and cursive, with a large initial "A" and a long, sweeping tail.

Angelo Armenti Jr., President

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## NEW GRADUATE PROGRAMS/ CURRICULAR CHANGES

**At the time of publication the Master of Arts in Communication Studies graduate program is undergoing curricular changes and a new program, Master of Science in Technology Management, is being developed. Please visit our website, [www.cup.edu](http://www.cup.edu), for the most accurate and current information about these and other graduate programs.**

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\*currently not accepting students

## Application for Admission

If you would like an application for admission to graduate study or a copy of the latest schedule, you can write, email or telephone the office of the School of Graduate Studies and Research, or visit our website at [www.cup.edu](http://www.cup.edu).

School of Graduate Studies and Research  
 California University of Pennsylvania  
 250 University Avenue  
 California, PA 15419-1394

Email: [gradschool@cup.edu](mailto:gradschool@cup.edu)  
 Phone: 724-938-4187



# California University of Pennsylvania



## DEGREE PROGRAMS

The School of Graduate Studies and Research at Cal U offers five advanced degrees: The Master of Arts (M.A.), the Master of Education (M.Ed.), the Master of Science (M.S.), the Master of Social Work (M.S.W.) and the Master of Arts in Teaching (M.A.T.).

The Master of Education program is intended primarily for in-service teachers and other applicants who meet the standards of graduate study established by the university.

The Master of Arts and the Master of Science degrees are intended for applicants who have an academic major or other adequate preparation in the area in which they wish to matriculate in graduate studies. Graduate students have an opportunity to study in depth in their areas of specialization and become more proficient in their disciplines.

The Master of Social Work has been developed with a unique emphasis on rural areas. The Masters of Arts in Teaching-Secondary Education prepares people with bachelor's degrees to become certified in secondary science and math; it also provides an opportunity for certified teachers to meet new state professional development standards.

## CERTIFICATION

The university offers certain graduate programs that lead to initial, specialized certification beyond the baccalaureate level. In these graduate programs, individual departments determine the competency of the graduate student for certification. It will be noted that receiving a Master's degree does not automatically and of itself entail receiving initial certification.

## GOALS AND OBJECTIVES

Graduate study at Cal U is especially designed to include classroom, laboratory, clinical, internship and research experiences that add knowledge, depth, breadth and practical experience to the graduate student's educational background. The program for each person admitted to the School of Graduate Studies and Research is planned in cooperation with an adviser and is based on the previous training and experience of the entering graduate student.

A minimum of 30 to 36 credits (semester hours) is required of all degree students, depending on the program and the options within that program chosen by the graduate student. The requirements in the certification programs are determined by the program and the background and experience of the applicant. (SEVERAL PROGRAMS REQUIRE MORE THAN 36 CREDITS.) Curricula differ according to the various areas of specialization. Certain other standards of proficiency described elsewhere in this catalog must also be met for completion of graduate programs and the conferring of the graduate degree.

Each of the graduate programs at the university has its particular goals and approaches based on the subject matter of the unique discipline, the backgrounds and strengths of the faculty members, and a flexible approach to the needs and levels of preparation of individual students. All of the programs share the following objectives as principal common purposes.

## COMMON OBJECTIVES

To offer opportunities and resources for graduate students to increase **competence** in and **basic understanding** of their disciplines;

To provide opportunities to attain **professional growth**;

To assist in the development of modes of inquiry and substantive understandings that promote a critical and creative attitude toward **humanistic** and **scientific principles**;

To develop **research skills**;

To develop responsible **leadership** roles and the ability to **relate effectively** to other people; and

To encourage **academic** and **professional growth** beyond the Master's degree.

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# ADMISSIONS

## Application for Admission

If you would like an application for admission to graduate study or a copy of the projected course schedule please visit our website at [www.cup.edu](http://www.cup.edu); email our office at [gradschool@cup.edu](mailto:gradschool@cup.edu); or write or telephone the office:

School of Graduate Studies and Research  
California University of Pennsylvania  
250 University Avenue  
California PA 15419-1394.  
Phone 724-938-4187.

Some of the graduate programs described in this catalog lead to specialized initial certification in certain fields of education. In addition, it is possible, in certain disciplines, to combine graduate study towards a Master's degree and pursuit of initial teaching certification. For further information please contact the College of Education at 724-938-4125/4126.

## Application Deadlines

You should apply for admission to the School of Graduate Studies and Research as early as possible. Application deadline dates are:

**May 1 - Fall Semester**  
**October 1 - Spring Semester**  
**March 1 - Summer Term**

Some programs have rolling admissions (beyond those dates), to be sure your application gets full consideration, it should be complete by the deadline date.

The applications should be returned, with the \$25.00 application fee, to the School of Graduate Studies and Research. At the same time, the granting institution should send official transcripts of all graduate and undergraduate work to the School of Graduate Studies at California University of Pennsylvania. It is not necessary to send a transcript of work done at California University.

For more detailed information about any program you find in this catalog or on our website you may telephone, e-mail, or write to schedule an appointment with either the chairperson or the graduate studies coordinator of the department offering that program or with the Director of Graduate Recruitment and Admissions

## Application Process

1. Applicants must present all official transcripts of undergraduate work, showing at least a 3.0 quality point average (on a four-point scale); other quality point averages may be required for admission to certain programs. The Bachelor's degree must be awarded from a college or university

that is accredited by the National Commission on Accreditation or the appropriate regional accrediting agency.

2. Applicants for admission to the graduate program in Biology, Communication, Communication Disorders and Social Work must take the Graduate Record Examination (GRE). The Graduate Management Admissions Test (GMAT) is not required as a pre-requisite for admission into the Business Administration program but must be taken during the first semester of enrollment.

3. Some departments require additional documents such as recommendations and other supporting material. Please check with the department.

4. Applicants who do not have a 3.0 undergraduate average, will have to take the Miller Analogies Test for conditional admission (in programs other than Business Administration, Communications, Communications Disorders, Social Work and Biology.)

5. For the Master of Arts and Master of Science degrees, applicants will have to present evidence of adequate undergraduate preparation in the field in which they wish enroll.

### Note:

**Admission to a program does not carry with it admission to candidacy for the degree. See the statement on candidacy requirements in the next section of this catalog.**

## Admission to Certification Programs Beyond the Master's Degree

The university offers certification programs that require additional experience and credits beyond the Master's degree and that develop appropriate competencies in specific areas of specialization. They are in the fields of Administration (for either the Elementary Principal or the Secondary Principal Certificate), Reading Supervision, School Psychology, and Superintendent's Letter of Eligibility. For further information please see the individual graduate program information in this catalog.

## Admission Other Than as an Applicant for a Degree

Although most graduate students at California are enrolled in degree programs, there are opportunities to take some graduate programs, either for personal or professional growth or for certification, without becoming an applicant for a university graduate degree.

If you wish to take graduate courses at California University but do not wish to enroll in a formal certification program or as a possible applicant for a degree, you will nevertheless have to apply for admission to the university (and pay the normal application fee), and your acceptance will be based on the amount and quality of your preparation as

determined by the academic department in which you will be taking courses.

Upon admission as a non-degree student, you will be permitted to take any number of courses, but completion of these courses does not automatically and in itself lead to admission to a degree or certification program. Only six credits taken as a non-degree student are normally applicable upon transfer to a degree program.

Graduate students from other universities (sometimes known as “visiting students”) who wish to take courses at California University of Pennsylvania should be certain, before they enroll, that the courses they plan to take here will be counted towards their graduate program at their home institutions.

Policies about the transfer of graduate credits vary from institution to institution; but commonly universities do not permit graduate students to transfer more than six semester credits taken elsewhere.

## International Students

California University welcomes applications from students from countries other than the United States. All international students who apply for graduate studies must meet the same entrance requirements as all other students. For admission, the following documents must be submitted:

1. A completed application and application fee;
2. In addition to general admission requirements for degree programs, international students for whom English is a second language must submit a certified English translation of all official transcripts from post-secondary schools outside the United States to California University of PA's Graduate School.
3. International students must also arrange to have photocopies of their post-secondary diploma(s) submitted to one of the following organizations for a document-by-document evaluation.\*

**Joseph Silney and Associates**, International Education Consultants, P.O. Box 248233, Coral Gables, FL 33124, Phone:305-666-0233, Fax: 305-666-4133, Website: [www.jsilney.com](http://www.jsilney.com)

**World Education Services, Inc.** P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Phone: 212-966-6311, Fax: 212-966-6395, Website: [www.wes.org](http://www.wes.org)

Students should contact the organization to request an application (or visit its website to download an application), complete the application listing California University of PA Graduate School as the recipient, and return it to the organization with the required fees and credentials. This transcript evaluation can take up to four weeks to complete after all documents are received. Check with the service(s) for their specific fee structure(s).

**Canadian Applicants:** Students holding undergraduate degrees from a Canadian college or university need only submit their official transcripts directly to the Graduate

School. If they are similar to the materials from the United States model, they will be evaluated locally. If not, students will be required to comply with the above international student policy.

4. An official copy of a teaching certificate (if application is being made to certain Master of Education programs);
5. An official copy of the TOEFL score, sent from the Testing Center. Xerox copies are not acceptable. A minimum score of 550 on the paper-based test and 213 on the computer-based test is required for most programs.
6. A statement of financial support; and
7. Any other necessary forms.

Final admission is contingent upon clearance from the education authorities of the home country and from the Immigration and Naturalization Service of the United States.

International students will also require, for purposes of the university's records, a United States Social Security number.

A limited amount of financial aid is available to international students, chiefly in the form of graduate assistantships requiring a certain amount of work at the university; but students must be certain of adequate funds for their academic and living expenses before enrolling. International students must be enrolled for at least one semester before a graduate assistantship may be granted.

International students should contact the Dean of the Graduate School regarding graduate assistantships and the financial aid office regarding other financial option.

All international students must subscribe to the university's medical insurance plan.

## Registration by Mail/Fax

After you have been accepted and first enrolled in graduate studies at California University, you may schedule for the next semester by mail or fax (724) 938-5712. Contact the School of Graduate Studies for information on Summer Session registration.

Graduate students must consult with their academic advisers before scheduling their courses. After approval has been obtained, the registration forms may be returned by mail (or fax at 724-938-5712) to the School of Graduate Studies and Research. For summer registration, forms should be returned to the Office of Lifelong Learning.

If you have been accepted into a program of graduate studies but have not been recently enrolled at California University, you may obtain a schedule or registration materials by writing or telephoning the School of Graduate Studies and Research (See telephone number and address above) or by going to our website: [www.cup.edu](http://www.cup.edu)

You may pay your tuition and fees by check, Visa Card, MasterCard or Discover Card. If you preregister by mail, you may complete the credit card authorization included in your registration packet. If you register in person, authorization forms may be obtained at the Bursar's Office.

*\*After review of official credentials, departments may subsequently request that the student obtain a course-by-course evaluation.*

## Registration on Campus

If you prefer, you may register at the University shortly before the opening of classes on days announced in the schedule of classes. Faculty advisers from all academic disciplines are present to assist during these registration periods. Registration after these dates is considered late registration and entails a late registration fee.

Graduate students who register at this time should be prepared to pay their fees then, but existing arrangements for deferment of payments for recipients of financial aid, for veterans, etc. will be honored. (Payments must be by check, money order, credit card, or bank draft, payable to California University of Pennsylvania.)

Graduate students are allowed to alter their schedules within the first week of classes. Exceptions are allowed with the permission of the Dean, provided that there is no overall change in the number of credits involved and that the changes do not constitute a withdrawal from the School of Graduate Studies and Research for the semester or summer.

**At the time of publication of this catalog, the university is in transition to a web-based registration process which could change the previously listed information. Please check our website, [www.cup.edu](http://www.cup.edu) or the published course schedule for changes and updates.**

## Responsibility for Regulations

**Responsibility for knowing and complying with all academic rules and regulations, including the requirements for graduation, rests with the individual graduate student. Faculty advisers assist graduate students in planning their academic programs and research requirements, but they are not expected to relieve graduate students of responsibility in other areas.**



# ACADEMIC POLICIES

## Planning a Program

As soon as students have been admitted to a graduate program, they will be referred to the appropriate department for academic advising. Graduate students' programs are planned specifically for them in conference with their advisers, and research advisers are assigned to graduate students by the Dean's office after they have been admitted to candidacy for the Master's degree.

Candidates doing a Research Study may choose a specific research adviser, after consultation with their department chairperson or program coordinator.

Each student should consult with his/her adviser throughout the graduate program on a regularly scheduled basis. Programs of studies must be approved by a student's adviser before registration.

## Appealing a Grade or Other Academic Decisions

University decisions are based on applicable policies, rational procedures, and sound decision-making principles. Concerning a student's grade, it must be understood that it is not the policy of the administration to change a properly assigned grade, i.e., one based upon recorded grades for quizzes, exams, assignments, projects, and other grade criteria as indicated on the course syllabus or outline.

However, when a student alleges violations of sound academic grading procedures, the University administration and faculty mutually support a student appeal procedure, which gives both the student and the faculty member a fair process to substantiate and/or refute those allegations.

In appealing a grade, a student should first contact the faculty member who issued that grade to discuss the reason for the grade. If the student is not satisfied with the faculty member's explanation, the student should then contact the faculty member's department chairperson or program coordinator. This contact must be in writing and must be filed with the chairperson or program coordinator within thirty working days after the beginning of the fall or spring semester following the term in which the grade in question was given. The chairperson or program coordinator shall notify in writing the student and faculty member of his/her receipt of the appeal from the student.

If accord is not reached through the chairperson or program coordinator, the student may then appeal to the Dean of the School of Graduate Studies and Research. Such appeal must be in writing and must be filed with the dean within 15 working days from the date of the final written determination of the chairperson or program coordinator. The dean shall notify in writing the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student. The final source of appeal is the Provost. This final step should be taken only if there is no possibility for resolution at an earlier stage, and only if the student is convinced that arbitrary and/or capricious standards

were applied. The appeal to the Provost must be in writing and must be filed with the Provost within 15 working days from the date of the final written determination of the dean. The Provost shall review the matter and take action as necessary to provide equity in the situation.

In the case of other academic decisions, the student should follow the same appeal procedure insofar as possible. In matters relating to student conduct and discipline, the Vice President for Student Development has authority to review student appeals. In matters relating to financial aid, see the section on Financial Aid in this catalog; in matters relating to teacher certification, see the relevant section in this catalog.

## Style Manuals for Preparation of Papers

Research studies must conform to a format and style that is recognized by the principal scholarly journals in the discipline. Students are expected to obtain and use the style manual, which is suggested by their respective programs. Most programs in the School of Graduate Studies and Research require the use of the most recent edition of the Publication Manual of the American Psychological Association (APA) or the MLA Handbook for Writers of Research Papers. The student has the responsibility to find out which style manual is required by the program. Copies of these manuals and other manuals may be purchased in the bookstore or consulted in the Manderino Library.

## Permanent Certification for Teachers

If you hold a Pennsylvania Instructional I teaching certificate, you can use the credits you earn in a graduate program at California University toward the post-baccalaureate requirements for the Instructional II certificate. Some graduate programs lead to specialized initial teaching certification. Persons holding PA certification may also satisfy the requirements of ACT 48 by successfully completing graduate courses. Six- (6) graduate credits satisfy the 180-hour professional development requirements of ACT 48. If you are interested in these programs, you may write or telephone the School of Graduate Studies and Research or the College of Education and Human Services.

## Cap and Gown Fee

Candidates who have been approved for the Master's degree and who plan to participate in commencement are required to purchase or to rent a Master's cap, gown and hood, to be worn at the Commencement exercises, from the university bookstore in the Student Union.

## Binding Fee

Three copies of the Master's Thesis, Research Project, or Research Paper must be submitted to the University and bound at the candidate's expense. Arrangements for binding are handled through the School of Graduate Studies and Research.

Additional copies for the candidate's own use may be bound, at the same cost per copy.

## Course Load

A full-time student is normally one who has scheduled a minimum of nine credits per semester. The Dean may allow graduate students with fewer scheduled credits to be considered as full-time students, under certain circumstances.

Part-time graduate students may schedule no more than six credits in the fall or spring semester.

During the summer session a graduate student may earn a maximum of twelve credits.

## Candidacy

After admission to a graduate program and after a certain amount of course work, in order to complete a program of study leading to the Master's degree, the graduate student must apply for and be admitted to the status of candidacy, which may be understood as full approval to continue to pursue the degree. It is the individual's responsibility to apply for candidacy in due time and manner. **Application for candidacy should be made when a graduate student has completed at least six but no more than twelve credits of graduate study at this university.** Credits completed in excess of twelve will not ordinarily be accepted for inclusion in a degree program. Application is requested by means of a form available in the office of the School of Graduate Studies and Research. Applications requesting admission to candidacy should customarily be made within three weeks of the beginning of a semester or a summer session; and candidacy is customarily granted (according to a date announced in each published Schedule of Classes) approximately midway through the semester or the summer session.

The applicant for candidacy must demonstrate a 3.0 quality point average (B average) in graduate courses. Approval for admission to candidacy is granted by individual departments or programs, which may have special requirements such as interviews or tests, and by the Dean of Graduate Studies and Research.

For more precise details, the applicant should consult with the department chairperson. The University reserves the right to deny the applicant's request for admission to candidacy for the Master's degree.

## "Residency" Requirement

In most programs leading to the Master's degree a total of between 30-36 semester hours of academic work (depending on the option selected) is required, in addition to the other special requirements stipulated in this catalog.

Of this number, all but six credits must be taken at California University. (This requirement is known as the "residency" requirement, but it has nothing to do with one's place of residence and does not require living on campus.)

An effort is always made to schedule courses so that graduate students may complete their degrees as expeditiously as possible, either with or without the use of summer academic

work; but courses with very small total enrollments cannot always be scheduled when some students may wish them to be.

A maximum of six semester hours of graduate study done at another institution in an accredited graduate program may be transferred to California University.

Transferred credits must represent courses equivalent to those offered at California University, and only grades of A or B are accepted. Such credits must have been earned within five years of the date of the application for admission to the graduate program at California University. Transfer credits are not figured into the quality point average. Extension credits are not accepted for transfer.

A graduate student already enrolled at California University who wishes to enroll in a graduate course at another institution and to have the course transfer to his/her program at California must request and obtain written approval from his/her program adviser and from the Dean of Graduate Studies and Research at California before enrolling at the other institution. An official transcript from the institution at which the course was offered must be submitted to the School of Graduate Studies and Research before the course can be entered on the graduate student's permanent record at California.

## Withdrawals

All withdrawals are subject to university regulations concerning credit or refunds of fees.

Graduate students who find it necessary to leave the university while they are taking courses should, if possible, confer with the Dean of Graduate Studies and Research before they withdraw. The appropriate withdrawal forms must be completed before withdrawal can be official; and customarily it is not possible to make a withdrawal except in person.

Graduate students who do not follow the requisite procedure may jeopardize their academic status or, by not meeting the necessary deadlines, fail to receive the full amount of any financial refunds to which they would otherwise be entitled.

Graduate students who cease to attend classes without taking other action are not considered to have officially withdrawn, and in such cases the failing grade of F is recorded on their permanent records.

## Withdrawal from Individual Courses/Dropping and Adding Courses

Courses may be dropped during the first six weeks of a semester without academic penalty. Graduate students are allowed to alter their schedules, with the permission of the Dean of Graduate Studies and Research. Provided that there is no overall change in the number of credits involved and that the changes do not constitute a withdrawal from the School of Graduate Studies and Research for the semester or summer session concerned, there is no penalty for this drop/add procedure.

After the first six weeks, withdrawals from individual courses require the grade of either WP (indicating that the graduate student was passing the course at the time of the



withdrawal) or WF (indicating that the graduate student was failing the course at the time of withdrawal). Both WP and WF are entered on the permanent record, but the grade of WF is figured into the graduate student's quality point average, while the grade of WP is not.

### Complete Withdrawal

Graduate students are permitted to withdraw completely from the university until the final week of the semester. Permission to do this is granted by the Dean of Graduate Studies and Research. The grade of WP or WF is assigned to all courses.

### Administrative Withdrawal

Administrative withdrawals are initiated by officials of the university for compelling reasons, such as registration in violation of university regulations, failure to comply with academic requirements, failure to pay university fees on time, disciplinary suspension, severe psychological or health problems, or other such reasons deemed appropriate by the proper administrative officer.

### Cheating and Plagiarism

Truth and intellectual honesty are both the subject matter and the necessary prerequisites for all education. Consequently, students who attempt to improve their grades or class standing by cheating on examinations or plagiarism on papers may be penalized by disciplinary action ranging from verbal reprimand to a failing grade in the course. If the situation appears to merit a more severe penalty, the professor may refer the matter to the graduate dean or the Provost, with a request for more formal disciplinary action by the University's Discipline Committee, which may result in suspension or expulsion from the university.

### Grades

Only the grades of A, B, C, F, P, and I are awarded in the School of Graduate Studies and Research. A quality point average of at least 3.0, equivalent to a B average, is required of all graduate students in all graduate programs.

The grade of A is worth four quality points, B is worth three, C is worth two, and F is worth zero.

The quality point average is computed by multiplying the number of semester hours specified for each course by the quality points attained in that course, adding the total of these results, and dividing this total by the total number of semester hours attempted.

The temporary grade of I (for Incomplete) may be assigned by the professor if a student has not completed the work of the course, either because of illness or for other reasons that the professor considers acceptable. (The professor may, however, submit a course grade on the basis of work that has been completed.)

The student must arrange to complete the work necessary to remove the grade of I within one calendar year of receiving it. If it is not removed within that period, the grade of

I automatically becomes a grade of I-F, which cannot be removed from the graduate student's transcript unless the course is repeated for credit.

If an Incomplete is on a student's record in the semester or summer session when that student intends to graduate, the I becomes an I-F immediately before graduation—possibly adversely affecting graduation. If a graduate student has enrolled for the Master's Thesis, the Research Paper, or the Research Project, the grade of I will remain on the transcript until the Thesis, Paper, or Project is completed.

The grade of P is awarded in certain courses, to indicate the performance of satisfactory work in situations, such as some kinds of internships, in which it would not be appropriate to assign letter grades. The grade of P carries no quality points, and although the course is credited towards completion of a program or degree, the credits are not used to compute the quality point average.

If satisfactory work is not performed in such a course, the grade of F is awarded, and it is computed into the quality point average. The University does not allow graduate students a "Pass/Fail option" in courses in which letter grades are awarded.

### Academic Probation and Dismissal

Graduate students must maintain at least a 3.00 quality point average (QPA) in graduate courses taken in the degree program. A student receiving a QPA below 3.00 will be placed on academic probation. Students placed on academic probation will be given one semester to raise the quality point average. If the QPA is still below 3.00 after the probationary period, the Dean of the Graduate School, after consultation with the department chairperson and/or program coordinator, may drop the student from the Graduate School. Students receiving a QPA below 2.50 after the probationary period will automatically be dismissed from the Graduate School. Some departments may have additional requirements regarding academic probation and dismissal. Students should consult with their program advisor for specific requirements. Graduate students who have been dismissed and wish to be readmitted to another graduate program must reapply to the School of Graduate Studies and Research.

### Comprehensive Examinations

All graduate students who are candidates for the Master's degree must pass a comprehensive examination. The nature of the examination may vary from department to department, but it commonly has a written component and may have an oral component as well. The purpose of the examination is to evaluate the graduate student's ability to demonstrate the achievement of the objectives and/or competencies prescribed in the student's program.

The comprehensive examinations are administered by the department and are scheduled approximately halfway through the semester or the summer session. The date for this comprehensive examination is always announced by the department. Such examinations normally require three hours. Information about departmental examinations should be obtained from the faculty adviser or chairperson.

Applications to register for the Comprehensive Examination can be obtained at the School of Graduate Studies and Research in Dixon Hall.

### Period for Completion of Degree

Graduate students must complete all requirements for the Master's degree within **six years** after the date of initial registration for graduate studies at California University.

### Credit Options for the Degree

In a number of the degree programs, the student may choose between a 30-credit degree program that requires a Research Project or Master's Thesis, and a 36-credit program, which permits the student to complete six credits of research-related courses in place of the Research Project or Master's Thesis. (In certain programs, a greater number of credits are required.) Details concerning these options will be found in the program descriptions in this catalog or may be obtained from the department concerned.

### Approval for Degree

Each semester and during the summer, the Graduate School establishes and publishes a schedule of dates that must be met by all degree candidates for that period. The candidate must, within this schedule, submit to the Graduate Office an application for graduation and an up-to-date course distribution sheet, both of which must be approved and signed by the graduate student's adviser; must register for and take the Comprehensive Examination; and must submit the completed Research Study to the Graduate Office. (A 3.0 or greater is required for graduation.)

Students completing requirements for teaching certification must also complete a "Certification Endorsement" form. This form must be signed by the Program coordinator and by the Dean of Graduate Studies and Research. Graduate students applying for certification must also contact the office of the College of Education and Human Services.

### Conferring Degrees

Degrees are conferred by the university three times each year: in May, at the end of the spring semester, in August at the end of the summer session, and in December at the end of the fall semester, but Commencement is held only once a year, in May. Graduate students may receive their diplomas in exercises of the following May, but their diplomas and official university records and transcripts record the date when their degrees were conferred.

Applications for the Master's degree should be made early in the semester or the summer session in which it is anticipated that the degree will be conferred, usually (according to a date published in every Schedule of Classes) no later than three weeks after the beginning of classes. The graduate student should consult with the School of Graduate Studies and Research not only to make formal application for the degree, but also to ensure that all requirements have been met, that all fees have been paid, that one's name will appear accurately on

the diploma, etc. The application for the Master's degree must be signed by the graduate student's adviser, to signify that all requirements have been completed.

### Confidentiality Of Records

The university's policies on the confidentiality and disclosure of student records are based on the Family Education Rights and Privacy Act of 1974 (Public Law 93-380), as amended.

#### I. Introduction

Official student records are established and maintained in a number of administrative offices for a variety of legitimate educational purposes. In assuming responsibility for the reasonable protection of these student records, the university recognizes its obligation to comply with the Family Education Rights and Privacy Act of 1974. Important sections of this federal law are summarized below.

#### II. Ownership of Records

All records kept concerning students, including those records originating at other colleges or universities and required for admission, are the property of California University of Pennsylvania.

#### III. Definition of a Student

A student is defined as any person currently or previously matriculated on an official basis in any academic program of the University.

#### IV. Public Information Regarding Students

1. The following is classified as public and may be released without the prior consent of a student: a student's name, address (both local and permanent), telephone number, e-mail address, place and date of birth, academic curriculum, dates of attendance, date of graduation, degrees and awards received, most recent educational institution attended, participation in student activities (including athletics), and height and weight (for athletic teams).

2. Students may request that any or all of this information not be made public. Such requests must be submitted in writing to the Registrar's Office or (in the case of graduate students) to the Dean of the School of Graduate Studies before the beginning of any academic term.

#### V. Disclosure of Student Records

1. Upon proper identification, students may inspect their own official records in the presence of the administrator in charge of records.

2. After a request to inspect a record has been received, the request must be honored within a reasonable period of time: according to federal law, not to exceed 45 days.

#### 3. Limitations on the Right of Access by Students

The following are not subject to inspection by students:

a. Confidential letters and statements of recommendation that were placed in the educational records before January 1, 1975.

b. Financial records of the parents of the student, or any information contained therein.

c. Medical, psychiatric or similar records that are used solely in connection with treatment. Such records can be reviewed by a physician or other appropriate professional of the student's choice.



#### 4. Disclosure of Information to Third Parties

In most circumstances students have the right to withhold their records from external third parties requesting to inspect these records. Exceptions to this general principle are as follows:

- a. Disclosure of student information will be made to a third party if written consent is given by the student in question.
- b. Information concerning a student will be released if properly subpoenaed pursuant to a judicial proceeding.
- c. All necessary academic and/or financial records of students may be disclosed to the appropriate persons or agencies without a student's prior consent in connection with a student's application for, or receipt of, financial aid.
- d. Further limited disclosure of certain kinds of information may be required in special circumstances in compliance with the federal law previously cited.

#### VI. Student Challenge to Record Entries

1. Students have the right to submit written or typed rebuttals to negative information contained in their files. A rebuttal statement shall become part of the file, and in cases where the negative information is reviewed by or transmitted to a third party, it must be accompanied by the student's statement of rebuttal.

2. Students may challenge the accuracy and/or appropriateness of material combined in their files. Once such a challenge has been made in writing, it will be the responsibility of the university official in charge of the file to determine the validity of the challenge, if possible. The university official shall make a written response to the challenge of the student, specifying the action taken. Should a factual error be found in any materials, the university official is authorized to make the appropriate corrections.

3. If options 1 and 2 of this section are unsatisfactory, students may request a formal hearing to challenge inaccurate, misleading, or inappropriate information in their records. The University Record Hearing Committee shall conduct a hearing in accordance with the procedures outlined in Public Law 93-380, as amended.

4. The substantive judgment of a faculty member or administrator about a student's work, as expressed in grades and/or written evaluations, is not within the purview of this policy statement. Such challenges by students may be made through the regular administrative channels already in existence for such purposes.

#### VII. Responsibility of University Officials

1. University officials in charge of student files are responsible for the reasonable care and protection of such files in accordance with University policy. This includes the responsibility for the release of confidential information only to authorized persons.

2. A log sheet, indicating the inspection or release of a student's file, must be kept in the student's file.

3. University officials may classify student materials and records under their supervision as active or inactive as circumstances warrant. At the discretion of the official in charge, inactive records may remain in the file but need not be

circulated. A student upon request may review inactive records.

4. A university official may take the initiative in an attempt to purge unfavorable evaluations, or opinion records of a prejudicial nature, in a student's file. This may be done by returning the material to the person who submitted it or by requesting from the author that the material be destroyed.

#### VIII. University Officials Responsible for Student Records

The following university officials are responsible for student records within their respective administrative areas:

1. Provost and Vice-President for Academic Affairs
2. Vice-President for Student Development and Services
3. Vice-President for Administration and Finance
4. Vice-President for University Advancement

These officers are responsible for the maintenance of all official student records under their jurisdiction in accordance with the policies of this statement and the relevant state and federal laws. If further information is required, a student should contact the appropriate university official.

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  - a. Disclosure of student information will be made to a third party if written consent is given by the student in question.
  - b. Information concerning a student will be released if properly subpoenaed pursuant to a judicial proceeding.
  - c. All necessary academic and/or financial records of students may be disclosed to the appropriate persons or agencies without a student's prior consent in connection with a student's application for, or receipt of, financial aid.
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## Tuition (per semester)\*\*

Tuition for the 2000-2001 Academic Year

Pennsylvania Residents	
Full Time Graduate	
for 9 to 15 Credits	\$2,069.00
for each additional SCH	230.00
Part Time Graduate (per semester)	
Per SCH (less than 9 SCH)	230.00
Non-Pennsylvania Residents	
Full Time Graduate (per semester)	
for 9 to 15 SCH	\$3,504.00
for each additional SCH	389.00
Part Time Graduate (per semester)	
Per SCH (less than 9 SCH)	389.00
Distance Education Course	
Non-resident graduate - minimum	
\$234 Per SCH (less than 9 SCH)	

The part-time rates per credit hour shall pertain to all summer session and interim session course offerings.

## Room and Board

Rates for the 2001-2002 Academic Year

Room (per semester)	
Single	\$1,798.00
Double	1,299.00
On and Off-Campus Dining Plans	
Board (per semester)	
19 meals (On and Off Campus)	\$1,268.00
14 meals (On and Off Campus)	1,209.00
10 meals (On and Off Campus)	1,309.00
7 meals (Off Campus Only)	774.00
125 block (On and Off Campus)	1,100.00
125 block (Off Campus Only)	925.00
75 block (Off Campus Only)	585.00

Various plans contain different amounts of dine dollars. Details are available.

## Fees\* \*\*

Fees for the 2000-2001 Academic Year

Student Association Fee	
Graduate	
6 or more credits	\$85.00
Part-time (6 to 8 credits)	\$57.00
1 to 5 credits	\$35.00
Student Union Building Fee (Undergraduate and Graduate)	
9 or more credits	\$81.00
6 to 8 credits	\$41.00
1 to 5 credits	\$21.00
University Service Fee	
Graduate	
6 or more credits	\$85.00
1 to 5 credits	\$50.00
Student Center Operations and Maintenance Fee	
Graduate	
9 or more credits	\$77.00
6 to 8 credits	\$54.00
1 to 5 credits	\$39.00
Academic Support Fee	
Fall/Spring	
9+ credits	\$189.60
8 credits	\$168.40
7 credits	\$147.35
6 credits	\$126.30
5 credits	\$105.25
4 credits	\$84.20
3 credits	\$63.15
2 credits	\$42.10
1 credit	\$21.05
Summer/Special Sessions (per credit)	\$7.65

\*Southpointe students should contact the Southpointe Center office for fee information.

**Note:** All university tuition, fees, room and board rates are subject to change upon proper approval of the Council of Trustees and/or the State System Board of Governors.

\*\* Please contact the School of Graduate Studies and Research at 724-938-4187 or the Bursar's Office at 724-938-4431 for the current tuition and fees or visit our website at [www.cup.edu](http://www.cup.edu).

## Payment Information

Students who take advantage of early/rolling registration will receive a billing statement with instructions by mail. Students who enroll at residual registration should be prepared to make payment at the time of registration.

## Payment at Residual Registration

All fees will be assessed at the time of registration. Payment may be made by cash, check, money order, or certified bank draft made payable to California University of Pennsylvania, or by VISA, MasterCard, or Discover Card. If financial aid has been awarded, this amount will be deducted from the bill. Payment plans (with initial payment) may be contracted at this time.

## Payment Plans

Payment plans are available each semester. Payment plans enable you to pay your costs on a monthly basis. Payment plan information and contracts will be included with each semester bill.

## Third Party Billing

Some companies and government agencies pay tuition directly to the university. If tuition is to be paid in this manner, please supply authorizing forms or letters to the Bursar's Office.

## Veterans Deferment

Military veterans receiving G. I. Bill benefits may request deferment, if needed, from the Veterans Affairs office.

## University Refund Policy

This refund policy applies to any student who withdraws or changes enrollment status after their first semester of attendance at California University. Students who meet this basic criterion will have their university charges calculated according to the following schedule:

Time of withdrawal or drop:	Refund
First 10% (in time) of the enrollment period	90%
11% to 25% (in time) of the enrollment period	50%
26% to 50% (in time) of the enrollment period	25%
after 50% (in time) of the enrollment period	0%

## Pro-Rata Refund Policy

This refund policy applies to any student who meets the following criteria: receives federal financial aid; attends the university for the first time; and withdraws or changes enrollment status on or before the 60 percent point of the enrollment period. Students who meet all three criteria will be assessed university charges (tuition and fees, room and board, etc.) equal to the portion of the enrollment period completed.

## Schedule of Pro-Rata Refunds

Time of withdrawal or drop:	Refund
Prior to the second day of classes	100%
First 10% (in time) of the enrollment period	90%
First 20% (in time) of the enrollment period	80%
First 30% (in time) of the enrollment period	70%
First 40% (in time) of the enrollment period	60%
First 50% (in time) of the enrollment period	50%
First 60% (in time) of the enrollment period	40%
After 60% (in time) of the enrollment period	0%

NOTE: Financial aid recipients should refer to "refund/repayment policies" located in the Financial Aid section of the catalog.

## Late Registration Fee

Students who register after the first day of the semester will be charged a \$25.00 late registration fee.

## Late Payment Fee

A late payment fee of \$25.00 will be assessed when a student fails to pay the required fees by the due date or when a student fails to pay according to an approved payment plan.

## Return Check Charge

A \$25.00 fee will be charged for any check which is made payable to California University of Pennsylvania and returned by the bank.

## Degree Fee

A fee of \$10.00 must be paid by each candidate for a degree from California University of Pennsylvania. A student is not permitted to complete graduation from the university until this fee has been paid.

# FINANCIAL AID

## Mission Statement

The primary mission of the Financial Aid Office at California University of Pennsylvania is to provide financial planning and assistance to students and their families in meeting the costs of education. In fulfilling this mission, each student will be given careful consideration and the University will determine financial assistance based on federal, state, and institutional guidelines. Financial aid programs have been established to provide access to higher education with guidelines to insure fairness in disbursing available funds to qualifying students. The Financial Aid Office strives to insure that courteous, timely, and accurate financial aid services are delivered to all students seeking assistance from our office.

## Location & Office Hours

The Financial Aid Office is located on the first floor of Dixon Hall. The office hours are 8 am to 4pm Monday through Friday. Appointments are encouraged, but a daily on-call counselor is available to assist walk-ins.

Students can contact the Financial Aid Office by calling (724) 938-4415 or by Fax at (724) 938-4551. In addition, a 24-hour voicemail and question/answer box telephone system is available to assist students and parents with general financial aid information or to request financial aid materials.

## How to Apply

### About Financial Aid

A college education is one the most important investments a student and family can make. You and your family will be expected to contribute as much as you can from your own resources (income, savings, and assets) to help meet your college expenses.

The purpose of financial aid is to help graduate students meet his/her educational expenses that cannot be met through his/her own resources. Financial aid can be either need-based or non-need-based. The results of the Free Application for Federal Student Aid (FAFSA) along with the cost-of-education will determine whether a student has financial need.

There are four main sources of financial aid. These include the federal government, the state government, the institution and private entities. The federal government is by the far the largest source of financial aid. The Federal Stafford Loan is the only federal program that graduate students can qualify for at California University.

## Eligibility Requirements

In order to be eligible for federal financial aid, you must meet the following eligibility requirements:

- have financial need, except for some loan programs;
- have a high school diploma or a General Education Development (GED) Certificate, pass a test approved by the U.S. Department of Education, or meet other standards established by your state and approved by the U.S. Department of Education;
- be enrolled or accepted for enrollment as a regular student working towards a degree or certificate in an eligible program.
- be an U.S. citizen or eligible non-citizen;
- have a valid Social Security Number;
- make satisfactory academic progress;
- sign a statement of educational purpose and a certification statement indicating that you neither are not in default on a student loan nor owe an overpayment on a grant. Both statements are found on the FAFSA;
- register with the Selective Service, if required. You can register online at the Selective Service web site. The Selective Service Web site is located at: [www.sss.gov](http://www.sss.gov).

## Completing the FAFSA

Each year, you must complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA. Prior year aid recipients will receive a renewal version of the FAFSA that can be used to apply for federal financial aid for the new award year. The Renewal FAFSA will be sent to the address you used on your prior year FAFSA and will have some information about you preprinted as well as items you must update. If you do not receive your Renewal FAFSA or you are a new aid applicant, you must complete a blank FAFSA. You can obtain the FAFSA from a public library or the financial aid office of a college or university, including the Financial Aid Office at California University.

It is important that you read the instructions before completing your FAFSA because the instructions should answer most of your questions. If, after reading the instructions that accompany the FAFSA, you need help completing your form, there are several places you can contact to receive assistance. You can call 1-800-4-FED-AID (1-800-433-3243), or contact the Financial Aid Office. **Please Note: California University does not have an institutional financial aid application.**

## FAFSA on the Web

FAFSA on the Web is an Internet application developed by the U.S. Department of Education which allows students to complete and submit an **electronic version** of the Free Application for Federal Student Aid (FAFSA) directly to the federal processor. The "FAFSA on the Web" site supports both Netscape Navigator (4.0 or higher) and Internet Explorer (5.0 or higher) Internet browsers. Students wanting to complete the upcoming year FAFSA via the web can do so **after January 1**. After transmitting an application over the Internet, students mail their signed signa-



ture page to the Department (see Personal Identification Number topic listed below for additional information on signature options). The federally approved Central Processing Service (CPS) provider will determine their eligibility for financial aid within 72 hours after receiving the completed application. The FAFSA on the Web site provides students/parents with numerous electronic options, such as *checking on the status of the student's FAFSA form, requesting a duplicate set of SAR's, tips and shortcuts, and requesting a Personal Identification Number (PIN)*. The FAFSA on the Web site is located at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). In addition, to the web site a customer service line (1-800-801-0576) is available in order to assist students/parents access to the same type of information provided at their web site.

### Renewal Financial Aid Applicants

As a renewal financial aid applicant, you have two choices in completing your Renewal FAFSA. You can complete the paper version of the Renewal FAFSA or submit an electronic version of the form over the Internet. To use the electronic version you will need a special code called a Personal Identification Number (PIN). The PIN serves as your identifier to let you access your personal information in various U.S. Department of Education systems. The PIN is similar to the Personal Identification Number that you get from your bank that enables you to access your bank account. Because your PIN serves as your electronic signature, you should not give it to anyone. Students can request a PIN by going to the FAFSA on the Web site ([www.pin.ed.gov](http://www.pin.ed.gov)) and select the option "Requesting a PIN." Once you successfully complete a request, the federal processor will mail your PIN to you via the U.S. Postal Service. All prior year FAFSA on the web applicants will receive a "PIN" automatically. It will take approximately 7-10 days after you request your PIN for you to receive it in the mail. Your PIN is a valuable electronic tool, which allows you to electronically complete your Renewal FAFSA on the Web, sign your Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA and make electronic corrections. The application process is faster if you use a PIN to sign your Renewal FAFSA on the Web application.

Both versions of the Renewal FAFSA contain preprinted information that you and your family (if applicable) reported last year, making it faster and easier for you to complete. Please carefully review and update any preprinted information, which needs to be change for the upcoming school year.

### After you Apply

#### FAFSA Results

The federal government will process your Free Application for Federal Student Aid (FAFSA) and electronically send the results to the Financial Aid Office provided you listed California as one of the schools to receive the results of your FAFSA. You should receive a paper Student Aid Report (SAR) in the mail approximately two weeks after the federal processor receives your FAFSA. You should review the SAR to see if any corrections are necessary. Otherwise, you can keep the SAR for your records.

When you apply for Federal student aid the information reported on the FAFSA is used in a formula approved by Congress. This Federal formula determines a student's Expected Family Contribution (EFC), the amount you are expected to contribute toward your education. The basic elements included in determining the EFC are:

- contribution from the student's income and assets
- number of members in the household
- number of family members enrolled at least half-time in college

You can obtain an estimate of your EFC yourself. The lower your EFC, the more financial need you will have. The lowest EFC possible is zero; the highest is 99,999 or above. **The Federal Stafford Loan is the only federal program that graduate students can qualify for at California University of Pennsylvania. Therefore, a graduate student's EFC is used to determine a student's Stafford Loan eligibility according to the following equation.**

Cost of Attendance

less: Expected Family Contribution

less: Other Aid Received (grad assistantships, scholarships, etc.)

= Stafford Loan Eligibility

### Verification

Some of our financial aid applicants are selected in a process called verification. During this verification process, the FAO office must verify the accuracy of FAFSA data reported by students. If your FAFSA is selected for verification by the federal government, we will notify you and tell you exactly what documents we need from you. Typically, students selected for verification will receive an award packet, however these awards tentative (estimate only) pending the completion and outcome of verification. Federal Stafford Loans are not certified until the verification process has been completed.

### Award Letters

California University typically starts the awarding process for graduate students in late May of each year. **Award Letter Packets** are mailed once we have received the results of your FAFSA and we have determined that you are making Satisfactory Academic Progress for financial aid purposes.

For students who have not been accepted and/or their FAFSA has not been received at the point the awarding process begins, our office will send award packets throughout the summer as their file becomes complete (accepted to the University and receipt of FAFSA record). Please Note: Only accepted students receive an award packet.

## Financial Aid Programs

Graduate students at California University can qualify for limited assistance from federal, university, and private aid programs. Listed below are those financial aid programs that are available to assist you in meeting your education expenses at California University.

### Loans

#### About Loans

Student loans are a major source of financial aid for many students. All loans, including student loans, represent debts that must be repaid; however, most student loans do not go in to repayment until after you leave school or graduate. In addition to delayed repayment, most student loans have relatively low interest rates, several repayment options from which to choose, circumstances under which you can postpone repayment, and other favorable terms and conditions. Student loans can be thought of as an investment in your future as long as you are prepared to meet your repayment responsibilities. Failure to repay your student loans will have serious adverse consequences.

It is true that most students would prefer not to borrow; but student loans represent the largest source of financial aid assistance available to students today. Building a budget is one of the most important aspects of student loan borrowing. When borrowing, it is important to carefully plan your budget so that you only borrow what you need, keep track of the total amount borrowed each year, and have some idea as to how you will pay your loans back when the time comes. The \ “Loan Estimator” [Loan Estimator](http://www.salliemae.com/calculators/estimate.html#Loan%20Estimator) ([www.salliemae.com/calculators/estimate.html#Loan Estimator](http://www.salliemae.com/calculators/estimate.html#Loan%20Estimator)) and \ “Repayment Calculator” [Repayment Calculator](http://www.salliemae.com/calculators/repayment.html#Repayment%20Calculator) ([http://www.salliemae.com/calculators/repayment.html#Repayment Calculator](http://www.salliemae.com/calculators/repayment.html#Repayment%20Calculator)) are two electronic tools found at the SallieMae website that can help you with this task. In addition, the **Career Services Office** can provide you with information concerning entry level salaries in most fields.

**Interested in finding out who services your student loan and how to contact them?** Well you can. The National Student Loan Clearinghouse (NSLC) has launched a new website called **LoanLocator** which can provide you this valuable student loan information FAST.

**LoanLocator** is easy-to-use. No password is required. All you need is your Social Security Number and date of birth. This service will provide you with valuable information about who holds your loan and who guaranteed your loan as well as contact information by phone or the web. It is free and is available 24 hours a day, 7 days a week. The LoanLocator web site is located at: [www.cup.edu/financial\\_aid/loanset.htm](http://www.cup.edu/financial_aid/loanset.htm)”loanlo1.jpg”

## Federal Family Educational Loan Programs (FFELP)

In order to apply for any type of FFELP (subsidized and/or unsubsidized loan), you must complete the **Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA** for the appropriate school year and meet all general student eligibility requirements necessary to receive federal financial aid.

In addition, you can receive a loan if you are a regular student (must be admitted to California University as a degree seeking student; non-degree students are not eligible), enrolled in an eligible program of study, and attending at least half-time each term. Half-time enrollment is defined as six hours for undergraduate students and five graduate hours for graduate students.

### Federal Stafford Loan Program (Subsidized/Unsubsidized)

The Federal Stafford Loan that you, the student, can borrow in your own name can be either subsidized or unsubsidized or a combination of both. In order to qualify for a subsidized loan, you must have financial need. To determine if you have financial need, your Expected Family Contribution, which is determined by the results of your FAFSA, is subtracted from the cost-of-education. Also, any other aid that you are receiving or expected to receive is subtracted from the cost-of-education to determine if you have any remaining financial need in order to qualify for a Federal Subsidized Loan. If you do qualify for a subsidized loan, the **federal government** pays the interest on the loan, i.e., subsidizes the loan, while you are in school, during your six-month grace period prior to repayment and during any authorized period of deferment.

Students without financial need are eligible for the Federal Stafford Unsubsidized Loan. This means that you will be responsible for the interest on the loan from the time you receive the funds until the loan is paid in full. You have the option of allowing the interest to accumulate, or accrue, on the loan while you are in school and during your six-month grace period before repayment. You also have the option of paying the interest on the loan as it accumulates. If you decide to delay interest repayment, the interest that accumulates will be “capitalized”, that is, will be added to your loan principal when you begin repayment. This means your total loan principal will increase. It is better to pay the interest, if you can, because you will save money in the end. However, not all students can afford to pay the interest while still in school and that is why you have the option of letting the interest accumulate.



## Graduate Loan Borrowing Chart

### Annual Loan Limit:

Subsidized	\$ 8,500
Unsubsidized	<u>\$10,000</u>
Total	\$18,500 or Cost of Attendance (less EFC and other aid) which ever is less

### Lifetime Maximums:

\$138,500 (subsidized and unsubsidized with subsidized limited to \$65,500; includes any loans outstanding from undergraduate study)

## Application Process (Master Promissory Note)

**Step A:** File the electronic or paper version of the FAFSA and check “Yes” to question “interested in student loans.”

**Step B** The pre-certification step is the most important step in the loan process. During this step the Financial Aid Office will notify you of your maximum Federal Stafford Loan eligibility and type of Stafford Loan (subsidized and/or unsubsidized) based on your financial need and grade level. You will have an opportunity to either decline and/or reduce your Stafford Loan estimate by completing a “Federal Stafford Loan Adjustment Form” which is available in the Financial Aid Office (FAO).

**Step C** The FAO will transmit your Federal Stafford Loan information to PHEAA. If you have never completed a Federal Stafford Promissory Note, you will receive a pre-printed Federal Stafford Loan Master Promissory Note (MPN) Packet from PHEAA. If you completed a MPN last year at either California or another four-year college in Pennsylvania, you will only receive an approval notice (see step E) from PHEAA. **Please Note: The MPN only needs to be completed once every ten years!**

**Step D** You will complete the borrower section of the MPN (if applicable). Please be sure that all answers are complete and that you sign and date the MPN. Submit the completed MPN to PHEAA. **Please Note: If you are a non-resident student selecting a lender for the first time, our office strongly encourages you to select one of our preferred lenders listed on the pre-printed Stafford Loan material which will be mailed to you by PHEAA.**

**Step E** PHEAA will mail an “Approval Notice” which confirms the amount of your loan that was approved and processed. **Please Note: You will have an additional opportunity at this point to cancel or reduce your Stafford Loan(s) by contacting PHEAA.**

**Step F** PHEAA will authorize the disbursement of loan proceeds (Electronic Funds Transfer [EFT] or check) at the

appropriate time to California University. Finally, **all first-time Stafford Loan borrows must** complete a loan counseling session before Stafford Loan proceeds can be disbursed to the student. This loan counseling session can be completed via the internet by going to our homepage at: [www.cup.edu](http://www.cup.edu) and clicking on “Financial Aid.” Proceed by clicking on “On-line Student Loan Entrance Counseling,” located at the bottom of the page.

## Private Education Funding (Alternative Loans)

In addition to the federal loan programs, there are also private sources of educational loans. These are typically private, credit-based loans sponsored by banks and state agencies or private guarantors. Typically, the results of the FAFSA are not used in determining eligibility for these programs. The following are two lending institutions that specialize in low-interest alternative educational loans.

### PNC Resource Loan

Application and information regarding this alternative loan can be obtained by contacting the Financial Aid Office or PNC Bank at 1-800-762-1001 or by visiting their website at: [www.eduloans.pncbank.com](http://www.eduloans.pncbank.com)

### National City/Terri

Application and information regarding this alternative loan can be obtained by contacting the Financial Aid Office or Terri at 1-800-255-8374 or by visiting their website at: [www.teri.org](http://www.teri.org).

### Citi Assist

Application and information regarding this loan can be obtained at [www.studentloan.com](http://www.studentloan.com).

## Employment

### Graduate Assistantships

Graduate students may find employment opportunities within the University through the Graduate Assistantship Program. This program provides full-time graduate students with opportunities to work in various offices and departments on campus. Graduate assistantships carry a tuition waiver. In order to accommodate the demands of both academic and personal schedules, a variety of paid assistantship options are available. Students interested in a graduate assistantship should contact the Office of the School of Graduate Studies and Research for an application and additional information.

## Private Assistance

### Scholarships/Fellowships

There are also many other agencies and organizations which provide financial assistance. These include civic clubs, fraternal organizations, religious groups, employers, organizations, unions, etc.

## Electronic Scholarship Search Engines

The Financial Aid Office staff is frequently asked the following questions:

“Which awards made by California University might I qualify to receive?”

“Are there other scholarships I should pursue?”

“If so, where can I get a listing of them and then obtain an application?”

We trust that the links provided below will assist you in your search.

“FastWeb “ FastWEB ([www.fastweb.com](http://www.fastweb.com)) is the largest and most complete scholarship search on the Internet. It provides access to a searchable database of more than 400,000 private sector scholarships, fellowships, grants, and student loans available to students.

“MACH 25” MACH 25 ([www.mach25.com](http://www.mach25.com)) is a simple and fast scholarship resource locator. Students develop a profile of themselves to locate scholarships that best match their qualifications.

“Other Scholarship Searches” Other Scholarship Searches ([www.finaid.org/scholarships/other.phtml](http://www.finaid.org/scholarships/other.phtml)) will take you to other scholarship search engines.

## Disbursement of Financial Aid

### Crediting Financial Aid to a Student’s Account

For initial billing purposes “estimated” Stafford Loan awards do appear on the billing statement in order to assist the student in determining the balance owed, if any, to the University. However, a Federal Stafford Loan MPN is not processed until all requested forms are received and verification is completed. Once the loan has been processed, the lender will send the loan proceeds via check or Electronic Funds Transfer (EFT) to the University. These funds will be applied to the student’s account once the student has met all student eligibility criteria, e.g., enrolled at least half-time, enrolled in eligible program.

### How Registration Affects Your Financial Aid

Federal regulations and institutional guidelines require students to be registered before any financial aid monies can be disbursed. In addition, federal and state financial aid programs specify minimum enrollment requirements in order for a student to receive any (maximum or partial) assistance from these programs. These minimum enrollment requirements are broken into four enrollment classifications: full-time, three-quarter-time, half time, and less-than-half-time. The chart below indicates the number of credits used to determine a student’s enrollment status.

ENROLLMENT STATUS REGISTERED:	NUMBER OF CREDITS
FULL-TIME	9 CREDITS OR MORE
THREE-QUARTER-TIME	7 TO 8 CREDITS
HALF-TIME	5 TO 6 CREDITS
LESS-THAN-HALF-TIME	LESS THAN 5 CREDITS

In order to qualify for assistance from the Federal Stafford Loan program students must be enrolled at least half time.

## Financial Aid Refunds

Financial aid that exceeds the amount the student owes to the University, e.g., tuition & fees, dorm & dining expenses, will be disbursed to the student in the form of a refund check. This refund can be used to cover non-institutional educational costs such as books & supplies, off-campus housing and transportation expenses. Typically, these refunds will be available starting with the second week of the semester if you have satisfied the eligibility requirements for each award.

## Financial Planning

Students planning to attend California University of Pennsylvania should be aware that financial aid refunds are not available until the second week of the semester for which the funds are intended. Students should plan to come to the university with enough personal money for early semester purchases (books, materials, art supplies, etc.) without depending upon financial aid funds.

## Maintaining Financial Aid Eligibility Satisfactory Academic Progress Policy Purpose of Policy

Federal regulations require all institutions that administer Title IV student assistance programs to monitor the academic progress toward a degree of those students applying for or receiving assistance from those programs. All California University graduate students applying for Federal Stafford Loans (Subsidized/Unsubsidized) must meet the standards stated in this policy, regardless of whether or not they previously received aid.

Satisfactory Academic Progress (SAP) standards include three elements: 1) maximum time frame within which a degree or certificate must be granted, (2) minimum credit hours earned per academic year, and (3) minimum cumulative grade point average (g.p.a.).

## Review Period

The review of a student’s “Satisfactory Academic Progress” (SAP) standing occurs annually at the end of the spring semester. A student’s SAP standing will be based on his/her academic performance during the academic year [fall and/or

spring semester(s)]. Students who are not making satisfactory academic progress are typically notified in early summer.

### Maximum Time Frame

Maximum time frame is defined as the required length of time it will take a student to complete a degree program based on the appropriate enrollment status (full-time, three-quarter time, or half time). For a student to remain eligible for federal aid, the student must conform to the following time frame for completion of a Graduate Degree:

<u>Enrollment Status</u>	<u>* Number of Eligible Semesters</u>
full-time (9 or more credits)	5 semesters
three-quarter time (7 to 8 credits)	7 semesters
half-time (5 to 6 credits)	9 semesters

### Minimum Earned Credit Hours

In order to monitor a student's progress toward completing a degree in a prescribed amount of time, a measure of annual progress has been established. The minimum earned credit hours component requires student aid applicants and recipients to successfully earn a minimum number of credit hours per year based on a student's enrollment status. A student must meet the following earned credit hour standards based on his/her enrollment status:

<u>Enrollment Status</u>	<u>*Total Earned Credits Per Year</u>
full-time (9 or more credits)	18 credits
three-quarter time (7 to 8 credits)	14 credits half-time (5 or 6 credits)
	10 credits

\* Assumes a student's enrollment status (full-time, three-quarter time, or half-time) remained constant throughout the academic year. The minimum earned credit hours standard listed above will differ if the student's enrollment status varies throughout the academic year.

### Minimum Cumulative Grade Point Average

Each semester the University reviews the "grade point average" (g.p.a.) of each student in order to determine whether the student is maintaining "good academic standing". The University requires that all graduate students maintain a **minimum** grade point average of 3.0 in order to achieve "good academic standing".

Students who are academically dismissed are considered **ineligible** for Title IV Federal aid. A student who is academically dismissed and is approved for re-admission to the University will attend without the benefit of Title IV federal aid. A student remains **ineligible** for Title IV federal aid until he/she achieves the minimum 3.0 g.p.a. or successfully files a SAP appeal (see Appeal Procedures contained in this Policy).

### Special Grades

**I (Incomplete):** An incomplete grade does not earn credit or influence the grade point average in the semester in which the course work was taken. If an incomplete has been resolved and the student has earned a passing grade, the credit and grade will be counted toward satisfying the minimum credit hour standards and grade point average requirements.

**W (Withdrawal):** no withdrawal categories earn credit(s) toward graduation or toward satisfying the credit requirements of the SAP Policy.

**P (Pass):** If this grade is awarded, the credits apply toward graduation and toward satisfying the minimum earned credit hour standards, but will not impact a student's grade point average.

### Financial Aid Probation

If a student fails to achieve the Satisfactory Academic Progress Standards during the review period as outlined in this Policy, the student will be placed on **financial aid probation**. Students who fail to meet progress standards should refer to the "Financial Aid Suspension" section listed below. Students will remain on financial aid probation for the next award year and will be eligible to receive federal Title IV financial aid assistance during this probationary period. **Please Note: Students will not be granted financial aid probation for two consecutive academic years.**

### Financial Aid Suspension

If a student fails to achieve the minimum earned credit hour standard and/or the minimum grade point average upon the conclusion of a student's financial aid probationary period, the student will be placed on financial aid suspension. Students placed on financial aid suspension (progress) will become **ineligible** for future Title IV assistance until the student's SAP deficiency is resolved.

### Eligibility for Reinstatement

In order to be reinstated, the student must successfully achieve the required grade point average as mandated by the SAP Policy and/or successfully make up his/her credit hour(s) deficiency at his/her own expense. The student may use the summer or any semester of the academic year to resolve his or her deficiency.

Students who make up their deficiency must complete and return the "Satisfactory Academic Progress Form", along with all required documents, to the Financial Aid Office before clearing their deficiency status. **Only successfully earned credits, not grades, are transferable to California from another approved institution.**

## Appeal Procedures

All Title IV recipients have a right to appeal a financial aid suspension decision by submitting a “SAP Appeal Form” to the Financial Aid Office. Written explanation of the reason(s) why the student failed to meet the Satisfactory Academic Policy Standards must be attached to the appeal form. Appeal forms are available in the Financial Aid Office. The deadline date for filing an appeal is the third week of classes in any semester that the student is applying for financial aid. Students will be notified of a decision within 7 to 10 days after filing the appeal form. If the appeal is denied, a student may file a final appeal to the Director of Financial Aid. This appeal must be filed within 10 working days from the date of the first denial letter.

## Refund/Repayment Policy

### Refund Policy

Students who officially withdraw from the University or from specific classes during the semester may be eligible for a refund of a portion of the tuition, fees, room and board paid to California University for that semester. Refunds are based on the official date of withdrawal as recorded by the Academic Records Office (for additional information see “Withdrawal from the University” listed in the Academic Policies section of the catalog). Students who do not follow the official withdrawal procedure but who stop attending classes for all of their courses will be considered to have withdrawn at the 50% point of the semester unless attendance is documented after that time.

### Return of Title IV Funds Formula

Two formulas exist for determining the amount of the refund: California University’s Refund Policy (for additional information see “University Refund Policy in Billing Section) and the federal “Return of Title IV Aid” formula. The federal formula is applicable to any student receiving federal aid and withdraws from the University during the first 60% of a semester. These students will have their federal financial aid (Federal Stafford and Plus Loans) adjusted based on the percent of the semester completed before the withdrawal. In essence, students will be entitled to retain the same percent of the federal financial aid received as the percent of the semester completed. This percent is calculated by dividing the number of days in the semester (excluding breaks of five days or longer) into the number of days completed prior to the withdrawal (excluding breaks of five days or longer). There will be no adjustment to federal financial aid after the completion of at least 60% of the semester. If any refund remains after the required return of Title IV aid, the refund will be used to repay California University funds, state grant funds, and other private sources and the student in proportion to the amount paid by each non-federal source, as long as there was no unpaid balance due at the time of withdrawal. If there is an unpaid balance, then all aid sources will be repaid before any refund is paid to the student.

## Distribution Policy

Once the amount of the federal funds to be returned has been calculated, the funds will be returned to the appropriate program(s) in the following priority order:

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans
- PLUS Loans
- Perkins Loans
- Pell Grant
- Supplemental Educational Opportunity Grant

## Repayment of Unearned Financial Aid Assistance

Students who receive a refund of financial aid before withdrawing from the University may owe a repayment of federal financial aid funds received. Students will be notified by the Bursar’s Office and will be given 30 days to repay the funds to the University. Students who fail to return the unearned portion of federal financial aid funds given to them will have a “hold” placed on their University records, thereby preventing them from registering for future semesters until repayment is made in full.

## Financial Aid Glossary

**1040 Form, 1040A Form, 1040EZ Form:** The Federal Income Tax Return that is required to be filed by each person who received income during the previous year.

**Academic Year:** The period of time school is in session, consisting of 30 weeks of instruction.

**Appeal:** An appeal is a formal request made by the student to have a financial aid administrator review his or her aid eligibility and possibly use professional judgment to adjust the figures. In the event of the death of a parent, unemployment, or other unusual circumstances, he or she should file an appeal.

**Award Letter:** An official letter issued by the Financial Aid Office that lists the financial aid awarded to the student. You are required to check the awards you wish to receive, sign the award letter, and return it to the Financial Aid Office.

**Bursar’s Office:** The Bursar’s Office is the University office responsible for the billing and collection of University charges.

**Cost of Attendance:** The Cost of Attendance (COA), also known as the cost of education or “budget”, is the total amount used to calculate a student’s aid eligibility. This amount includes tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses.

**Commuter Student:** A student who resides at home with his/her parents and commutes to school daily.

**Dependent Student:** A student who is 23 years old or younger and is supported by his or her parents. A parent refusing to provide support for his or her child’s education is not sufficient for the child to be declared independent.

**Disbursement:** Disbursement is the release of loan funds to the school for delivery to the borrower.

**Disclosure Statement:** The disclosure statement is a statement from the lending institution that provides the borrower with information regarding the approval amount of the loan, interest rate, origination and insurance fees, and any other finance charges incurred.

**Electronic Funds Transfer:** Used by some lenders to wire funds for Stafford Loan proceeds directly to participating schools without requiring a check for the student to endorse.

**Enrollment Status:** Indication of total credits scheduled for an enrollment period. For financial aid purposes, you must be enrolled at least half-time to receive aid.

**Expected Family Contribution (EFC):** The Expected Family Contribution is the amount of money that the family is expected to contribute to the student's education. Congress bases this on the Federal Methodology need analysis formula dictated.

**Financial Aid Transcript:** The Financial Aid Transcript is a record of any federal aid received by the student at each post-secondary school attended.

**Free Application for Federal Student Aid (FAFSA):** The FAFSA is used to apply for all need-based aid.

**Financial Aid Package:** This includes any aid such as grants, scholarships, loans, and work-study offered to the student to assist in the funding of his or her education.

**Gift Aid:** Gift aid is financial aid that is not repaid, such as scholarships and grants.

**Grant:** Type of financial aid based on financial need that a student does not repay.

**Independent Student:** An independent student must meet at least one of the following criterion:

- Age 24 or older
- Veteran of the U.S. Armed Forces
- Enrolled in a graduate or professional program beyond a bachelor's degree.
- Married
- Orphan or ward of the court or a ward of the court until age 18
- Legal dependents other than spouse for which you are responsible

**Loan:** A loan is a type of financial aid that must be repaid with interest to a lending institution of your choice.

**Need:** The difference between the Cost of Attendance and the Expected Family Contribution is known as financial need.

**Scholarship:** A scholarship is gift aid that is not repaid.

**Stafford Loan:** A Stafford Loan comes in two forms, unsubsidized and subsidized. Students are required to pay interest on an unsubsidized loan; whereas, the government pays the interest on a subsidized loan while the student is in school, during the six-month grace period, and during any deferment periods.

**Subsidized Loan:** A subsidized loan is a loan on which the government pays the interest while the student is in school, during a six-month grace period, and during any deferment periods. Subsidized loans are based on need, and may not be used to finance the family contribution.

**Unmet Need:** Unmet need is the difference between the student's award and the full cost of tuition.

**Unsubsidized Loan:** An unsubsidized loan is a loan that the government does not pay the interest. The borrower is responsible for the interest on an unsubsidized loan from the date the loan is disbursed, even while the student is still in school.

**Untaxed Income:** Contribution to IRAs, Keoghs, tax-sheltered annuities, and 401(k) plans, as well as worker's compensation and welfare benefits.

**U.S. Department of Education:** The US Department of Education administers several Federal student financial aid programs, including the Federal Pell Grant, the Federal Work-Study Program, the Federal Perkins Loan, the Federal Stafford Loan, and the Federal PLUS Loan.

**Verification:** Verification is a review process in which the Financial Aid Office determines the accuracy of the information provided by the student and parents on their FAFSA. During this process, the student will be required to submit requested documentation.





<b>Financial Aid Timeline</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
<b>Items to Complete:</b>								
Gather Financial Aid documentation necessary for the completion of the FAFSA	√	√	√	√	√			
Obtain FAFSA (Free Application for Federal Student Aid)	√	√	√	√	√			
Mail FAFSA to the Federal Processor, <b>THE EARLIER THE BETTER!</b> (Keep a copy for your records)	√	√	√	√	√			
Review your Student Aid Report (SAR) for errors and make any corrections		√	√	√	√			
Provide the Financial Aid office with all requested information.		√	√	√	√	√	√	√
Financial Aid award letters mailed to students, who must sign and return letter FAO.			√	√	√	√	√	√
MAY 1- FAFSA Priority Deadline for consideration for Federal Campus-based Programs (FWS, FSEOG & Perkins)					√			
MAY 1- FAFSA deadline for PHEAA grant eligibility					√			
Receive results of PHEAA Grant Eligibility					√	√	√	√
Receive billing statement from Bursar's Office							√	
Due Date for paying Fall semester bill								√

# ATHLETIC TRAINING

The Department of Health Science and Sport Studies is housed in Hamer Hall and includes a new athletic training facility with state-of-the-art modality and rehabilitation equipment. In addition, the cadaver anatomy laboratory, equipped with numerous anatomical models and slides, is connected to a spacious classroom.

## Master Of Science In Athletic Training

The Master of Science degree program is intended for post-baccalaureate students who want a more intensive background and clinical experience in the specialized area of athletic training. For admission into this program, the graduate student must have completed and/or met the following general requirements:

1. A bachelor's degree from a four year, accredited college or university.
2. A minimum 3.0 undergraduate grade point average, based on a 4.0 scale. If a prospective student does not meet this requirement, candidates will be considered if they have a minimum QPA of 2.50 and have scored a 40 or higher on the Miller Analogies Test\*.
3. Acceptance to the School of Graduate Studies and Research.
4. All applicants must be certified or eligible for certification by NATABOC in order to be considered as a candidate for admission into the program.

In addition, the candidates must have a recorded minimum of 800 clock hours of clinical experience under the direct supervision of a NATABOC certified athletic trainer.

## Graduate Assistantships

Graduate assistantships are available with the athletic training interns being assigned to local high schools and colleges for

their clinical experience. Students who have a background covering a variety of male and female sports will be given preference. Applicants selected will be expected to provide their own transportation to and from the school to which they are assigned. Several non-assistantship positions are available each year.

If you have questions about this program, please phone or write the Department of Health Science and Sport Studies, California University of Pennsylvania, 250 University Avenue, California PA 15419-1394, 724-938-4562, or the School of Graduate Studies and Research, 724-938-4187. Visit our website at [www.cup.edu/education/hsss](http://www.cup.edu/education/hsss).

## Curriculum

### I. Athletic Training: 25 credits

ATE 500	Pharmacology for the Allied Health Sciences	2
ATE 700	Gross Anatomy of the Extremities	4
ATE 710	Advanced Athletic Training	3
ATE 715	Sports Law	3
ATE 720	Sports Therapy	4
ATE 730	Internship in Sports Medicine I	3
ATE 735	Internship in Sports Medicine II	3
ATE 745	Contemporary Issues in Athletic Training	3

### II. Research: 12 credits

ATE 800	Methods of Research in the Allied Health Sciences	3
ATE 810	Thesis Seminar	3
EDP 600	Statistical Methods	2
RES 849	Master's Thesis	4

\*Students who are currently certified by the NATABOC will be given preference.





# BIOLOGICAL AND ENVIRONMENTAL SCIENCES

## Master of Science Degree in Biology

The Master of Science degree program is intended for graduate students who want intensive training in specialized areas of the life sciences. A student entering this program is expected to have completed extensive course work in biology, mathematics and the physical sciences. After students have been admitted to the program, they are given the opportunity to select a graduate adviser and a research program to meet their educational and professional needs. Graduate students completing this degree program are prepared to enter biological careers in research, allied health professions, teaching, and to pursue advanced degrees in life, veterinary, environmental and medical sciences.

## Admission to the Program

The student should have the following:

1. A QPA of at least 3.0 on a 4.0 system.
2. Two semesters of organic chemistry with no lower than a C grade for each course. Organic chemistry II may be waived with the approval of the student's adviser.
3. One semester of physics.
4. One mathematics course beyond college algebra (calculus is preferred).
5. A minimum of 24 credits in the life sciences with a grade of C or better.
6. Two letters of recommendation from faculty who can attest to the candidate's academic capabilities and promise for success in graduate school (submitted to the Graduate Committee).
7. Student must write a letter to the Departmental Graduate Committee specifying the following:
  - a) Reason for pursuing a graduate degree in life sciences.
  - b) Future study/career plans for the life sciences.
  - c) Which program option the student intends to pursue.
  - d) Area of research interest.
  - e) Need of financial assistance (assistantship and/or tuition waiver).
  - f) Other information the student deems important for Graduate Committee members to learn more about his/her suitability for graduate study.
8. A student must take the Graduate Record Examination (Verbal and Quantitative) and the Advanced Test in Biology prior to admission into the department. Students having a combined score of 1,000 on the verbal and quantitative sections of the GRE meet minimal requirements for admission into the graduate program.

## Time Requirement to Complete Degree

Full-time students are expected to complete all requirements (course work and research) for their degree within three years. Part-time students should complete all requirements for their degree within six years.

Students requesting extensions to finalize their programs must substantiate reasons for the additional time. All courses taken

seven years from the first semester of matriculation may not count towards graduation.

Ancillary graduate level courses amounting to as many as six credits in fields closely related to the major program may be substituted for Biology courses, with the approval of the research adviser and the Departmental Graduate Committee.

## Curriculum

(An asterisk indicates a requirement.)

I. Biological Science: Twenty-seven credits from the following Biology courses:

BIO 520	Neurobiology	3
BIO 575	Water Pollution Biology	4
BIO 700	Cellular Ultrastructure	3
BIO 706	Bacteriology	4
BIO 708	Microbial Ecology and Physiology	4
BIO 710	Immunology	3
BIO 720	Human Genetics	3
BIO 721	Biochemistry I	4
BIO 723	Animal Histology	4
BIO 724	Embryology	4
BIO 725	Molecular Biology	4
BIO 727	Ichthyology	4
BIO 735	Comparative Vertebrate Anatomy	4
BIO 738	Herpetology	4
BIO 740	Ornithology	4
BIO 741	Advanced Research Studies	1-4
BIO 742	Scientific Photography	2-4
BIO 744	Ethology	4
BIO 745	Entomology	4
BIO 746	Parasitology	4
BIO 751	Plants & People	4
BIO 757	Plant Systematics	4
BIO 758	Plant Anatomy and Morphogenesis	4
BIO 765	Design and Analyses	3
BIO 766	Biometry	3
BIO 768	Techniques in Electron Microscopy	4
BIO 772	Mammalogy	4
BIO 773	Principles of Wildlife Management	4
BIO 778	Organic Evolution	3
BIO 788	Cell Biology	4
BIO 790	Wildlife Management Techniques	4
BIO 795	Seminar in Biology	2

II. Research: Six credits

*BIO 800	Methods of Research in Science	2
*RES 840	Master's Thesis	4

# BUSINESS AND ECONOMICS

## Master of Science Degree in Business Administration

The demand for skilled managers in the business community today far outweighs the availability of qualified candidates. The scope of business activities has assumed a level of sophistication where the more significant opportunities require skills and abilities that exceed the capabilities possessed by most baccalaureate degree holders.

The Master of Science Degree offered in Business Administration directly addresses the needs of today's progressive business enterprise. This rigorous program is designed for the student desirous of advanced managerial skill development in the areas that significantly affect modern business enterprises.

Successful completion of this curriculum will effectively equip the graduate for a more challenging role in contemporary business enterprises.

The program is particularly appropriate for those currently employed as well as those recent graduates who desire to expand their current level of marketable skills. With many of the courses being offered at appropriate hours for those currently employed, this advanced degree is easily within the reach of most who are willing to devote the time and effort required, on either a full or part-time basis.

### I. Foundation Courses (15 Credits)

ACC 200	Financial Accounting	3
ECO 201	Intro Microeconomics	3
ECO 202	Intro Macroeconomics	3
MAT 225	Business Statistics	3
MKT 271	Principles of Marketing	3

### II. Master's Degree Curriculum (36 Credits)

#### A. Core Curriculum (24 credits)

ACC 711	Managerial Accounting	3
MGT 751	International Business Management	3
FIN 711	Financial Management	3
MKT 711	Marketing Management	3
BUS 771	Quantitative Methods	3
BUS 799	Strategic Management	3
ECO 715	Applied Economic Analysis	3

Select one of the following:

MGT 712	Organizational Behavior	3
MGT 731	Industrial Relations	3
MGT 741	Human Resource Management	3

#### B. Electives (12 credits)\*\*

Choose any four (4) from the following courses:

ACC 721	Financial Accounting	3
ACC 731	Tax Concepts and Planning	3

BUS 741	Business Law	3
BUS 743	Business, Society, and Government	3
ECO 721	Managerial Economics	3
ECO 731	Econometric Methods	3
FIN 531	Bank Management	3
FIN 712	Advanced Financial Management	3
FIN 721	Investment Management	3
FIN 731	Financial Markets & Institutions	3
MGT 711	General Management	3
MGT 721	Production Management***	3
MGT 742	Human Resource Management	3
MGT 751	International Business Management***	3
MKT 721	Research Methods in Marketing	3
MKT 731	Marketing for Nonprofit Organizations	3
MKT 751	Advertising Management	3
MKT 761	Business Marketing Strategy	3
BUS 795	Seminar	3

\*\*Must include BUS 743 unless it has already been taken at undergraduate level. Approval of the advisor is required.

\*\*\*Any student who has an undergraduate major in business or economics or has taken the following course with a B or better are in exempt.

\*\*\*One of these must be taken as a core course.



# COMMUNICATION DISORDERS

## Master of Science Degree in Communication Disorders

The Communications Disorders Department offers a Master of Science degree in Communication Disorders.

Certified by the American Speech-Language Hearing Association, the department provides specialized training in all areas of communication disorders. Graduates are qualified to work in public and private schools, hospitals, rehabilitation centers, long term care facilities, private practice, government agencies and other areas. Graduates of this program provide clinical services to infants, children, adolescents, adults and geriatric patients. They also provide consultative services to government and industries, agencies, teachers and other health professionals (physicians, psychologists, physical and occupational therapists, etc.). According to the 1995 *Money* magazine report on the "Fifty Hottest Jobs," speech-language pathology positions were ranked number 11 and will be one of the fastest growing jobs over the next five years. Also stated by the U.S. Department of Labor's Bureau of Labor Statistics 1994-1995 Occupational Handbook, through the year 2005, SLP positions are expected to grow. Today's changing population contributes to the growth of the field of speech-language pathology. The younger population has a growing incidence of head, neck and brain injuries that causes speech and language disorders. The aging population is more susceptible to hearing loss, strokes, brain pathology, and other communication disorders. In addition, there are individuals who stutter, have learning or physical disabilities, or experience voice problems, which seek the professional services of a speech-language pathologist.

The university has excellent facilities that provide ample space for study, research and therapy. Both a large clinic and a modern preschool are physically located within the department. A technologically advanced Communication Science Laboratory was grant funded in 2000 and will be upgraded on an ongoing basis.

## Admission Requirements

Applicants should hold a baccalaureate degree in communication disorders from an accredited college or university. Applicants without a degree in Communication Disorders will need to complete all undergraduate courses prior to beginning graduate courses. A minimum 3.0 on a 4.0 scale is required for admission.

Applicants should submit the following: a formal application, a nonrefundable application fee, final official transcripts, GRE scores, three letters of recommendation from undergraduate professors, and from all international students, a TOEFL score and financial information forms. Only a limited number of students are selected, so admission into the program is competitive. Most students begin the program in the fall of the year. A special "Summer Only" program, however, allows the individual who is employed in the field of Communication Disorders to complete the program in five summers. No Spring admission is available.

In addition to formal coursework, the student obtains ample client contact. During the first and second terms of graduate study, the student gains his/her professional experience exclusively in the university clinic. He/she will be assigned at least one client for whom he/she will provide therapy under the clinical direction of a faculty member. He/she may also be assigned to a speech-language or audiology diagnostic team to evaluate new clients. During either the third or fourth term, the student is assigned to work at any of 60+ off-campus facilities with which the department has contractual relationships. These externships (in schools, acute and rehabilitation hospitals, clinics, long-term care facilities, and home-care services) provide on-the-job training with a wide variety of clients.

Once admitted to the graduate program, students must maintain a 3.0 or better grade point average and must receive satisfactory evaluations from their practica supervisors. In addition, a passing score on the Speech-Language Pathology Praxis Series Test is a requirement for graduation. The Master of Science Degree in Communication Disorders is a 42+ credit program, including a research endeavor. Students are assisted in the completion of this multi-term research project; a single research step is completed each term. Courses for the Master of Science Degree include the following:

### Curriculum

*CMD 600 Research and Professional Practice in Speech/Language Pathology	3
*CMD 701 Language Disorders in Adults*	3
*CMD 702 Language Disorders in Children*	3
*CMD 703 Fluency*	3
*CMD 705 Voice Disorders*	3
*CMD 707 Phonology and Articulation Disorders	3
*CMD 708 Neurology	3
***CMD 710 Advanced Clinical Methods	1-12
CMD 764 Instrumentation in Speech-Language Pathology	3
*CMD 765 Dysphagia	3
*CMD 772 Assistive Therapy	3
*CMD 773 Communicatoin and Diversity	3
**EDP 600 Statistical Methods	3
RES 819 Research Paper	1
RES 829 Research Project	2
RES 849 Master's Thesis	4

Total credits for graduation 42

\* Required.

\*\* Required if not taken by student at undergraduate level.

\*\*\* Only 6 credits may be counted toward the degree.

If you would like further information about these programs, phone or write the Department of Communication Disorders, California University of Pennsylvania, 250 University Avenue, California PA 15419-1394, 724-938-4175, or the School of Graduate Studies, 724-938-4187. Email Bonfanti@cup.edu.

# COMMUNICATION

## Master of Arts Degree in Communication

The Master of Arts in Communication is undergoing curricular revisions and is not accepting students. Once these revisions have been completed the new curriculum will be available on the California University of Pennsylvania web site ([www.cup.edu](http://www.cup.edu)) or from the Office of Graduate Studies and Research, 724-938-4187.



# COUNSELOR EDUCATION

The Department of Counselor Education offers graduate programs in counseling leading to (1) The Master of Education degree and certification as either an Elementary or Secondary School Guidance Counselor, (2) a Master of Science degree in Community Agency Counseling with a specialization in Community Agency or Rehabilitation Counseling, Certification as an elementary or secondary school counselor. The M.Ed. and M.S. in community agency counseling require a minimum of 48 credits. The Rehabilitation Counseling track requires 54 credits.

These programs have been developed as a result of recommendations of the accrediting bodies for each profession. In order to keep the programs current, minor changes may be made in requirements as needed. The National Board of Certified Counselors (NBCC) recognizes courses taught in the Department for Continuing Education credits. The program prepares students to take the National Counselor Exam (NCE) and the Certified Rehabilitation Counselor exam (CRC).

If you would like further information about any of these programs, call or write the Department of Counselor Education California University of PA, 250 University Avenue, California PA 15419-1394, (724) 938-4123, or the Graduate School at (724) 938-4187. **Prospective students are advised to request a Department Handbook** which will describe the philosophy, admissions, and departmental procedures in some detail.

e-mail: [brusoski@cup.edu](mailto:brusoski@cup.edu)

## Admission to the Programs

Students must first meet the general requirements for admission to the Graduate School. Then to be considered for admission to the Department of Counselor Education applicants must have documentation of either a 3.0 undergraduate grade point average or a score of 45 on the Miller Analogies Test (MAT), and have earned 12 undergraduate or graduate credits in psychology. (Exceptions to the above will be considered on an individual basis). Before applications will be considered, the department must receive:

1. copies of all graduate and undergraduate transcripts.
2. documentation of MAT scores if required.
3. 3 letters of recommendation.
4. a 1,000 word psychobiography
5. a one-page resume of work and education.

Once admitted students will be assigned an advisor with whom they will work closely to plan their program.

## Degree Completion

Several steps are required to complete the degree process. After finishing 9-12 credits students must apply for **candidacy** and a candidacy interview will be scheduled. This interview is designed to assess students' academic progress and development

as a professional. At this juncture, students will be either; admitted to candidacy status; asked to leave the program because of inadequate academic progress or poor fit between department and student; or put on hold. Students put on hold status will be asked to do specific things (such as retake courses, attend personal counseling etc.) and then apply for candidacy at a later time. Once admitted to candidacy status, students will continue coursework and prepare for **practicum and internship** experiences. Before graduation, students must pass the department **comprehensive examination**

## Practicum/Internship

Practicum and Internship are generally taken near the end of the students program. Students should plan to spend a minimum of 2 days per week (minimum of 150 hours) for the entire term at their practicum sites. On site they will be supervised by a specialist in the area in which they are interested.

Certified teachers returning for Elementary or Secondary Guidance must do practicum at the grade levels appropriate to their certification. Time adjustments may be made for teachers currently teaching in public schools.

Internship experiences require a minimum of 600 hours under the supervision of a professional in the students' area of interest. This will be arranged with the student's advisor.

## Master of Education Degree: Elementary Guidance and Certification

This program is designed for students wanting to work as counselors in the elementary schools. (K-6)

## M.ED. ELEMENTARY GUIDANCE AND CERTIFICATION

### Department of Counselor Education and Services

<u>Area I</u>	<u>Core Courses</u>	33 Credit Hours Required	Credits
CED 701	Org. & Adm. Of Couns. Services		3
CED 702	Counseling Theory		3
CED 724	Experiential Group Process		3
CED 705	Developmental Group Counseling		3
CED 708	Substance Abuse & Addiction		3
CED 710	Counseling Skills & Techniques		3
CED 786	Seminar in Career Information		3
CED 703	Consulting Theory		3
*CED 711	Practicum I		3
*CED 712	Practicum II		3
CED 787	Integrated Seminar		3

## Area II Social & Cultural Foundations

CED 720	Cross-Cultural Counseling		3
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**Area III Psychological Foundations**

PSY 721	Advanced Tests & Measurements	3
PSY 752	Fundamentals of School Psychology	3
PSY 713	Psychology of Growth & Development	3

**Area IV Research**

CED 785	Res. Seminar in Counselor Education	3
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Minimum Credits Required 48

\*CED 711 and 712 each require two full days of on-site experience.

Prerequisites: 12 graduate or undergraduate credits in psychology including either Psychology of Learning, Educational Psychology or equivalent. (may take after acceptance into program)

1 Computer Course: recommend "EDF 301 Computers for Teachers, EDF 302 Applied Instructional Technology".

1 Statistics Course.

**Master of Education Degree:**

**Secondary Guidance and Certification**

This program is designed for students wanting to work as counselor in secondary schools (7-12)

**M.ED. SECONDARY GUIDANCE AND CERTIFICATION**

Department of Counselor Education and Services

**Area I Core Courses 33 Credit Hours Required Credits**

CED 701	Org. & Adm. Of Couns. Services	3
CED 702	Counseling Theory	3
CED 724	Experiential Group Process	3
CED 705	Developmental Group Counseling	3
CED 708	Substance Abuse & Addiction	3
CED 710	Counseling Skills & Techniques	3
CED 786	Seminar in Career Information	3
CED 703	Consulting Theory	3
*CED 711	Practicum I	3
*CED 712	Practicum II	3
CED 787	Integrated Seminar	3

**Area II Social & Cultural Foundations**

CED 720	Cross-Cultural Counseling	3
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**Area III Psychological Foundations**

PSY 721	Advanced Tests & Measurements	3
PSY 752	Fundamentals of School Psych.	3
PSY 713	Psych. of Growth & Development	3

**Area IV Research**

CED 785	Research Seminar In Couns. Ed.	3
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Minimum Credits Required 48

\*CED 711 and 712 each require two full days of on-site experience.

Prerequisite: 12 graduate or undergraduate psychology credits

including either Psychology of Learning, Educational Psychology or equivalent. (may take after acceptance into program)  
1 Computer Course: recommend "EDF 301 Computers for Teachers, EDF 302 Applied Instructional Technology".  
1 Statistics Course

**Elementary or Secondary Guidance Certification only**

This is designed primarily for students who already have a Master's Degree in another area and want only to add the certification to their credentials. Coursework done previously will be evaluated to see whether there are equivalent courses that can be applied to the certification.

**ELEMENTARY/SECONDARY GUIDANCE CERTIFICATION ONLY**

Department of Counselor Education and Services

**Area I Core Courses 30 Credit Hours Required Credits**

CED 701	Org. & Adm. Of Couns. Services	3
CED 702	Counseling Theory	3
CED 724	Experiential Group Process	3
CED 710	Counseling Skills & Techniques	3
CED 705	Developmental Group Counseling	3
CED 708	Substance Abuse & Addiction	3
CED 786	Seminar in Career Information	3
CED 703	Consulting Theory	3
*CED 711	Practicum I	3
*CED 712	Practicum II	3

**Area II Social & Cultural Foundations**

CED 720	Cross-Cultural Counseling	3
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**Area III Psychological Foundations**

PSY 752	Fundamentals of School Psych.	3
PSY 721	Advanced Tests & Measurements	3
PSY 713	Psych. of Growth & Development	3

**Area IV Research**

CED 785	Research Seminar in Couns.Ed.	3
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Minimum Credits Required 45

\*CED 711 and 712 each require two full days of on-site experience.

Prerequisites: 12 graduate or undergraduate credits in psychology including either Psychology of Learning, Educational Psychology or equivalent. (may take after acceptance into program)

1 Computer Course: recommend "EDF 301 Computers for Teachers, EDF 302 Applied Instructional Technology".

1 Statistics Course



### Master of Science Degree: Community Agency Counseling

This is a program intended to prepare students to work in a variety of agencies that provide care within the community. The focus is on identifying and mobilizing client strengths.

#### M.S. IN COMMUNITY AGENCY COUNSELING

Department of Counselor Education and Services

<u>Area I</u>	<u>Core Courses</u>	33 Credit Hours Required	Credits
CED 701	Org. & Adm. Of Couns. Services		3
CED 702	Counseling Theory		3
CED 724	Experiential Group Process		3
CED 708	Substance Abuse & Addiction		3
CED 705	Developmental Group Counseling		3
CED 710	Counseling Skills & Techniques		3
CED 786	Seminar in Career Information		3
CED 703	Consulting Theory		3
CED 711	Practicum I (See Footnote*)		3
CED 712	Practicum II		3
CED 787	Integrated Seminar		3

#### Area II Social & Cultural Foundations

CED 720	Cross-Cultural Counseling		3
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#### Area III Psychological Foundations

CED 717	Diagnosis And Treat. in Mental Health		3
PSY 721	Ad. Tests & Measurements		3
PSY 713	Psych. of Growth & Development		3

#### Area IV Research

CED 785	Research Seminar In Couns. Ed.		3
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Minimum Credits Required 48

\*CED 711 and 712 each require two full days of on-site experience.

Prerequisites: 12 graduate or undergraduate credits in psychology. (may take after acceptance into Program)

1 Statistics Course

### Master of Science Degree in Community Agency Counseling Rehabilitation Counseling Track

This Rehabilitation Counseling program is designed for counselors who wish to combine their knowledge of psychology and understanding of disabilities with skills in counseling, evaluation and job placement to help individuals with disabilities mobilize their strengths.

#### REHABILITATION COUNSELING PROGRAM TRACK

M.S. in Community Agency Counseling

54 Credits

<u>Area I</u>	<u>Counseling Core Courses</u>	Credits
CED 702/PSY 741	Counseling Theory	3
CED 724	Experiential Group Process	3
CED 705	Developmental Group Counseling	3
CED 710	Counseling Skills & Techniques	3
CED 720	Cross-Cultural Counseling	3

#### Area II Planning and Delivery of Rehabilitation Services

RHB 701	Found. & Organization of Rehab. Couns.	3
RHB 702	Delivery of Rehab. Services	3
RHB 703	Career & Job Place. Strat. in Rehab. Couns.	3
RHB 704	Med. & Psych. Aspects of Disabilities	3
RHB 705	Practicum I	3
RHB 706	(optional) Practicum II	(3)
RHB 710	Internship I	9
RHB 711	(optional) Internship II	(3)

#### Area III Psychological Foundations

CED 717	Diagnosis & Treatment in Mental Health	3
PSY 721	Advanced Tests & Measurements	3
PSY 713	Psychology of Growth & Development	3

#### Area IV Research

CED 785	Research Seminar in Counselor Education	3
	Thesis (optional)	(4)

Area V Electives: Select one from the following or advisor approval.

CMD 772	- Assistive Technology
ESP 501	- Introduction to Exceptionality
ESP 503	- Diagnostic Testing & Prescriptive Teaching
ESP 506	- Habilitation Training Transition
PSY 746	- Psychology of Learning Disabilities

Totals 54

\*Prerequisites: Either grad or undergrad with at least a "C" grade.

May be taken during Master's program but in addition to Master's requirements and electives.

1 Computer Course

12 Credits in Psychology (may take after acceptance into program)

1 Statistics course required prior to CED 785.

Department website:

[www.cup.edu/graduate/counseld](http://www.cup.edu/graduate/counseld)



# EARTH SCIENCE

## Master of Science Degree in Earth Science

The Master of Science degree with a major in Earth Science is a program intended for those students who desire more training in specialized areas of earth science or wish to broaden their present science background. A graduate student entering the program should have an undergraduate major in one of the sciences or in mathematics.

Applicants should have basic Earth Science courses, but deficiencies can be made up in consultation with the advisor. The advisor is assigned to the graduate student upon admission to the program, and the graduate student works closely with the advisor in designing a program of study.

The graduate student must apply for candidacy for the degree immediately after successfully completing six credits of graduate work. The graduate student must pass a comprehensive examination.

The program offers two options: Option A, in which a Master's Thesis or Research Project is required, and Option B, in which neither a Master's Thesis nor a Research Project is required.

Option A requires at least 30 credits, including nine credits of required research courses and a minimum of 12 credits in Earth Science, including either two credits for the Research Project or four for the Master's Thesis.

Option B requires at least 36 credits, including nine credits of required research courses and a minimum of 12 credits in Earth Science, but not the Research Project or the Master's Thesis.

### Curriculum

(An asterisk designates a required course.)

#### I. Earth Science Core:

*EAS 800	Methods of Research in Earth Science	3
*EAS 538	Computer Applications in Water Resources	3
	Any field course, research course or seminar	3

#### II. Earth Science: Field of Specialization: a minimum of 12 credits from among the following:

EAS 527	Tectonics	3
EAS 541	Advanced Environmental Geology	3
EAS 547	Reservoir Evaluation	3
EAS 550	Regional Climatology	3
EAS 551	Invertebrate Paleontology	3
EAS 563	Coastal Geomorphology	3
EAS 720	Hydrology	3
EAS 725	Weather Analysis	3
EAS 740	Sedimentology	3
EAS 741	Stratigraphy	3
EAS 742	Structural Geology	3
EAS 751	Optical Mineralogy	3
EAS 755	Geochemistry	3
EAS 760	Field Problems in Earth Science	3
EAS 762	Field Problems in Hydrology	3
EAS 764	Field Course in Earth Science	VA
EAS 765	Field Course in Geology	VA
EAS 771	Field Mapping	3
EAS 780	Readings in Earth Science	3
EAS 781	Research in Earth Science	3
EAS 792	Seminar in Geology	3
EAS 794	Seminar in Meteorology	3
EAS 796	Seminar in Oceanography	3
GEO 520	Physiography of the United States	3
GEO 550	Advanced GIS	3
GEO 737	Geographic Information Systems	3
GEO 751	Geomorphology	3
GEO 752	Climatology	3
GEO 753	Physical Environment	3
GEO 767	Computer Cartography	3
GEO 768	Map & Aerial Photo Interpretation	3
GEO 770	Statistical Cartography	3
GEO 798	Seminar in Geography	3
RES 829	Research Project	2
RES 849	Master's Thesis	4

If you would like further information about any of these programs, phone or write the Department of Earth Sciences, California University of Pennsylvania, 250 University Avenue, California PA 15419-1394, 724-938-4180, or the School of Graduate Studies and Research at 724-938-4187.

# ELEMENTARY EDUCATION

Students wishing to enroll in this program must have an undergraduate Q.P.A. of at least 3.0 or score 35 on the Miller Analogies Test.

## Master's Degree in Elementary Education

The Master's Degree in Elementary Education is available to students who wish to broaden their knowledge of elementary education.

### Curriculum

#### I. General and Professional Education (16 credits)

PSY 711	Advanced Educational Psychology	3
	OR	
PSY 712	Advanced Psychology of Learning	3
PSY 713	Psychology of Growth and Development	3
EDP 617	Educational Sociology (or approved substitute)	2
ESP 501	Introduction to Exceptionality (required)	3
EDE 700	Historical Background of the Elementary School	2
EDE 701	Development and Organization of the Curriculum	3

#### II. Professional Core (32 credits) (required)

EDE 728	Problems in Health and Physical Education	2
EDE 737	Literature and Literacy K-12	3
EDE 715	Recent Trends in Language Arts	3
EDE 723	Instructional Strategies	3
EDE 722	Introduction to Elementary Teaching Seminar	2
EDE 716	Problems in Elementary Social Studies	3
EDE 718	Arithmetic in the Elementary School	2
EDE 740	Trends in Elementary School Science	3
EDE 708	Developmental Reading in the Elementary School	2
EDE 795	Student Teaching Internship	9

Students must pass the PPST and Elementary Education Content Knowledge tests prior to student teaching.

#### III. Research (8 credits)

RES 800	Methods of Research (required)	2
EDE 706	Evaluation and Measurement in the Elementary School (required)	2
GEE 537	Computer Science (required)	2
ECE 749	Parent Involvement (required)	2

Research Project	2
Thesis	4

Students who are certified teachers in another specialty are not required to take EDE 795.

## Master of Education Degree with Elementary Teaching Certification

Students wishing to enroll in this program must have an undergraduate Q.P.A. of at least 3.0 or score 35 on the Miller Analogies Test.

The Master's Degree certification track is designed for students who have a baccalaureate degree and desire elementary teacher certification. This program is appropriate for teachers certified in other areas and for persons with an undergraduate degree outside of education.

Students who are not certified in Pennsylvania must pass the PRAXIS I and PRAXIS II tests.

Candidates for Pennsylvania certification must have evidence of undergraduate or graduate studies in mathematics, biology, physical science, environmental studies, U.S. history, geography, and economics.

If you would like further information about this program, phone or write the Department of Elementary Education at California University of Pennsylvania, 250 University Avenue, California PA 15419-1394, (724) 938-4135, or the School of Graduate Studies and Research at (724) 938-4187.

### Curriculum

Minimum 30 graduate credits with a project or thesis.  
Minimum 36 graduate credits without project or thesis.

#### I. General and Professional Education (16 credits)

PSY 711	Advanced Educational Psychology	3
	OR	
PSY 712	Advanced Psychology of Learning	3
PSY 713	Psychology of Growth and Development	3
ESP 617	Educational Sociology (or approved substitute)	2
ESP 501	Introduction to Exceptionality (required)	3
EDE 700	Historical Background of the Elementary School	2
EDE 701	Development and Organization of the Curriculum	3

#### II. Professional Core (32 credits) (required)

EDE 728	Problems in Health and Physical Education	2
EDE 737	Literature and Literacy K-12	3
EDE 715	Recent Trends in Language Arts	3
EDE 723	Instructional Strategies	3
EDE 722	Introduction to Elementary Teaching Seminar	2
EDE 716	Problems in Elementary Social Studies	3
EDE 718	Arithmetic in the Elementary School	2
EDE 740	Trends in Elementary School Science	3

EDE 708	Developmental Reading in the Elementary School	2
EDE 795	Student Teaching Internship	9

Students must pass the general knowledge and communication sections of the National Teachers Exam prior to student teaching.

### III. Research (8 credits)

RES 800	Methods of Research (required)	2
EDE 706	Evaluation and Measurement in the Elementary School (required)	2
ECE 749	Parent Involvement	2
GEE 537	Computer Science (required)	2

Research Project	2
Thesis	4

Students who are certified teachers in another specialty are not required to take EDE 795.



# GEOGRAPHY AND REGIONAL PLANNING

## Master of Arts Degree

### in Geography and Regional Planning

The Master of Arts degree in Geography and Regional Planning is flexible, and allows for diversity in goal development. It enables a graduate to pursue a professional career in geography as well as to branch out into cognate areas such as government, industry and planning. This program accepts students with varied backgrounds and does not require the prospective graduate student to have an undergraduate major in geography.

The graduate student must apply for candidacy for the degree immediately after successfully completing six credits of successful graduate work. The graduate student must pass a comprehensive examination.

The program offers two options: Option A, in which a Master's Thesis or Research Project is required, and Option B, in which neither a Master's Thesis nor a Research Project is required.

Option A requires at least 30 credits, including six credits of research courses and a minimum of 15 to 18 credits in Geography, including either two credits for the Research Project or four for the Master's Thesis.

Option B requires at least 36 credits, including six credits of research courses and a minimum of 18 credits in Geography, but not the Research Project or the Master's Thesis.

### Curriculum

(An asterisk designates a required course.)

#### I. Research Courses: 6 credits as follows:

*GEO-EAS Seminar	3
*GEO 800 Methods of Geographic Research	3

#### II. Geography: Field of Specialization at least 12 credits from the following:

GEO 520 Physiography of the United States	3
GEO 700 Philosophy of Geography	3
GEO 711 Demographic Analysis	3
GEO 712 Geography and Urban Politics	3
GEO 714 Urban Environment	3
GEO 729 Regional Economic Geography	3
GEO 733 Land Use Analysis	3
GEO 734 Site Selection	3
GEO 735 Marketing Geography	3
GEO 739 Regional Planning	3
GEO 737 Geographic Information Systems	3
GEO 738 Geography and Urban Policy	3
GEO 751 Geomorphology	3
GEO 752 Climatology	3
GEO 754 Physical Environment	3
GEO 765 Field Methods	3
GEO 766 Field Problems	3

GEO 768 Map and Aerial Photo Interpretation	3
GEO 769 Computer Cartography	3
GEO 770 Statistical Cartography	3
GEO 785 Readings in Geography	3
GEO 786 Research in Geography	3
GEO 789 Comprehensive Planning	3
GEO 791 Seminar in Regional Planning	3
GEO 798 Seminar in Geography	3

#### III. Research (Option A): 8 to 10 credits

+GEO/EAS Seminar	3
*GEO 800 Methods of Geographic Research	3

\*One of the following:

RES 829 Research Project	2
or	
RES 849 Master's Thesis	4

#### IV. Research (Option B): 6 credits

+GEO/EAS Seminar	3
*GEO 800 Methods of Geographic Research	3

V. Cognate Courses: Graduate courses in related, or cognate, areas may be chosen, with the approval of the advisor.

IV. Comprehensive Examination: The Graduate student is required to pass a comprehensive examination.

+Any seminar offered by department.

# MASTERS OF ARTS IN TEACHING SECONDARY EDUCATION

## Secondary Education

The MAT Program is a two-track program. Track One provides initial certification in the following areas: Biology, Chemistry, Earth Science, Environmental Science, General Science, Mathematics, and Physics. It is designed for those wishing to make a career change into secondary teaching. Track Two features professional development programs for teachers.

### Track One

The MAT is a "stranded" program, i.e., various professional studies are integrated throughout. It is designed to be completed in one academic year-including summers.\* (Various certification area requirements may extend that time.) \*4 terms

All courses are scheduled after 6 p.m. (with the exception of clinical site experiences) and all are team-taught seminars. Courses are offered partially online and at various sites (Southpointe Center and downtown Pittsburgh RET Center) and via other media (cable television and individual video tapes.)

Students may enter the program at any semester. Entrance requirements are as follows:

- A bachelor's degree from a four-year accredited university/college.
- An overall 3.0 GPA for all previous course work. (If the GPA is below 3.0, the student must take the Graduate Record Exam or Millers Analogy Test.)
- The Review Board will consider academic accomplishments, work experience, letters of reference, career aspirations, and a personal interview.
- Pennsylvania requires the Praxis Teacher Examination (NTE) for state certification. Praxis I must be taken and passed and before Pedagogical Studies.
- The candidate's progress will be assessed throughout the program.

When all program requirements have been met, the advisors will recommend appearance before the Review Board. At the final review all the candidate's accomplishments will be considered, including a written and oral examination, course work, observations and recommendations, and discussion of the thesis/project.

## Curriculum

MSE 600	The American Secondary School	6 credits
MSE 601	Coming of Age in America	6 credits
MSE 602	Instructional Technology in Secondary Schools	6 credits
MSE 603	Pedagogical Studies - Secondary Education	12 credits
MSE 604	Research/Thesis Certification Requirements	6 credits Varies

### Track Two

Public school teachers can fulfill their required 180 hours of professional development with a number of options and programs designed especially for working professionals. More importantly, these programs offer experiences beyond the traditional sit/listen/take notes/test/write papers routines that teachers have generally experienced.

Programs are designed to extend teachers' knowledge and understanding while modeling best practice, i.e., doing education rather than talking about it. Teachers may select what best suits their interests and needs and/or earn a master's degree. The programs are offered electronically, at convenient times, online, over television, as true graduate seminars and with the most modern technology in Pennsylvania.





Internships allow teachers to venture to sites that offer challenge and intellectual stimulation intended to renew and inspire and to keep professionals current and in contact with people at the cutting edge of their disciplines. Teachers may select any of the courses, experiences, concentrations included in the MAT or earn the MAT degree, described as the most innovative new degree in the state.

studios, field excursions to wetlands and geological sites, environmental impact areas, laboratories, media centers, abroad and combined with research projects.

## Curriculum

MSE 605 Current Issues in Secondary Education	6 credits
(Other useful MAT courses may be substituted.)	
Focused Studies	15-18 credits
MSE 606 Internship	6 credits
MSE 604 Research/Thesis	6 credits

MAT faculty are drawn from across the university. The program is housed in the Department of Educational Studies, 408 Keystone Education Center.

Phone: 724-938-4140

Fax: 724-938-1590

E-mail: [Campbell@cup.edu](mailto:Campbell@cup.edu)

Web Site: [www.cup.edu/graduate/matse](http://www.cup.edu/graduate/matse)

On-campus courses are taught in the Teaching of Science Area - Rooms 380-381 of the Eberly Science and Technology Center. For the convenience of the working professional, courses are also available at Southpointe Center, RET Center (downtown Pittsburgh), online, and on television (CUTV).

MSE 606 Internship	6 credits
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Such experiences can be scheduled during summers, weekends, and evenings during sabbaticals. Included: NASA in Wheeling, W.V., anthropological digs, museums, theaters,



# MATHEMATICS AND COMPUTER SCIENCE

## Master of Education Degree with Mathematics and/or Computer Science Emphasis

The Master of Education in Mathematics and Computer Science provides a candidate with academic experiences that enhance teaching skills, curriculum development skills, and knowledge of mathematics and/or computer science. Students in the program will develop research skills in the areas of mathematics and/or computer science curriculum and instruction and responsible leadership skills in the use of technology in the areas of mathematics and/or computer science. Students will also cultivate the skills necessary to remain current in curriculum, instruction, and assessment in the fields of mathematics and/or computer science. Graduates of the program will increase their competency as facilitators for students learning secondary mathematics and/or pre-college or community college levels of mathematics and/or computer science.

### Admission Requirements

A graduate student's formal acceptance into the program is determined by the faculty of the Department of Mathematics and Computer Science. If applicants are considered deficient in some aspect of undergraduate preparation, the faculty will assign selected undergraduate courses to such students to remedy these deficiencies. Upon acceptance into the program, the student will be assigned a graduate advisor by the department chair and have a tentative program outlined according to the student's area of interest. A student will not receive graduate credit for courses previously taken as an undergraduate.

This program has two options: Option I, which requires at least 36 credits, but does not require a Master's Thesis; Option II, which requires at least 37 credits, including a 4-credit Master's Thesis.

### Curriculum

(An asterisk designates a requirement.)

#### A. Professional Education: Option I or II: 6 credits

\*One of the following:

EDP 605 Philosophy of Education or 3

EDP 610 Educational Sociology 3

and

\*One of the following:

EDP 605 Philosophy of Education 3

EDP 610 Educational Sociology 3

PSY 711 Advanced Educational Psychology 3

PSY 712 Advanced Psychology of Learning 3

#### B. Mathematics/Computer Science Education: Option I or II: 6 credits

\*One of the following courses:

MAT 500 Technology in Mathematics or 3

GEE 537 Computer Science 3

\*One of the following courses:

EDP 760 Seminar in the Teaching of Mathematics or 3

GMA 786 Computer Science for Teachers 3

#### C. Mathematics and Computer Science:

Option I: A minimum of 18 credits from the following;

Option II: A minimum of 15 credits from the following:

CSC 502 Advanced Visual Programming 3

CSC 700 Computer Operations 3

CSC 724 Computer Graphics 3

CSC 734 Methods in Numerical Analysis 3

CSC 735 Discrete Computational Structures 3

CSC 755 Computer Language and Design 3

CSC 756 Data Base Management Systems 3

CSC 757 Hyper Media Programming CAI 3

CSC 771 Computer and Information Science I 3

CSC 772 Computer and Information Science II 3

CSC 775 Systems Analysis 3

CSC 777 Data Organizations 3

CSC 778 Computer Systems' Architectural Structures 3

CSC 781 Programming with COBOL 3

CSC 782 Advanced Programming with COBOL 3

CSC 783 Assembly Language 3

GMA 701 Real Variable Analysis I 3

GMA 702 Real Variable Analysis II 3

GMA 716 Differential Equations 3

GMA 724 Linear Algebra II 3

GMA 725 Theory of Numbers 3

GMA 741 Linear Algebra 3

GMA 743 Projective Geometry I 3

GMA 744 Projective Geometry II 3

GMA 751 Abstract Algebra 3

GMA 755 Topology 3

GMA 761 Mathematical Statistics I 3

GMA 762 Mathematical Statistics II 3

GMA 785 History of Mathematics 3

D. Research: Option I: 6 credits; Option II: 10 credits

Option I:

\*EDP 600 Statistical Methods 3

\*EDP 656 Computer-Oriented Research 3

Option II:

\*EDP 600 Statistical Methods 3

\*EDP 656 Computer-Oriented Research 3

\*RES 849 Master's Thesis 4

# MENTALLY/PHYSICALLY HANDICAPPED EDUCATION

The master's degree in the area of Mentally/Physically Handicapped consists of three TRACKS.

TRACK A is a certification program for those who already hold an instructional/teaching certificate in any area but not certification in special education.

TRACK B is designed for those students who already hold certification in Mentally and/or Physically Handicapped or any single-category area of special education.

TRACK C is designed for students who have no teaching certificate but who are now working with, or have worked with handicapped children or adults in either a community or an institutional setting. Track C leads to both certification and a master's degree.

## TRACK A: For those without certification in Mentally/Physically Handicapped Education

The graduate student in Track A has completed a B.S. degree in some area of education but wishes to become certified in Mentally and/or Physically Handicapped Education.

Those completing this program are licensed to teach all levels of the mentally retarded, learning disabled, behavior disordered, or physically handicapped in Pennsylvania. They may also teach gifted students in Pennsylvania.

The program consists of a minimum of 36 hours, including six credits of internship that may be satisfied at a number of practicum facilities.

### Curriculum

(An asterisk designates a requirement.)

A: Major Area: 33 credits

*ESP 501	Introduction to Exceptionality	3
*ESP 701	Introduction to Behavior Analysis	3
ESP 739	Field Experience in Special Education	3
*ESP 502	Education of the Severely/Profoundly Handicapped	3
*ESP 503	Diagnostic Testing and Prescriptive Teaching	3
*ESP 504	Methods and Curriculum I For Those with Learning Problems	3
*ESP 505	Methods and Curriculum II For Those with Learning Problems	3
*ESP 506	Habilitation Training-Transition	3
*ESP 712	Seminar on Trends and Issues or Approved Elective	3
*ESP 720	Internship	6

(May be taken as two three-credit sessions)

B: Research: 3 credits

*ESP 800	Seminar in Advanced Behavior Analysis and Research Design	3
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## TRACK B:

### For those with certification in

### Mentally/Physically Handicapped Education

Students who already hold certification in Mentally/Physically Handicapped education should enroll in Track B; no additional certification is awarded. The program consists of a minimum of 36 hours, with six credits of internship. Since students in this track have already had student teaching experience, internships can be in a number of different settings.

### Curriculum

(An asterisk designates a requirement.)

A: Major Area: 24 credits

*ESP 502	Education of the Severely/Profoundly Handicapped	3
*ESP 503	Diagnostic Testing and Prescriptive Teaching	3
*ESP 504	Methods and Curriculum I For Those with Learning Problems	3
*ESP 505	Methods and Curriculum II For Those with Learning Problems	3
*ESP 506	Habilitation Training-Transition	3
*ESP 720	Internship	6

(May be taken as two three-credit sessions)

Nine credits from the following seminars:

ESP 712	Seminar on Trends and Issues or Approved Elective	3
ESP 731	Seminar on Assessment and Prescription	3
ESP 732	Seminar on Special Education Administration and Supervision	3
ESP 734	Seminar on Counseling Parents of Exceptional Children	3
ESP 735	Seminar on Education of the Gifted	3
ESP 737	Seminar on Legislation and Litigation	3
ESP 738	Seminar on Teacher Behavior and Group Dynamics	3
*ESP 739	Field Experience Seminar in Special Education	3

B: Research: 3 credits

*ESP 800	Seminar in Advanced Behavior Analysis and Research Design	3
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**TRACK C: For those with no teacher certification but with professional experience in the field**

Track C is designed for students who are currently working with or who have worked with handicapped children or adults in either a community or an institutional setting, and want to obtain teacher certification in Mentally/Physically Handicapped Education. Track C students do not already hold a teaching certificate.

Applicants must meet the requirements for admission to the Graduate School and must demonstrate proof of some successful professional job performance in a setting serving the handicapped.

Those who complete Track C and pass the National Teachers Examination receive a teaching certificate and the Master's Degree in Special Education.

Besides the 39 hours required in Track C, graduate students in this track must also complete a Professional Education block of at least ten hours unless some of these courses were part of their undergraduate programs. Track C students must complete one full semester of student teaching including professional practicum.

**Curriculum**

(An asterisk designates a requirement)

**A: Major Area: 36 credits**

*ESP 501	Introduction to Exceptionality	3
*ESP 701	Introduction to Behavior Analysis	3
*ESP 739	Field Experience in Special Education	3
*ESP 502	Education of the Severely/Profoundly Handicapped	3
*ESP 503	Diagnostic Testing and Prescriptive Teaching	3
*ESP 504	Methods and Curriculum I For Those with Learning Problems	3
*ESP 505	Methods and Curriculum II For Those with Learning Problems	3
*ESP 506	Habilitation Training-Transition	3
*ESP 712	Seminar on Trends and Issues or Approved Elective	3
*ESP 720	Internship/Student Teaching	9

**B: Professional Education: 10 credits**

EDP 605	Philosophy of Education	3
EDP 606	Gen. History of Education	3
EDP 624	Character Education	3
EDP 663	Computer Assisted Instruction	3
GMA 786	Computer Science for Teachers	2
PSY 702	Psychopathology	3
PSY 711	Adv. Ed. Psychology	3
PSY 712	Adv. Psych. of Learning	3
PSY 713	Psych. - Growth & Develop	3
PSY 720	Neuropsychology	3
PS Y 752	Fund. of School Psychology	3

**C: Research: 3 credits**

*ESP 800	Seminar in Advanced Behavior Analysis and Research Design	3
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Note: Although not required, students in all tracks may complete a two credit research project or a four credit thesis.

# MULTIMEDIA TECHNOLOGY

Multimedia is the creation and editing of digital media that will be used for business or entertainment purposes. This media includes digital images, graphics, audio, video, animations, and documents and is used in the creation of web pages, interactive pieces, presentations, electronic storybooks, kiosks, tutorials, and simulations.

As technology becomes more sophisticated and complex, employers across industries and professions are demanding a higher level of computer-related expertise and technical skills from their employees. The expanding integration of Internet and multimedia technologies into businesses and organizations that provide public relations, marketing, sales, education, workforce training and development has increased the demand for a variety of skilled professionals who can develop and support multimedia and web applications such as those identified with Internet and Intranet processes and sites.

California University has two programs in Multimedia Technology – a graduate certificate program and a Masters of Science. The Certificate Program is primarily designed for those wishing to acquire multimedia skills that will be used in their current profession. The Masters of Science is primarily for those who not only will benefit from acquiring multimedia skills, but additional knowledge and experience that develops the professional in the individual.

Three multimedia laboratories are available for student use – one each at the California campus, Southpointe Center, and RET (Regional Enterprise Towers) in Pittsburgh. Each lab is a state-of-the-art facility equipped with Power Macintosh and Pentium PC computers with multimedia capabilities, scanners, printers, CD mastering systems and software for interactive and non-interactive presentations, animation, web page creation, image editing, multimedia authoring and illustration. Some of this software includes Adobe's Photoshop®, Acrobat®, and Premiere®; Macromedia's Director®, Authorware®, Dreamweaver®, Fireworks®, and Freehand®; Microsoft Office®; Sonic Foundry's Sound Forge®, Peak LE®, Newtek Lightwave®, and Quicktime®. The computers are part of the University network allowing access to many resources located on file and web-based servers.

The MMT courses are delivered in a traditional class setting and using distance technologies, such as interactive video and the web. The program is available at the California campus, Southpointe Center and the Workforce Development Center in the Regional Enterprise Tower (RET) in downtown Pittsburgh.

## Graduate Certificate in Multimedia Technology

The Multimedia Technology (MMT) graduate certificate program is designed to educate students in integrating multimedia technology into their field of study. The program is appropriate for professionals who have backgrounds in business, communication, graphics, advertising, marketing, education, design and computer science as well as others who wish to learn how to integrate multimedia into their area of expertise. The program has attracted individuals with very diverse backgrounds such as television production; public, private, and higher education; art; journalism; theater and acting; military service; journalism; and as business owners. Some of the graduates of the program become multimedia developers, while others stay in their current profession and take on new positions or responsibilities related to multimedia.

### Curriculum

The program consists of five courses (15 credits) and represents a comprehensive and integrative approach. Courses are offered every semester including the summer so





the certificate may be completed in one year. The multimedia courses are comprised of lectures and demonstrations with assignments completed outside of class in one of the University Multimedia Laboratories or other suitably equipped facilities. The MMT courses are delivered in a traditional classroom setting and using distance technologies such as interactive video and the web. The program is available at the California and Southpointe campuses as well as the Regional Enterprise Towers (RET) in Pittsburgh.

The program of study consists of the following five courses:

MMT 701 Multimedia Technology	3 credits
MMT 702 Multimedia Systems	3 credits
MMT 703 Digital Editing	3 credits
MMT 704 Web Publishing	3 credits
MMT 705 Interactive Design	3 credits

#### Admission Requirements

To be admitted to the Graduate Certificate Program in Multimedia Technology, an applicant must:

1. verify successful completion of a baccalaureate degree;
2. verify an acceptable undergraduate quality point average;
3. have basic computer literacy as evidenced by:
  - appropriate undergraduate and/or graduate course(s), or
  - demonstrated work experience or adequate competency review.

NOTE: Upon successful completion of the program, a California University of PA certificate of completion will be presented. The Multimedia courses can also be used as electives in other graduate programs.

### Masters of Science in Multimedia Technology

This program is also appropriate for professionals who have backgrounds in business, communication, graphics, advertising, marketing, education, design and computer science as well as others who wish to learn how to integrate multimedia into their area of expertise, but who also desire additional, related areas of professional expertise.

#### Entrance Requirements

1. A bachelor's degree from a four-year accredited college or university.
2. A 3.0 minimum undergraduate grade point average based on a 4.0 scale.
3. Acceptance to the School of Graduate Studies and Research.

#### Other Requirements

The graduate student must apply for candidacy for the degree after successfully completing six credits, but no more than twelve credits of graduate work.

Students will complete a written comprehensive examination to test their knowledge base, ability to synthesize content, capacity for problem solving, and ability to effectively communicate in writing.

#### Curriculum

The Masters of Science in Multimedia Technology consists of 35 credits. Approximately half of the program is devoted to developing multimedia skills and assisting students in integrating multimedia into the student's profession. The other half of the program focuses on developing knowledge and skills in related areas such as research, marketing, communications, and creativity through required courses and from restricted electives.

All five of the MMT certificate courses are included in the Masters. Students who are in or have completed the Graduate Certificate Program in Multimedia Technology can use these courses to fulfill some of the requirements in the Masters Program.

#### I. Multimedia Technology (18 credits)

MMT701	Multimedia Technology	3
MMT702	Multimedia Systems	3
MMT703	Digital Editing	3
MMT704	Web Publishing	3
MMT705	Interactive Design	3
MMT720	Emerging Tech & Apps in Multimedia	3

#### II. Integrative Concepts (17 credits)

##### Required Courses (8 credits)

CMG714	Mass Media and Society	3
EDP656	Computer Oriented Research	2
MMT760	Multimedia Production	3

##### Restrictive Electives (choose 9 credits minimum)

CMG701	Communication Perspectives and Paradigms	3
CMG716	Professional Video Communication	3
EDP600	Statistics	2
EDP663	Computer Assisted Instruction	3
EDP685	Seminar in Audio Visual Techniques	2
GEE586	Study in Human Creativity	3
MGT751	International Business Management	3
MKT711	Marketing Management	3
MKT751	Advertising Management	3
RES800	Methods of Research	2
RES819	Research Paper	1
RES849	Master's Thesis	4
	Other courses by approval of MMT committee	

#### III. Total Credit Hour Requirements 35

Department website:

[www.cup.edu/graduate/mmt](http://www.cup.edu/graduate/mmt)

# ADMINISTRATION PROGRAM FOR PRINCIPALS

## Master of Education Degree in Elementary or Secondary School Administration and/or Certification as Elementary or Secondary School Principal

The Administration Program for Principals at California University provides graduate students with a unique and challenging opportunity to obtain a Master's degree in education and/or certification as an elementary, middle or secondary school principal. The program is competency-based and utilizes a variety of instructional modes.

Previous professional experiences and academic background are assessed to determine the program of studies and experiences each candidate must complete to receive a Master's degree in Education and certification or certification only for a candidate with a Master's degree.

### Candidacy

This program is open to students with either a Bachelor's or a Master's degree. In addition to meeting the other requirements for admission to the School of Graduate Studies and Research, applicants must meet the following requirements: (a) have an undergraduate Q.P.A. of 3.0 or higher or a score of 35 on the Miller Analogies Test, or a completed Master's Degree; (b) complete the Student Data Sheet; (c) submit a letter of endorsement from the principal or immediate supervisor.

After the applicants have been accepted into the School of Graduate Studies and Research, they will be interviewed by the faculty members of the program. Selected applicants will be allowed to enter the program by enrolling in the Orientation and Assessment Seminar.

### Instructional Modes

Unlike the traditional course oriented program, in the Administration Program for Principals the modes of instruction consist primarily of supervised field experiences (required of all students), learning contracts, seminars and workshops, computer-assisted instruction, independent study, learning activity packets, and case studies. Courses may also be prescribed.

## Competencies and Credit Equivalents

The role of the principal is defined as including seven areas of learning, or Generic Competencies. Consequently, the graduate student in this program will demonstrate or acquire cognitive or affective competencies in the following areas:

### GENERIC COMPETENCY #1 Child Growth and Development

Description: This competency requires an understanding of how to help the teacher satisfy the demands of various curricula including: subject, social and child centered.

### GENERIC COMPETENCY #2 Curriculum/Cocurricular

Description: This competency requires an understanding of the role of the principal in practical, theoretical and technical aspects of both curricular and cocurricular development, maintenance and revision.

### GENERIC COMPETENCY #3 Law/Ethics Description:

This competency requires the ability to understand the relationship which exists between education and law and to apply appropriate legal and ethical principles to educational practice.

### GENERIC COMPETENCY #4 Group Processes/ School Community Interaction

Description: This competency requires an understanding of group dynamics, such as cohesiveness, tensions, learning, problem-solving and leadership, as well as the basic process involved in effective school-community interactions.

### GENERIC COMPETENCY #5 Related Disciplines

Description: This competency requires an understanding of the contributions of philosophy, economics, political science, sociology, humanities and the natural sciences to education.

### GENERIC COMPETENCY #6 Administration

Description: This competency requires an understanding that educational administration is concerned with accomplishing tasks through the exercise of the following functions by the school administrator: planning, organizing, staffing, budgeting, supervising, coordinating, evaluating and communicating.

### GENERIC COMPETENCY #7 Research and Evaluation

Description: This competency requires the ability to conduct, interpret and utilize research skills to affect the improvement of the educational program and to demonstrate the ability to articulate the processes of evaluation as they relate to students.



The Supervised Field Experience is a collaborative endeavor with local school districts and is required of all students.

The experience may be performed during the school year or during the summer, and may be accomplished at one or more sites, but must be outside the student's school district of employment and/or area of residence. The graduate student is assigned to work with a principal practitioner. Each placement is made in cooperation with the faculty of this program, the participating school district, and the student.

**Degree Completion Process** Following Admission to the Graduate School, M.Ed candidates must be approved for degree candidacy, pass the comprehensive exam, complete a research project or thesis, and complete a minimum of 30 graduate credits at California University.

## Curriculum

### Course Requirements

All students (both MEd and Certification Candidates) in the Administration For Principals Program must complete the four-core courses (12 credits) listed below:

ADP 626 Instructional Strategies	3
ADP 631 School Law and Ethics	3
ADP 641 School Community Relations Seminar	3
ADP 662 Supervision	3

Students seeking Elementary Principal Certification must complete the four specialization courses (12 credits) listed below

ADP 620 Elementary/Middle School Curriculum	3
ADP 646 Orientation to Elem Principal Assesst*	3
ADP 660 Elementary/Middle School Admin	3
ADP 669 Summer Elementary Internship**	3

Students seeking Secondary Principal Certification must complete the four specialization courses (12 credits) listed below:

ADP 621 Secondary/Middle School Curriculum	3
ADP 647 Orientation to SecPrin & Assess*	3
ADP 661 Secondary/Middle School Admin	3
ADP 670 Summer Secondary Internship**	3

Students seeking a Master of Education Degree with Elementary or Secondary Principal Certification must complete 21 credits as listed below:

ADP 612 Supervised Field Proj/Child Grwt Theory	3
ADP 622 Supervised Field Proj/Curr/Co-Curr	3
ADP 664 Supervised Field Proj/AdminLeadership	3
ADP 671 Elementary Research Project OR	
ADP 672 Secondary Research Project	2
ADP 673 Supervised Field Project/Res & review	3
RES 800 Methods of Reserach	2
Elective courses in related disciplines	5

\* This course must be taken in the first semester of registration.

\*\* A full-time internship of six (6) credits may be taken instead during either the fall and/or spring semester.

# READING SPECIALIST

Students wishing to enroll in any of these programs must have an undergraduate Q.P.A. of 3.0 or take the Miller Analogies Test and receive a score of 35 or better.

Applicants must meet all the requirements for admission to the School of Graduate Studies and Research and possess a valid teaching certificate. Candidates without a teaching certificate must obtain approval from the Dean to apply.

All students who are accepted into Graduate School and indicate an interest in completing either the Masters in Reading or Reading Certification program will be assigned an advisor on the Reading Specialist faculty. This advisor is responsible for informing the student of program requirements, administering the comprehensive examination, checking graduation requirements, and endorsing certification.

After completing at least six, but no more than 12 credit hours, all students must apply for candidacy in the program of their choice. This application for candidacy is submitted to the student's advisor, and then submitted to the Graduate School for approval by the Graduate Dean.

## Master of Education Degree in Reading\*

The candidate has the options listed below; namely, Option A, with at least 39 credits, including a Masters Thesis or Research Project, or, Option B, with at least 41 credits but not a Masters Thesis or Research Project.

Upon completion of the required credits, candidates must pass a comprehensive examination and present documentation of program standards endorsed by the International Reading Association and NCATE.

## Curriculum

(\*designates course with prerequisites.)

### I. Reading and Language Arts:

Option A: 24 credits required

Option B: 24 credits required

(The first four courses must be taken sequentially.)

RSP 700	Foundations of Literacy Theory and Instruction	3
*RSP 702	Diagnosis and Treatment of Reading Problems	3
*RSP 703	Practicum: Diagnostic Case Studies	3
*RSP 704	Practicum: Remedial Case Studies	3

\* Course credits are under review and 2 credit classes may be changed to 3 credits

*RSP 705	Psychology of Reading	3
RSP 734	Content Area Reading in Middle and Secondary Schools	3
*RSP 706	Adult Literacy	3
EDE 737	Literature and Literacy: K-12	3

### II. Psychology:

Option A and B: 6 credits required

PSY 712	Advanced Psychology of Learning	3
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### Electives:

PSY 711	Advanced Educational Psychology	3
PSY 713	Psychology of Growth and Development	3
PSY 720	Neuropsychology of Learning Disorders	3

### III. Educational Research:

Option A: 6 credits required, as follows:

RES 800	Methods of Research	2
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and, either:

RES 829	Research Project	2
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Or

RES 849	Masters Thesis	4
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(The Research Project or Thesis Topic must be in Reading or Language Arts.)

Electives (choose one only if completing a project):

EDP 600	Statistical Methods	2
EDP 706	Evaluation and Measurements	2
EDP 656	Computer Oriented Research	2

Option B: 6 credits required, as follows:

RES 800	Methods of Research	2
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### Electives:

EDP 600	Statistical Methods	2
EDP 706	Evaluation and Measurements	2
EDP 656	Computer Oriented Research	2

### IV. Related Courses:

Option A: 3 credits required

EDE 701	Development and Organization of Curriculum	3
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Option B: 5 Credits required

EDE 701	Development and Organization of Curriculum	3
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### Electives:

EDP 605	Philosophy of Education	2
EDP 606	General History of Education	2
EDE 700	Historical Background of the Elementary School	2
GEE 586	Study of Human Creativity	3
EDP 624	Character Education	2
EDP 610	Educational Sociology	2
EDP 611	History of American Education	2

## Certification as a Reading Specialist

This program is distinct from the two Master's degree programs listed previously. It is a certification only program in which no degree is received. In order to be admitted to this program, the applicant must meet all the requirements for admission to the School of Graduate Studies and Research and possess a valid teaching certificate. Students without a teaching certificate must obtain approval from the Graduate Dean for admission into the program. Students must also have an undergraduate Q.P.A. of 3.0 or a score of 35 or better on the Miller Analogies Test. Upon completion of the required credits, the candidate must pass a comprehensive examination and present documentation of program standards endorsed by the International Reading Association and NCATE.

### Curriculum

35 Total Credits Required

Reading and Language Arts: 24 Credits required

An asterisk designates a course with required prerequisites.

(The first four courses must be taken sequentially.)

RSP 700 Foundations of Literacy Theory and Instruction	3
*RSP 702 Diagnosis and Treatment of Reading Problems	3
*RSP 703 Practicum: Diagnostic Case Studies	3
*RSP 704 Practicum: Remedial Case Studies	3
*RSP 705 Psychology of Reading	3
RSP 734 Content Area Reading in Middle and Secondary Schools	3
*RSP 706 Adult Literacy	3
EDE 737 Literature and Literacy: K-12	3

II. Psychology: 3 credits required

PSY 712 Advanced Psychology of Learning	3
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III. Educational Research: 2 credits required

RES 800 Methods of Research	2
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IV. Related Courses: 3 credits required

EDE 701 Development and Organization of Curriculum	3
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## Certification as a Reading Supervisor

For admission into the Reading Supervisor's Program, the applicant must hold a Pennsylvania permanent, or Level II, Instructional Certificate and have held certification as a Reading Specialist for five years. After the credentials have been received, the prospective student is referred to the department chairperson for an interview before admission into the program.

The purpose of the Reading Supervisor's Program is to prepare the holder of Level II Instructional Certification for a supervisory capacity in the specialized area of Reading.

The role of the Reading Supervisor in the public school is to design an evaluation program to assess the reading needs of a given school district (K-12), develop a program to improve instruction in reading that is consistent with the educational philosophy of that district, and propose and explore steps for implementation of the program and evaluation of its progress.

The acquisition of the following objectives will enable the graduate student to fulfill this role:

The prospective Reading Supervisor will implement the techniques, principles, and practices of supervision.

The prospective Reading Supervisor will be able to develop and administer a total Reading program.

The prospective Reading Supervisor will serve as a consultant to the Reading Specialist, classroom teacher, and other personnel who request help or information concerning the teaching of reading.

The prospective Reading Supervisor will coordinate the efforts of various specialists in related fields.

The prospective Reading Supervisor will have knowledge concerning reading research, current literature, reading programs, and appropriate texts and materials.

### Curriculum

14 Total Credits Required

RSU 680 Improvement of Instruction through Supervision	2
ADP 743 Group Process	2
ADP 731 School Law	2
RSP 731 Supervision and Administration of a Reading Program	2
RSP 732 Reading Curriculum and Instructional Materials	2
RSP 733 Reading Internship	4



# SCHOOL PSYCHOLOGY

The School Psychology Program offers graduate study leading to a Master of Science degree (31-36 credit hours) and/or a post-master's certificate (31-37 credit hours) in School Psychology

## Admission to the Master's Degree Program

To be considered for admission to the Master of Science Degree program in School Psychology, candidates must submit the following:

1. A completed application form to the Graduate School.
2. Official undergraduate transcripts that substantiate a cumulative grade point average of 3.0 and a minimum of 15 credits in psychology with a grade point average of 3.0.
3. Two professional (e.g., professors, employers) letters of recommendation.
4. A 3-5 page autobiographical essay that focuses on the applicant's motivation to become a school psychologist.
5. Miller Analogies Test score.

## Candidacy

Students do not have full approval to pursue their master's degree until they achieve candidacy status. Students should apply for candidacy after they have completed 6-12 graduate credits. All candidates must also meet the residency requirement of the School Psychology Program.

## Admission to the Certification Program

Applicants who have earned a Master's degree in School Psychology or a related area may apply for direct admission to the Certification phase of the School Psychology Program.

Applicants must submit the following:

1. A completed application form to the Graduate School.
2. Official transcripts that substantiate adequate background in psychology (minimum of 15 credits).
3. Two professional (e.g., professors, employers) letters of recommendation.
4. A 3-5 page autobiographical essay that focuses on the applicant's motivation to become a school psychologist.

## Special Program Notes:

1. Qualified applicants will be scheduled for an interview with the School Psychology Admission Committee. Meeting the minimum application requirements does not guarantee acceptance into the Program.

2. International students are required to submit a TOEFL score.
3. Summer entry is highly recommended.
4. Admission to the Master's degree Program does not guarantee admission to the Certification Program.
5. Students entering the Program at the Certification level may be required to take additional course work beyond the standard Certification Program requirements. This determination will be based on a review of the applicant's previous graduate work.

## Application Deadline

Applications must be received by April 1.

## Curriculum

A minimum of thirty-one graduate credits is required for the Master of Science degree when electing Option A, the thesis option. A minimum of thirty-six credits is required for the Master of Science degree when selecting Option B, the non-thesis option.

### Psychological and Educational Foundations

PSY 702	Psychopathology of Childhood	3 cr.
PSY 713	Psychology of Growth and Development	3 cr.
PSY 712	Advanced Psychology of Learning	3 cr.
PSY 741	Theories of Counseling and Psychotherapy	3 cr.
PSY 720	Neuropsychology	3 cr.

### Psychological Methods and Techniques

PSY 721	Advanced Tests and Measurements	3 cr.
PSY 722	Individual Psychological Evaluation I	3 cr.
PSY 723	Individual Psychological Evaluation II	3 cr.
PSY 724	Practicum in School Psychology	3 cr.
PSY 724	Assessment of Personality and Behavior	3 cr.
PSY 742	Techniques of Counseling and Psychotherapy with Practicum	3 cr.
PSY 756	Consultation and Group Practices with Practicum	3 cr.

### School Programs and Organization

PSY 752	Fundamentals of School Psychology	3 cr.
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### Research

PSY 767	Research Methods in Psychology	3 cr.
PSY 766	Psychological Statistics	3 cr.
PSY 849	Master's Thesis (Option A)	4 cr.
PSY 796	Seminar in Analysis of Research in School Psychology (Option B)	3 cr.

# SOCIAL SCIENCES

## Master of Arts in Social Science

The Master of Arts program in Social Science at California University is a flexible program designed to meet the demands of a high-technology culture. Instead of a highly structured program, the program includes a core of several courses that include the social, economic, political, and cultural aspects of American society.

The curriculum specializes through several branches or tracks. These tracks (which can be altered or modified in course structure without changing the core of the degree) have been created to serve the various needs and interests of graduate students who desire degrees in the social sciences. This system also allows the addition or deletion of tracks without jeopardizing the basic structure of the program.

Track 1 Cultural Resource Management

Track 2 Political Science

Track 3 Secondary Education

Track 4 History

Track 5 General Social Science

Track 6 Geography

Track 7 Criminal Justice

### Admission

Admission to the program requires an undergraduate grade-point average of at least 3.0 on a 4-point scale or a minimum score of 35 on the Miller Analogies Test.

### Candidacy

Following completion of at least six semester credit hours and before completion of 12 semester credit hours, a student must apply to the Graduate School for candidacy (complete form). The Graduate School will forward the information to the Coordinator of the M.A. in Social Science Program for review. If a student has a B average and no grade below B, candidacy will be granted. If a student has C, I or F grades, candidacy will be deferred until the student has completed 15 credit hours so that his/her academic performance can be carefully monitored. If, after completion of 15 credit hours, a student has no I grades or additional grades below B, candidacy will be granted.

### Grades

All students must maintain a B grade-point average. If a student drops below a B average at any time, he/she will be automatically placed on program probation. A student will have one semester to raise his/her grade point average to a "B". Failing to do so or at any time again dropping below a "B" average will result in termination from the program. Any student earning two or more "C" course grades or an "F" grade will be automatically placed on program probation for the remainder of his/her tenure in the program. If during the remainder of his/her program another "C" or "F" course

grade is earned, a student will be automatically terminated from the M.A. in Social Science Program.

### Comprehensive Examination

Following completion of a minimum of 24 course credits in the program, including all core courses, with no outstanding I grades, a student may apply to the Graduate School to take a required comprehensive examination. Once the M.A. in Social Science coordinator is notified of a student's intent to take the test, the coordinator will ask two or three social science, justice studies and/or history department faculty members to each prepare a single examination question for the student. Questions will only be written by professors whom a student has had as an instructor in a graduate class.

Students will be notified by letter as to who will write their examination questions. They will also be encouraged to consult with those professors on how they should prepare for the specific test questions.

The examination questions will be graded on a pass/fail basis by the question author. A student must pass all questions to pass the examination. Failure of one question equates to failure of the examination. The Comprehensive examination may be taken a maximum of two times. Failure of the examination for a second time will result in a student's termination from the M.A. in Social Science Program. A student who fails the examination will be allowed to re-take the entire examination the next fall or spring term when it is offered (no special tests are given). Students will be notified by letter from the program coordinator as to whether they have passed or failed the examination.

### Curriculum

Since the following core courses are scheduled only every other or every third semester or during the summer, every student needs to enroll in them the first time they are offered following their acceptance into the program. Students need to recognize that in order to complete their curriculum it may be necessary to take the following classes during the summer.

The curriculum specializes through several branches or tracks. These tracks (which can be altered or modified in course structure without changing the core of the degree) have been created to serve the various needs and interests of graduate students who desire degrees in the social sciences. This system also allows the addition or deletion of tracks without jeopardizing the basic structure of the program.

Currently there are six (6) tracks in the curriculum.

(1) Cultural Resource Management- a program created to train graduate students to work in the rapidly growing field of cultural resource management and historic preservation.

- (2) Political Science - a curriculum designed for students interested in a traditional political science program.
- (3) Secondary Education- essentially this curriculum is the same as the Master of Education in Social Science, which California University successfully offered for many years.
- (4) History- a streamlined and updated version of the university's previously offered Master of Arts in History.
- (5) General Social Science
- (6) Geography
- (7) Criminal Justice

**CORE COURSES: Thirteen (13) semester hours**

**SOS 800	Social Science Research Techniques	3
*EDP 600	Statistical Methods	2
*GEE 537	Computer Science	2
	or	
EDP 656	Computer Oriented Research	2
*SOS 716	Social, Economic, and Political Order	3
*SOS 717	Analysis of Power Structure	3

\* Required

\*\* Required and must be taken first time offered after acceptance into the MA in Social Science program or before a student completes more than 12 credit hours.

**Track 1: Cultural Resource Management: 24 Hours**

*ANT 707	Cultural Resource Management: Historic Preservation	3
*ANT 708	Historic Sites Archaeology	3
GEO 733	Land Use Analysis	3
GEO 768	Map and Aerial Photo Interpretation	3
HIS 727	Studies in the Social and Intellectual History of the United States	3
MGT 712	Organizational Behavior	3
EAS 771	Field Mapping	3
GEO 520	Physiography of the United States	3
GEO 737	Geographic Information System	3
GEO 751	Geomorphology	3
HIS 736	Studies in Urban American History	3
MGT 742	Human Resource Management	3
MGT 731	Industrial Relations	3
*ANT 709	Practicum	4-6

\*Required

**Track 2: Political Science: 18-24 Hours**

Option A: Eighteen hours, including the Master's Thesis.

Option B: Eighteen hours, including the Research Project.

Option C: Twenty-four hours

POS 700	Public Policy	3
POS 704	American Political Ideas	3
POS 705	History of Political Theory	3
POS 711	Politics of Latin America	3
POS 728	Politics of Underdeveloped Nations	3
POS 740	American Defense Policy	3
POS 745	The Legislative Process	3
POS 746	American Chief Executives	3

POS 747	Civil Liberties and Judicial Processes	3
POS 779	Independent Studies in Political Science	1-3
RES 829	Research Project	2
RES 849	Master's Thesis	4

**Track 3: Secondary Education: 18-24 Hours**

Option A: Eighteen hours, including the Master's Thesis.

Option B: Eighteen hours, including the Research Project.

**I. Professional Education- 6 Credits**

**HUMANISTIC- 2 Credits (minimum)**

EDP 605	Philosophy of Education	2
EDP 606	General History of Education	2

**BEHAVIORAL**

PSY 711	Advanced Educational Psychology	3
PSY 713	Psychology of Growth and Development	3
EDP 618	Social Psychology	2
PSY 712	Advanced Psychology of Learning	3
EDP 663	Computer Assisted Instruction	2

**II. Social Science- 11 Credits**

*RES 829	Research Project or	2
*RES 849	Master's Thesis	4

\* Either required

**ANTHROPOLOGY**

ANT 701	Archaeology Field School	3
ANT 707	Cultural Resource Management: Historic Preservation	3
ANT 708	Historic Sites Archaeology	3
GEE 536	Archaeology Field School	VA

**GEOGRAPHY**

GEO 520	Physiography of the United States	3
GEO 700	Philosophy of Geography	3
GEO 711	Demographic Analysis	3
GEO 714	Urban Environment	3
GEO 729	Regional Economic Geography	3
GEO 733	Land Use Analysis	3
GEO 734	Site Selection	3
GEO 735	Marketing Geography	3
GEO 737	Geographic Information System	3
GEO 751	Geomorphology	3
GEO 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	
GEO 764	Remote Sensing: Map and Aerial Photo Interpretation	3
GEO 769	Computer Cartography	3

**HISTORY**

HIS 715	The Civil War and Reconstruction	3
HIS 717	The 1930's and the United States	3
HIS 718	The United States Since World War II	3

HIS 725	Studies of the Afro-American in American History	3
HIS 727	Studies in Social and Intellectual History of the United States	3
HIS 728	Studies in American Labor History	3
HIS 735	Studies in American Diplomatic History	3
HIS 736	Studies in American Urban History	3
HIS 737	Studies in Pennsylvania History	3
HIS 784	Workshop in Local History	3

#### POLITICAL SCIENCE

POS 700	Public Policy	3
POS 704	American Political Ideas	3
POS 705	History of Political Theory	3
POS 711	Politics of Latin America	3
POS 728	Politics of Underdeveloped Nations	3
POS 740	American Defense Policy	3
POS 745	The Legislative Process	3
POS 746	American Chief Executives	3
POS 747	Civil Liberties and Judicial Process	3
POS 779	Independent Studies in Political Science	3

Option C: Twenty-four (24) semester hours

I. Professional Education - 6 credits

HUMANISTIC- 2 Credits (minimum)

#### BEHAVIORAL

EDP 617	Psychology of Growth and Development	2
EDP 618	Social Psychology	2
EDP 636	Advanced Psychology of Learning	2
EDP 663	Computer Assisted Instruction	2

II. Social Science 17 credits

#### ANTHROPOLOGY

ANT 701	Archaeology Field School	3
ANT 707	Cultural Resource Management: Historic Preservation	3
ANT 708	Historic Sites Archaeology	3
GEE 536	Archaeology Field School	VA

#### GEOGRAPHY

GEO 520	Physiography of the United States	3
GEO 700	Philosophy of Geography	3
GEO 711	Demographic Analysis	3
GEO 714	Urban Geography	3
GEO 729	Regional Economic Geography	3
GEO 733	Land Use Analysis	3
GEO 734	Site Selection	3
GEO 735	Marketing Geography	3
GEO 737	Geographic Information System	3
GEO 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	3
GEO 764	Remote Sensing: Map and Aerial Photo Interpretation	3
GEO 769	Computer Cartography	3

#### HISTORY

HIS 715	The Civil War and Reconstruction	3
HIS 717	The 1930's and the United States	3
HIS 718	The United States Since World War II	3
HIS 725	Studies of the Afro-American in American History	3
HIS 727	Studies in Social and Intellectual History of the United States	3
HIS 728	Studies in American Labor History	3
HIS 735	Studies in American Diplomatic History	3
HIS 736	Studies in American Urban History	3
HIS 737	Studies in Pennsylvania History	3
HIS 784	Workshop in Local History	3

#### POLITICAL SCIENCE

POS 700	Public Policy	3
POS 704	American Political Ideas	3
POS 705	History of Political Theory	3
POS 711	Politics of Latin America	3
POS 728	Politics of Underdeveloped Nations	3
POS 740	American Defense Policy	3
POS 745	The Legislative Process	3
POS 746	American Chief Executives	3
POS 747	Civil Liberties and Judicial Process	3
POS 779	Independent Studies in Political Science	3

#### Track 4: History - 18 To 24 Hours

OPTION A: Eighteen (18) semester hours, including the Master's Thesis.

OPTION B: Eighteen (18) semester hours, including the Research Project

OPTION C: Twenty-four (24) Semester Hours

#### HISTORY

HIS 715	The Civil War and Reconstruction	3
HIS 717	The 1930's and the United States	3
HIS 718	The United States Since World War II	3
HIS 725	Studies of the Afro-American in American History	3
HIS 727	Studies in Social and Intellectual History of the United States	3
HIS 728	Studies in American Labor History	3
HIS 735	Studies in American Diplomatic History	3
HIS 736	Studies in American Urban History	3
HIS 737	Studies in Pennsylvania History	3
HIS 784	Workshop in Local History	3
RES 829	Research Project	2
RES 849	Master's Thesis	4

#### Track 5: General Social Science

OPTION A: Eighteen (18) semester hours, including the Master's Thesis.

OPTION B: Eighteen (18) semester hours, including the Research Project

OPTION C: Twenty-four (24) Semester Hours

#### ANTHROPOLOGY

ANT 701	Archaeology Field School	3
ANT 707	Cultural Resource Management: Historic Preservation	3
ANT 708	Historic Sites Archaeology	3

#### GEOGRAPHY

GEO 520	Physiography of the United States	3
GEO 700	Philosophy of Geography	3
GEO 711	Demographic Analysis	3
GEO 714	Urban Geography	3
GEO 729	Regional Economic Geography	3
GEO 733	Land Use Analysis	3
GEO 734	Site Selection	3
GEO 735	Marketing Geography	3
GEO 737	Geographic Information System	3
GEO 751	Geomorphology	3
GEO 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	3
GEO 764	Remote Sensing: Map and Aerial Photo Interpretation	3
GEO 769	Computer Cartography	3

#### HISTORY

HIS 715	The Civil War and Reconstruction	3
HIS 717	The 1930's and the United States	3
HIS 718	The United States Since World War II	3
HIS 725	Studies of the Afro-American in American History	3
HIS 727	Studies in Social and Intellectual History of the United States	3
HIS 728	Studies in American Labor History	3
HIS 735	Studies in American Diplomatic History	3
HIS 736	Studies in American Urban History	3
HIS 737	Studies in Pennsylvania History	3
HIS 784	Workshop in Local History	3

#### POLITICAL SCIENCE

POS 700	Public Policy	3
POS 704	American Political Ideas	3
POS 705	History of Political Theory	3
POS 711	Politics of Latin America	3
POS 728	Politics of Underdeveloped Nations	3
POS 740	American Defense Policy	3
POS 745	The Legislative Process	3
POS 746	American Chief Executives	3
POS 747	Civil Liberties and Judicial Process	3
POS 779	Independent Studies in Political Science	3
RES 829	Research Project	2
RES 849	Master's Thesis	

#### Track 6: Geography

OPTION A: Eighteen (18) semester hours, including the Master's Thesis.

OPTION B: Eighteen (18) semester hours, including the Research Project

OPTION C: Twenty-four (24) semester hours

#### GEOGRAPHY

GEO 520	Physiography of the United States	3
GEO 700	Philosophy of Geography	3
GEO 711	Demographic Analysis	3
GEO 714	Urban Geography	3
GEO 729	Regional Economic Geography	3
GEO 733	Land Use Analysis	3
GEO 734	Site Selection	3
GEO 735	Marketing Geography	3
GEO 737	Geographic Information System	3
GEO 751	Geomorphology	3
GEO 752	Climatology	3
GEO 754	Physical Environment	3
GEO 760	Regional Geography	3
GEO 765	Field Methods	3
GEO 769	Computer Cartography	3
GEO 764	Remote Sensing: Map and Aerial Photo Interpretation	3
RES 829	Research Project	3
RES 849	Master's Thesis	3

#### Track 7: Criminal Justice

OPTION A: Thesis option

Criminal Justice Core: Twelve (12) semester hours.

CRJ 748	Criminal Justice Organization and Management	3
CRJ 747	Financial Investigations	3
CRJ 749	Seminar in Justice Studies	3
CRJ 745	Employment Law	3
CRJ 746	Law and Ethics	3
POS 747	Civil Liberties and Judicial Process	3

Criminal Justice Electives: Six (6) semester hours

POS 700	Public Policy	3
GEO 711	Demographic Analysis	3
GEO 714	Urban Environment	3
GEO 739	Regional Planning	3
GEO 789	Comprehensive Planning	3
GEO 778	Map and Aerial Photo Interpretation	3
ANT 708	Historic Sites Archeology	3
SWK 815	Criminal and Juvenile Justice Practice	3
SWK 816	Practice with Children and Youth	3



SWK 821	Drug and Alcohol Abuse	3
BUS 741	Business Law	3
BUS 743	Business, Society, And Government	3
FIN 711	Financial Management	3
MGT 711	General Management	3
MGT 712	Organizational Behavior	3
MGT 742	Human Resource Management	3

Thesis Option: Four (4) semester hours

RES 849	Master's Thesis	4
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OPTION B: Non-Thesis Option

Criminal Justice Core: Eighteen (18) semester hours

CRJ/MGT 742	Human Resource Management	3
CRJ 746	Law and Ethics	3
CRJ 747	Financial Investigations	3
CRJ 748	Criminal Justice Organization and Management	3
CRJ 749	Seminar in Justice Studies	3

POS 747	Civil Liberties and Judicial Process	3
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Criminal Justice Electives: Six (6) semester hours

POS 700	Public Policy	3
GEO 711	Demographic Analysis	3
GEO 714	Urban Environment	3
GEO 739	Regional Planning	3
GEO 789	Comprehensive Planning	3
GEO 778	Map and Aerial Photo Interpretation	3
ANT 708	Historic Sites Archaeology	3
SWK 815	Criminal and Juvenile Justice Practice	3
SWK 816	Practice with Children and Youth	3
SWK 821	Drug and Alcohol Abuse	3
BUS 741	Business Law	3
BUS 743	Business, Society, And Government	3
FIN 711	Financial Management	3
MGT 711	General Management	3
MGT 712	Organizational Behavior	3
MGT 742	Human Resource Management	3



# SOCIAL WORK

## Objective:

The MSW Program at California University of PA is a response to the need for more professionally educated social workers in small towns and rural environments. Its mission is to integrate knowledge, skills and values in an educational environment that includes research and service that prepares graduates for successful advanced generalist social work practice in rural areas.

Beginning in the fall of 1998, the program is seeking accreditation through the Commission on Accreditation of the Council on Social Work Education. It has successfully cleared Candidacy, the first stage, in the accreditation process. The process takes time and requires programs to operate while in candidacy. Following accreditation, degrees earned while the program was in candidacy can be retroactively accredited

## Program Admission:

Applicants must meet the general requirements for the Graduate School:

1. Complete the admission application for the School of Graduate Studies which includes specific sections for the MSW Program.
2. Submit a non-refundable application fee of \$25.
3. Submit three letters of recommendation.
4. Complete personal portfolio materials following the application guide.
5. Have official transcripts sent to the School of Graduate Studies and Research by all colleges and universities attended.
6. Have results sent from general aptitude sections of the Graduate Record Exam, showing verbal, quantitative and analytical scores.\*

## Regular Program Admission

1. Have completed 30 credits of upper level liberal arts courses, including content in human biology.
2. Have a 3.0 average in the last two years of college work. (Applicants with a strong record of work and/or service who were below a 3.0 may be considered for probationary acceptance and must maintain a "B" average for 12 credits to be fully admitted.)

## Advanced Standing Program Admission

Graduates of CSWE accredited BSW Programs must meet the additional requirements beyond the Regular Program:

1. A social work degree earned within six years of entrance into the MSW Program.
2. An overall GPA of 3.0 and 3.25 in the social work major.
3. Completion of a 400 hour field practicum under MSW supervision.

\*There are two ways to take the GRE exam: the paper exam or the computer exam. The paper exam is offered a limited number of times each year. The computer exam can be taken within three days of your credit card registration by telephone.

The two part GRE code number :

California University of PA

R2647

MSW Program

005001

The GRE registration number is 1-800-GRE-CALL.

## Transfer Credit:

Prior MSW work and related graduate study may be submitted for faculty review. Transfer credits must have been completed within six years of entrance into the program, must have a grade of B or better, and must be the equivalent of any courses they replace.

## Program of Study:

The 60 credit regular MSW Program begins in the Fall term. The full-time two year program requires five semesters (summer included). The part-time regular tract takes three years; students must register for at least six credits in the fall, spring and summer terms; are required to follow the plan for appropriate course sequencing; and must complete degree requirements within six years. The advanced standing tract has 42 credits, begins in the spring term and takes one and a half years of full-time study (Spring & Fall & Summer). Part-time advanced standing students follow requirements for part-time students and normally finish in seven terms.

## Retention:

Continuance in the MSW Program requires:

1. Maintaining a 3.0 GPA.
2. Earning no more than 6 credits of C. A third C would require repeating one of the courses in which a C was earned. An additional C would require dismissal from the program. An F grade in one course would also require dismissal from the program.
3. Maintaining a professional demeanor, as demonstrated by actions that are in keeping with the NASW Code of Ethics.

## Curriculum

Curriculum Totals 60 credits for the Regular Program:

REQUIRED COURSES	CREDITS
SWK 701 Generalist Practice I	3
SWK 702 Generalist Practice II	3
SWK 705 HBSE	3
SWK 707 Human Diversity	3
SWK 709 Social Welfare Policy & Services	3

SWK 710 Policy Process & Program Design	3
SWK 713 Social Work Research Methodology	3
SWK 714 Quantitative Research Methods	3
SWK 730 First Year Practicum	4
SWK 801 Advanced Generalist Practice	3
SWK 803 Assessment of Differential Client Functioning	3
SWK 806 Rural Family & Community Policy	3
SWK 808 Advanced Practice Research	3
SWK 829 Advanced Field Practicum I	5
SWK 830 Advanced Field Practicum II	5
SWK 832 Rural Advanced Generalist Integrative Seminar	1
SWK Advanced Generalist Practice Elective (see below)	6
SWK General Elective (see below)	3
	60

#### ADVANCED GENERALIST PRACTICE

ELECTIVES	CREDITS
SWK 811 Practice with Aging	3
SWK 812 Practice in Supervision & Admin.	3
SWK 813 Practice in Health Care and Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3

Curriculum Totals 44 credits for the Advanced Standing Program:

REQUIRED COURSES	CREDITS
SWK 701 Generalist Practice I *	3
SWK 702 Generalist Practice II*	3
SWK 710 Policy Implementation & Programs Design	3
SWK 714 Quantitative Research Methods	3
SWK 801 Advanced Generalist Practice	3
SWK 803 Assessment of Differential Client Functioning	3
SWK 806 Rural Family & Community Policy	3
SWK 808 Advanced Practice Research	3
SWK 829 Advanced Field Practicum I	5
SWK 830 Advanced Field Practicum II	5
SWK 832 Rural Advanced Generalist Integrative Seminar	1
SWK Advanced Generalist Practice Electives	6
	29-35

#### ADVANCED GENERALIST PRACTICE

ELECTIVES	CREDITS
SWK 811 Practice with Aging	3
SWK 812 Practice in Supervision & Admin.	3
SWK 813 Practice in Health Care and Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3

\* Generalist Practice I and II may be waived.



# SUPERINTENDENT LETTER OF ELIGIBILITY PROGRAM

## The Superintendent Program

The program for the Superintendent Letter of Eligibility provides an opportunity for a graduate student to obtain certification as a superintendent of schools in the Commonwealth of Pennsylvania. This program combines a number of unique features not generally found in most superintendent certification programs. Modes of instruction utilized in the program include (1) core courses, (2) university seminars, and (3) business/industry/education partnerships.

## Admission to the Program

This program is open to students with a minimum of six years of professional certified service in the basic schools, three years of which shall have been in administration or supervision. The three years of administrative or supervision experience must be completed before certification endorsement will be granted. Applicants must possess a QPA of at least 3.0 in all graduate work taken prior to application to the program. Applicants must submit to the Graduate Office a letter of endorsement completed by the chief school administrator in the school district of current employment. Final recommendation for admission to the program will be determined by the Program Coordinator.

## Curriculum

### I. Core program (21 credits: 7 courses with a Field Experience Episode)

- SLE 701 Administration Theory, Organization and Operation
- SLE 702 Contract Law, School District Legal Issues
- SLE 703 Finances
- SLE 704 Technology and Facilities Development
- SLE 705 Curriculum and Instruction, Leadership, Supervision
- SLE 706 School/Community, Public Relations, Marketing
- SLE 707 Strategic Planning, Policy Analysis, Board Relations

All core courses will be taught by experienced superintendents, members of the program's Academy of Superintendents, appointed as adjunct faculty in the College of Education and Human Services.

### II. University Seminars (7 credits)

This phase of the program is intended to provide participants

with a more comprehensive and analytical view of central office administration. Students will be exposed to a variety of educational encounters by such experiences as tours of school districts, seminars on pertinent administrative topics, theories of administrative practice, synthesizing a code of ethics, and evaluation of self and goal attainment.

### III. Business Management/Education Partnership (four credits, two seminars)

An important and unprecedented phase of the program is the involvement of business/industry leaders in the preparation of future school superintendents. Business/industry leaders have knowledge concerning budgeting, personnel management, maintenance, planning, etc. that is valuable to potential chief school administrators.

#### SLE 731 Business/Industry/Education For Profit Seminar I (2 crs.)

#### SLE 741 Business/Industry/Education Non Profit Seminar II. (2 crs.)

**Student Evaluation** Students will be required to complete a portfolio that can be used in measuring many of the outcomes deemed necessary to analyze desired performance levels. Course testing utilizing essay and objective information will be used in determining the knowledge and comprehension acquired by the student.

**K-12 Administration Ed.D. Program Through a Collaboration Agreement between California University of Pennsylvania and the University of Pittsburgh,** students completing their studies for the Letter of Eligibility at Cal U and recommended by the Director of the SLE Program can transfer up to forty five (45) graduate credits to the University of Pittsburgh, School of Education, Department of Administration and Policy Studies, K-12 Administration Program.

# TECHNOLOGY EDUCATION

## Master of Education Degree in Technology Education

This program provides an opportunity for those with qualifications to study for the Master of Education Degree and/or as a preparation for those pursuing advanced degrees; in addition, a supervisory certificate in technology education can be obtained. This degree is very beneficial to inservice teachers who are converting their programs from industrial arts to technology education. Additionally, teachers from other disciplines wishing to receive certification as technology education teachers may apply up to 21 graduate credits towards both their technology education certification and a Master of Education Degree in Technology Education.

The program has three tracks, or plans. Plan A (38 credits) leads both to the Master of Education degree and the Supervisory Certificate in Technology Education. Plan B (30 credits) is the general track with a thesis requirement and leads only to the Master of Education degree. Plan C (36 credits) is a general track program without a thesis requirement. In all three plans, completion of all course work and program requirements, as well as a satisfactory score on a comprehensive examination, is required.

### Curriculum

#### I. Human Development

Plans A, B, C: 5-7 credits

PSY 711	Advanced Educational Psychology	3
PSY 712	Advanced Psychology of Learning	3
PSY 713	Psychology of Growth and Development	3
*EDP 610	Educational Sociology	2
ESP 501	Introduction to Exceptionality	3
*GEE 586	A Study of Human Creativity	3

#### II. Technology Education - Professional

Plans A, B, C: 6 credits

*TED 700	Foundations of Technology Education	3
*TED 710	Organization and Administration of Technology Education	3

#### III. Technology Education Laboratories

Plans A, B: 9-12 credits

Plan C: 15-21 credits

TED 500	Teaching Technology-Elementary School	3
TED 720	Implementing Technology Education	3
*TED 730	Communication Systems	3
*TED 740	Production Systems	3

*TED 750	Transportation Systems	3
+TED 735	Advanced Studies in Communication	1-3
+TED 745	Advanced Studies in Production	1-3
+TED 755	Advanced Studies in Transportation	1-3
TED 760	Technology Education and Industrial Practices Workshop	1-3
TED 565	Special Problems in Technology Education	1-3

#### IV. Supervision (three years of teaching experience required)

Plan A	8 credits	
Plan B	0-4 credits	
Plan C	0 credits	
*TES 781	Improvement of Instruction Through Technology Education Supervision	2
*EDP 685	Group Dynamics	2
*TES 791	Practicum I - Technology Education Supervision	2
*TES 792	Practicum II - Technology Education Supervision	2

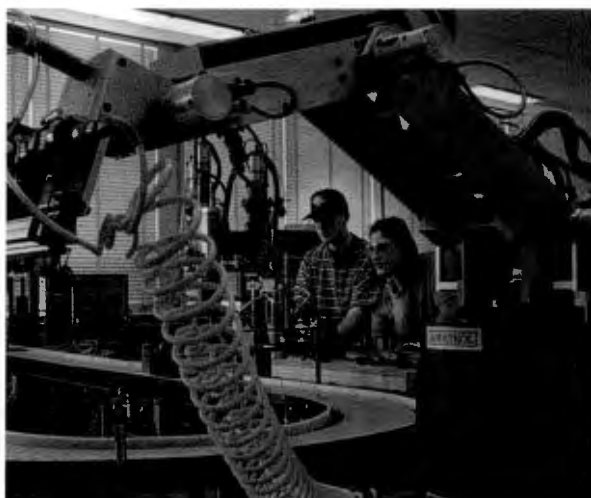
#### V. Research Area

Plans A, B:	8 credits	
Plan C	4 credits	
*EDP 600	Statistical Methods	2
*RES 800	Methods of Research	2
RES 849	Master's Thesis	4

#### \*Required Courses

+ One course is required in Plan C.

NOTE: Students in Plan A must have a minimum of three years of teaching experience prior to entering the program.





# COURSE DESCRIPTIONS

## **ACCOUNTING - ACC**

**ACC 601. SURVEY IN ACCOUNTING.** This course covers the following topics: accounting cycle, accounting for assets, liabilities and owner's equity, partnership accounting and corporate accounting. (3 crs.)

**ACC 711. MANAGERIAL ACCOUNTING.** The use of accounting data for corporate financial planning and control. Topics include organization for control, profit planning, budgeting, relevant costing, return on investment, and administration of controllership functions in business organizations. (3 crs.)

**ACC 721. FINANCIAL ACCOUNTING.** Introduction to financial accounting theory, the formulation of accounting principles, and the structure of generally accepted accounting principles. (3 crs.)

**ACC 731. TAX PLANNING AND CONCEPTS.** This course deals with the broad recognition of the tax effects of business decisions and a practical approach to tax planning for both individuals and corporations. (3 crs.)

## **ADMINISTRATION PROGRAM FOR PRINCIPALS - ADP**

**ADP 612. SUPERVISED FIELD PROJECT/CHILD GROWTH THEORY** Problem-solving activities and field experiences planned cooperatively with university and school district personnel are designed in the area of child growth theory that require students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

**ADP 620. ELEMENTARY CURRICULUM AND INSTRUCTION** This course is designed so that students will learn a variety of strategies a principal may use in his leadership role in curriculum and instruction in small and large school districts as he works with the board, staff, parents, students and other community members. (3 crs.)

**ADP 621. SECONDARY AND MIDDLE SCHOOL CURRICULUM** Among the many leadership roles and responsibilities for the PRINCIPALSHIP, none is more important than educational program development, administration and evaluation. An important characteristic of principals of successful schools is their greater understanding of the complexity of educational programs and their ability to reflect this complexity in the leadership they provide. A school's educational program is more than the formally stated curriculum and the content comprising this curriculum. In this course, students will explore the spectrum of educational activities of the school that influence teaching and learning; curricular and co-curricular, formal and informal, intended and unintended, known and unknown. Primary attention will be given to the intended and unintended curriculum of the school. (3 crs.)

**ADP 622. SUPERVISED FIELD PROJECT/ CURRICULUM/ COCURRICULUM** Problem-solving activities and field experiences planned cooperatively with university and school district personnel are designed in the area of curriculum/co-curriculum that require students to apply their knowledge, and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

**ADP 626. INSTRUCTIONAL STRATEGIES.** This course is intended to provide prospective principals with a practical and theoretical framework to aid them in directing teachers toward more effective instruction. Students are expected to analyze the elements of effective instruction including objective, methodology and evaluation. Students culminate these activities by designing and implementing models replicating effective instructional strategies. (3 crs.)

**ADP 631. PRINCIPLES OF SCHOOL LAW.** The general purpose of the course is to assist the students to acquire a working and practical knowledge of school law. Every aspect of education, in one manner or another, is regulated by legislative statutes, Department of Education rules and regulations or state and federal court decisions. Hence, every person involved in the educational process should, in order to be fair, efficient and effective, be aware of the law that governs his/her daily activities. (3 crs.)

**ADP 641. SCHOOL COMMUNICATIONS SEMINAR.** The purpose of this seminar is twofold: (1) to help school administrators develop an understanding of the conditions and changes that affect school-community interaction and, (2) to help administrators develop the performance competencies needed in order to anticipate and deal with ever-changing school/community relations' issues and demands. (3 crs.)

**ADP 646. ORIENTATION TO ELEMENTARY PRINCIPAL AND ASSESSMENT SEMINAR.** The orientation seminar, required for all students in the program, provides an introduction to the theory and practice of educational administration. Included are such topics as ethics and moral leadership, problem analysis, judgment, stress management, time management and oral and written communications. (3 crs.)

**ADP 647. ORIENTATION TO SECONDARY PRINCIPAL AND ASSESSMENT SEMINAR.** The orientation seminar, required for all students in the program, provides an introduction to the theory and practice of educational administration. Included are such topics as ethics and moral leadership, problem analysis, judgment, stress management, time management and oral and written communications. (3 crs.)

**ADP 660. ELEMENTARY/MIDDLE SCHOOL ADMINISTRATION.** This course provides pre-service administration theory and training for elementary/middle school principals. The course progresses from basic principles of leadership and leadership styles to a review of practical strategies to help make important decisions more effectively. Effective and innovative approaches to solving complex issues more efficiently and cooperatively will be examined and practiced. The course will provide a knowledge of practical methods for using available resources within the context of an ever changing, complex job. (3 crs.)

**ADP 661. SECONDARY/MIDDLE SCHOOL ADMINISTRATION.** This course provides an introduction to the theory and practice of educational administration. The course progresses from an overview of leadership and leadership style to a review of the structures and management systems that can make good educational leadership possible and finally, focuses on leadership skills needed by administrators to be effective leaders in education today. Included are such topics as organizational culture, power in and around schools

and the resolution of conflict, motivation and ethics and moral leadership. (3 crs.)

ADP 662. SUPERVISION. The course is intended to acquaint the prospective supervisor with some of the principles, procedures and techniques which have been found to be most useful and effective in improving instruction in our schools today. The instruction will focus not only on the theoretical basis of supervision, but will have practical application and relevance to teaching. A clinical supervisory approach with heavy attention to the due process rights that should be embedded in the process is the basis of the course. Experience will include a self assessment of participants' leadership styles, analysis of teaching, practicing supervisors' perceptions of the supervising function, supervisory models, taxonomy of instruction and mutual goal-setting process. (3 crs.)

ADP 664. SUPERVISED FIELD PROJECT/ ADMINISTRATION LEADERSHIP. Problem-solving activities and field experiences planned cooperatively with university and school district personnel are designed in the area of administration leadership that require students to apply their knowledge and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

ADP 669. SUMMER ELEMENTARY INTERNSHIP. The Summer Elementary Internship is designed to be a theory into practice experience where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the seven generic competency areas. (Variable crs.)

ADP 670. SUMMER SECONDARY INTERNSHIP. The Summer Secondary Internship is designed to be a theory into practice experience where formal course work is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills identified in the seven generic competency areas. (Variable crs.)

ADP 671. ELEMENTARY RESEARCH PROJECT. (2 crs.)

ADP 672. SECONDARY RESEARCH PROJECT. (2 crs.)

ADP 673. SUPERVISED FIELD PROJECT/RESEARCH AND EVALUATION. Problem-solving activities and field experiences planned cooperatively with university and school district personnel are designed in the area of research and evaluation that require students to apply their knowledge, and demonstrate proficiency in those skills that contribute to effective performance as an administrator. (3 crs.)

## **ANTHROPOLOGY - ANT**

ANT 701 ARCHAEOLOGY FIELD SCHOOL. Acquaints graduate students with basic prehistoric and historic archaeological field and laboratory techniques. (Variable crs.)

ANT 707. CULTURAL RESOURCES MANAGEMENT: HISTORIC PRESERVATION. The need for preservation of cultural resources, the state and federal legislation supporting such work, the various facets of cultural resources work, and a practical scheme for cultural resources preservation. Part of the course involves doing preservation research. (3 crs.)

ANT 708. HISTORIC SITES ARCHAEOLOGY. The techniques,

philosophy, work and aims of that branch of anthropology that studies the American historic past from a cultural-archaeological perspective, with study of military, domestic, commercial, and industrial sites and the people who lived or worked at them. Insight into the means by which debris from the past occupation of an area may be made to tell the story of who lived there, why they chose to settle in certain areas, what the settlers subsisted on, what daily activities they performed, and the relationships of these elements to one another. (3 crs.)

ANT 709. ANTHROPOLOGY PRACTICUM. (Variable crs.)

## **ATHLETIC TRAINING - ATE**

ATE 500. PHARMACOLOGY FOR ALLIED HEALTH SCIENCES. An overview of drugs commonly used to treat patients seen by persons working in the allied health professions. Medical reasons for drug treatment, specific actions of therapeutic agents, and adverse effects are presented. (2 crs.)

ATE 700. GROSS ANATOMY OF THE EXTREMITIES. The study of anatomical structures in the extremities of the human body, coupled with laboratory dissection of human cadavers. (4 crs.)

ATE 710. ADVANCED ATHLETIC TRAINING. The study of the cognitive, effective and psychomotor behavioral objectives necessary to properly assess and manage athletic injuries. The course identifies injury and illness factors associated with participation in athletics. Thorough clinical evaluation of injuries and illnesses commonly incurred by athletes makes up a significant amount of the coursework. (3 crs.)

ATE 715. SPORTS LAW. General legal principles and case law. Specific attention is placed upon the impact of law and case law on sport and sports medicine practitioners. (3 crs.)

ATE 720. SPORTS THERAPY. Lecture and laboratory exercises that explain the theoretical and practical implementations of physical therapy modalities in the care of athletic injuries. The use of therapeutic exercise and testing in the rehabilitation of sports injuries comprises an equal portion of this course. (4 crs.)

ATE 730. INTERNSHIP IN SPORTS MEDICINE I. The graduate student intern practices and enhances clinical skills in athletic training. The student will be assigned to off-campus clinical settings for this experience. (3 crs.)

ATE 735. INTERNSHIP IN SPORTS MEDICINE II. The graduate student intern continues to practice and enhance clinical skills in athletic training. The student will be assigned to off-campus clinical settings for this experience. (3 crs.)

ATE 745. CONTEMPORARY ISSUES IN ATHLETIC TRAINING. Administrative functions, professional relationships, facility design, professional conduct, management problems, record keeping, medical policies and procedures, physical examinations, budgetary considerations, certification and licensing. This course will discuss current trends within the profession of athletic training. In addition, the student will be involved in research in academic areas, concepts and practical ideas in the area of athletic training and sports medicine. (4 crs.)

**ATE 800. RESEARCH METHODS FOR ALLIED HEALTH SCIENCES.** The course studies the basic tenets of scientific research as they apply to the allied health fields. Topical discussions include development and limitation of a research problem, research methodology, basic principles of tests and measurements, the review of literature and library utilization, and writing the research document. (3 crs.)

**ATE 810. THESIS SEMINAR.** This course is designed to assist graduate level students in development of the first three chapters of their thesis. Students will defend their proposals in a mock prospectus meeting. (3 crs.)

## **BIOLOGY - BIO**

**BIO 520. NEUROBIOLOGY.** An examination of the structure and function of nervous systems. The course is designed to develop a detailed understanding of nervous system structure and function from the molecular level to the level of complex circuits such as learning and memory. A central theme is the comparison of the neurological circuits across phyla to identify basic organizational principles. Prerequisites: BIO 115, BIO 120, BIO 306, BIO 328, or permission of the instructor. 3 hours of lecture weekly. (3 crs.)

**BIO 575. WATER POLLUTION BIOLOGY.** A survey of the impacts of various types of environmental pollutants on aquatic biological communities. Community responses are analyzed in a lecture/laboratory format with emphasis on collection in the field. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115, BIO 120, BIO 125, CHE 101 & CHE 103. (4 crs.)

**BIO 700. CELLULAR ULTRASTRUCTURE.** The fine structures of cellular organelles as revealed by the electron microscope are discussed in relation to organelle and cell function. Ultrafine structure of the cell membrane, cell wall, nucleus, mitochondria, Golgi apparatus, locomotor organelles, etc. are included. This course does not include instruction in the techniques of electron microscopy. (3 crs.)

**BIO 706. BACTERIOLOGY.** The physiology of the cell with emphasis on the relationship of cell structure and function. Includes physical and chemical aspects of cells, the relations of cells to their environment, energy conversion in cells, membrane permeability, photosynthesis, and enzyme action. Prerequisite: CHE 331. (4 crs., 3 hr. lab/3 hr. lecture)

**BIO 708. MICROBIAL ECOLOGY AND PHYSIOLOGY.** Detailed analyses of the anabolic and catabolic activities of bacteria, fungi, and algae are studied. The microbiological processes of nitrification, denitrification, chemosynthesis, bacterial and algal photosynthesis, fermentation, and antibiosis are examined, with reference to ecological interactions with man and other organisms. Prerequisites: Microbiology and Organic Chemistry. (4 crs., 3 hr. lab/3 hr. lecture)

**BIO 710. IMMUNOLOGY.** A detailed study of the immune system of animals covering nonspecific and specific host responses to foreign materials, the interaction between cells of the specific immune response, the nature and diversity of the immune response, the practical applications of the immune response, and disorders associated with the immune response. Prerequisites: BIO 115, BIO 120 and BIO 318 or BIO 326. Three lecture hours weekly. (3 crs.)

**BIO 720. HUMAN GENETICS.** A study of various genetic and chromosomal abnormalities found in humans. Some topics are: sex-linked inheritance, karyotype analysis, the genetic code, inherited metabolic disorders, genetics of immune system, blood group genetics, new genetic technologies, population genetics, mutations, and genetic counseling. (3 crs.)

**BIO 721. BIOCHEMISTRY I.** A comprehensive study of the characteristics of proteins, lipids, carbohydrates, and nucleic acids, with special emphasis on enzymes. Other topics include the major metabolic pathways found in organisms and the regulation of these organisms. Prerequisite: Organic Chemistry and/or permission of the instructor. (3 crs.)

**BIO 723. ANIMAL HISTOLOGY.** The study of cellular differentiations in tissue, tissue identification, and special functions, especially in mammals. Prerequisites: BIO 115 and 120. (4 crs., 3 hr. lab/3 hr. lecture)

**BIO 724. EMBRYOLOGY.** A study of oogenesis and spermatogenesis and resultant developments following fertilization; factors involved in morphogenetic determination; organology; sequences of changes in development. Special emphasis on the chick and comparative examples of development in other animals. Prerequisites: BIO 115 and 120. (4 crs., 3 hr. lab/3 hr. lecture)

**BIO 725. MOLECULAR BIOLOGY.** A comprehensive course in macromolecular structure and function in organisms, with emphasis on proteins and nucleic acids. Topics include bioenergetics, the genetic code, protein synthesis, recombinant DNA technology, and methods of analysis of proteins and nucleic acids. Prerequisite: Organic Chemistry or permission of the instructor. (3 crs.)

**BIO 726. HUMAN GENETICS.** Chromosomal abnormalities, Mendel's Laws, and the effect of change of gene action on Mendelian ratios. Other topics include; sex-related inheritance, random mating, consanguinity, allelism, mutations, and maintenance of polymorphism. Prerequisites: BIO 115, BIO 120, BIO 125, & BIO 318. Three lecture hours weekly. (3 crs.)

**BIO 727. ICHTHYOLOGY.** An introduction to the morphology, taxonomy, ecology, and distribution of the major groups of freshwater fishes, with emphasis on the fauna of the Northern United States; field experiences in fishery survey techniques are provided. Prerequisites: BIO 115 & BIO 120. (4 crs., 3 hr. lab/3 hr. lecture)

**BIO 735. COMPARATIVE VERTEBRATE ANATOMY.** A comparative study of the vertebrate organs and organ systems of animals in the Phylum Chordata, with emphasis on evolutionary changes. Prerequisites: BIO 115 & 120. Three lecture hours and three laboratory hours weekly. (4 crs.)

**BIO 738. HERPETOLOGY.** A study of the anatomy, physiology, ecology, and taxonomy of the major groups of amphibians and reptiles. Prerequisite: BIO 120. (3 crs.)

**BIO 740. ORNITHOLOGY.** The study of birds, with major emphasis on field observations and identification of resident and migratory species. Numerous field trips in western Pennsylvania also illustrate ecological, behavioral, and habitat relations and the impact of human beings on bird life. Lectures and some laboratories cover anatomic and physiologic adaptations of the vertebrate structure to the stringent problems of flight and climate. (4 crs., 3 hr. lab/3 hr. lecture)

BIO 741. ADVANCED RESEARCH STUDIES. An original research investigation with a qualified research professor in the graduate student's area of biological research interest. (1-4 crs.)

BIO 742. SCIENTIFIC PHOTOGRAPHY. A basic course in life and environmental sciences which stresses the myriad ways in which photography can be applied to enhance the effectiveness of the teaching and research endeavors of biologists and environmentalists. Special attention is given to photomicroscopy, macrophotography, and field photography. Various other illustrative materials are also prepared, using selected photographic equipment and/or procedures. (2-4 crs.)

BIO 744. ETHOLOGY. Four principal approaches to ethology: ecology, physiology, genetics, and development are interpreted within the framework of evolutionary biology with emphasis on the patterns of behavioral similarities and differences among different kinds of animals. Prerequisites: BIO 115, BIO 120, BIO 308, BIO 316 or ENS 300. Need permission of the instructor. Three lecture hours and three laboratory hours weekly. (4 crs.)

BIO 745. ENTOMOLOGY. Theoretical and field study of the local classes of insects and related species: taxonomy, collecting and mounting, general and specific morphology, metamorphosis and life cycles, economic importance and control measures. Not open to those who have already taken Biology 362. (4 crs., 2 hr. lab/3 hr. lecture)

BIO 746. PARASITOLOGY. A study of symbiotic relationships in the animal kingdom, with emphasis on invertebrate endoparasites of man, his domestic animals, and common wildlife of the area. Morphology, life cycles, host-parasite relationship, etiology, epidemiology, and treatment and diagnosis are stressed. (4 crs., 3 hr. lab/3 hr. lecture)

BIO 752. PLANTS AND PEOPLE. Human beings' relationships to and economic interests in plants from the products from plant walls, exudates and extractions to those primarily used as food. (4 crs., 2 hr. lab/3 hr. lecture)

BIO 758. PLANT ANATOMY AND MORPHOGENESIS. A study of plant growth and descriptive experimental studies on cells and meristems. How plant correlation, polarity, symmetry, differentiation, regeneration, tissue mixtures and abnormal growth are involved in the distinctive phenomena of morphogenesis. Laboratory work consists largely of the growth of representative plants from the seeds in the laboratory. Experiments show the effects of light, temperature, water and various other physical factors together with chemical substances and the various genetic factors. (4 crs., 3 hr. lab/3 hr. lecture)

BIO 765. DESIGN AND ANALYSIS. The theoretical and applied basis of experimental design, sampling theory and sampling designs, data input and output, statistical analysis and interpretation for studies involving ecological research, environmental pollution monitoring, and environmental impact assessment. The emphasis will be on experimental design, sampling procedures and the application of computer methods for data base, spreadsheet, word processing, and statistical packages. (3 crs.)

BIO 766. BIOMETRY. A study of statistical techniques applied to experimental design and analysis of biological problems in the field and laboratory, with emphasis on multi-variant situations and on

insuring validity of results. Prerequisite: College Algebra or Statistics. (3 crs.)

BIO 768. TECHNIQUES IN ELECTRON MICROSCOPY. Detailed training in the operation and care of the electron microscope; techniques of specimen preparation for electron microscope visualization, including fixation, embedding, and ultrathin sectioning and special techniques such as replication and shadow casting. Prerequisite: BIO 762 and permission of the instructor. (4 crs., 3 hr. lab/3 hr. lecture)

BIO 772. MAMMALOLOGY. Classification, distribution, and natural history of mammals, with emphasis on Eastern North American species. Field studies and preparation of study specimens. Prerequisites: General Zoology, Biotic Communities, or Ecosystems Ecology. (4 crs., 3 hr. lab/3 hr. lecture)

BIO 773. PRINCIPLES OF WILDLIFE MANAGEMENT. This course is designed to provide students with an understanding of the philosophies and concepts of scientific wildlife management. Major emphasis will be placed on wildlife management in North America, but differing perspectives from other regions of the world will be incorporated into the course. Topics to be covered will include monitoring habitats and habitat management, population exploitation and administration, economics, and socio-political topics as they relate to wildlife management. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115 & BIO 120. (4 crs.)

BIO 778. ORGANIC EVOLUTION. An intensive study of the impact of evolutionary thought on the various disciplines of biology. Emphasis is on the evolution of life from non-life, organic materials and the genetic basis of life; also on the elemental forces of evolution, the sources of variation, the role of natural selection and genetic drift, and the result of evolution through adaptation. Evolutionary divergence is studied through an understanding of races and species, isolating mechanisms, the origin of species, and evolution above the species level. (3 crs.)

BIO 788. CELL BIOLOGY. The biology of the cell with emphasis on the relationship of structure and function within the cell. It is a study of cell organelles, growth, division, macromolecules, membranes, synthesis, and regulation. Prerequisites: BIO 115, BIO 120, BIO 125, & CHE 331. Three lecture hours and three laboratory hours weekly. (4 crs.)

BIO 790. WILDLIFE MANAGEMENT TECHNIQUES. This course will cover techniques commonly used by wildlife biologists with emphasis on those applicable to birds and mammals. Important techniques covered in the course include aging and sexing of important game species, habitat measurement and evaluation, population analysis, and analysis of food habits. The lecture portion of the course provides an introduction to common techniques and the lab emphasizes practical use and application of those techniques. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115, BIO 120 & BIO 125. (4 crs.)

BIO 795. SEMINAR IN BIOLOGY. Library research, class discussion, and reports by the participants on topics of special interest. Members of the biology staff are also invited to lead some discussions in their major fields of interest. (2 crs.)

BIO 800. METHODS OF RESEARCH IN SCIENCE. Consideration of the fundamentals of research in the natural sciences, with emphasis on the scientific method, technical library use, collection



and interpretation of data, and the format of scientific writing for the thesis and for publication. The AIBS Style Manual for publishing in primary scientific journals will be used. (2 crs.)

## **BUSINESS - BUS**

**BUS 741. BUSINESS LAW.** The legal aspects of contracts and the results of contractual obligations, negotiable instruments, agency, partnerships, corporations, real and personal property and sales. (3 crs.)

**BUS 743. BUSINESS, SOCIETY, AND GOVERNMENT.** A survey of social control of industry and business; the course covers government regulation, consumerism, and the role of technological change in society. (3 crs.)

**BUS 771. QUANTITATIVE METHODS.** Introduces mathematical and statistical techniques that have applications in management. (3 crs.)

**BUS 795. SEMINAR.** Seminar in selected theoretical and empirical literature in a functional area (to be designated) of business. (3 crs.)

**BUS 799. STRATEGIC MANAGEMENT.** An integrated course dealing with corporate-level strategic planning and policy from the point of view of chief administrative officers and boards of directors. The case study approach is used. (3 crs.)

## **COUNSELOR EDUCATION - CED**

**CED 701. ORGANIZATION AND DEVELOPMENT OF COUNSELING SERVICES.** This course is the initial and fundamental one in the programs for school and agency counselors. It examines the rationale, development, scope and nature of American counseling services in these aspects: history and current stage of development; systems of organization and administration; implementation of services; professional qualification and preparation; legal and ethical responsibilities; non-standardized assessment; records maintenance; public relations; and future trends. (3 crs.)

**CED 702. COUNSELING THEORY.** This course deals with theories, objectives, principles, and practices of counseling individuals, including children and the family. These theories are applicable in schools and other human-service institutions. (3 crs.)

**CED 703. CONSULTING THEORY.** This course is an advanced level course and has theoretical and practical components. In the theoretical component process consultation is highlighted as an applied behavioral science. Emphasis is placed on the levels of environmental quality within an organization. Specific human processes of inclusion, membership, leadership, control, communication and problem-solving are stressed. The practical component deals with initial contact, organizational diagnosis, process intervention, evaluating progress and closure. Prerequisites: CED 701, 702, 710, 714. (3 crs.)

**CED 705. DEVELOPMENTAL GROUP COUNSELING.** This course includes the meaning, function, types, and principles of the group approach to counseling; the dynamics of group interaction; leadership; role playing; personal development in groups; and the influence of the group processes on individual development. Prerequisite: CED 702 or permission of instructor. (3 crs.)

**CED 708. SUBSTANCE ABUSE AND ADDICTION.** For graduate students interested in alcohol and other drug rehabilitation

and prevention. Since substance abuse and addiction are present in all sectors of society, it is important for human service professionals to understand the process of addiction and the special problems experienced by the affected individuals and their significant others. (3 crs.)

**CED 709. INDEPENDENT STUDY.** The graduate student will have an opportunity to do independent study or research in counseling. The graduate student is guided by a member of the faculty in Counselor Education. Prerequisite: Permission of the adviser. (Variable crs.)

**CED 710. COUNSELING SKILLS AND TECHNIQUES.** Graduate students develop counseling skills by learning and practicing therapeutic techniques that facilitate the learning process. In a laboratory setting, the students experience personally the elements that constitute effective counseling. They learn the importance of non-verbal behavior in a counseling setting and the skills of attending, active listening, and action planning. Likewise, they are required to explore the uses of audio and video equipment in counseling situations and to integrate these tools with currently employed behavioral interventions such as role playing, social atoms, structured exercises, and simulations. Prerequisites: CED 701, 702, 714. (3 crs.)

**CED 711. PRACTICUM I.** In this course the student develops effective helping skills and techniques using one or more recognized counseling theories. To achieve this goal, the graduate student spends two full days per week in the field under the supervision of an experienced counselor and also attends regularly scheduled classes. A list of counseling competencies to be developed may be obtained from the Counselor Education Department. Prerequisites: CED 701, 702, 714, 710, candidacy. (3 crs.)

**CED 712. PRACTICUM II.** A continuation of Practicum I (CED 711), with emphasis on group counseling. Graduate students in this course are required to spend two full days per week under supervision and to attend regularly scheduled classes. Prerequisites: all core courses or departmental approval. (3 crs.)

**CED 713. PRACTICUM III.** A continuation of CED 712, this course serves as a culmination of practicum experiences. The course is flexible, so that it may meet individual needs of counselor trainees with varying degrees of skills while ensuring the maximum standards of competence in counseling. Prerequisite: CED 712. (3 crs.)

**CED 715. ADVANCED COUNSELING THEORY.** The initial phase of this course reviews the theories and the role they play in the counseling process. The second phase deals with building around the various theoretical approaches to counseling. Counseling approaches that are considered include: (1) rationale, (2) learning theory, (3) analytic, (4) phenomenological, and (5) existential. The final aspect of the course involves graduate students attempting to incorporate a counseling approach into their own personality and making an attempt to use this approach through role playing. Prerequisite: instructor approval. (3 crs.)

**CED 716. ADVANCED CONSULTING THEORY.** A continuation of CED 703, in which students function as process consultants in a consulting project. Students draw up a consulting contact with an actual client or client system, collect and analyze data using contemporary consulting techniques, perform an agreed-upon



intervention in the client system, and make a final evaluation of the project. Prerequisite: instructor approval. (3 crs.)

**CED 717. DIAGNOSIS AND TREATMENT IN MENTAL HEALTH.** The use and understanding of treatment terminology and concepts as used by mental health treatment centers and clinicians. Use of the Diagnostic and Statistical Manual-III and American Psychological Association codes are emphasized. (3 crs.)

**CED 720. CROSS-CULTURAL COUNSELING.** Students will explore the cognitive, affective, and behavioral considerations of culturally diverse client groups. Accordingly, counseling theories and programmatic approaches relevant to the mental health needs and concerns of these groups will be introduced. This will include an examination of how cultural attributes, strategies, and coping skills can be effectively synthesized into the counseling process. (3 crs.)

**CED 724. EXPERIENTIAL GROUP PROCESSES.** This course provides a setting for graduate students to grow in self-awareness and to explore their interpersonal and intrapersonal concerns. Emphasis is placed on personal and social growth, improving human relationships, diminishing human distress, improving communications, problem-solving, and group membership interaction. The students are given the opportunity to view and assess their behavior by use of audio and/or video tapes of group process. (3 crs.)

**CED 785. RESEARCH SEMINAR IN COUNSELOR EDUCATION.** The purpose of this course is to give the graduate student a comprehensive review of the research and current literature in counselor education. Critical study and evaluation of research findings are emphasized. (3 crs.)

**CED 786. SEMINAR IN CAREER INFORMATION.** This course provides knowledge and process about career information and counseling in school and agency settings. It may also benefit other professionals such as teachers, administrators, the clergy, etc. The course emphases include sources of career information; appraisal, classification, and filing of career information; theories, values and methods of individual career development; career resources centers; career and vocational education; systems of career guidance; survey of contemporary and projected world of work; assessment; and personal or problem-oriented implications of career development. (3 crs.)

**CED 787. INTEGRATED SEMINAR.** Intended for students who have completed all course requirements in the counseling curriculum, providing the opportunity to synthesize the graduate student's work and experience in counseling. Prerequisite: instructor permission. (3 crs.)

**RHB 701. FOUNDATIONS AND ORGANIZATION OF REHABILITATION COUNSELING.** This course acquaints students with the scope and context of the field of rehabilitation counseling. It introduces students to rehabilitation history, philosophy, values, and practice including an examination of the ethical guidelines and legal parameters affecting the field. Students will explore current issues, community resources, services and processes. The emphasis is on how the rehabilitation delivery system works with attention to the role of the counselor. Students will visit agencies, which employ rehabilitation counselors, hear speakers, and read the rehabilitation literature. In addition they will be expected to reflect upon, write and share information with classmates by making presentations in class. (3 crs.)

**RHB 702. DELIVERY OF REHABILITATION SERVICES.** This course presents the case management process in rehabilitation from both the public and private sector viewpoints. In the public sector, counselors conduct a thorough evaluation of the person, explore vocational goals and plans with the person, develop a comprehensive employment plan, coordinate service delivery, and assist in preparations for placement. Private sector case managers concentrate on helping injured workers return to their previous jobs as quickly as possible. In this case management process, counselors develop a transitional employment plan that involves close communication with the employee, the employer, the physician, the family, the supervisor, and human resources and safety representatives. Students will also learn about the impact of managed care on these processes. Students will hear from speakers, read appropriate materials, participate in extensive class discussion, reflect and write up case notes and treatment plans. (3 crs.)

**RHB 703. CAREER AND JOB PLACEMENT STRATEGIES IN REHABILITATION COUNSELING.** This course is designed to help rehabilitation counselors gain the attitudes and skills necessary to provide effective job placement services to individuals with disabilities. It includes such topics as: the meaning and importance of work; theories of vocational development; the effects of disability on individual's vocational development; job analysis; labor market and occupational information; job development techniques; affirmative action and job placement activities. A combination of lecture, discussion, guest speakers, student presentations will be used. (3 crs.)

**RHB 704. MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY.** This course provides the student with extensive information about the physical, neurological, and psychological bases of disability. An overview of all body systems (musculoskeletal system, central and peripheral nervous systems, etc.) will occur early in the term so that the student understands the underlying disease processes and pathologies that will be highlighted individually both in text and lectures. In depth information about numerous pathological conditions will be presented. Alternative medicine and assistive technology and current trends will be discussed within the realm of rehabilitation medicine. Through lecture, videotape, site visit, and research the student is exposed to all the theoretical and practical information necessary for basic understanding of the medical aspects of disability. (3 crs.)

**RHB 705. PRACTICUM I.** This is the students' first opportunity to work in an agency as a rehabilitation counselor trainee. Students will be on site 2 days per week for a minimum of 150 hours during the term. They will receive a minimum of one-hour supervision per week by the supervisor on site. In addition students will be required to attend a class once a week where tapes and cases will be presented, ethical and legal issues discussed, and information shared. Individual supervision by the faculty supervisor one hour a week may also be required. (3 crs.)

**RHB 706. PRACTICUM II.** This continues the students' opportunity to work in an agency as a rehabilitation counselor trainee. Students will be on site 2 days per week for a minimum of 150 hours during the term. They will receive a minimum of one-hour supervision per week by the supervisor on site. In addition students will be required to attend a class once a week where tapes and cases will be presented, ethical and legal issues discussed, and information shared. Individual supervision by the faculty supervisor one hour a week may also be required. (3 crs.)

RHB 710. INTERNSHIP I. This is the students' opportunity to work professionally in an agency as a rehabilitation counselor trainee. Students will be on site full time (5 days per week for 16 weeks, for a minimum of 600 hours). In addition to training that all new employees in the agency receive, students will receive a minimum of one-hour supervision per 20 hours by the supervisor on site. In addition, students will be required to attend a group supervision class once a week where students will present cases. Ethical and legal issues will be discussed, and information shared.

RHB 711. INTERNSHIP II. This is a continuation of Internship I for students whose sites require them to continue for more than one semester. Students will receive a minimum of one-hour clinical supervision per 20 hours by the supervisor on site. Faculty will coordinate this experience and troubleshoot problem situations, but direct supervision will be the responsibility of agency.

### **COMMUNICATION DISORDERS - CMD**

CMD 600. RESEARCH AND PROFESSIONAL PRACTICE IN SPEECH/LANGUAGE PATHOLOGY. This course is designed to give the graduate student an opportunity to examine the total field of Speech Pathology and Audiology and its relationship with allied professions. Special attention is focused on research in the profession and on the ethical, clinical, and legal aspects of membership in the American Speech, Language and Hearing Association. (3 crs.)

CMD 701. LANGUAGE DISORDERS IN ADULTS. The purpose of this course is to prepare the student to provide assessment techniques and therapy to manage the language and speech problems of individuals who have suffered stroke, head-trauma, dementia or other neurological disorders injuries. (3 crs.)

CMD 702. LANGUAGE DISORDERS IN CHILDREN. The study of language disorders in children from a language content, language form, and language use orientation. Students learn to obtain and analyze a language sample and to plan for remediation of language disorders in children. (3 crs.)

CMD 703. FLUENCY DISORDERS. Comprehensive analysis of major diagnostic and therapeutic procedures used for the treatment of stuttering and other fluency disorders. (3 crs.)

CMD 704. ARTICULATION DISORDERS. This course will provide the graduate student with traditional views toward articulation and phonology disorders and their assessment and treatment. Current management and assessment procedures will be presented. (3 crs.)

CMD 705. VOICE DISORDERS. The purpose of this course is to provide comprehensive academic and clinical training in the etiological factors, description, diagnostic and management of organic voice disorders. The teaching of esophageal speech, the use of the artificial larynx, and the study of tracheo-esophageal practice are covered in detail. (3 crs.)

CMD 708. NEUROLOGY. The graduate student becomes familiar with those structures and functions of the central and peripheral nervous systems which appear relevant to the comprehension and production of speech and language. Brain asymmetry in normal and brain-damaged persons, left- and right-hemisphere language abilities in split-brain patients, handedness as it relates to speech and language functioning, brain asymmetry due to gender differences, disruption of language functions after brain injury, the effects of

aging and stress, and neurologic endowment are all discussed. The central theme of this course is brain "governance" over all other body systems. (3 crs.)

CMD 711. APPLIED THERAPEUTIC PROCEDURES IN PRESCHOOL SETTING. The student participates in "hands on" work in the department's preschool where 10 normally-developing and 10 children with speech-language problems are included. Focus in on actual work with children, inclusion theory, and normal and disordered development. (1-3 crs.)

CMD 712. APPLIED THERAPEUTIC PROCEDURES IN OUT-PATIENT SETTING. The student participates in "hands-on" work with clients in the University Speech and Hearing Clinic. Under supervision, the student will provide therapy for one or more clients presenting with one of the following disorders: speech or language, stuttering, voice, delayed development, "stroke," or others. (1-3 crs.)

CMD 713. APPLIED DIAGNOSTIC PROCEDURES IN SPEECH PATHOLOGY. The student participates in "hands-on" diagnostic (testing) work as a member of the diagnostic team. Under supervision, the student administers communication-based tests to clients from the community presenting with one or more of a wide variety of communication deficits. (1-3 crs.)

CMD 714. APPLIED AUDIOLOGIC DIAGNOSTIC AND REHABILITATIVE PROCEDURES. The student participates in "hands-on" audiological assessment as a member of the audiological team. Under the supervision of a certified audiologist, the student tests the hearing ability of clients from the community who seek audiological intervention in this clinic. (1-3 crs.)

CMD 715. APPLIED THERAPEUTIC PROCEDURES IN EDUCATIONAL SETTING. Externship in an educational setting. (1-3 crs.)

CMD 716. APPLIED NEUROGENIC PROCEDURES IN HEALTHCARE FACILITIES. Externship in a healthcare setting. (1-3 crs.)

CMD 718. ADVANCED AUDIOLOGY FOR THE SPEECH-LANGUAGE PATHOLOGIST. The purpose of this course is to assist the speech-language pathologist in working with hearing-impaired and deaf patients of all ages. (3 crs.)

CMD 725. AURAL REHABILITATION. The purpose of this course is to identify the problems of the aurally handicapped in society and methods of alleviation and compensation for the hearing loss. (3 crs.)

CMD 730. PROFOUND ORGANIC DISORDERS. This course provides an overview of cleft lip and palate, cerebral palsy and craniofacial disorders and other common syndromes in children and adults. Emphasis is placed on the interdisciplinary care of these individuals. (3 crs.)

CMD 732. COUNSELING THE COMMUNICATIVELY DISABLED. This course is dedicated to those who need counseling to change attitudes, to accept their disorders, to be motivated to change behaviors, and to understand their communication problems. The graduate student learns to use general counseling techniques through role play and guided client contact. He also investigates the

special counseling issues related to the pathologies commonly treated by the SLP. (3 crs.)

**CMD 731. EARLY INTERVENTION IN SPEECH LANGUAGE PATHOLOGY.** This course offers the opportunity for comprehensive study of delayed and deviant speech, language and social interaction development patterns, hearing loss and deafness, and feeding and swallowing issues in children from infancy through preschool age. The student will be provided a complete overview of the process from referral to assessment to treatment to transition. (3 crs.)

**CMD 733 ORGANIZATION AND ADMINISTRATION IN SPEECH-LANGUAGE PATHOLOGY.** This course will cover the business aspects of providing speech-language pathology services within healthcare facilities and school systems. (3 crs.)

**CMD 734. MOTOR SPEECH DISORDERS.** This course focuses on various dysarthrias, apraxia, and psychogenic disorders that result from nervous system damage or dysfunction. Major content areas include defining and categorizing the disorders, examining clients, making differential diagnoses, and developing clinical interventions. (3 crs.)

**CMD 749. INDEPENDENT STUDY.** This course allows students to investigate appropriate areas of speech pathology or audiology by working within a faculty-student learning partnership. (3 crs.)

**CMD 762. NONVOCAL COMMUNICATION.** The various modes of nonvocal communication are presented. Information specific to selection of the most advantageous method (or combination of methods) for implementation with clients is considered. (3 crs.)

**CMD 763. COMMUNICATION PROBLEMS OF SPECIAL GROUPS.** This course will focus on the difference in speech/language of non-native and non-standard users of English, with attention given to assessing when and what types of intervention are ethically and professionally appropriate. The changes in structure and function which accompany aging and their effects upon speech and language functions of the elderly are examined. Verbal and nonverbal congruency (or lack thereof) is addressed in depth. (3 crs.)

**CMD 764. INSTRUMENTATION IN SPEECH/LANGUAGE PATHOLOGY.** This course is designed to provide the graduate student with a background in the clinical use of instrumentation. Students will learn how instrumentation has been and can be used to measure various parameters of the speech signal and how these measurements can be employed in the assessment and management of individuals with Speech-Language Disorders. Emphasis is on PC-based instrumentation. (3 crs.)

**CMD 765. DYSPHAGIA.** This course addresses the evaluation and management of children and adults with disordered swallowing secondary to neurologic and structural abnormalities. The relationship of dysphagia to speech disorders is discussed. (3 crs.)

**CMD 766. TRAUMATIC BRAIN INJURY.** The primary purpose of this course is to organize and understand the explosions of information related to the medical, communication and psychosocial aspects of traumatic brain injury (TBI). When possible and practical, practitioners from rehabilitation agencies will supplement the instructor's lectures. (3 crs.)

**CMD 722. AUGMENTATIVE AND ALTERNATIVE COMMUNICATION.** This course is an in-depth study of: 1) The underlying theory of augmentative and alternative communication systems (AAC) including state-of-the-art and emerging technologies; and 2) methodology for assessing and training individuals with communication disorders to use AAC systems. Emphasis is placed on functional strategies for the practicing clinician in AAC. Hands-on experience with various AAC systems is an integral part of this course. (3 crs.)

**CMD 785. SEMINAR IN SPEECH PATHOLOGY.** The role of the speech-language pathologist as a diagnostician and interventionist in disciplinary and interdisciplinary investigations, including counseling procedures, and organization of programs for various pathologies of speech and language are considered. (3 crs.)

## COMMUNICATION - CMG

**CMG 701. COMMUNICATION PERSPECTIVES AND PARADIGMS.** The intellectual history of the study of human communication from its classical foundations to contemporary perspectives and approaches. Students will explore the development of significant ideas and concepts within the dominant perspectives and paradigms in communication and rhetorical theory. Prerequisite: admission to the Communication Graduate Program or consent of the coordinating committee and instructor. (3 crs.)

**CMG 702. RHETORIC AND LINGUISTICS.** An introductory course in the underlying assumptions and applications of theories to language and composition, literary studies, cross-disciplinary and cultural studies. Prerequisite: admission to the Communication Graduate Program or consent of the coordinating committee and instructor. (3 crs.)

**CMG 703. DRAMATIC THEORY AND CRITICISM.** An introduction to dramatic theory and criticism. A seminar with interactive discussion between the students and the instructor. Prerequisite: admission to the Communication Graduate Program or consent of the Coordinating Committee and instructor. (3 crs.)

**CMG 704. SEMINAR IN COMMUNICATION.** A capstone seminar that develops and explores themes and issues that reflect the interdisciplinary nature of study in the communication field. Prerequisite: admission to the Communication Graduate Program or consent of the Coordinating Committee and instructor. (3 crs.)

**CMG 710. SOCIAL SCIENTIFIC RESEARCH IN COMMUNICATION.** An introduction to social scientific research and practice in the construction of research that is appropriate to the student's area of interest in communication. Prerequisite: admission to the Communication Graduate Program or consent of the Coordinating Committee and instructor. Dual listed with: COM 481 COMMUNICATION RESEARCH TECHNIQUES. (3 crs.)

**CMG 711. COMMUNICATION THEORY.** A survey of current theories of human communication this course gives students an opportunity to analyze and evaluate theories and to engage in the development and testing of new theory. Prerequisite: admission to the Communication Graduate Program or consent of the Coordinating Committee and instructor. Dual listed with: COM 490 COMMUNICATION THEORY. (3 crs.)

**CMG 712. COMMUNICATION CRITICISM.** A study of historical and critical perspectives and methodologies in communica-

tion criticism. Analysis of significant texts from a variety of contexts and genres. Prerequisite: admission to the Communication Graduate Program or consent of the Coordinating Committee and instructor. Dual listed with: COM 460 SPEECH CRITICISM. (3 crs.)

CMG 713. PUBLIC RELATIONS CAMPAIGNS. This course seeks to integrate all the skills required of the professional in designing and executing a complete public relations campaign. This is a seminar in which team and group efforts, rather than individual productivity, are emphasized. Prerequisite: admission to the Communication Graduate Program or consent of the Coordinating Committee and instructor. Dual listed with: COM 483 PUBLIC RELATIONS CASES, PROBLEMS, AND CAMPAIGNS. (3 crs.)

CMG 714. MASS MEDIA AND SOCIETY. An examination of the ways current mass media systems enhance and undermine the kinds of communication necessary for an open and democratic society. It provides an advanced orientation to the history, theory and process of mass communication. Particular emphasis is given to the relationships among various media and their audiences, media law and ethics, media and politics, media effects, and emerging trends and their implications for society. Prerequisite: COM 105 or consent of the instructor. Dual listed with: COM 445 RADIO AND TELEVISION IN A FREE SOCIETY. (3 crs.)

CMG 715. INTERNATIONAL BROADCAST SYSTEMS. International broadcasting presents an overview of world broadcasting systems. It prepares the student to function as a person with a world view of the field of electronic mass communication. Prerequisites: COM 355 and COM 105. Dual listed with: COM 401 INTERNATIONAL BROADCASTING SYSTEMS. (3 crs.)

CMG 716. PROFESSIONAL VIDEO COMMUNICATION. Professional Video Communication presents to the student the field of business and institutional video. It prepares the student to function as a corporate writer, producer, director, and editor of desktop videos, video press releases, video conferences, training tapes and other business and institutional videos. Prerequisites: COM 100, COM 105 and COM 355. Dual listed with: COM 410 PROFESSIONAL VIDEO COMMUNICATION. (3 crs.)

CMG 721. SEMINAR IN INTERPERSONAL COMMUNICATION. An examination of current theory and research in interpersonal communication from different perspectives with an emphasis on students conducting basic and applied research in a variety of interpersonal arenas such as personal relationships, families, superior/subordinate relationships, etc. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 722. SEMINAR IN ORGANIZATIONAL COMMUNICATION. An examination of current theory and research in organizational communication with an emphasis on key organizational variables such as the influence of internal and external communication networks on organizational activities, and the development and management of organizational culture and climate. Applications to research and interventions in actual organizations will be included in the course. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 723. SEMINAR IN PUBLIC RELATIONS. This course surveys theory and research related to a variety of topics such as issues management, public opinion processes, persuasion, and social

movements as these influence public relations activities. Students will complete research projects that focus on the application of theory to actual public relations campaigns and activities. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 724. SEMINAR IN INSTRUCTIONAL COMMUNICATION. This course surveys current theory and research on Instructional Communication regarding the nature and role of communication in instructional contexts. Students will be expected to be educated consumers and producers of research on the relationships among communication, learning, and instruction. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 725. LANGUAGE AND SOCIAL INFLUENCE. The focus of the course will be on the influence of language on social, behavioral, and epistemic practices in contemporary society. Case analysis of the role language has played in framing or influencing understandings and actions in different contexts and situations will be a dominant feature of the course. Students will develop specific applications of current theory on the influence of language to areas such as public relations, advertising, political communication, popular culture, and the media. Prerequisite: admission to the Communication Graduate Program or consent of the Instructor. (3 crs.)

CMG 726. PRODUCTION THEORY AND PRACTICE. An examination of a variety of topics which relate to the artist's production choices. These might include: the nature of the text and signification of visual media, modes and other issues of narrative, genre, ethics, aesthetics, creativity; and the individual artists role in a collaboration process. The course should remain flexible and not be defined as a production course; the student would be free to choose either a video production or a paper as a course project. Prerequisite: admission to the Communication Graduate Program or consent of the Instructor. (3 crs.)

CMG 727. SEMINAR IN MASS COMMUNICATION. An examination of contemporary topics in mass communication that focus on the developments and trends in mass communication theory and research, legal and ethical issues associated with the media, technological developments, and the influence of current social and political events on the media industry. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 728. MASS MEDIA THEORY AND CRITICISM. An examination of the critical traditions in mass media analysis, with emphasis placed on outside influences (for example: art, literary criticism, psychology, sociology) as well as on the ideas and critical practices originating from within the disciplines. Special attention would be given to areas of conjunction and conflict among the various disciplines that contribute to an understanding of mass media. Prerequisites: Admission to the Communication Graduate Program or consent of the Instructor. (3 crs.)

CMG 730. STUDIES IN WRITING. This is a course on writing about writing. Students will read books and essays by professional writers discussing their ideas concerning craft, reviewing work by their peers, considering work within their genre and, in general, providing a definition of what it means to be a writer. This is also a writing course where students will be asked to experiment with



different styles and approaches to their own poetry, fiction, non-fiction, or drama. Prerequisite: admission to the Communication Graduate Program or consent of the Instructor. Dual listed with: ENG 352 STUDIES IN WRITING. (3 crs.)

CMG 731. NEWSPAPER REPORTING. Newspaper Reporting is a professional-level course designed to acquaint students with basic newsroom procedures and instruct them through practical exercises in the basic techniques of reporting for a daily newspaper. Prerequisites: Journalism I and II. Dual listed with: ENG 334 NEWSWRITING. (3 crs.)

CMG 732. PUBLISHING THE MAGAZINE. Students in this course publish a magazine, Flipside. They contribute works of literature and reportage, illustrate them with original work or with photographs, solicit contributors, finance the magazine through advertising and establish editorial policy. Prerequisite: admission to the Communication Graduate Program or consent of the Instructor. Dual Listed with: ENG 351 PUBLISHING THE MAGAZINE. (3 crs.)

CMG 733. PRESS LAW AND ETHICS. This course helps student journalists understand not only what they can or can't do by law, but what they should or should not do within commonly accepted standards of good taste and morality. Prerequisite: admission to the Communication Graduate Program or consent of the Instructor. Dual Listed with: ENG 306 PRESS LAW AND ETHICS. (3 crs.)

CMG 734. WRITING FOR PUBLICATION. Upgrade publication to local, regional and national newspapers and magazines through the application of proven methods of market analysis, magazine selection, editorial queries, and topical research for multiple article development. Students review copyright, tax, and contract laws and learn how to set up proper records so they can approach writing as a business. Prerequisites: Students should have equivalent course work or experience in the field. Dual listed with: ENG 496 WRITING FOR PUBLICATION. (3 crs.)

CMG 735. ADVERTISING. An introduction to marketing theories, behavior patterns, and techniques of advertising campaigns: copywriting, layout and production of advertising through working for an actual client. Prerequisites: ENG 101, 102, and at least one journalism course, or the permission of the instructor. Dual listed with: ENG 437 ADVERTISING. (3 crs.)

CMG 736. COPYWRITING. This course focuses on the craft of copywriting for print, radio and television. Principles of advertising and writing print ads will be reviewed, radio and television copywriting will be studied and practiced, and preparing a total promotional campaign will be studied and applied to real situations, both on and off campus. Prerequisite: Advertising or permission of the instructor based on successful completion of other writing courses. Dual listed with: ENG 401 COPYWRITING. (3 crs.)

CMG 737. SEMINAR IN CREATIVE WRITING. The course will help students develop the habits of a professional writer, e.g., writing regularly; writing with discernment; and writing with an eye toward getting work into print. The professor will provide detailed critiques of student manuscripts. Prerequisite: Admission to the Communication Graduate Program or consent of the instructor. Dual listed with: ENG 495 CREATIVE WRITING SEMINAR. (3 crs.)

CMG 738. ADAPTATION OF LITERARY MATERIALS. Through reading and writing of assignments, lectures, class and individual criticism, and, whenever possible, actual production, the student learns the mechanics of adapting fiction, narrative poetry, and plays to media other than those envisioned by the original author. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: ENG 430 ADAPTATIONS OF LITERARY MATERIAL. (3 crs.)

CMG 740. SEMINAR IN PROFESSIONAL WRITING THEORY AND PRACTICE: NON-FICTION/CREATIVE. A course for seasoned professional writers to improve skills and publication record and to establish successful marketing and writing habits. Prerequisite: course work in article writing, journalism, or creative writing depending on field selected, and/or experience in that field. Publication is recommended. Familiarity with at least one word processing system is essential. (3 crs.)

CMG 741. SEMINAR IN TEACHING PROFESSIONAL WRITING. This course is designed to help prepare graduate professional writing majors for the classroom. Students will become familiar with various techniques and approaches to teaching professional writing. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 742. ADVERTISING WORKSHOP. An advanced workshop for people seriously interested in advertising as a profession, this course offers students the opportunity to work under controlled agency conditions with actual clients. A prior knowledge of marketing and advertising theory is essential. Prerequisites: Advertising, Copywriting, and/or experience. (3 crs.)

CMG 743. SEMINAR IN STYLE. This course is a comprehensive investigation of the matter of style, its definition, history and components. Students will be introduced to, and will be expected to conduct analyses of, the following elements of style: diction, metaphor, symbolism, allusion, point of view, sentence (type, length, arrangement, rhythm), irony, and tone. The course concludes with the students' own stylistic self-analyses. Prerequisites: students should have a working knowledge of grammar, professional experience or undergraduate course work in English or professional writing and, if possible, prior publication. (3 crs.)

CMG 744. RHETORIC FOR WRITERS. An introductory course in theoretical, historical, and technical rhetoric, particularly the theory and practice of social, literary, political and pedagogical aspects of rhetoric and writing. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 750. STAGE PRODUCTION. Advanced practice and principles of scenery and property construction. Practical experience with plastics, metals, drafting and advanced woodwork is stressed. Prerequisite: LIGHTING I or consent of the instructor. Dual listed with: THE 341 STAGECRAFT II. (3 crs.)

CMG 751 LIGHTING FOR THE STAGE. Advanced theory and practice of lighting design for stage and television. Practical experience is stressed. Prerequisites: LIGHTING I or the consent of the instructor. Dual listed with: THE 304 LIGHTING II. (3 crs.)

CMG 752. HISTORY OF COSTUME. A survey of the history of costume in the western world. Prerequisite: admission to the



Communication Graduate Program or consent of the instructor. Dual listed with: THE 308 HISTORY OF COSTUME. (3 crs.)

CMG 753. TOPICS IN THEATRE HISTORY I. The development of theatre from its origins to the Baroque, including representative plays. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 302 HISTORY OF THEATRE I. (3 crs.)

CMG 754. TOPICS IN THEATRE HISTORY II. The development of theatre from the 18th century to present, including representative plays. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 312 HISTORY OF THEATRE II. (3 crs.)

CMG 755. TOPICS IN AMERICAN THEATRE HISTORY. The history of American theatre from Colonial times to present, including representative plays. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 303 AMERICAN THEATRE HISTORY. (3 crs.)

CMG 756. READER'S THEATRE. The principles and practices of a group organizing and presenting literature in primarily acoustic methods. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 309 READER'S THEATRE. (3 crs.)

CMG 757. SHAKESPEARE ON STAGE. Representative histories, comedies and tragedies, studied as blueprints for theatrical presentation. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 305 SHAKESPEARE IN THE THEATRE. (3 crs.)

CMG 758. TOPICS IN WORLD DRAMA. Classic to 19th century plays, excluding Shakespeare, studied as blueprints for theatrical presentation. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 304 WORLD DRAMA. (3 crs.)

CMG 759. TOPICS IN MODERN DRAMA. 19th and 20th century plays studied as blueprints for theatrical presentation. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 306 MODERN DRAMA. (3 crs.)

CMG 760. SCENOGRAPHIC DESIGN. Advance theory and practice of designing scenery and lighting with emphasis on designing for various environments. Prerequisite: SCENE AND LIGHT DESIGN I or the consent of the instructor. Dual listed with: THE 371 SCENE DESIGN II. (3 crs.)

CMG 761. COSTUME DESIGN. Basic principles of costume design. Students complete various design projects for specific plays selected from a variety of historical periods. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with: THE 325 COSTUME DESIGN. (3 crs.)

CMG 762. ADVANCED ACTING. This course challenges the actor's ability to demonstrate a personal and useful acting method through a wide range of textual problems, historical and modern

plays, and acting styles. Prerequisite: INTERMEDIATE ACTING or consent of the instructor. Dual listed with: THE 331 ADVANCED ACTING. (3 crs.)

CMG 763. SUMMER THEATRE PRACTICUM. Provides the student with practical experience in the theatre arts. This course is designed for the practicing teacher who desires more training in the practical aspects of production. The student will receive assignments in acting, management, directing, technical, and/or design. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. Dual listed with THE 358 SUMMER THEATRE PRACTICUM. (variable credit)

CMG 768. PERFORMANCE AESTHETICS. An introduction to the science of aesthetics. This course will include the evolution of the field and the application of the science to selected works of performance art. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 769. CONTEMPORARY ISSUES IN THEATRE. A course exploring current trends in the United States and Europe covering theatre and related fields. It will involve the study of play scripts, direction, acting, design, and technology. Prerequisite: admission to the Communication Graduate Program or consent of the instructor. (3 crs.)

CMG 770. DIRECTED STUDY IN COMMUNICATION. The student will work with a faculty member on a special project designed to enhance the student's understanding of a topic area not covered in another graduate level course. Prior to registering for directed study credit, the student will develop a learning contract in consultation with the faculty member directing the study. The contract must be approved by the student's advisor and the Coordinating Committee prior to registration for directed study credit. Prerequisites: admission to the Communication Graduate Program and permission of the Coordinating Committee, the student's advisor, and the instructor. (up to 6 credits)

CMG 771. COMMUNICATION INTERNSHIP. The student will complete assigned duties related to his or her interest area in communication and commensurate with graduate level work in an organization under the guidance of a faculty supervisor and on-site supervisor. Prior to registering for internship credit the student will develop a learning contract in consultation with the faculty supervisor and on-site supervisor. The contract must be approved by the Coordinating Committee prior to registration for internship credit. Prerequisites: admission to the Communication Graduate Program and permission of the student's advisor and Coordinating Committee. (up to 6 credits)

CMG 800. INTRODUCTION TO GRADUATE STUDY IN COMMUNICATION. This course provides an introduction to the study of communication and to research methodology and methods from the social sciences and humanities that contribute to understanding communication. The interdisciplinary nature of communication research must be emphasized as the course prepares students for graduate study. The nature of the course as an introductory survey of research in the Communication field does not preclude students completing additional credits in research methods courses within their programs of study. Prerequisite: admission to the Communication Graduate Program or permission of the Coordinating Committee and the instructor. (3 crs.)

CMG 890. RESEARCH PROJECT. The student will conduct an independent study of a significant topic under the guidance of an advisor. The topic may have either a basic or an applied research focus. The final report on the project will be presented as a written document that conforms to the most recent version of the Modern Language Association style or the American Psychological Association style. Prerequisites: admission to the Communication Graduate Program and permission of the Coordinating Committee and the student's advisor. (3 crs.)

CMG 891. THESIS. The student will conduct an independent, original study or application of a significant topic under the guidance of an advisor and committee. The thesis will be presented as a written document that conforms to the most recent version of the American Language Association style or the American Psychological Association style. Prerequisites: admission to the Communication Graduate Program and permission of the Coordinating Committee and the student's advisor. (3 crs.)

### COMPUTER SCIENCE - CSC

CSC 502. ADVANCED VISUAL PROGRAMMING. This course uses a visual programming language for Windows and is designed to teach advanced visual programming concepts. Emphasis will be on real-world applications. It assumes students have learned basic Windows skills, database skills, and have knowledge of the introductory course in visual programming. Prerequisites: CSC 150, CSC 201, CSC 202. (3 crs)

CSC 700. COMPUTER OPERATIONS. Designed for the graduate student who wishes to study the theory of the operation of the computer, this course looks at computer operations on the main-frame computer, minicomputer, and microcomputer. Emphasis is placed on the study of the hardware of the computer and its peripheral devices, along with operating systems. Prerequisite: CSC 771. (3 crs.)

CSC 724. COMPUTER GRAPHICS. The utilization and development of graphics software with an emphasis on business and scientific applications. Laboratory sessions utilize the computer via interactive graphics terminals. Prerequisites: CSC 772. (3 crs.)

CSC 734. METHODS IN NUMERICAL ANALYSIS. Seeks to bring about understanding of efficient numerical methods for the solution of algebraic, transcendental, and differential equations. Topics include numerical solution of large systems of linear equations using direct and iterative methods; calculation of eigenvalues, eigenvectors, and inverses of matrices; numerical integration and differential equations; interpolation and curve fitting. Prerequisites: Calculus, knowledge of Discrete Mathematical Structures or CSC 735 and programming experience in one high-level computer language. (3 crs.)

CSC 735. DISCRETE COMPUTATIONAL STRUCTURES. This course provides the requisite context for theoretical computer science. Topics include algebraic structures such as groups, semi-groups, fields, and lattices. Application studies in combinatorics, coding theory, finite state machines, modular arithmetic, and graph theory. Prerequisites: linear algebra; programming experience in high-level or in Assembly computer languages. (3 crs.)

CSC 755. COMPUTER LANGUAGE AND DESIGN. An examination of the various facets of language design and their implementations. Topics covered include syntax and semantic

definitions, data abstractions, strong typing, control structures, modularization techniques, and issues of program correctness. Prerequisite: CSC 777. (3 crs.)

CSC 756 DATA BASE MANAGEMENT SYSTEMS. Increases understanding of how data resources can be managed to support effectively information systems in organizations. The graduate student is taught the application, logic, structure, and physical implementation of database systems. Prerequisite: CSC 782 with CSC 777 recommended. (3 crs.)

CSC 757. HYPER MEDIA PROGRAMMING CAI. The design, development, and evaluation of instructional software will be discussed in this course. Students will apply learned instructional design theories by using an appropriate software authoring package. Prerequisite: Hands-on experience in at least one computer-related course. (3 crs.)

CSC 771: COMPUTER AND INFORMATION SCIENCE I  
An introduction to such digital computer concepts as data input, data representation, data processing, data output, flow charts, program logic, and applications. The graduate student learns the elements of a high-level procedural language. Emphasis is on problem solving by means of computer programming using well-structured designs. (3 crs.)

CSC 772: COMPUTER AND INFORMATION SCIENCE II  
Graduate students are introduced to programming algorithms using an object-oriented programming language. Applications in a variety of areas are addressed. (3 crs.)

CSC 775. SYSTEMS ANALYSIS. An introduction to the study of computer-based management information systems. Topics include the analysis, design, and implementation of management information systems; the operation characteristics of a management information system; the functional parts of a management information system; file structure techniques; data communication characteristics and system implementation models. Prerequisite: CSC 771. (3 crs.)

CSC 777. DATA ORGANIZATIONS. Design, implementation, and analysis of data structures and techniques for information processing, including, character strings, aggregates such as records and files, abstract structures such as stacks, queues, sorting, and storage management. Prerequisites: Knowledge of Discrete Mathematical Structures or CSC 735 and programming experience in one high-level computer language. (3 crs.)

CSC 778. COMPUTER SYSTEMS ARCHITECTURAL STRUCTURES. The course progresses from an introductory overview of computer organizations through a detailed examination of the components and operations of modern computer systems. Prerequisite: assembly programming. (3 crs.)

CSC 781. PROGRAMMING WITH COBOL. The concepts and theory of data processing through the components of structured COBOL programming. Prerequisite: One course in computer science. (3 crs.)

CSC 782. ADVANCED PROGRAMMING WITH COBOL. The structured methodology of program design, development, testing, implementation, and documentation of common business-oriented applications using COBOL. Includes coverage of sequential and

random access files and processing techniques and development of programs and systems of programs for batch and interactive environments. Prerequisites: CSC 781. (3 crs.)

CSC 783. ASSEMBLY LANGUAGE. Architecture and instructions, including coding control structures, indexing, indirect addressing, character manipulation, subprograms, and macros. Prerequisites: CSC 771, CSC 772 and CSC 777. (3 crs.)

CSC 796. SOFTWARE ENGINEERING. An introduction to software engineering through the use of the Ada programming language. Students will study software requirements, specifications, design, module coding and testing, integration and software maintenance. Prerequisites: CSC 223. (3 crs.)

## EARTH SCIENCE - EAS

EAS 527. TECTONICS. The nature of the earth's tectonic framework. The following topics are of major concern: the location of tectonic elements; theories of orogenesis, especially plate tectonics, crustal types and provinces; magma and plate boundaries; the nature of convergent, divergent, and strike-slip margins, and the Appalachian orogen. (3 crs.)

EAS 538. COMPUTER APPLICATIONS IN WATER RESOURCES. An upper-level course designed to provide students the opportunity to apply computer and mathematical procedures to the solution of hydrologic problems. Applications from other areas within the earth sciences may be considered. (3 crs.)

EAS 541. ADVANCED ENVIRONMENTAL GEOLOGY. This course deals with the natural environment, particularly geologic factors that may impact upon life or way of life of human beings. Emphasis is placed on an in-depth study of environmental problems and possible alternative solutions to such problems. Basic engineering principles as applied to geological problems are considered. Laboratory exercises, problems, and written reports are an integral part of the course. (3 crs.)

EAS 542. APPLIED CLIMATOLOGY. An advanced course that deals with the application of various analytical methods and classification systems in climatology. The Koppen classification of climates is stressed. The climate patterns of each continent and the factors which produce them are investigated. Prerequisite: EAS 242 or instructor permission. (3 crs.)

EAS 548. WATERSHED EVALUATION. The purpose of this course is to analyze in detail rocks which serve for the storage and ultimately for the production of petroleum. The characteristics of these rocks will be studied in hand specimen, in thin section, in cores, and on well logs. Laboratory work and problem solving are emphasized. (3 crs.)

EAS 551. INVERTEBRATE PALEONTOLOGY. This course involves a detailed study of fossil representatives of the various invertebrate phyla as well as a consideration of the more important of these as index fossils. Emphasis is on laboratory exercises and problem solving. This course will prove to be of interest to students in biology as well as those in geology. (3 crs.)

EAS 563. COASTAL GEOMORPHOLOGY AND MARINE RESOURCES. A study of the physical processes that shape coastal landforms and the pelagic and neritic resources of the oceans. Topics include longshore transport, wave action, swash zone dynamics, estuarine and deltaic geomorphology, ferromanganese and petroleum

resources, and beach structure. Prerequisite: EAS 163 or permission of the instructor. (3 crs.)

EAS 713. APPLIED EARTH SCIENCE. Investigation of problems in the earth sciences that cross the disciplinary boundaries of hydrology, meteorology, geology, and climatology. Library research, field investigations, and laboratory work will lead to an extensive research paper. (3 crs.)

EAS 720. HYDROLOGY. A survey course relating to the existence of water on Earth. Topics include the occurrence and movement of water, physical and chemical characteristics of water, and climatologic and geologic consideration of water. (3 crs.)

EAS 725. WEATHER ANALYSIS. The course presumes that the student has a background in elementary principles of meteorology. It is concerned with the measurements and predictions of weather. Students present findings to the class. (3 crs.)

EAS 740. SEDIMENTOLOGY. An advanced course that deals with the detailed analysis of sediments and sedimentary rocks. Both qualitative and quantitative techniques are utilized to derive the maximum information from rock samples. This information relates to the erosional, transportational and depositional history of the rocks. To the greatest extent possible, the student works independently through a complete set of problems. (3 crs.)

EAS 741. STRATIGRAPHY. A study of the basic principles governing the interpretation, correlation, classification, and naming of stratified rock units. The stratigraphy of North America is discussed, with special emphasis placed on rocks of the Pennsylvanian System. Problem solving and individual investigations are important elements of the course. (3 crs.)

EAS 742. STRUCTURAL GEOLOGY. This course deals with the origin and analysis of geologic structures including folds, faults, and joints. Brittle and ductile deformation processes are examined in relation to fractures, faults, and folds. Geologic maps and cross-sections are formulated and analyzed. (3 crs.)

EAS 751. OPTICAL MINERALOGY. An in depth examination of the optical behavior of mineral crystals in polarized light with emphasis on identification. The optical theories of Snell and Huygens will be detailed as they relate to the transmission of light through mineral crystals. Microscopic examination of mineral grain mounts and thin sections is emphasized (3 crs.)

EAS 755. GEOCHEMISTRY. The basic chemical principles employed in the solution of some geologic problems are considered. Geologic dating, sedimentary geochemistry, chemical weathering, colloids, and structural aspects of clay minerals and soils are covered. (3 crs.)

EAS 760. FIELD PROBLEMS IN EARTH SCIENCE. This course is devoted to field work and mapping techniques. It also involves visits to field locations of interest to the earth scientist and to governmental and private agencies devoted to various of the earth science disciplines. A major written report and oral presentation are required. (3 crs.)

EAS 762. FIELD PROBLEMS IN HYDROLOGY. Opportunities for the graduate student to do practical work concerning water and water budgets. Graduate students work with problems concerning storage of water, stream measurement, evaporation, infiltration and migration,

aquifer testing, tracer studies, mine drainage, and domestic use. (3 crs.)

**EAS 764. FIELD COURSE IN EARTH SCIENCE.** For the student who wants to learn about his/her environment in situ. The course will include a number of trips to actual sites of meteorologic, geologic, or oceanographic significance where materials and processes can be studied. A journal of site descriptions and a report on a specific site or process will be required. (Variable crs.)

**EAS 765. FIELD COURSE IN GEOLOGY.** For the earth science student who desires to apply his/her classroom and laboratory experiences at field sites which typify geologic principles. Site selection will reflect different emphases in geology: mineralogy, petrology, paleontology, geomorphology, or hydrology. Field trips to a minimum of ten sites of geologic significance will be supplemented by laboratory exercises; detailed journal entries and a final report that will enable the student to develop analytical skills. (Variable crs.)

**EAS 771. FIELD MAPPING.** This is a field course designed for the student to learn various mapping procedures and the use of mapping instruments. Problems involve the determination of distance, direction, and evaluation. Plane table surveying and map making in the field are emphasized. (3 crs.)

**EAS 780. READINGS IN EARTH SCIENCE.** The course deals with selected readings in the student's area of interest in earth science. It is designed to exemplify a sense of earth science problems and to develop abilities of critical appraisal. (3 crs.)

**EAS 781. RESEARCH IN EARTH SCIENCE.** The organization of research in an area selected by the student with the approval of the instructor. This research is in depth and may be on a micro scale or on a macro scale. (3 crs.)

**EAS 792. SEMINAR IN GEOLOGY.** A scientific writing course in which the student pursues a geologic topic through library or field research. Students learn to define a geologic problem, to obtain relevant literature, to gather raw data, and to write and present a research paper. (3 crs.)

**EAS 795. SEMINAR IN ATMOSPHERIC SCIENCE.** The latest developments in the field of meteorology and climatology. Students are required to complete a research project and present findings to the class. (3 crs.)

**EAS 796. SEMINAR IN OCEANOGRAPHY.** Selected topics in geological, biological, physical, and chemical oceanography. Students are required to present a series of eleven short papers and one long paper. Class periods will involve the students in discussions of oceanographic topics presented. (3 crs.)

**EAS 800. METHODS OF RESEARCH IN EARTH SCIENCE.** Consideration of purpose, scope and procedures of earth science research including problem statement, data collection and data analysis. The course culminates with the development of a problem which demonstrates research ability. (3 crs.)

**EAS 829. RESEARCH PROJECT.** A written report on a specific topic of investigation, based on knowledge of the subject, research techniques, and accurate presentation of the material. (2 crs.)

**EAS 849. MASTER'S THESIS.** A written report of exhaustive research into a specific area of investigation, demonstrating thorough knowledge of the background of a subject, the published literature on a subject, and high standards of original research and presentation. (4 crs.)

## **ECONOMICS - ECO**

**ECO 601. SURVEY OF ECONOMICS.** A one-semester introduction to the principles of economics and their applications to the leading economic problems of society. (3 crs.)

**ECO 711. MICROECONOMIC ANALYSIS.** Analysis of the theories of consumer behavior, resource allocation, externalities, production and pricing policies of firms. (3 crs.)

**ECO 712. MACROECONOMIC ANALYSIS.** An analysis of the determination of national income, employment and price levels, with discussion of consumption, investment, inflation, government fiscal and monetary policies, international trade, and their relevance to business and industry. (3 crs.)

**ECO 715. APPLIED ECONOMIC ANALYSIS.** This course gives students practical skills in the application of economic principles to a variety of problems confronting business and government. The first half of the course reviews certain microeconomic principles which are then applied to real situations in which a private or public official must make a specific decision. This includes a diagnosis of the problem, analysis of the economic choices, and development of a plan of action to help the enterprise or government agency reach a reasonable strategy or decision. The second section reviews macroeconomic principles which are used to gain understanding of the forces determining current business conditions, make macroeconomic forecasts, and evaluate the effects on the economic and business environment of various macroeconomic and regulatory policies. (3 crs.)

**ECO 721. MANAGERIAL ECONOMICS.** The tools and techniques of economic analysis are used to analyze and solve business and industrial decision-making problems. (3 crs.)

**ECO 731. ECONOMETRIC METHODS.** An introduction to statistical estimation in mathematically formulated economic relationships, including the discussion of auto correlation, heteroskedasticity, dummy variables, functional forms, and distribution lags. Computer use is emphasized. (3 crs.)

## **ELEMENTARY EDUCATION - EDE**

**EDE 700. HISTORICAL BACKGROUND OF THE ELEMENTARY SCHOOL.** An historical review of elementary education from the distant to the very recent past, designed to develop interplay between past and current educational controversies by contrasting and comparing various personalities and issues. (2 crs.)

**EDE 701. DEVELOPMENT AND ORGANIZATION OF THE CURRICULUM.** Provides a complete understanding of the history, organizational patterns and resources available for the development of the school curriculum. Special emphasis is given to recent trends in elementary curriculum development. Students receive an introduction to the many facets of curriculum development. Varied opportunities are provided for the students to acquire comprehensive knowledge through papers and readings. (3 crs.)



**EDE 706. EVALUATION AND MEASUREMENT IN THE ELEMENTARY SCHOOL.** To gauge success in the practice of teaching and to explore the science of learning, educators (and psychologists) need measuring instruments. We look at the construction, calibration, and application of those instruments used to measure achievement, intelligence, and aptitude. We examine the limitations inherent in such instruments, and take note to debunk the most egregious and exaggerated claims of some test publishers. This course presumes no statistical sophistication on the part of the students. (2 crs.)

**EDE 708. DEVELOPMENTAL READING IN THE ELEMENTARY SCHOOL.** Emphasis is placed on reading trends and various procedures for teaching reading. Through research findings, current literature and discussions, the student will be able to organize, administer, and evaluate a developmental reading program. (2 crs.)

**EDE 715. RECENT TRENDS IN LANGUAGE ARTS.** Research findings and current classroom practices in the teaching of language arts. Methods of updating past teaching practices are considered and evaluated. (3 crs.)

**EDE 716. SPECIAL PROBLEMS IN ELEMENTARY SOCIAL STUDIES.** Current problems in teaching social studies, planning programs, methods of teaching, and evaluating materials for use in public schools are discussed. (3 crs.)

**EDE 718. ARITHMETIC IN THE ELEMENTARY SCHOOL.** Understanding the child's perceptions and cognitive development as they relate to mathematics. Activities appropriate to the developmental and academic levels of elementary school children are demonstrated. (2 crs.)

**EDE 721. SEMINAR IN ELEMENTARY TEACHING.** An overview of elementary school teaching in the 1990's. Observation and participation in field sites is an integral part of the course activities. Students identify specific practices in elementary schools that conform to the developmental interactionist model of teaching/learning. (2 crs.)

**EDE 723. INSTRUCTIONAL STRATEGIES.** A review of current research on instructional practices in elementary schools. There is a special focus on analyzing research related to the developmental interactionist view of teaching and learning. (3 crs.)

**EDE 737. LITERATURE AND LITERACY K-12.** This course presents future teachers and inservice teachers with approaches and strategies for using children's and adolescents' literature as a basis for the reading program and as a framework throughout the curriculum. The course uses the constructivist model to accomplish its objectives. (3 crs.)

**EDE 740. RECENT TRENDS IN ELEMENTARY SCHOOL SCIENCE.** Representative samples of elementary science curricula. Emphasis is on the inquiry approach to teaching science, which actively involves children with science materials. The implications of psychological studies are included in relation to the elementary science curricula. Teachers engage in actual laboratory activities appropriate for elementary science. (3 crs.)

#### **ENVIRONMENTAL SCIENCE - ENS**

**ENS 773. PRINCIPLES OF WILDLIFE MANAGEMENT.** This course is designed to provide students with an understanding of the philosophies and concepts of scientific wildlife management. Major

emphasis will be placed on wildlife management in North America, but differing perspectives from other regions of the world will be incorporated into the course. Topics to be covered will include monitoring habitats and habitat management, population exploitation and administration, economics, and socio-political topics as they relate to wildlife management. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 115 & BIO 120. (4 crs.)

**ENS 775. WETLANDS ECOLOGY.** A coordinated lecture/laboratory approach that will emphasize wetlands within the continental United States. The course will provide a background in both historical and modern wetland issues; characteristics of freshwater, estuarine and marine wetland types, including important plants and animals of each; processes of wetland determination and delineation; regulatory framework of wetlands protection; and procedures involved in wetland restoration and conservation. Prerequisites: BIO 310 and permission of instructor. (4 crs.)

**ENS 792. ANIMAL POPULATION DYNAMICS.** This course is designed to provide students with an understanding of theoretical and applied aspects of animal population dynamics. The course will examine variation in population size and sex/age composition, reproduction and mortality, and quality and condition of animals in populations. Emphasis will be placed on principles and techniques used by wildlife ecologists to quantify and predict populations of vertebrate animals. The lecture portion of the course will include lecture and discussion on issues and concepts in population dynamics. The lab portion of the course will emphasize application of common techniques and models used by wildlife population ecologists. Three lecture hours and three laboratory hours weekly. Prerequisites: BIO 310 & MAT 215. (4 crs.)

#### **FINANCE - FIN**

**FIN 531. BANK MANAGEMENT.** Banking environment and an analysis of operational decisions faced by bank managers in the areas of loans, investments, deposit management, and capital management. (3 crs.)

**FIN 711. FINANCIAL MANAGEMENT.** An introduction to the role of financial manager in executive decision-making. Topics include valuation models, financial planning, analysis and control, capital budgeting, cost of capital, capital structure, and dividend policy. (3 crs.)

**FIN 712. ADVANCED FINANCIAL MANAGEMENT.** Topics include capital markets, common stock, debt and preferred stock financing, lease financing, warrants and convertibles, reorganization and bankruptcy, and international business finance. (3 crs.)

**FIN 721. INVESTMENT MANAGEMENT.** Evaluation of debt and equity security alternatives for the use of investment funds and the theory and techniques basic to control of investment risks and optimization of investment returns. (3 crs.)

**FIN 731. FINANCIAL MARKETS AND INSTITUTIONS.** Survey of financial markets and institutions and their relationship to the economic process; financial innovations and current topics in financial markets and institutions. (3 crs.)

#### **GENERAL EDUCATION - GEE**

**GEE 501. CAREER TRANSITION SEMINAR.** This course provides knowledge of a practical preparation for the world of work. Students conduct self-assessment for career planning, learn how to research



particular jobs, careers, and employer; develop skills needed for obtaining a job, learn how the workplace is organized, and explore the options for combining career and life expectations. (1 cr.)

**GEE 520. LANGUAGE AND SOCIETY.** The course approaches the traditional goals of the study of language by the methods of modern semantics, i.e., through an understanding of the role of language in human life and through an understanding of the different uses of language. The course also shows that the language of each nation is its most distinctive cultural pattern as well as its strongest unifying force. (2 crs.)

**GEE 525. COMMUNITY PROBLEMS OF HEALTH AND SAFETY.** The physical, social, and emotional dimensions of the health and safety problems prevalent in our society. These issues are perceived in terms of our lifestyle and concepts of personal and community health. Epidemiology, prevention, treatment, rehabilitation, legislation, education, and the role of community agencies are presented. The purpose is to enable counselors within a school or community setting to help clients deal more effectively with their problems. (3 crs.)

**GEE 528. EARLY CHILDHOOD AND THE EXPRESSIVE ARTS.** A general experimental course which, first, provides encounters stimulating the students to discover that the arts can be modes of personal expression and communication; second, provides experiences to evoke fluency, flexibility, and originality; and, third, is an integrative experience as a holistic approach to learning involving the cognitive, affective, and psychomotor domains. (3 crs.)

**GEE 529. DEATH, DYING, AND IMMORTALITY.** The phenomenon of death and dying in the areas of anthropology, psychology, philosophy, education, literature, religion and song. (2 crs.)

**GEE 536. ARCHAEOLOGY FIELD SCHOOL.** Scientific archaeological field and laboratory techniques. The basic orientation is that of research. It is assumed that students have little or no background in archaeology or anthropology. (Variable crs.)

**GEE 537. COMPUTER SCIENCE.** This is a general course in computer science for any graduate student. Topics will include the early history and development of computers, simple programming concepts with the emphasis of applications in business, industry and education. Emphasis will be placed on using computers for arithmetic operations, information retrieval, data base development, statistical program packages for research, data communications, e-mail and the internet. This course combines lecture, demonstration and hands-on use of the computer in the labs. The content of this course changes as computer technology changes. This course has no prerequisites and is designed for the student who has either no or little previous computer background. (3 crs.)

**GEE 586. STUDY IN HUMAN CREATIVITY.** The primary purpose of this course is to formally introduce the student to the study of human creativity as an academic endeavor. It is specifically designed to establish each person's competence as a creative problem-solving facilitator (a teacher, one who is knowledgeable and skilled at applying creative problem solving methodologies). Individual, managerial and technical types of problem-solving activities will be engaged. Each student will conduct (facilitate) several problem-solving excursions. Each student will study, administer and evaluate several standardized tests that evaluate creative problem-solving skills. Students may evaluate themselves, others or both. This is a learning

laboratory, action oriented course, intended to simulate real world creative problem-solving techniques. (3 crs.)

## **GEOGRAPHY - GEO**

**GEO 520. PHYSIOGRAPHY OF THE UNITED STATES.** A systematic survey of the major physiographic provinces in the United States. Emphasis is placed on the relationship of the underlying geology, geologic history and climate to the development of today's landscapes. Laboratory work principally involves interpretations from air photos and topographic maps. (3 crs.)

**GEO 550. ADVANCED GEOGRAPHIC SYSTEMS.** This course will include two lecture/discussion hours and one lab hour. In the lecture/discussion part, students will gain a deeper knowledge of geographic information systems. They also will be exposed to extension programs to Arc View including network analysts, spatial analysts, and 3-D analysts. In the lab, students will work on exercises in all three extensions. (3 crs.)

**GEO 700. PHILOSOPHY OF GEOGRAPHY.** Development through oral and written presentations of the classical and contemporary concepts which define the field of geography. (3 crs.)

**GEO 711. DEMOGRAPHIC ANALYSIS.** An analysis of demographic processes, current situations, and consequences of population trends as they relate to urban and rural distributions. (3 crs.)

**GEO 714. URBAN ENVIRONMENT.** An investigation and analysis of cities in terms of their location, distribution, classification by function and internal morphology. Geographic aspects of urban planning are emphasized. (3 crs.)

**GEO 729. REGIONAL ECONOMIC GEOGRAPHY.** The study of the overt results of economically oriented behavior as they appear in the landscape. Various frameworks and models are developed and applied to the "core" of economic geography, the subsystem of agriculture, manufacturing, tertiary activities, and transportation. (3 crs.)

**GEO 733. LAND USE ANALYSIS.** An analysis of the structure of urban and rural areas with particular emphasis on the description, patterns and trends in land use. Methods for defining, representing and evaluating land use are developed. Explanations of land use patterns are incorporated. (3 crs.)

**GEO 734. SITE SELECTION.** The effects of physical features and spatial economic organization upon the selection of locations for industrial and commercial activities. Attention is given both to regional position and to local site. (3 crs.)

**GEO 735. MARKETING GEOGRAPHY.** The distributive trades of retailing and related wholesaling and service activities. Spatial patterns of consumer catchment areas and the business centers within which they are located will be emphasized. (3 crs.)

**GEO 737. GEOGRAPHIC INFORMATION SYSTEMS.** This course provides an analysis of different methods and techniques of representing geographic data through the use of various manual and computer-based technologies. The focus is upon the processes involved in the collection, compilation, and display of geographic data within a data base. (3 crs.)

**GEO 738. GEOGRAPHY AND PUBLIC POLICY.** (3 crs.)

**GEO 739. REGIONAL PLANNING.** A systematic development of regionalism as a geographic concept emphasizing the regional concept as it evolved from area studies to regional science particularly as it applies to planning. (3 crs.)

**GEO 751. GEOMORPHOLOGY.** Experiences in geomorphology involve the study of the origin, characteristics, and classification of landforms and the processes that produce them. Extensive use is made of topographic and geologic maps, as well as aerial photographs. Emphasis is placed upon the individual's ability to interpret the geomorphic history of a region. (3 crs.)

**GEO 752. CLIMATOLOGY.** A study of world climatic patterns with in-depth investigations of micro-climatic regions. (3 crs.)

**GEO 754. PHYSICAL ENVIRONMENT.** The study of the physical aspects of the human environment including climate, soil, water, vegetation and topography. (3 crs.)

**GEO 765. FIELD METHODS.** Study of techniques used in making geographic observations in the field. Emphasis is on the study of natural and cultural landscape features at selected localities. (3 crs.)

**GEO 766. FIELD PROBLEMS.** Application of field methods to the landscape. Microstudies are conducted. (3 crs.)

**GEO 764. REMOTE SENSING: MAP AND AERIAL PHOTO INTERPRETATION.** The use of maps and aerial photographs as sources of quantitative and qualitative information and the interpretation of the natural and cultural landscapes through identification and measurements. (3 crs.)

**GEO 769. COMPUTER CARTOGRAPHY.** This laboratory course is designed to further the student's cartographic skills through the preparation of a cartographic project. (3 crs.)

**GEO 770. STATISTICAL CARTOGRAPHY.** A statistical approach to cartographic representation. Methods of data manipulation, problems of symbolization, and techniques of presentation are also emphasized. (3 crs.)

**GEO 785. READINGS IN GEOGRAPHY.** Selected readings in the student's area of interest in geography, designed to exemplify a sense of geographic problem and to develop abilities of critical appraisal. (3 crs.)

**GEO 786. RESEARCH IN GEOGRAPHY.** The organization of research in an area selected by the student with the approval of the instructor. This research is in-depth and may be on a micro scale or on a macro scale. (3 crs.)

**GEO 789. COMPREHENSIVE PLANNING.** Provides students with insights and experiences in applying academic skills to the planning functions of local government. A background in the many factors affecting planning decisions is provided. Emphasis is directed to proposing recommended courses of action to real and hypothetical community problems. (3 crs.)

**GEO 791. SEMINAR IN REGIONAL PLANNING.** In depth analysis of topics of current interest: primarily research and oral presentation of selected topics. (3 crs.)

**GEO 798. SEMINAR IN GEOGRAPHY.** Review of the field of geography culminating with an oral presentation of written research in the student's area of interest. (3 crs.)

**GEO 800. METHODS OF RESEARCH IN GEOGRAPHY.** Consideration of purpose, scope and procedures of geographic research including problem statement, data collection and data analysis. The course culminates with the development of a problem which demonstrates research ability. (3 crs.)

**GEO 829. RESEARCH PROJECT.** A written report on a specific topic of investigation, based on knowledge of the subject, research techniques, and accurate presentation of the material. (2 crs.)

**GEO 849. MASTER'S THESIS.** A written report of research into a specific area of investigation, demonstrating thorough knowledge of the background of the subject, the published literature on the subject, and high standards of original research and presentation. (4 crs.)

## **HEALTH AND PHYSICAL EDUCATION - HPE**

**HPE 500. EMERGENCY MEDICAL TECHNICIAN (EMT).** Prepares students to become certified as Emergency Medical Technicians. Emphasis is placed on the care and treatment of the ill or injured in a variety of emergency situations. Students are required to devote at least ten hours to actual in-hospital observation. Prerequisite: age 16. (4 crs.)

## **HISTORY - HIS**

**HIS 715. THE CIVIL WAR AND RECONSTRUCTION.** Causes of the Civil War; the political crisis of 1860-1861; military, political, economic, and diplomatic analysis of the war; presidential and congressional reconstruction; social, political, and economic developments; the erosion of Reconstruction and the Compromise of 1877; long-range results of the Civil War and Reconstruction Era. (3 crs.)

**HIS 717. THE 1930'S IN THE UNITED STATES.** A comprehensive examination of the cultural, constitutional, political, diplomatic, literary, and economic developments of the 1930s that made that decade a watershed in American history. Special attention is given to the New Deal; the political leadership of Franklin D. Roosevelt; the role of the Supreme Court; social and cultural aspects of the times, such as music and the "radical" literature of the period; the end of the isolation, the coming of World War II; and the varied theories that historians have drawn from the thirties in America. (3 crs.)

**HIS 718. THE UNITED STATES SINCE WORLD WAR II.** A consideration of the major events, problems, and trends in the American experience since the Second World War, with equal attention to domestic and foreign problems. Emphasis on the revolution in Civil Rights, space, learning, and (possibly) special attention to the role of the United States as a world power. (3 crs.)

**HIS 727. STUDIES IN THE SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES.** Selected aspects of social and intellectual thought and their contributions to American civilization, with emphasis on the early evolution of American institutions and the recent impact of the city on American social and intellectual thought and institutions. (3 crs.)

**HIS 728. STUDIES IN AMERICAN LABOR HISTORY.** A detailed examination of particular issues in the history of the American labor movement, with special emphasis on the emergence of industrial unionism and its relation to American politics. (3 crs.)

**HIS 735. STUDIES IN AMERICAN DIPLOMATIC HISTORY.** A program of major themes in the history of American foreign relations, a single topic being selected for class investigation, with attention to primary and secondary sources and work of general importance in American diplomatic history. (3 crs.)

**HIS 736. STUDIES IN AMERICAN URBAN HISTORY.** Selected topics on the historical development of urbanism in American life, such as urban demography, ethnic group acculturation, urban politics, the impact of industrialization on urban development, and the effect of the city on American thought and social development in a particular period of the nation's history. (3 crs.)

**HIS 737. STUDIES IN PENNSYLVANIA HISTORY.** Selected topics in the transition from the "Holy Experiment" to the Keystone State. Emphasis is placed on such topics as the frontier role of Western Pennsylvania, the racial origins, composition, and movements of the population, and the unique economic, political and social development of Western Pennsylvania. (3 crs.)

**HIS 784. WORKSHOP IN LOCAL HISTORY.** The study and analysis of the political, economic, and transportation developments at the borough, township, county and city levels, in which non-elites are emphasized. (3 crs.)

#### **INDUSTRIAL MANAGEMENT-IMT**

**IMT 707. INDUSTRIAL SAFETY.** An overview of occupational accident prevention programs, covering the techniques of measurement, associated costs, accident sources, and problems of selective corrective actions. (3 crs.)

**IMT 709. TIME AND MOTIONS STUDY.** An introduction to methods engineering in industry, surveying the methods designed to improve performance of both individuals and groups through motion analysis and principles of motion economy. (3 crs.)

**IMT 765. OPERATIONS RESEARCH.** An examination of quantitative methods of decision-making in production, marketing, and finance. Topics include inventory, assignment, transportation, and linear programming problems. Deterministic, stochastic, and games theory models are utilized. (3 crs.)

**IMT 790. MANAGEMENT INTERNSHIP.** This program involves integration of classroom studies with professional work experience. At the completion of the course, the student will be able to evaluate and make recommendations and decisions concerning the strategy and tactics of real-life targeting and marketing mix development for both global and country-specific markets. The course will also cover selected elements of international marketing research. (3 crs.)

#### **MANAGEMENT - MGT**

**MGT 711. GENERAL MANAGEMENT.** An analysis of modern complex organizations, with emphasis on those areas of individual and group behavior that are directly relevant to all levels of management. (3 crs.)

**MGT 712. ORGANIZATIONAL BEHAVIOR.** Focuses on the behavioral science concepts and research findings directed toward the understanding and explanation of human behavior within organizations. Topics covered include individual processes, group processes, organizational processes, work setting and change processes. (3 crs.)

**MGT 721. PRODUCTION MANAGEMENT.** Problems, techniques, and other topics associated with the management of production in industry. Topics include forecasting, inventory control, scheduling, sequencing, and design of production facilities. (3 crs.)

**MGT 731. INDUSTRIAL RELATIONS.** A survey of the legislation regulating employer-employee relations in the United States today and an examination of the relationships between workers and their managers. Special emphasis is given to collective bargaining, wage and hour requirements, equal opportunity regulations, and conflict resolution. (3 crs.)

**MGT 742. HUMAN RESOURCE MANAGEMENT.** Theory and practice of personnel management and analysis of personnel problems for managers. Topics include human resource planning, selection, training and development, performance appraisal, compensation administration and equal employment opportunity. (3 crs.)

**MGT 751. INTERNATIONAL BUSINESS MANAGEMENT.** The problems and policies of international business enterprise at the management level. Cases in comparative management are utilized. Includes strategies of the firm in international business, structure of the firm in international business, the international environment, restraints on international competition, multinational enterprises, and national institutions. (3 crs.)

#### **MARKETING - MKT**

**MKT 501. INTERNATIONAL BUSINESS MARKETING.** Upon completion of the course, the student will be able to evaluate and make recommendations and decisions concerning the strategy and tactics of real-life targeting and marketing mix development for both global and country-specific markets. The course will also cover selected elements of international marketing research (3crs.)

**MKT 711. MARKETING MANAGEMENT.** Description and analysis of the nature, strategies, and techniques in marketing management. (3 crs.)

**MKT 721. RESEARCH METHODS IN MARKETING.** Examines the process of acquiring, classifying and interpreting primary and secondary marketing data required for intelligent marketing decisions. (3 crs.)

**MKT 731. MARKETING FOR NON-PROFIT ORGANIZATIONS.** A marketing course designed for MBA students that differentiates between for-profit and not-for-profit organizations, investigates the competitive environment facing non-profits (e.g., hospitals, churches, charities, colleges, and performing arts groups,) and applies research techniques and marketing/management tools (product, policy, distribution and delivery systems, monetary pricing, and communication strategies) to the nonbusiness entity. (3 crs.)

**MKT 751. ADVERTISING MANAGEMENT.** A detailed analysis of the components of the advertising mix, reviewing the components in order to determine selection techniques for appropriate media vehicles for various business advertising demands. The graduate student will analyze and develop a media presentation as a member of an advertising team which will be presented at the end of the term. This process includes basic research, campaign development and media selection. (3 crs.)

**MKT 761. BUSINESS MARKETING STRATEGY.** This course focuses on the expanded contemporary marketing strategies that are essential for businesses to survive in today's competitive global marketplace. Emphasis will be placed on case studies, group presentations, and class interaction to equip the graduate student with a level of understanding to effectively function with a greater comprehension of business marketing while serving in business management. Prerequisite: MKT 301 (3 crs.)

### **MASTER OF ARTS IN TEACHING (MSE)**

**MSE 600. THE AMERICAN SECONDARY SCHOOL.** A foundational course incorporating some history, policy studies, school law, the school culture, reform efforts, current school organization and practice, immersion in the daily experience of middle and senior high schools and some experience in the school leading up to the secondary level. Shadowing and clinical experiences will be extensive throughout. (6 crs.)

**MSE 601 COMING OF AGE IN AMERICA** A developmental study of the adolescent experience including popular culture, social and psychological development, the formation of values and morality, the family, and the peer group. Intensive clinical experience will include not only immersion in school sites, but in juvenile courts, social agencies and guidance and counseling situations with intensive shadowing experiences. (6 crs.)

**MSE 602 INSTRUCTIONAL TECHNOLOGY IN SECONDARY SCHOOLS.** Computer literacy is a prerequisite for this seminar. This is essentially a laboratory-style experience making extensive use of information technology, including distance learning, use of video, video production, multi-media applications and studies in the effects of media upon society and the adolescent in particular, including analysis and aesthetic studies. Internships and projects/presentations/productions are an important aspect of this experience. (6crs.)

**MSE 603. PEDAGOGICAL STUDIES - SECONDARY EDUCATION.** This seminar is an inclusive, comprehensive experience in which all knowledge and previous experiences are applied in a clinical setting. A team of professors and clinical site teachers guides each student throughout. Many traditional methods and student teaching experiences are integrated here into the educational equivalent of the medical internship. Critiques of observed teaching experiences and student behavior, assessment, management, diagnosis of problems, alternative approaches, implementation of best practice—all are included in this experience. (12 crs.)

**MSE 604 RESEARCH/THESIS.** This directed study involves intensive research resulting in an applied project/presentation. This should be appropriate at the secondary level and be an original contribution to the profession. This research can be presented in a school setting, a multi-media presentation or as a set of materials developed for use in secondary schools. It will be an integral part of the final board review. (6 crs.)

**MSE 605 CURRENT ISSUES IN SECONDARY EDUCATION.** An intensive seminar to bring secondary teachers up-to-date with current standards, trends and best practice, including new technologies, materials and methods. 6crs.

### **MSE 606 INTERNSHIP**

Such experiences can be scheduled during summers, weekends, and evenings during sabbaticals. Included: NASA in Wheeling, W.V.,

anthropological digs, museums, theaters, studios, field excursions to wetlands and geological sites, environmental impact areas, laboratories, media centers, abroad and combined with research projects. (6 crs.)

### **MULTIMEDIA TECHNOLOGY - MMT**

**MMT 701. MULTIMEDIA TECHNOLOGY.** Introduces the student to the components and terminology of multimedia technology as a basis for subsequent courses. Multimedia computer systems, storage devices, printers, sound and video digitizing and playback, digital cameras, scanners, LCD and projection panels, graphic file formats, animation and digital video, computer networks and the Internet, hypertext markup language and distance learning are investigated. The focus is the application of these topics to the student's professional field of study. (3 crs.)

**MMT 702. MULTIMEDIA SYSTEMS.** Focuses on the application of graphic design and the integration of multimedia components. The organization of visual elements such as type, color, texture, contrast, perspective, balance and unity will play an important part in the development of both interactive and non-interactive presentations. Emphasis will be placed on the process of blending the components using various hardware platforms and software tools. For a final project, the student will create and master a CD-ROM based multimedia presentation as the basis of a personal digital portfolio. Prerequisites: MMT 701 (3 crs.)

**MMT 703. DIGITAL EDITING.** Presents techniques of achieving strong components in: audio, imaging and video, generation/acquisition, enhancement, storage and retrieval of these components in the digital realm are major topics. Through a series of laboratory and collaborative site activities, the student will gain experience using hardware and software tools to achieve effective digital editing of audio/video clips and images. Prerequisites: MMT 701, MMT 702 (3 crs.)

**MMT 704. WEB PUBLISHING.** The course delves into the intricacies of publishing on the web and what makes a proficient webmaster by examining areas such as client-server computing network operation, intranets and the Internet, advanced HTML and server-based support. End-user interaction using web page elements such as animations, sounds and videos emphasized. Java/JavaScript, Active-X and Afterburner are highlighted. A collaborative site will be used as a real world examination of its mode of operation, performance and maintenance of that published web site. Prerequisites: MMT 701, MMT 702. (3 crs.)

**MMT 705. INTERACTIVE DESIGN.** Besides having relevant and organized content, an effective presentation must engage its audience. Such presentations include storybooks, simulations, tutorials, demos and kiosks. Techniques employing multimedia driven scripting and object-oriented tools to achieve user interaction are centric to this course. This course and corresponding laboratory activities will assist students in applying multimedia tools to their field of study. Students design and create multimedia rich pieces which integrate text, graphics, video, photographs, audio, animations and interactive elements, and then are exported in appropriate formats for delivery via CD or the web. Prerequisites: MMT 701, MMT 702, MMT 703. (3 crs.)



**MMT 720. EMERGING TECHNOLOGY AND APPLICATIONS IN MULTIMEDIA.** The technology and applications associated with multimedia are rapidly changing. This course will provide the student with skills and knowledge on emerging multimedia topics not currently incorporated into the curriculum. This is a repeatable course in which a student can receive credit each time the course is taken and completed satisfactorily. Prerequisites: Varies depending on the specific offering/topic. (3 crs.)

**MMT 760. MULTIMEDIA PRODUCTION.** This course will involve the student in a collaborative multimedia project that is designed, developed, and evaluated by a team of students. All of the multimedia concepts and elements presented in previous courses will be analyzed by the team to produce a well designed, large scale, multimedia-based production designed, developed, and evaluated by a student team and in collaboration with professionals. Prerequisites: MMT 701, MMT 702, MMT 703, MMT 704, MMT 705. (3 crs.)

### **MATHEMATICS - GMA**

**GMA 701. REAL VARIABLE ANALYSIS I.** The course begins with elementary set theory, relations, functions and cardinality. It continues with the natural numbers, the completeness axiom of the reals, topology of the reals, and compactness with an introduction into metric spaces. A rigorous development of sequences in the reals follows including Cauchy sequences and subsequences followed by theorems relative to continuous functions, uniform continuity and continuity in metric spaces. These properties of a real variable are the beginning essential tools of mathematical analysis. Prerequisite: A strong background in Calculus. (3 crs.)

**GMA 702. REAL VARIABLE ANALYSIS II.** A continuation of GMA 701 studying the properties of real variables which are the essential tools of mathematical analysis with a rigorous development of the theory of differentiation, integration, and infinite series. Sequences and series of functions are covered from the point wise and uniform convergence aspects. Prerequisite: GMA 701. (3 crs.)

**GMA 716. DIFFERENTIAL EQUATIONS.** An in-depth and thorough study of ordinary differential equations with emphasis on applications and some proofs. Topics includes first order differential equations, second order linear equations, higher order linear equations, numerical methods and Laplace transforms. (3 crs.)

**GMA 725. THEORY OF NUMBERS.** A theory of those classical results most related to the teaching of mathematics: integers, unique factorizations, Diophantine equations, congruences, Fermat's and Wilson's theorems, divisibility, perfect numbers, Euler's Theorem and function, decimals, Pythagorean triangles, infinite descent and Fermat's conjecture, magic squares, calendar problems. (3 crs.)

**GMA 741. LINEAR ALGEBRA.** This course furthers the graduate student's competency in linear algebra to topics above the level encountered in the undergraduate curriculum. Topics are chosen from among eigenvalues and eigenvectors, diagonalization, Shur's theorem, the Cayley-Hamilton theorem, Jordan canonical form, quadratic forms, linear programming, graph theory, and game theory. Prerequisite: An undergraduate course in linear algebra or permission of the instructor. (3 crs.)

**GMA 743. PROJECTIVE GEOMETRY.** A modern introduction to n-spaces, emphasizing the interrelationships between projective geometry, finite-dimensional linear algebra, and algebraic structures. Prerequisite: an undergraduate course in linear algebra. (3 crs.)

**GMA 751. ABSTRACT ALGEBRA.** The basic algebraic systems that comprise modern abstract algebra, to the level of competency where proofs can be recognized and invented. Algebraic systems investigated usually include groups, rings, integral domains, and fields. Prerequisite: an undergraduate course in abstract algebra or the permission of the instructor. (3 crs.)

**GMA 755. TOPOLOGY.** Preliminaries (sets, relations, cardinality, etc.), topologies, separation axioms, coverings, compactness, connectedness, continuity, homomorphism, convergence, metric spaces. Prerequisite: A strong background in Calculus. (3 crs.)

**GMA 761. MATHEMATICAL STATISTICS I.** The basic concepts of both discrete and continuous probability theory. Random variables are studied that occur frequently in probability applications and statistical inference. Sampling distributions are emphasized and developed, using moment generating function techniques. At the end of the course the graduate student will know about many of the important probability and distribution theory results that form the basis for commonly used statistical inference procedures. Upon completion the graduate student will be prepared to take the following course: GMA 762. Prerequisite: undergraduate calculus sequence and linear algebra. (3 crs.)

**GMA 762. MATHEMATICAL STATISTICS II.** The fundamental concepts and methods of mathematical statistical inference. The graduate student will learn about both classical and modern statistical techniques and the areas of estimation theory, tests of hypothesis, regression, and distribution free methods. Topics such as maximum likelihood methods, Nexman-Pearson Lemma, likelihood ratio tests, and unbiased minimum variance estimators are covered. Prerequisite: GMA 761 Mathematical Statistics I or an equivalent course. (3 crs.)

**GMA 785. HISTORY OF MATHEMATICS.** An historical summary of the development of mathematics. Emphasis will be on relating mathematics to the development of world culture and its relationship with all aspects of our culture. The lives and discoveries of many mathematicians will be discussed. Methods of incorporating the history of mathematics into high school mathematics courses will be a major focus of the course. (3 crs.)

**GMA 786. COMPUTER SCIENCE FOR TEACHERS.** This course is for the secondary-school mathematics teacher who is interested in an introduction to the elementary concepts of computer programming, the early history and development of computers, and the uses of the computer in the school and society. Emphasis is placed on writing computer programs related to topics in secondary school mathematics. (2 crs.)

### **POLITICAL SCIENCE - POS**

**POS 700. PUBLIC POLICY.** A study of the concepts, frameworks, models and methods of policy making and analysis (American with international comparisons) at the national, state, and local government level. Graduate students learn to structure policy problems, analyze the assumptions of stake holders and policy makers and evaluate the impact of public policies. (3 crs.)

**POS 704. AMERICAN POLITICAL IDEAS.** Advanced political theory: the major political ideas and controversies that are associated with the development of American political thought. (3 crs.)

**POS 705. HISTORY OF POLITICAL THEORY.** A study of early and modern political theories, their development and application as



controlling factors in the growth of western civilization and American democracy. (3 crs.)

POS 711. POLITICS OF LATIN AMERICA. A comparative analysis of institutions, processes, and politics of Latin American countries and how these have been shaped by the international relations of the region. (3 crs.)

POS 728. POLITICS OF UNDERDEVELOPED NATIONS. A comparative study of emerging political systems and their attempts to achieve modernity. (3 crs.)

POS 740. AMERICAN DEFENSE POLICY. An analysis of the forces influencing decision-making in the quest for American national security. (3 crs.)

POS 745. THE LEGISLATIVE PROCESS. An analysis of policy determination in the American legislative system. (3 crs.)

POS 746. AMERICAN CHIEF EXECUTIVES. The role of the presidency in policy determination in both domestic and foreign affairs. (3 crs.)

POS 747. CIVIL LIBERTIES AND JUDICIAL PROCESS. The Supreme Court as the principal guardian of libertarian principles. (3 crs.)

POS 779. INDEPENDENT STUDIES IN POLITICAL SCIENCE. The graduate student has this opportunity to do independent study or research in political science, under the direction of a member of the political science faculty. The nature of the research study and the assigned credit hours are determined individually. (variable credits)

### PROFESSIONAL EDUCATION - EDP

EDP 600. STATISTICAL METHODS. This course introduces the student to statistical concepts and techniques that are essential for valid and reliable educational research. Emphasis is placed upon understanding the logic of various statistical inference procedures, their correct use and proper interpretation. Numerous descriptive and inferential statistical methods are covered including: box plots, stem and leaf displays, scatter diagrams, single sample t test, independent samples t test, related samples t test, Wilcoxon signed rank test, Mann Whitney U test, confidence intervals, correlations, multiple regression, one-way and two-way analysis of variance, analysis of variance for repeated measures designs, analysis of covariance and multivariate analysis of variance. At the conclusion of the course, the student is expected to be able to describe and critique the statistical methods used in published research studies and correctly apply the appropriate statistical methods in his or her own research. The SPSS statistical package is extensively referenced throughout the course. (3 crs)

EDP 605. PHILOSOPHY OF EDUCATION. An introduction to the discipline of philosophy and the significant contribution that this discipline makes to education. Major schools of traditional and contemporary philosophy are examined, with particular emphasis on the influence these philosophies have had on educational theory and practice over the years. (2 crs.)

EDP 606. GENERAL HISTORY OF EDUCATION. The course is designed to develop an historical awareness, appreciation, and understanding of the people and of the major cultural and educational events that have shaped education in Western culture. The

significance and relevance of these people and events for contemporary American culture are stressed. (2 crs.)

EDP 608. COMPARATIVE EDUCATION. This course centers on the province of Quebec. Students are introduced to basic rules of educational comparison followed by readings aimed at investigating the traditions, social organization, and political and economic conditions that have determined the development of Quebec. Source reading is brought into special perspective by a one-week program of school visitations in Quebec where students can observe classes and interview educational personnel. (3 crs.)

EDP 610. EDUCATIONAL SOCIOLOGY. The role of the school in child socialization, intergroup education, the integration of school and community, group processes and the teacher, teacher problems in human relations, and educating for leadership. (2 crs.)

EDP 611. HISTORY OF AMERICAN EDUCATION. The course is designed to develop an historical awareness, understanding, and appreciation of major cultural and educational events and of individuals that have shaped American education from 1620 to the present. The significance and relevance of these events and individuals for contemporary American education are stressed. (2 crs.)

EDP 615. TEACHER AWARENESS. A practical approach to the solution of daily problems arising from action and interaction with students, other faculty members, administrators, school board members, parents, and the community. The course is experience-oriented and focuses on student rights, duties and responsibilities and the legal rights of teachers; evaluations; classroom procedures; and lesson planning. (3 crs.)

EDP 619. STUDENT TEACHING SUPERVISION. For teachers who are acting as cooperating teachers and for those interested in serving in this capacity in the future. A prerequisite for admission to this workshop is three years' teaching experience. The course provides an opportunity to strengthen, clarify, re-think, and revitalize one's approach to student-teaching supervision. (Variable crs.)

EDP 620. CURRICULUM AND METHODS OF TEACHING BIOLOGY IN THE HIGH SCHOOL. The BSCS courses of study and how and why they were developed, along with a critical analysis of each of the three versions in light of various school backgrounds. Laboratory projects will be pursued that can serve as source material in a teacher's classroom. Two hours of lecture and two hours of laboratory. Prerequisite: Certification to teach biology. (2 crs.)

EDP 624. CHARACTER EDUCATION. This course will examine how schools contribute to the moral development of children. Specifically, students will be introduced to the approaches to character education that have been used in the nation's schools. Particular attention will be paid to developing a comprehensive approach to moral development that integrates earlier strategies. This integrative approach holds that character education must be a way of life for a school, not just a program. That is, all aspects of a school's life contribute to moral development. (3 crs.)

EDP 656. COMPUTER-ORIENTED RESEARCH. This course teaches necessary computer skills to master (1) the techniques of research, methods of scholarly investigation, and search tips/strategies

using library facilities, on-line library data bases, commercial data bases, and the Internet, (2) writing the research report as a publishable paper, (3) publishing the research report as series of web pages on the Internet, and (4) developing and giving an oral presentation of the research results to the university community. This primarily hands-on course will review computer system concepts, will introduce the student to all facets of computer-oriented research search strategies (on-line CUP library searching, searching using on-line databases, searching using commercial databases, searching the Internet, evaluating Web resources, and evaluating search engines), will develop the student's proficiency in writing the publishable research paper, will develop a student's proficiency in web page design and publishing, and will develop a student's proficiency in developing and giving an oral presentation. (3 crs)

**EDP 663. COMPUTER-ASSISTED INSTRUCTION.** The development of computer applications in education provides a significant new resource in teacher education. This course is designed to include both theory and practice. This course serves to acquaint the learners with computers and their uses as instructional tools. Laboratory assignments are designed to provide generalizable and transferable competencies. No previous computer related knowledge is assumed. (3 crs.)

**EDP 685. SEMINAR IN AUDIO-VISUAL TECHNIQUES.** This course is designed to bring together the recent research on teacher behavior with the theories and research of social psychology and group dynamics. It aims to give the student some understanding of group processes and some personal experience helpful in developing a repertoire of ideas and behaviors that will be pertinent in supervision and in the classroom. (2 crs.)

**EDP 760. SEMINAR IN THE TEACHING OF MATHEMATICS.** A mathematics methods course in the M. Ed. program designed for secondary school teachers who want to develop or broaden their teaching skills and knowledge of a particular content area in the secondary mathematics curriculum. The content area will be one of the following: algebra, geometry, (AP) calculus, trigonometry, probability and statistics, applied mathematics, or integrated mathematics. Relative to the particular chosen content area of mathematics, students in the class will study current innovative teaching approaches; review current textbooks, software, and curricula; develop lessons and activities; integrate the NCTM standards in instruction; discuss different methods of problem solutions; and analyze and develop assessment measures. (3 crs.)

## **PSYCHOLOGY - PSY**

**PSY 701. PERSONALITY THEORY.** A course designed to provide the student with an understanding of the development of personality from various theoretical points of view. The course draws comparisons between various theories. The role of personality as it affects the behavior of children, adolescents, and adults is explored. This is a fundamental course in psychology that may become the basis for further development of the student in applied courses and may assist the student to perform the function of a consultant. (2 crs.)

**PSY 702. PSYCHOPATHOLOGY OF CHILDHOOD.** This course is designed to provide a comprehensive understanding of disorders of childhood and their behavioral manifestations. Various concepts of normality and abnormality are used to demonstrate the approaches available for assessing behavioral disorders. Attention is given to understanding and identifying a variety of emotional, learning, and

social problems in children. The student becomes acquainted with the implications of such disorders for the school and for methods of remediation and treatment. Emphasis is on etiology, diagnosis and approaches to treatment or intervention in the schools. Field experiences in settings dealing with exceptional children are required. (3 crs.)

**PSY 711. ADVANCED EDUCATIONAL PSYCHOLOGY.** Current issues and recent research in educational psychology are examined in this course. Topics discussed center on factors that impact classroom learning and include child development, behavioral and cognitive views of learning, student diversity, motivation, assessment, and instructional strategies. (3 crs.)

**PSY 712. ADVANCED PSYCHOLOGY OF LEARNING.** This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention being given to the educational implications of learning theory. (3 crs.)

**PSY 713. PSYCHOLOGY OF GROWTH AND DEVELOPMENT.** How people grow and develop from infancy to old age. Maturation, learning, and their interrelationships are studied. Physical growth patterns are noted, along with emotions, intellectual and social development, with implication for the school, community, and home. (3 crs.)

**PSY 720. NEUROPSYCHOLOGY.** This course focuses on the biological bases of behavior and presents the neuropsychological approach to the identification and education of children with learning disorders. The central nervous system and brain regions and their role in learning are studied in depth. Neuropsychological assessment techniques are introduced to clarify cognitive strengths, weaknesses, processing preference patterns (simultaneous-sequential), and the identification of neuropsychological deficits in children. This course focuses on issues related to children with learning disorders, including etiological factors, epidemiological studies, gender differences, subtyping, emotional concomitants of learning disorders, diagnostic instruments, and remedial techniques. The intent of this course is to provide the necessary theoretical framework from which more effective remedial programs can be developed for learning disordered children. (3 crs.)

**PSY 721. ADVANCED TESTS AND MEASUREMENTS.** This course is designed to provide the student with an understanding of the use of tests for diagnostic studies of all types of clients. It explores the way in which tests are constructed, the questions of validity, reliability, objectivity, standardized conditions, test administration, requirements, normative data, and the ethical uses of tests. The course provides a survey of some representative tests of achievement, aptitude, intelligence, and interests. Students also receive practice in administering, scoring and interpreting such tests through a practicum involving an evaluation of themselves and at least one client. (3 crs.)

**PSY 722. INDIVIDUAL PSYCHOLOGICAL EVALUATION I WITH PRACTICUM.** Emphasizes theory and competence in the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale-IV and the Bender Visual Motor Gestalt Test with school-aged children. Theory and experience with other infant and child measures of intelligence such as the Bayley II, and the K-ABC are included. Psychological report writing is stressed. Prerequisite: PSY 721. (3 crs.)

**PSY 723. INDIVIDUAL PSYCHOLOGICAL EVALUATION II WITH PRACTICUM.** This course emphasizes the theoretical

underpinnings of intellectual assessment and the development of and competence in the administration, scoring, and interpretation of the Wechsler Scales: WISC-III, WPPSI-R, and WAIS-III. Attention is directed toward the use of these scales in measuring intellectual levels, in identifying cognitive strengths and weaknesses, and in identifying and describing learning/adjustment/developmental problems. Practical experiences are required and the student must demonstrate competency in the administration, scoring, and interpretation of each scale. Psychological report writing is also stressed. Prerequisite: PSY 721. (3 crs.)

**PSY 728. PRACTICUM IN SCHOOL PSYCHOLOGY.** A practicum in psychoeducational assessment in which students work with clients in the School Psychology Clinic. Students develop competence in the administration, scoring, and interpretation of individually administered assessment tools, with an emphasis on diagnostic testing and comprehensive report writing. Under faculty supervision, students conduct comprehensive evaluations of clients, including gathering background information, test administration, report writing and consultation with clients. Prerequisites: PSY 721, PSY 722 & PSY 723. (3 crs.)

**PSY 734. ASSESSMENT OF PERSONALITY AND BEHAVIOR I.** An introduction to the theory of projective techniques in the study of personality, motivation, abnormality, and dynamics of behavior. Experience is given in the administration, scoring, and interpretation of some of the more widely used projective tests, such as the Bender, Human Figure Drawing, Sentence Completion, H-T-P, T.A.T. and C.A.T. Behavior rating scales and self report personality inventories are also included. Students receive extensive supervised practice in administration, scoring and interpretation utilizing subjects aged four to adult and experience in interpreting protocols they obtain from subjects aged four to adult. Particular attention is given to the use of such tests in understanding psychological disorders and planning for remediation or treatment. Practical experiences will be gained by testing clients of various ages in the School Psychology Clinic. Prerequisites: PSY 702, PSY 721, PSY 722, & PSY 723. (3 crs.)

**PSY 735. ASSESSMENT OF PERSONALITY AND BEHAVIOR II.** A course on the theoretical rationale, administration, scoring, and interpretation of the Rorschach technique as a method of personality assessment. Extensive supervised experience is provided in the scoring and interpretation of protocols. Prerequisites: PSY 721, PSY 722, PSY 723, & PSY 734. (3 crs.)

**PSY 741. THEORIES OF COUNSELING AND PSYCHOTHERAPY.** This course is designed to introduce students to the most common therapeutic approaches in use today. Lectures, classroom demonstrations, tapes and role playing are utilized to illustrate these various orientations. Student participation is required. A research paper comparing and contrasting theories is required. A position paper stating the student's own orientation is required. (3 crs.)

**PSY 742. TECHNIQUES OF COUNSELING AND PSYCHOTHERAPY WITH PRACTICUM.** This course is intended to provide both a didactic and an actual experience in counseling. Students familiarize themselves with the phases, procedures, and goals of counseling and therapy through assigned readings, tapes, and group discussion of case presentations. Students are simultaneously required to assume responsibility for a minimum of two cases in an approved setting. Students are generally assigned a caseload of six clients involving volunteers and actual cases as they become available. Those students currently working in a school district may select cases from

that setting. Cases are to be approved by the instructor. Supervision of all cases is provided both in group sessions and on an individual basis. Students are seen outside of regularly scheduled group meetings for individual supervision during the week, when necessary. Prerequisite: PSY 741. (3 crs.)

**PSY 746. PSYCHOLOGY OF LEARNING DISABILITIES.** This course is designed to acquaint the student with an understanding of the common types of learning disabilities. The course explores causes and effects of various learning disabilities in terms of brain-behavior relationships. The course introduces the student to methods of dealing with children with learning disabilities and the development of remedial strategies. Assessment of learning difficulties is also included in the course. The course is directed toward the role of the school psychologist in the identification and the placement and the educational treatment of the learning-disabled child. (3 crs.)

**PSY 752. FUNDAMENTALS OF SCHOOL PSYCHOLOGY.** This course is an introduction to the profession of School Psychology. The issues discussed revolve around the roles and functions of school psychologists. Topics include school systems, personnel and policies, the law and school psychology, and professional ethics. Field experiences are required. (3 crs.)

**PSY 756. CONSULTATION AND GROUP PROCESSES, WITH PRACTICUM.** A variety of group methods and consultation techniques utilized by the school psychologist are introduced. This is accomplished by assigned readings, group discussions, and case presentations. Students will tape group sessions and present these to the class. Students will explore and utilize a variety of consultation techniques in problem situations. (3 crs.)

**PSY 766. PSYCHOLOGICAL STATISTICS.** This course teaches the student the fundamentals of statistical design of experiments, statistical analysis of results of experiments, and the use of statistics as a model in understanding the types of inference to be drawn from published literature. The power and the limitations of various statistical methods are explored. (3 crs.)

**PSY 767. RESEARCH METHODS IN PSYCHOLOGY.** This course is designed to assist the student to understand how to design, implement, and analyze the results of research. Consideration is given to the use of published literature as a source of ideas about research problems, and the student is assisted in the development of such problems into an appropriate proposal for research study. The course assists the student in conducting research and provides a resource for the interpretation of existing research in the literature. (3 crs.)

**PSY 773. INTERNSHIP IN SCHOOL PSYCHOLOGY.** The internship experience requires a minimum of 1200 hours under direct supervision of a qualified psychologist. A minimum of 800 hours must be completed in a realistic educational setting (i.e., public school system). The remaining 400 hours may be in a related setting (i.e., clinic, hospital, etc.). The intern is expected to demonstrate all of the competencies of the practicing school psychologist. (12 crs.)

**PSY 774. INTERNSHIP IN SCHOOL PSYCHOLOGY: CLINICAL.** This course is unique in its offering the student the opportunity to complete a portion of the internship in the School Psychology Clinic, or other alternative setting, such as mental health facility, hospital, or residential treatment center. This course parallels the School Psychology Internship, but is unique in its ability to offer

experiences with clients in settings other than the schools. In this setting, the intern will have in-depth, hands on experiences working more directly with clients including children and parents than the school setting affords. The intern will develop, integrate, synthesize, and apply acquired knowledge, skills and professional competencies in school psychology to such alternative settings, working with clients of varying ages and varying presenting referral questions. Prerequisites: Required courses in certification program. (1-4 crs.)

**PSY 795. SEMINAR IN BEHAVIOR MODIFICATION WITH PRACTICUM.** This course provides the student with the knowledge and skills necessary to design, implement, and evaluate behavioral interventions. Interventions applicable to school settings are emphasized and students are required to develop and implement an applied behavior analysis program. (3 crs.)

**PSY 796. SEMINAR IN THE ANALYSIS OF RESEARCH IN SCHOOL PSYCHOLOGY.** This course consists of an examination of current research in School Psychology. Critical study and evaluation of research findings applicable to the school-age child and classroom learning situations are undertaken. The student locates, analyzes, summarizes, critiques and orally presents findings of relevant current published research. A major component of this course is the development, by each student, of either a written research proposal or a paper summarizing research in an area relevant to school psychology. Prerequisites: PSY 766, PSY 767. (3 crs.)

**PSY 798. SEMINAR IN PROFESSIONAL SCHOOL PSYCHOLOGY.** Concepts fundamental to the practice of school psychology are discussed and evaluated in this course. A range of topics are discussed including the roles and functions of school psychologists, legal and ethical issues, the organization and operation of school systems, student diversity, and community resources. However, as this course is taken in conjunction with the internship in School Psychology, discussions tend to be dynamic and framed within the context of actual experiences encountered by interns. (3 crs.)

**PSY 849. MASTER'S THESIS.** The student conducts an independent, scientific research study in a classroom or other structured educational setting. The thesis is presented as a written document that conforms to American Psychological Association style. (4 crs.)

## **RESEARCH - RES**

**RES 819. RESEARCH PAPER.** (1 cr.)

**RES 829. RESEARCH PROJECT.** A study or presentation on some topic in Special Education. The Research Project is more in depth than a Research Paper but less thorough than a Master's Thesis. Approval of only the graduate student's advisor is needed. The Publication Manual of the American Psychological Association is to be used. (2 crs.)

**RES 849. MASTER'S THESIS.** The thesis will usually be inferential in nature and involve some intervention and manipulation of some independent variables, employing a statistical analysis or experimental design. The Publication Manual of the American Psychological Association is to be used. The thesis requires a committee with at least one professor from outside the Special Education Department. (4 crs.)

## **READING SPECIALIST - RSP**

**RSP 700. FOUNDATIONS OF LITERACY THEORY AND INSTRUCTION.** The acquisition of multiple literacy strategies, discussion and presentation of these strategies, and research implications to match theory with practice are the foci of this course.

Additionally, because of the need for technological literacy, the use of technology is also required. The goal of this course is to prepare students for the role of the reading specialist in the inclusion model. (3 crs.)

**RSP 702. DIAGNOSIS AND TREATMENT OF READING PROBLEMS.** The purpose of the course is to provide graduate students with the skills needed for diagnosing and remediating reading difficulties of students in grades K-12, within a transactional, constructivist framework. Factors related to reading disability and principles of student-centered, and process-oriented forms of assessment will be taught. Prerequisite: RSP 700. (3 crs.)

**RSP 703. PRACTICUM: DIAGNOSTIC CASE STUDIES.** The purpose of this course is to provide practical experience with determining, in a holistic manner, a child's reading needs, and making suggestions for individualized instruction for those needs in a case study format. Prerequisite: RSP 700 & RSP 702. (3 crs.)

**RSP 704. PRACTICUM: REMEDIAL CASE STUDIES.** This course must be taken the semester immediately following the completion of RSP 703. The student applies knowledge of materials and methods gained in prerequisite classes to plan and implement a program of instructional intervention for a remedial reader. The course contains a seminar component in which the student utilizes modeling and communication skills to discuss and demonstrate plans for reading instruction with other students as well as with the practicing teacher. Prerequisites: RSP 700, RSP 702 & RSP 703. (3 crs.)

**RSP 705. PSYCHOLOGY OF READING.** This course is designed to provide students with knowledge of reading theory as it relates to the psychology of learning. Prerequisites: RSP 700 (3 crs.)

**RSP 706. ADULT LITERACY.** This course will expose the students to the point of view that the adult learner is a complex individual and has diverse needs, most of which have some bearing on any reading difficulties. Theories of the causes of adult illiteracy will be presented and diagnostic and remedial techniques will be given. Prerequisites: RSP 700 & RSP 702. (3 crs.)

**RSP 731. SUPERVISION AND ADMINISTRATION OF A READING PROGRAM.** This course emphasizes the investigation of the challenges of implementing a district-wide reading program, through the use of research, individual projects, conferences and interviews with various reading staff members and school administrators, and the evaluation of reading programs and materials. Emphasis is placed on the implementation of change in a reading program, reflecting new roles of the reading specialist and reading supervisor. (2 crs.)

**RSP 732. READING CURRICULUM AND INSTRUCTIONAL MATERIALS.** This course focuses on the introduction, selection and evaluation of the reading curriculum and instructional materials in grades K-12. The developmental sequence of materials throughout the curriculum, the implementation of those materials, and their possible strengths and weaknesses are explored. (2 crs.)

**RSP 733. READING INTERNSHIP.** The student is provided with a supervision practicum in clinical and school experiences in a reading program. (4 crs.)

**RSP 734. CONTENT AREA READING IN MIDDLE AND SECONDARY SCHOOLS.** This course is designed to investigate the



problems inherent to reading to learn in the content areas at the secondary level. Theory-based, practical strategies for content area reading instruction are studied. To help students construct meaning the strategies examined range from developing frames of reference during prereading to constructing and using reading guides and vocabulary activities. The process of writing to learn and studying along with relevant, meaning based strategies are also explored. Professional growth and improved reading instruction through planned and informal staff development programs are discussed. (3 crs.)

#### **READING SUPERVISOR - RSU**

**RSU 680. IMPROVEMENT OF INSTRUCTION THROUGH SUPERVISION.** This seminar is intended to prepare participants for performing the supervisory function in schools. The purpose is to increase competency in a practical sense by finding ways to help reading specialists and teachers ask questions about their present and future methods of instruction. In structure, the seminar deals with theory, research, practice, and evolving concepts that have realistic implications for supervision in the school environment. (2 crs.)

#### **SUPERINTENDENTS LETTER OF ELIGIBILITY - SLE** **SLE 701. ADMINISTRATION THEORY, ORGANIZATION AND OPERATION.**

This course offers the participant opportunities to gain competencies in and understanding of the applications of administrative theory. Through inquiry into the subject of administrative theory, candidates will gain critical and creative attitudes toward humanistic and scientific principles of public school organization and administration. Along with required course activities, each participant will be able to complete a field experience involving leadership or organizational theory and practice. (3 crs.)

**SLE 702. CONTRACT LAW: SCHOOL DISTRICT LEGAL ISSUES.** This course is designed to familiarize aspiring superintendents with the legal bases for the administration of public schools. Federal and state constitutional provisions and statutes, along with administrative regulations, contract law, local school board policies and case law research necessary in decision-making process. Course activities will include lectures, class discussions, student research, oral and written reports, examinations and a related field episode. (3 crs.)

**SLE 703. SCHOOL FINANCE.** The purpose of this course is to familiarize the future school district superintendent with the political and legal aspects of school finance. Students will analyze local, state and federal revenue and expenditure plans as they relate to the school district educational plan. Course includes a field episode individually designed for study and experience in school finance. (3 crs.)

**SLE 704. TECHNOLOGY AND FACILITIES DEVELOPMENT.** This course will offer the participant an opportunity to learn and demonstrate competencies in planning, developing and managing technology and facilities in Pennsylvania school districts. Through classroom activities and on-site visitations, the participant will deal with challenges that are faced by school superintendents. (3 crs.)

**SLE 705. CURRICULUM AND INSTRUCTION, LEADERSHIP/SUPERVISION.** This course is designed so that future superintendents will learn a variety of strategies that may be used in his/her leadership role in curriculum and instruction in small and large school districts as he/she works with the board of education, staff, parents, students and other community members. (3 crs.)

**SLE 706. SCHOOL COMMUNITY PUBLIC RELATIONS/MARKETING.** This course is designed to familiarize the future school district superintendent with effective communications strategies for positive school public relations and marketing techniques. (3 crs.)

**SLE 707. STRATEGIC PLANNING, POLICY ANALYSIS, BOARD RELATIONS.** Major concepts and ideas of strategic leadership through strategic planning, policy making, school board relations, and interpersonal relations will be explored in this course through traditional and experimental methods. (3 crs.)

**SLE 711. UNIVERSITY SEMINAR: ADMINISTRATION THEORY, ORGANIZATION AND OPERATION.** This seminar is designed to expand and enhance course objectives covered in Administration Theory, Organization and Operation (SLE 701) through general University Seminar activities. (1 cr.)

**SLE 712. UNIVERSITY SEMINAR: CONTRACT LAW, SCHOOL DISTRICT LEGAL ISSUES.** This seminar is designed to expand and enhance course activities covered in Contract Law: School District Legal Issues (SLE 702) through general University Seminar activities. (1 cr.)

**SLE 713. UNIVERSITY SEMINAR: SCHOOL FINANCE.** This seminar is designed to expand and enhance course activities covered in School Finance (SLE 703) through general University Seminar activities. (1 cr.)

**SLE 714. UNIVERSITY SEMINAR: TECHNOLOGY AND FACILITIES DEVELOPMENT.** This seminar is designed to expand and enhance course activities covered in Technology and Facilities Development (SLE 704) through general University Seminar activities. (1 cr.)

**SLE 715. UNIVERSITY SEMINAR: CURRICULUM AND INSTRUCTION, LEADERSHIP/SUPERVISION.** This seminar is designed to expand and enhance course activities covered in Curriculum and Instruction, Leadership/Supervision (SLE 705) through general University Seminar activities. (1 cr.)

**SLE 716. UNIVERSITY SEMINAR: SCHOOL COMMUNITY PUBLIC RELATIONS/MARKETING.** This seminar is designed to expand and enhance course activities covered in School Community Public Relations/Marketing (SLE 706) through general University Seminar activities. (1 cr.)

**SLE 717. UNIVERSITY SEMINAR: STRATEGIC PLANNING, POLICY ANALYSIS, BOARD RELATIONS.** This seminar is designed to expand and enhance course activities covered in Strategic Planning, Policy Analysis, board Relations (SLE 707) through general University Seminar activities. (1 cr.)

#### **SOCIAL SCIENCES - SOS**

**SOS 716. ECONOMIC, SOCIAL, AND POLITICAL ORDER.** Analysis of the diverse social institutions that guide and shape the economic process, with special emphasis on the major types of systems that allow economic challenges to be confronted and solved. Several of the more recent rapid growth economies are used as models. (3 crs.)

**SOS 717. ANALYSIS OF POWER STRUCTURE.** An appraisal of the nature, composition, structure, and function of groups along with sociological theory concerning group functioning, with particular



emphasis on decision-making at various levels of government, labor, military and business. (3 crs.)

**SOS 800. SEMINAR IN SOCIAL SCIENCE RESEARCH TECHNIQUES.** The techniques involved in both research and writing in the social sciences, including the selection of a topic, acquaintance with research materials, organization of materials, and monograph writing. An overview of contemporary social science is also undertaken. (3 crs.)

### **SOCIAL WORK - SWK**

**SWK 701. GENERALIST PRACTICE I.** Foundation framework for generalist social work practice including the problem solving process, social work values/ethics, and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting/goal setting and evaluation for diverse client systems with emphasis on rural settings. Prerequisites: Program admission. (3 crs.)

**SWK 702. GENERALIST PRACTICE II.** Builds on generalist practice foundation and focuses on the community/rural community context of practice. Explores advocacy, crisis intervention and management. Overview of practice areas such as aging, mental health, disability, substance abuse, criminal justice, etc. Prerequisites: SWK 701. (3 crs.)

**SWK 705. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.** Foundation for working with individuals, families; groups and community resources. Basic concepts of human development throughout the life cycle are presented within the person-in-environment perspective. The framework is multidimensional considering the impacts of class, race, ethnicity, gender, sexual preference and the social environment on human behavior and development. Viewed in relation to practice with varying size client systems. Prerequisites: Program admission. (3 crs.)

**SWK 707. HUMAN DIVERSITY.** Foundation knowledge for analyzing and understanding the dynamics involved with prejudice and discrimination, and resulting racism, sexism, homophobia and ageism at the micro and macro levels. Explores cultural and regional differences and forms of oppression impacting on social work practice. Prerequisites: Program admission. (3 crs.)

**SWK 709. SOCIAL WELFARE POLICY AND SERVICES.** Examination of the history and value base of social policy in America, with frameworks for policy analysis. Special emphasis on the impact of these policies and related services on rural areas. Prerequisites: Program admission. (3 crs.)

**SWK 710. POLICY PROCESS AND PROGRAM DESIGN.** Examination of the process from legislation/policy adoption to actual program development. Focus on how the process, including budgeting, results in service delivery systems. Skills developed in policy analysis for developing and changing programs. Examples focus on the rural experience. Prerequisites: SWK 709 or Advanced Standing. (3 crs.)

**SWK 713. SOCIAL WORK RESEARCH METHODOLOGY.** Examines the logic of scientific inquiry, the social research process, application of research to social work practice, problem conceptualization, measurement options, research design and beginning level analysis of data. Prerequisites: Program admission. (3 crs.)

**SWK 714. QUANTITATIVE RESEARCH METHODS.** Use of descriptive and inferential statistics in analyzing research data. Understanding quantitative and qualitative methodologies. Development of skills for understanding and conducting social research. Prerequisites: SWK 713 or Advanced Standing. (3 crs.)

**SWK 730. FIRST YEAR PRACTICUM.** Required a 240-hour placement in a supervised social agency setting that provides opportunities for generalist social work practice and advocacy with and for varying size client systems. Prerequisites: SWK 701 & SWK 705. (6 crs.)

**SWK 801. ADVANCED GENERALIST PRACTICE.** Use of individual, group and organizational skills within the community agency setting. Practice concerns, certification, supervision, and making referrals. Working with individuals and groups to meet community needs. Prerequisites: SWK 702 & SWK 705 or Advanced Standing. (3 crs.)

**SWK 803. ASSESSMENT OF DIFFERENTIAL CLIENT FUNCTIONING.** Examination of human differences and community systems and their relationship to client functioning. Understanding psychosocial aspects, within a framework of levels of functioning, as they relate to community resource systems, particularly in the rural environment. Person-in-environment perspective, including personal, family, cultural and regional influences on client functioning. Prerequisites: SWK 705 & SWK 707 or Advanced Standing. (3 crs.)

**SWK 806. RURAL FAMILY AND COMMUNITY POLICY.** Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of the policy on family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies. Prerequisites: SWK 705, SWK 709 & SWK 713 or advanced standing, SWK 710. (3 crs.)

**SWK 808. ADVANCED PRACTICE RESEARCH.** Use of research to evaluate practice and programs, includes single system design and program evaluation. Skills developed for assessing and adding to the knowledge of social work practice. Prerequisites: SWK 714. (3 crs.)

**SWK 811. PRACTICE WITH AGING.** Integration of knowledge about aging, rural aging, services for the aging and the principles of social work practice. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

**SWK 812. PRACTICE IN SUPERVISION AND ADMINISTRATION.** Supervision, management and control in human services organizations. Theoretical and functional models to assist staff to grow and function competently as professionals. Understanding the elements of programming, budgeting, staffing, communication and control within the organization. Identifying formal and informal systems, the impacts of human diversity, and how all of this functions in rural settings. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

**SWK 813. HEALTH CARE PRACTICE.** Overview of health care delivery systems, social work strategies for working from within or outside these systems to assist clients and their families with physical or emotional problems. Traditional and non-traditional rural settings are examined. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

SWK 814. PRACTICE IN MH/MR. Overview of MH/MR policies and services; issues of rehabilitation, advocacy and case management and treatment approaches (crisis, behavioral, chemical), are related to social work roles and values in the context of rural community needs. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

SWK 815. CRIMINAL AND JUVENILE JUSTICE PRACTICE. Overview of the juvenile and adult justice systems; the day-to-day philosophy of these systems; and social work strategies for working with varied clients and their families who are involved with these systems, including rural clients. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

SWK 816. PRACTICE WITH CHILDREN AND YOUTH. Examines the major problems, legal and clinical issues encountered when working with children. Special concern for victimized and at risk children in the rural setting. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

SWK 821. DRUG AND ALCOHOL ABUSE. Explores the biopsychosocial processes which influence substance use and abuse, as well as service provision and regulations in this region and treatment modalities and issues for varied client groups, including women, youth, minorities and the elderly. Prerequisites: 2nd year standing or instructor permission. (3 crs.)

SWK 829. ADVANCED FIELD PRACTICUM I. Two semester placement in supervised social agency setting for three days a week, providing opportunity for advanced generalist practice with varying size client systems. Prerequisites: 2nd year standing, concurrent SWK 830 & SWK 832. (4 crs.)

SWK 830. ADVANCED FIELD PRACTICUM II. Two semester placement in supervised social agency setting for three days a week, providing opportunity for advanced generalist practice with varying size client systems. Prerequisites: 2nd year standing, concurrent SWK 829 & SWK 832. (4 crs.)

SWK 832. RURAL ADVANCED GENERALIST INTEGRATIVE SEMINAR. Integration of theory and practice within the context of professionalism and social work ethics. Prerequisites: concurrent with SWK 830. (1 cr.)

SWK 840. SPECIAL TOPICS. Study of selected topics of significance or current importance and interest to the social work profession. Prerequisites: Instructor permission. (Variable crs.)

### SPECIAL EDUCATION - ESP

ESP 501. INTRODUCTION TO EXCEPTIONALITY. This course introduces the student to the physical, social, emotional and educational characteristics, incidence, prevalence, and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the K-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations. (3 crs.)

ESP 502. EDUCATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED. This course teaches/prepares students to work with children and/or adults who possess severely or profoundly handicap-

ping conditions. Students are required to do tutoring at facilities for this population. (Variable crs.)

ESP 503. DIAGNOSTIC TESTING AND PRESCRIPTIVE TEACHING. This course teaches students how to administer, score, and interpret both norm-referenced and criterion-referenced assessment devices and how to prescribe programs of remediation based on the results of these devices. (Variable crs.)

ESP 504. CURRICULUM PLANNING AND METHODS I. This course is offered to Special Education majors the semester prior to their student teaching experience. Curriculum Planning and Methods I is a materials and methodology course for pre-service special education teachers. An emphasis is placed on assessment, instructional techniques, and materials necessary to teach reading and language arts skills and concepts to children with disabilities. The course stresses: (1) a behavioral diagnosis of communication strengths and weaknesses, (2) the development and implementation of intervention strategies for various populations of exceptional children, (3) the selection and/or development of appropriate materials for instruction, and (4) the procedures and techniques for continuous evaluation for the instructional process. (Variable crs.)

ESP 505. CURRICULUM PLANNING AND METHODS II. This course is offered to Special Education majors the semester prior to their student teaching experience. Curriculum Planning and Methods II is a methods course for Special Education teachers in training which emphasizes the assessment, instructional skills and materials necessary to teach arithmetic concepts to children with disabilities. The course stresses: (1) a behavioral diagnosis of arithmetic strengths and weaknesses, (2) the development and implementation of intervention strategies for various populations of exceptional children, (3) the selection and/or development of appropriate materials for instruction, and (4) the procedures and techniques for continuous evaluation for the instructional process. (Variable crs.)

ESP 506. HABILITATION TRAINING/TRANSITION. This course deals with special education programs for senior high school students as well as those persons who reside in the community. Emphasis is placed on vocational preparation and training. Specific techniques for task analysis of jobs, daily living skills, and social adaptation constitute a major portion of this course. Emphasis is placed on the development of functional skills that contribute to normalized development. (Variable crs.)

ESP 701. INTRODUCTION TO BEHAVIOR ANALYSIS. The basic learning principles of operant and classical conditioning, with the application of these principles with handicapped individuals. (3 crs.)

ESP 712. SEMINAR ON CONTEMPORARY TRENDS AND ISSUES IN SPECIAL EDUCATION. Recent developments in all areas of special education. Sample topics are inclusion, block scheduling, interactive teaming, alternative assessment, deinstitutionalization and curriculum issues. (3 crs.)

ESP 720. SPECIAL EDUCATION TEACHING PRACTICUM/ INTERNSHIP. Required of all graduate students. Educational work with handicapped children or adults in a variety of settings, including special public school classes and classes in residential treatment centers, special schools, and hospitals. Opportunities for case conferences, learning seminars, and teaching critiques are offered, as well as numerous field experiences to observe successful programs. (3-9 crs.)

ESP 732. SEMINAR IN SPECIAL EDUCATION ADMINISTRATION AND SUPERVISION. For supervisors and administrators, those seeking alternatives in education, and teachers who wish to communicate effectively with supervisors and administrators. Sample topics may include such matters as the role and function of supervisors and administrators, budgeting and financial issues, measures of teacher effectiveness, accountability, and legal standards. (3 crs.)

ESP 734. SEMINAR IN COUNSELING PARENTS OF EXCEPTIONAL CHILDREN. Designed to improve the skills of professionals related to their interaction with parents of exceptional children, this course provides an opportunity to learn the special needs of parents, techniques of communication, processes by which change can be implemented, legal rights and implications and resources. Participants are encouraged to assume the role of a parental consultant. (3 crs.)

ESP 735. SEMINAR IN EDUCATING THE GIFTED. Presentation by class members of selected topics related to the gifted. State standards and guidelines for programs are discussed, as well as materials for use in classes for the gifted. Students observe classes for the gifted and talented. (3 crs.)

ESP 737. SEMINAR ON LEGISLATION AND LITIGATION. Laws and court cases, both federal and local, that have precipitated the initiation of programs for the exceptional child and with parents' efforts to receive legal support for opportunities for their children to receive an appropriate education. (3 crs.)

ESP 738. SEMINAR ON TEACHER BEHAVIOR AND GROUP DYNAMICS.

An advanced course in methodology and applications, in which the graduate student is given the opportunity to refine many of the skills and behaviors acquired in previous courses in Special Education, especially as related to the skills and methods that contribute to effective classroom instruction and management. (3 crs.)

ESP 739. FIELD EXPERIENCE SEMINAR IN SPECIAL EDUCATION. A means for graduate students to obtain needed experiences with various groups of handicapped children, in such settings as an institution, a sheltered workshop, an activity center, a summer camp, a community MH/MR facility, or by doing a specific piece of research with a particular population of students. Specific requirements for individual graduate students are developed by those students and the supervising professor. (3 crs.)

ESP 800. SEMINAR IN ADVANCED BEHAVIOR ANALYSIS AND RESEARCH DESIGN. This is the required research course in special education. The course covers the field of research design and methodology in intrasubject experimentation. Required of all students in the masters degree program. (3 crs.)

## TECHNOLOGY EDUCATION - TED

TED 500. TEACHING TECHNOLOGY IN THE ELEMENTARY SCHOOL. This course is designed for pre-service and in-service Technology Education majors. The primary objectives are to define the study of technology as an academic discipline and develop a perspective of the role of technology as a universal integrator of primary school learning activities. Each student is required to develop a series of technology-based thematic units that integrate the learning of math, science, social science, language arts, etc., constructs. This course includes three lecture hours and one laboratory hour per week. Prerequisite: PSY 208. (3 crs.)

TED 700. FOUNDATIONS OF TECHNOLOGY EDUCATION. This course examines the roles of technology and technology education in today's public schools. A historical review of the liberal and manual arts as they evolved over the past 10,000 years provides the student with a broad understanding of the philosophies and goals of general education. The study of technology and its systems are examined as an academic discipline. This effort will assist in-service instructors to redirect their teaching methods currently used in grades K-12. (3 crs.)

TED 710. ORGANIZATION AND ADMINISTRATION OF TECHNOLOGY EDUCATION. A critical analysis of the administrative and organizational problems related to the various types of technology education problems and the role of the administrator and teacher in developing, organizing, and evaluating these efforts as an integral part of the total school program. Emphasis is placed on teaching methodologies and activities used in the technology education laboratory: e.g., the organization of facilities, resources for an instructor, measure of teacher effectiveness, meeting the needs of special students and human growth and development as they relate to this field of education. (3 crs.)

TED 720. IMPLEMENTING TECHNOLOGY EDUCATION. A course to assist in-service industrial arts teachers in understanding and implementing technology education. Presentations will focus on historical perspectives, contemporary content, teaching strategies, instructional resources and standards for technology education. Participants develop curriculum materials for a technology education program that includes the technological systems of Communications, Energy/Transportation and Manufacturing/Construction. Emphasis is placed on change strategies, student activities, and program evaluation. (3 crs.)

TED 730. COMMUNICATION SYSTEMS. An in-depth study into the types of communication systems and their concepts of operation, transmission and retrieval of information. An insight into such topics as artificial intelligence, satellites, digital audio, LAN architectures, and fiber optics will be covered in this course. The graduate student participates in products/activities and develops a communication system related to classroom teaching. (3 crs.)

TED 735. ADVANCED STUDIES IN COMMUNICATION. A course which provides opportunity for advanced study or investigation into the various components of communication technology. Study is in the form of short concentrated sessions or on an individual basis. (1-3 crs.)

TED 740. PRODUCTION SYSTEMS. This course provides the technology education graduate student with educational experiences and activities related to the teaching of manufacturing and construction technology. Class participants research the current trends and possible future directions of the technology education field. Skill development in the technical content of areas of manufacturing and construction such as computer applications in CAD/CAM is included. Students also develop and test curriculum materials for the manufacturing and construction content areas on the elementary, junior and senior high school levels. Based upon prior student experiences, peer teaching and participation in a student-directed enterprise activity may be included. (3 crs.)

TED 745. ADVANCED STUDIES IN PRODUCTION. This course provides the graduate student with the opportunities to experience and research various technologies and methods in the areas

of manufacturing or construction. An intense in-depth study is made in relation to selected topics on an individual basis or as a short term concentrated study session for a group. (1-3 crs.).

**TED 750. TRANSPORTATION SYSTEMS.** A student-directed course consisting of three components: (a) enhancement of technical skills related to transportation technology, (b) conducting research in the field of transportation, and (c) creating and testing transportation curriculum and instructional materials. Students will design transportation-related curricular materials based on their research while developing the laboratory skills necessary to teach courses/units in transportation technology education. (3 crs.)

**TED 755. ADVANCED STUDIES IN TRANSPORTATION.** The graduate students enrolled in this class will be part of concentrated study sessions or individually conducted investigations of learning new technologies or methodologies related to the systems of land, air, water or space transportation. (1-3 crs.)

**TED 760. TECHNOLOGY EDUCATION AND INDUSTRIAL PRACTICES WORKSHOP.** A workshop course designed to acquaint the student with industrial plants and practices in the Tri-state area. The workshop provides the student with an opportunity to understand the operation of a variety of industries and the incorporation of the information into selected teaching techniques for technology education classes. (1-3 crs.)

**TED 565. SPECIAL PROBLEMS IN TECHNOLOGY EDUCATION.** Original investigations in the field of technology education. The nature of the problem will determine the credit-hour load. The student will provide evidence of the ability to conduct independent study and gain credit by reporting the findings effectively. (1-3 crs.)

**TED 791. PRACTICUM I: TECHNOLOGY EDUCATION SUPERVISION.** Supervised school experiences that provide the prospective supervisor with the opportunity to observe such duties, and to learn about school organization and procedures essential for successful supervision. The prospective supervisor performs functions in association with teacher interviewing, budget planning, teacher and student scheduling, and evaluation of technology education facilities and programs. (Practicum I may be scheduled when initial enrollment is made in the supervisory plan.) (2 crs.)

**TED 792. PRACTICUM II: TECHNOLOGY EDUCATION SUPERVISION.** A continuation of supervisory experiences from Practicum I, with more emphasis placed on the supervisory candidate playing the role of a technology education supervisor. The candidate demonstrates supervisory competencies through the development, planning, and conducting of an in-service program for technology education teachers; public relation activities in terms of news releases and industrial relations; and participates in inner-city or rural school experiences. Prerequisites: Admission to Candidacy for the Supervisory Certificate and TED 791. (2 crs.)

# UNIVERSITY SERVICES

## Louis L. Manderino Library

The Louis L. Manderino Library houses a collection of some 377,000 volumes, 1.4 million microforms, 60,000 audiovisual materials, over 46,000 US Government Documents, and subscribes to over 800 serial publications.

### PILOT: The Library Catalog

Computerized information retrieval has made library research faster, more thorough, and more efficient. PILOT, the library's online public access catalog, is a user-friendly resource that can be used to quickly locate books, audiovisual materials, or government documents in the library's collection, and also to print, download, or email the retrieved information. PILOT uses a Web interface and is accessible from any computer connected to the World Wide Web, whether in the library, on campus, or elsewhere in the world. All of the university libraries in the State System of Higher Education use the same system, so users at California University may search any of the other State System university libraries.

### PALCI Virtual Union Catalog

The ability to search the vast amount of material contained in other library catalogs took a major step forward in 2000 through the implementation of the PALCI Virtual Union Catalog. This service allows patrons from almost two dozen Pennsylvania universities and colleges not only to search each others' catalogs, but to initiate their own interlibrary loans online—without mediation. The PALCI Catalog provides California University students and faculty with online search and retrieval access to major resources in the state, including the libraries of: Carnegie Mellon Univ., Penn State Univ., Univ. of Pittsburgh, Univ. of Pennsylvania, Villanova Univ., Bryn Mawr College, Dickinson College, Haverford College, Swarthmore College, and others.

### Electronic Resources

Library patrons have access to over 7,000 full-text periodical titles through the library's collection of online databases. Several thousand more periodical titles may be searched online for citations and abstracts. Users may view the table of contents from over 20,000 periodicals using the CARL UnCover and EBSCO Online resources. To supplement the research potential of students, trained librarians will, on request, conduct mediated online searching of the extensive resources found in the *DIALOG* and *FirstSearch* databases.

The Louis L. Manderino Library provides access to the following electronic resources:\*

#### Britannica Online:

*The entire Encyclopedia Britannica available via the World Wide Web.*

#### Buckmaster Annual Stockholder Reports:

*Fortune 500 company annual reports.*

#### CIOS: Communication Institute for Online Scholarship

Resources specifically for communication studies

research.

#### EBSCOhost:

A collection of indexing and reference databases providing

access—much of it in full-text—to a wide range of information. Databases include: *Academic Search Elite*, *Business Source Premier*, *Newspaper Source*, *Health Source Plus*, and others.

#### Lexis-Nexis Academic Universe:

Almost completely full-text access to a wide range of news, business, legal, medical, and reference information.

#### Proquest Direct:

Some full-text coverage of ten national newspapers.

#### Subject-specific Resources:

General – *Current Biography*, *Essay & General Literature Index*

Education – *ERIC*, *Education Abstracts Full Text*

Health and Sports – *CINAHL*, *SPORT Discus*

Humanities – *Art Abstracts*, *MLA International Bibliography*

Science – *Applied Science & Technology Abstracts*, *Biological Abstracts*, *GeoRef*

Social Science – *Criminal Justice Abstracts*, *NASW Clinical*

*Register*, *PAIS International*, *PsycINFO*,

*Sociological Abstracts*, *Social Work Abstracts*, *Mental*

*Measurements Yearbook*

\* Manderino Library is committed to offering quality on-line resources. This list reflects our offerings as of Spring 2001. Given the dynamic nature of electronic resources, changes may occur—including the addition of more resources. For current information, please visit the library's Web site: <http://www.library.cup.edu>.

### Reference Services

The library is committed to providing students the assistance they need in order to use our resources effectively. Reference librarians are available in the library, by telephone, or through e-mail to provide guidance. Students may ask for brief, impromptu tutorial sessions, or may schedule longer and more in-depth appointments. Help in using the electronic resources is also available online. The library faculty presents a number of classes each semester which are designed to teach effective researching skills for the specific content of particular university courses.

### Interlibrary Loan

When research uncovers needed materials that are not available in our library, patrons may place a request for them through the Interlibrary Loan office. Using a network that literally searches the globe, even hard to find items can be located. Although various factors may affect the duration of this process, journal articles are typically received within a day, and books within a week. The library does not charge any fees for journal articles retrieved through Interlibrary Loan, and only very rarely for very unusual books.

### Other Services

The library offers users a number of other services, including: a large reference collection, access to the World-Wide Web, photocopiers, syllabi for California University courses, computer software, a collection of art slides, a curriculum library for teacher education students, a media services center with equipment and audiovisual materials, and lamination and binding services. In addition, the Louis L. Manderino Library is an official Federal Government Documents Depository and regularly receives large numbers of government



documents, such as census data, reports, maps, and the *Congressional Record*. The Documents Librarian is available to provide assistance with the use of these important resources. The staff of the Louis L. Manderino Library is "user-friendly" and eager to be of service.

## Technology On Campus

### Computing Services Center

The University Computing Services Center is located in the basement of Manderino Library. Staff offices are open Monday through Friday from 8 a.m. until 4 p.m. User facilities in the World Culture Building are available for student use.

The computer facilities at the university are separated into two distinct functional areas. One area deals with providing computer resources to meet the instructional and research needs of the university, such as student access for coursework and the Manderino Library on-line catalog. The other area deals with providing resources to meet the administrative needs of the university.

### Computer Accounts

Students who register for classes automatically have a VMS and Windows/NT computer account created for their use during the semester. There is no charge for the service or for the use of the computer network.

### Campus Network

The university campus buildings are connected together via a high-speed state-of-the-art ATM local area network. Fiber Optic ATM connects every floor to the campus backbone and each floor has switched Ethernet to every room including offices, classrooms, labs and dorm rooms. Southpointe Center is connected via a high-speed ATM WAN which extends all computer resources to Southpointe. The network also provides the capability for distance learning programs. The university is connected to the Internet via SSHENET II. This statewide network includes all of the State System of Higher Education Universities and the Office of the Chancellor.

### Instructional Computing Facility

The Instructional Computing Facility (ICF) located in the basement of the World Culture building is the main center for student campus network access and general use desktop computing. This facility contains various personal computer systems and printers in the laboratories and classrooms. The facility provides access to adaptive technology systems.

Entrance to the ICF is through the University Avenue (west) entrance or via the elevator. Generally, the labs are open seven days a week during fall and spring semesters and five days a week during summer sessions. However, schedules may change and the hours are posted each semester in the ICF and can be requested by calling 938-4335 or by typing HOURS at the system prompt.

### Distance Education

As a leader in technology instruction, California University of

Pennsylvania has numerous courses that are currently delivered via distance learning. Classes can originate, and be received at the main campus and from off-campus sites like the Southpointe Center. These courses are delivered instantly using state-of-the-art videoconferencing systems across the university's data network.

Distance Education equipment allows the transmission of audio and video between two or more locations for the purpose of delivering instruction, enhancing educational experiences, conducting meetings, and participating in conferences. Equipment includes multimedia projection systems; document stands for displaying documents, photos, and objects; automatic tracking cameras; and computers for demonstrating software, accessing the Internet, and making multi-media presentations.

Distance Education classrooms contain video cameras and sensitive microphones that can be controlled from a remote site. Always assume what you are doing and saying is being seen and heard ANYTIME you are in or near a classroom. Also, be aware that transmission of audio and video can occur with the monitors off, and conversations in the hall outside of classrooms may be heard. Private conversations should occur at some other location than the Distance Education classroom.

### Other Campus Facilities

Additional campus microcomputer laboratories are located in and operated by various departments on campus including Applied Engineering and Technology, Business and Economics, Mathematics and Computer Science, College of Education, and the English Departments's Word Processing Laboratory and Computer Center. The College of Education and Human Services maintains a Teacher Education Computer Lab in the Keystone Education Building. There is also a Student Access Center Computer lab located on the first level of the Natali Student Center. The Office of LifeLong Learning operates a microcomputer laboratory in Manderino Library. The Southpointe Center provides a laboratory for instructional use. Contact your department for specific information about laboratory facilities available for educational purposes.

### Teacher Education Computer Lab

The College of Education and Human Services maintains a computer laboratory in the Keystone Education Building, Room 402. The facility is equipped and designed to train prospective teachers to use computers as tools to support their teaching and instructional management roles.

Equipment includes 16 teaching stations, each consisting of one of the Apple Macintosh family of computers with one hard drive, one floppy drive, and a color monitor. In addition, each station is part of an AppleTalk Network linked to a Macintosh IIsi. Each position is linked to a laser printer or one of several dot matrix printers. There are more than 100 titles of instructional software available for examination and evaluation.

The laboratory facilities are used for formal instruction for the course EDF 301, Computers for Teachers, about one half of each weekday.

During the remainder of the day, until 10:00 p.m., the laboratory is staffed and available to complete assignments for the course, which is required of all Teacher Education majors, or other uses students may have. Other than the inexpensive data disks, there is no cost to students.

#### English Department Computer Center (EDCC)

The English Department has its own computer center for word processing, desktop publishing, Internet research and distance learning. The EDCC, located in World Culture 203, consists of a lab classroom with 26 PC-compatible computers, an open lab area with 10 PC-compatible computers, and an additional lab with 10 Macintosh computers. The EDCC classroom is available for various English courses, including Scientific and Technical Writing, Business Writing, Journalism and English Composition I and II. When the EDCC is not being used for teaching, it is available for general student use.

These computers are a part of the university's network, and they can be used to communicate via e-mail, access the Internet and browse the World Wide Web. Currently, the PC-compatible computers facilitate word processing through WordPerfect

5.1 and MS Word 7.0. The Macintosh computers have MacWrite II and Pro, ClarisWorks, and Super Paint. For desktop publishing, the lab has Windows 95 with MS Office 97, Paint Shop Pro, Calera Wordscan, Aldus Pagemaker 5.0 and a few other graphics conversion utilities for creating Web pages.

For printing, there are four laser printers networked to the computers. Two or three expert student workers are always on hand to assist students and monitor the equipment. The EDCC also has opportunities for work-study jobs for students with a moderate to strong background in word processing or computer science.

The EDCC director is available via e-mail or in person to answer questions about the lab. More information about the EDCC or the English department is available on the department's website at <http://www.english.cup.edu>.

#### Student Access Center Computer Lab

Located on the first level of the Natali Student Center, the access center houses a Macintosh Computer Lab.

The computer lab permits student access to a number of computers provided for personal use. The lab is open seven days a week (including evening hours) and remains open twenty-four hours a day during the last weeks of the semester. The Student Association, Inc., supports and maintains the computer lab.



## Campus Learning Labs

### Mathematics Lab

The following services and resources are offered free in the Mathematics Laboratory in 115 Noss Hall:

1. tutorial support in math and math-related courses
2. video tape tutorials on most algebra topics
3. computer-directed instruction software for many topics
4. math anxiety software and reference books

Success in a math course is achieved by working on assignments as soon as possible after class and by making accomplishments each day. Students who have difficulty with math courses should call 938-5893 to schedule a 30-minute appointment. They should bring attempted homework with them.

The Lab's video tape tutorials are written by one of the authors of the Introductory Algebra text. They are informative to students who need algebra assistance in any course. The tapes, 15-30 minutes long, are available for use in the Math Lab and on overnight sign-out basis.

One hundred fifty computer-directed instruction software disks are available. The disks give two to three screen overviews, three or four worked problems, and three or four practice problems. Software is available for topics from basic mathematics to calculus. Most computer software lessons can be completed in 15 minutes.

Nationally renowned authors claim that half of all college students are math anxious. Many math anxious students have physiological symptoms, including headaches or stomach aches. Students with these symptoms only in math environments should discuss this with a Math Lab tutor or with the Math Lab Director.

### Reading Clinic

When your reading assignments make you feel as if you are lost in the university jungle, come to the Reading Clinic for a free one-hour tutoring session. Staffed by one faculty member and two graduate assistants, the Clinic teaches techniques to improve reading comprehension and vocabulary.

The Clinic offers help in identifying main ideas, making inferences, drawing conclusions, understanding concepts and facts, test-taking skills and building vocabulary. Students make appointments to work privately with a tutor or schedule an independent lab session that is staff-directed.

The Reading Clinic is housed in the Keystone Building, Room 200A and is open from 9 a.m. to 4 p.m., Monday through Friday.

## Writing Center

The Writing Center, Noss 120, is a non-credit English language resource provided by, and administered through, the English department. An integral part of the three-course Composition Program, the Writing Center's main purpose is to assist students at every level and from every academic discipline with their writing projects. Students visit the Writing Center for various types of assistance, including help in getting started on a writing assignment; consultation about thesis, organization and development; assistance with grammar; information about bibliographies and footnotes; and help with proofreading and editing. Proceeding entirely on a one-to-one basis, visitors receive the optimal amount of individual attention from trained tutors who use a collaborative model tutoring method. In this model, tutors function not as authoritarian experts who take over a student's paper in order to "fix it up," but rather as coaches and guides who collaborate with writers in ways that facilitate the process of writers solving their own writing problems and developing their own ideas.

The Center is open during the regular academic year from 9 a.m. to 9 p.m., Monday through Thursday, 9 a.m. to noon on Friday, and 4 p.m. to 9 p.m. on Sunday. A variable summer schedule is also offered. In addition, the Center provides on-line tutorial services via its "Virtual Writing Center," accessible at the following URL: [www.english.cup.edu/wcenter/wcenter.html](http://www.english.cup.edu/wcenter/wcenter.html)

At this web site, students can utilize the "Virtual Library," a collection of eight rich links dealing with just about any writing subject imaginable, from scores of grammar handouts, to on-line dictionaries and search engines, to the broad world of publishing and more. In addition, students can receive on-line tutoring assistance with their writing via the OWL (On-line Writing Lab). The OWL allows a writer to electronically pose a question about her writing, or to electronically send a portion of her writing, to which she will receive an e-mail answer or response from one of the Writing Center tutors.

A completely free service, anyone is welcome to walk in, call for an appointment 938-4336, or visit via the Virtual Writing Center.

## Career Services

The Primary purpose of Career Services, located in the Eberly Science and Technology Center, is to assist students, in developing, evaluating, and effectively implementing appropriate career plans. Undergraduates, seniors, graduate students, and alumni may obtain general advice and information on career search and job search strategies.

On-campus interviews and informational sessions are scheduled for students interested in meeting with representatives from business firms, government agencies, industries and school districts seeking candidates for employment. The "career center" houses career planning and company literature as well as information on current job opportunities.

Students are encouraged to visit Career Services to:

- \* Schedule a session on the computerized guidance system;
- \* Use the career center media, including videos, audio tapes, and computerized software resources;
- \* See a staff member about any career issues, including graduate and professional schools;
- \* Attend career workshops, job fairs, and special programs;
- \* Learn about alumni who will discuss their careers.
- \* Investigate cooperative education, internships, and community service opportunities;
- \* Utilize Career Services' website [www.cup.edu](http://www.cup.edu).
- \* Search and apply for full time, part-time, co-op and internship positions on our Career Services/ State System sponsored website: [www.collegecentral/pasystem.com](http://www.collegecentral/pasystem.com)
- \* Information guides for resume writing, interviewing, cover letters, and job search;
- \* Get the most up-to-date information on company recruiting visits;
- \* Sign-up for campus interviews and information sessions; search the "web" for job opportunities.

Please visit our website at [www.cup.edu](http://www.cup.edu)

## Cooperative Education

Cooperative Education allows students to be employed – whether in business, industry, government, education or service organizations-in paid positions directly related to their academic major or career plans. Cooperative Education positions are pre-professional, and coordinated by the university. Students may be employed part or full time and may choose to work during the fall, spring and or the summer semester. Undergraduates, as well as graduate students, in all academic majors are encouraged to participate provided they meet the eligibility requirements.

## CO-OP Eligibility for Master's degree students

- \* Completion of 6 credits (Master's degree)
- \* Students must have at least a 3.0 overall quality grade point average

## Three Ways to Fit CO-OP Into an Academic Program:

1. Work part-time while still enrolled full time in classes.
2. Work full time with no classes scheduled for the summer.
3. Work full time or part-time in the summer.

## Where Can I Work?

- \* Students can work either locally or nationwide.
- \* CO-OP advertises approximately 750 positions a year located throughout the U.S. and abroad.
- \* The CO-OP staff also assists students in developing CO-OP sites in any location.

## How does CO-OP Differ from Internships?

- \* All CO-OP positions are paid - Internship positions can either be paid or unpaid.
- \* CO-OP is administered through Career Services - Internships are administered through academic departments.
- \* Students do not receive credit for CO-OP experience. All internship experiences are for credit. ( Students do receive notation on their transcript for the CO-OP experience)

CO-OP Positions are posted on the website: [www.collegecentral/pasystem.com](http://www.collegecentral/pasystem.com).

Students who enroll in Cooperative Education are eligible to apply for advertised positions. Additional information and appointments with members of the Cooperative Education staff are available in the Career Services Department.

## Public Safety

The Department of Public Safety and University Police at California University is a fully recognized law enforcement agency as authorized by 71 P.S. 646, the Administrative Code of 1929 as amended and Title 18 of the Pennsylvania Consolidated Statutes, (Crime and Offenses) and 24 P.S. 20–1006–A(14) 20–2010A (5) of the State System of Higher Education Act.

The department consists of professionally trained individuals capable of responding to requests for assistance in routine and emergency situations. The department, a diverse group of police officers, communications, and secretarial staff, provides continuous 24 hour assistance to the university community.

The staff includes a director, assistant director, two shift supervisors and ten additional commissioned police officers who have received training at the Pennsylvania State Police Academy. Three public safety communications officers and one departmental secretary contribute to the operation of the department. Public safety personnel are certified in CPR, basic first aid procedures, and the emergency medical airborne evacuation policy and procedure for transportation of the seriously ill or critically injured.

Additional services offered to university students, faculty, and staff consist of parking and traffic management; criminal investigations; health, fire, and safety surveys; special event planning; accident investigation; and crime prevention information and presentations.

Pursuant to the Pennsylvania College and University Security Act, and the Federal Crime Awareness and Campus Security Act of 1990, the Cleary Act, post-secondary institutions, including colleges and universities, must provide information with respect to campus crime statistics and security policies of the institution and prepare, publish and distribute to all applicants, students and employees, annually, information with respect to these areas.

The information is compiled by California University, and made available through the Office of Admissions, the Office of Student Development and Services, the Office of Public Safety, and the University website.

## Character Education Institute

The California University Character Education Institute opened in January 1995 in response to a report from the Pennsylvania State System of Higher Education urging the System's universities to give increased attention to values during the 1990s.

### Goals of the Institute

The Character Education Institute has three broad goals:

- To serve as a resource to the university's colleges, departments, and student organizations as they contribute to the moral development of California University students.
- To provide an outreach to local school districts and parents as they influence the moral development of their children.
- To help prepare students in the College of Education for their unavoidable role as character educators.

### Services

- The institute maintains a resource center that contains character education curriculum materials, books, journals, newsletters, audio and videotapes, and a clipping file on special subjects; e.g., values in athletics. These materials are available to university faculty, staff, administrators, and students and to staff and school directors from local school districts.
- The director of the Character Education Institute can provide consultant help to members of the university community as they seek to infuse the school's core values into their areas of responsibility.
- Consultant services are also available to local school districts that want to study formal character education programs.
- Parenting programs are available to local school districts and other organizations concerned with character development.

The Character Education Institute is located in 409 Keystone Education Center, across Third Street from Natali Student Center. To obtain additional information about the California University Character Education Institute, please contact:

Director, Character Education Institute

California University of PA

250 University Avenue

California, PA 15419-1394

Telephone: 724-938-4500

Fax: 724-938-4156

Web: [www.cup.edu/education/charactered](http://www.cup.edu/education/charactered)



# University Advancement

The Office of University Advancement for California University of Pennsylvania was formed in 1992 to provide a full range of internal and external communication services to California University of Pennsylvania. It works to enhance relations with alumni and friends, the general public, prospective students, foundations, businesses, policy makers and others. Advancement also provides liaison with the Foundation for California University of Pennsylvania, the California University Alumni Association, university administrators and others. The Vice President for University Advancement is located in Old Main, Room 114, telephone number: 724-938-5938.

## Alumni Relations

The Office of Alumni Relations, located in Old Main under the twin towers, is the liaison between the university and its 38,000 living alumni, who receive copies of *The Cal U Review* (alumni magazine), and notices about various special events. The office coordinates Move-In Day, Homecoming, Alumni Day, and numerous social and cultural programs for alumni both on and off campus. Alumni Relations manages the network of alumni chapters across the nation and works closely with the Alumni Association (see below). In addition, the office of Alumni Relations is home to the Student Ambassadors Program and maintains a toll-free telephone hotline with information changing daily (1-800-4-CAL-NEWS or 938-4507 locally).

## Public Relations

The Office of Public Relations informs the campus community and public at large of the university's activities and news. For example, this department notifies hometown newspapers of student accomplishments. The department also manages university advertising, information on the university web site, produces numerous publications and acts as the university's media contact.

## Foundation for California University of Pennsylvania

The Foundation for California University of Pennsylvania, located on the second floor of Old Main, receives funds from foundations, businesses, alumni, staff, faculty and friends to benefit the university and its programs. The Foundation conducts annual fund-raising campaigns, including a phonathon. It also is responsible for deferred or planned giving, and for capital campaigns. The Foundation administers dozens of endowment funds that provide students with scholarship support.

## Mon Valley Renaissance

Mon Valley Renaissance, located on the first floor of South Hall and with satellite offices in Pittsburgh and Slippery Rock, is the university's unique, public service agency dedicated to regional economic development. Its mission is to foster and support job creation and job retention in southwestern Pennsylvania. It assists individuals and businesses through counseling, training, consulting, and government contracting/export assistance and has been in existence since 1984.

## Alumni Association

The California University Alumni Association serves California University and its alumni by fostering beneficial relationships among alumni, students and the university. The university's alumni have been organized since 1939. Today, nearly 38,000 graduates and numerous former students are members of the Association. A board comprised of three classes of alumni directors is elected for four-year terms. The board officers work closely with the university's President and the Office of Alumni Relations.



# STUDENT DEVELOPMENT AND SERVICES

Inherent in the university's mission is a commitment to the total development of all students. The Office of Student Development and Services, under the direction of the Vice President for Student Development and Services, is administratively responsible for the implementation of this commitment.

The central focus of the program is personalization of the university experience, with concern for not only individual intellectual development but for personal, social, and physical development as well.

For additional information and regulations governing student life and conduct besides what is given below, students should refer to the current edition of The Student Handbook.

Opportunities for work-study jobs, graduate assistantships, internships, and volunteer work assignments are available for qualified students. Check with the various offices or departments to inquire about openings. This can be an opportunity to enhance curriculum studies.

Student Development and Services provides services to students in the following areas:

## Academic Honorary Fraternities

Many academic departments at California University feature honorary fraternities for outstanding students. Please see the department description or talk to your advisor about an honorary fraternity in your major.

## Activities

ADA Compliance  
Athletics  
Adult Student Organization  
Book store  
Cal Card Services  
Camps/Conferencing  
Campus Ministry  
Commuter Center  
Counseling Center  
Dining Services  
Drug/Alcohol Programs  
Greek Life  
Health Center  
Herron Recreation and Fitness Center  
Housing  
International Students  
Judicial Affairs  
Leadership Development  
Media/Publications  
Minority Affairs  
National Student Exchange  
Off-Campus Housing  
PEACE Project  
Residence Hall Programming

Services for Students with Disabilities  
Student Association, Inc.  
Student Center and Activities  
Student Government  
Student Life Studies  
Study Around The World  
Underground Cafe  
Veterans Affairs  
Victim Advocacy Center  
Website Development  
Wellness/Awareness  
Women's Center

## CALCard—University ID Card

The CalCard is both a campus identification card and a convenient and safe way to make purchases and use services on campus. The CalCard is available to all California University of Pennsylvania students, faculty, staff and eligible guests. The CalCard comes ready to use, pre-programmed with basic services, and then enhanced based on your needs.

### CalCard Services

**AAA** - Part of the basic service of each student CalCard is the AAA - Roadside Assistance Program. California is first and only school in the country to offer this service. Under this program, Cal U students can receive two free limited roadside assistance calls from AAA per academic year. To use this feature, simply call the toll free number on the back of your CalCard. For more details, stop by the Information Desk for a AAA brochure.

**Manderino Library** - The CalCard is the key to checking out materials. This basic service is included on every CalCard. Your CalCard is also used to check out materials online through the library's PILOT system.

**Tickets\*** - Cal U students receive free admission to all home, regular-season intercollegiate sporting events. Tickets for other events can be purchased using Shop dollars at the Information Center.

**Fitness Center\*** - Cal U students receive unlimited access to the Herron Recreation and Fitness Center. Faculty, staff, alumni and Southpointe students who have purchased a membership use their CalCard to gain admission to the fitness center.

**Entertainment\*** - Cal U students receive free admission to most entertainment events sponsored by the Student Association, Inc. Your CalCard provides free admission to the Vulcan Theater, Underground Cafe, as well as dozens of other events each semester.

**Access** - Students who reside in Johnson, Binns, Stanley, and Clyde Halls use their CalCard to access these halls.

\*Students matriculating at Cal U Southpointe Center or the Regional Enterprise Tower must purchase membership or tickets for recreational and entertainment events on campus.

## CalCard Accounts

CalCard works like a credit card; you don't have to carry cash. But it's better than a credit card because you deposit money in your account in advance so you don't have to worry about paying a bill at the end of the month. Finance charges are eliminated.

CalCard works like a checking account in that your accounts are debited each time you make a purchase. But it's better than a checking account because you don't have to carry your checkbook, replace checks, or carry several forms of identification for check approval.

**Meal** - Everyone enrolled in a meal plan will use the CalCard to pay for their meals. Whether eating at Gallagher Dining Hall, using the meal exchange or cash equivalency options at the Metropolitan Cafe or the Food Court, just give your CalCard to the cashier. Your Meal account is automatically reduced by one meal. Everyone enrolled in a meal plan will automatically receive a Dine account with an amount of \$100, \$125, or \$250 depending on the meal plan purchased.

**Dine** - Opening a declining balance Dine account is as simple as making a deposit at the Bursar's Office. Your Dine account can be used to pay for food at Gallagher Dining Hall, Herron Patio, the Metropolitan Cafe and Convenience Store, and the Washington Food Court.

**Shop** - A CalCard Shop account is the master debit account. Just make an initial deposit at the CalCard Office by check or credit card, or by cash at a Value Transfer Station, located in the Natali Student Center or Manderino Library. Your Shop dollars can be used at all food service locations, Cal U Student Bookstore, vending machines, laundry facilities, Manderino Library for photocopies (7¢) and overdue book fines, pool hall, information center for tickets, manuals, stamps and CalCards. Shop dollars carry over from semester to semester and can be refunded through complete withdrawal from the University.

Along with the various campus services, your CalCard can be used to receive discounts. This offer is good for all University students, faculty and staff. Stop by the Information Center for details or call the CalCard Office at 724-938-4300 or e-mail [CalCard@cup.edu](mailto:CalCard@cup.edu). Be sure to check the CalCard website for information at [www.cup.edu](http://www.cup.edu).

## Cal U Student Bookstore

The Cal U Student Bookstore, located on the first level of the Natali Student Center, offers a variety of services for all students, faculty and staff. Students can purchase new or used textbooks for their classes, with used books representing a 25% savings. A textbook reservation service is also available, allowing students to pre-order books before the first week of class. The bookstore also offers on-line service at [www.efollett.com](http://www.efollett.com).

The Cal U Student Bookstore offers a variety of other items: Cal U clothing and giftware, magazines, newspapers, CDs, greeting cards, and computer software. School supplies, general reading books, and health and beauty aids are also available. We offer free special orders for any book that is not in stock.

Convenient store hours are:

Monday - Thursday 7:45 a.m. - 7 p.m.

Friday 7:45 a.m. - 5 p.m.

Saturday 11 a.m. - 5 p.m.

To place telephone orders or make inquiries, call 724-938-4324 during business hours.

## Campus Ministry

Spiritual development is an integral part of the process of education and of human growth. A campus ministry, staffed by professional campus ministers, fosters the development of spiritual and religious student life.

The Campus Ministry of California University of Pennsylvania is located in the Natali Student Center, Room 143. Office hours are from 10 a.m. until 4 p.m. on weekdays while the university is in session. Campus ministers are on call twenty-four hours a day. Some of the services provided are worship, pastoral counseling, spiritual direction, information about local churches, and literature from participating faiths. The Campus Ministry sponsors or co-sponsors a variety of religious and service programs.

Students and their families, faculty and staff of the university are welcome to come to the Campus Ministry office at all times. They may also call the Campus Ministry at 724-938-4573. Campus Ministry cooperates with Student Development and Services and with other university departments for the well-being of the students.

The Catholic chaplains are funded by the Catholic Diocese of Pittsburgh. The Protestant chaplain is funded by the United Campus Ministry Council of California, which also places members of the Coalition for Christian Outreach. Although the chaplains are members of particular denominations, they serve all students, regardless of church affiliation. The chaplains will put students in touch with a priest, minister, cleric or rabbi of their chosen denominations.

## The California Times & Publications

The California Times is the university's student newspaper, owned and operated by the Student Association, Inc. The purpose of The Times is to support the educational mission of California University and the State System of Higher Education by providing educational opportunities in publishing, utilizing students in leadership, production and reporting roles. These "hands-on" roles will give students measurable educational experiences in technical areas such as desktop publishing, graphics, ad sales, layout and photography, as well as newspaper reporting. All these skills will be acquired, practiced and

measured through a weekly newspaper. This paper will also be a service to the area by providing information of campus and regional community interest. Students will also get experience working on other various publications produced by the area including sports media guides, handbooks, brochures and the annual yearbook. For further information call 724-938-4303 or e-mail [wheeler@cup.edu](mailto:wheeler@cup.edu).

### **Clubs and Organizations**

A large array of active clubs and student organizations are offered through academic departments and the Student Association, Inc. These groups provide social, educational, community service and leadership opportunities for students. They are advised by student selected members of the faculty and staff. Students are encouraged to initiate and support new groups which reflect interests not represented by existing organizations. A complete list of SAI-funded organizations, their current advisors and phone numbers may be found in the Student Handbook.

### **General Code of Conduct**

The responsibility for administering student discipline at the university is vested in the Division of Student Development. Staff in the division investigate cases of misconduct, meet with students to discuss their rights and responsibilities and refer the case to the appropriate hearing body. Conduct rules, disciplinary penalties and complete hearing procedures are contained in the Rules of Conduct and Judicial Procedures handbook.

The university reserves the right, in the interest of all its students, to decline admission, to suspend, or to require the withdrawal of a student from university housing and/or the university after all appropriate university procedures have been followed.

Registration at the university assumes the student's acceptance of responsibility for compliance with all regulations published in the catalog, as well as any rules found in any official publication.

### **Commuter Center and Services**

Commuter students comprise approximately two-thirds of the total student population. The commuter center, located on the first level of the Natali Student Center, offers a host of services and opportunities for involvement to commuter students.

The Commuter Center provides lounging areas, general information, computers, lockers, microwaves, a refrigerator, and cable television. In addition to providing a comfortable place to break away from classes, the Center is also a place for students to make social connections.

The Office of Student Development and Services and the Student Association jointly support commuter students at Cal U. All are encouraged to visit the Commuter Center or to view

both the Commuter Center and Commuter Council web pages via the Cal U website, [www.cup.edu](http://www.cup.edu).

### **Counseling and Psychological Services**

The Counseling Center staff provides personal, social and psychological services to students with problems that interfere with their adjustment and effective educational performance while at the university.

Students having trouble understanding their feelings, maintaining satisfactory social and interpersonal relationships, or coping with academic demands, may benefit from seeing a counselor or psychologist at the Counseling Center.

Students can call the Center at 724-938-4191 for an appointment with a licensed psychologist or counselor. They can make the appointment themselves or be referred by a professor, fellow student, staff person or management personnel.

Students can talk to a counselor in private with assurance that the discussion will remain confidential.

The professional counselors have extended their services by developing a strong referral system locally on campus and off campus. Referrals can be made to any department or office on campus.

Please call 724-938-4191 or drop in at the Health Center. Office hours: 8 a.m. to 4 p.m. daily, Monday through Friday. Weekend and evening sessions are by appointment

### **PEACE Project**

The PEACE Project (Prevention, Advocacy for Change and Empowerment) educates the campus and community to prevent sexual assault, stalking, and domestic violence. PEACE offers survivors and their loved ones advocacy, counseling and support on their journey to healing. The PEACE Project is funded by a grant from the United States Department of Justice through the Violence Against Women Act. PEACE is located at 430 Park Street (behind the library). Members of the campus and the larger community are welcome to stop by, to call 724-938-5707, or to e-mail, [peace@cup.edu](mailto:peace@cup.edu) for more information.

### **California University Television (CUTV)**

California University Television (CUTV) is the university's cable television station which is owned and operated by the Student Association, Inc. CUTV is seen in over 80,000 homes, 24 hours a day on the Charter Communications, Armstrong and AT&T Cable systems. It also provides local sports programming to millions of other homes through various cable/satellite networks. The mission of CUTV is to produce and provide programming of regional community interest, while providing valuable "hands-on" educational experience for interested students. This applied learning supports the mission and goals of

California University, as well as the priorities and imperatives of the State System of Higher Education. Students can develop skills television technology through experience in a variety of technical areas including camera work, editing, direction and other production roles, as well as on-air talent positions.

CUTV produces a variety of informational, educational and entertainment programs. For example: CUTV Newscenter - a weekly news show; Pride and Progress - a news magazine show focusing on Fayette County; a variety of local government meetings, including the Washington County Commissioners; Fright Night Fridays - a skit-oriented horror movie show; and Outtakes with Fiore - a show dedicated to previewing and reviewing new movies. CUTV is heavily involved with university and area high school sports coverage. Over the past several years, CUTV has produced all of Cal U's football and basketball contests. Many of these games were rebroadcast by Fox Sports Pittsburgh and WBGN-TV, to a multi-state audience of over four million homes. A weekly coach's show for the sport in season, as well as our popular high school football game of the week are also produced. Finally, CUTV has been responsible for producing several distance learning courses. These classes provided area viewers with the opportunity to earn college credits from the comfort of their homes.

To our credit, CUTV has been recognized by several national organizations. The National Association of Collegiate Broadcasters (NACB) has presented CUTV the "Best in the Nation" award in 1998, and awards for news, sports and news magazine shows. These awards were judged by representatives from CNN, ESPN and A&E. The station received multiple TELLY awards for our sports, news and documentary coverage. In addition, CUTV has received awards from the Society of Professional Journalists, and was named the best collegiate station in the nation for 1997-98.

Offices and studios are located in the Natali Student Center. CUTV maintains a fully-loaded production truck, capable of producing multi-camera field events. The program employs a staff of three professionals, and enjoys student membership of more than 50. For more information stop by room 150, Natali Student Center, 724-938-4303, or e-mail [wheeler@cup.edu](mailto:wheeler@cup.edu).

## Dining Services

The goal of University Dining Services is to provide a quality, cost effective, innovative dining program for students living on and off campus. The university encourages student involvement and awareness to help provide quality, nutritious meals at a reasonable cost. Dining locations provide an important environment for student interaction and socialization.

Do you want an all-you-can-eat, one-price-at-the-door option? The Gold Rush offers something for everyone, and even provides take-out. Are you looking for fast food with friends between classes? The staff at Herron Patio and the Washington Food Court aim to please. What about an early morning bagel, gourmet coffee or late night munchie? The Metropolitan Cafe provides those items, and much more. Need advice on special dietary concerns? The dining service management team provides dietary service for all your needs.

Students living in the residence hall have the opportunity to choose from three meal plans:

Plan A: 19 meal plan with \$100 Dine dollars.

Plan B: 14 meal plan with \$100 Dine dollars.

Plan C: 125 meal/\$250 dine Block Plan.

Plan D: 10 meal/\$200 Dine dollars

Commuters may choose from the three meal plans above, or select from the following additional options offered specifically to meet the needs of the busy off-campus resident:

Plan E: 7 meal plan with \$100 dine dollars.

Plan F: 125 meal/\$125 dine Block Plan

Plan G: Dine dollars only plan, with initial minimum balance of \$50 dine dollars.

Plan H: 75 meal with \$125 Dine dollars

All students who live in a university residence hall are required to accept assignment to the meal program. The off-campus and commuter plans are for one full semester and may not be terminated. Dine dollars are included in each meal package and are non-refundable. The meal package refund policy for students who withdraw from the university is based on the Refund/Repayment Schedule published by the Bursar's office under the refund section of this catalog. A detailed dining service brochure may be obtained from the assistant dean for student services, Natali Student Center, 724-938-4513.

## Drug and Alcohol Programs

The drug and alcohol education and prevention program is located in Downey Garofalo Health Center. It provides programs for the university aimed at increasing awareness of alcohol and drug related issues. This program includes consultation, intervention, counseling, education and awareness. CHOICES is the assessment and intervention program designed to assist those whose behavior may be harmful to themselves or others because of alcohol or drug use. This program offers an opportunity for students to learn facts and to dispel myths concerning the use of alcohol and other drugs. Through group interaction activities students gain a sense of self and the impact their actions have on them. It is one approach by California University of Pennsylvania to provide a drug free community. For more information call 724-938-4191.



CHEERS (Collegians Helping Educate Each Other Regarding Substances) is an educational component of the drug and alcohol program. Awareness, alternatives, peer education and other programs are offered through CHEERS. For more information call 724-938-4191.

BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) is a national student organization developed under the guidance of advisors from Student Development and Services. Through education and activities designed to increase awareness of changing alcohol issues, BACCHUS advocated informed, independent decision making and respect for the choices of others. The BACCHUS philosophy is that students can play a uniquely effective role in encouraging their peers to consider, talk honestly about and develop responsible habits and attitudes in their behavior toward beverage alcohol use or nonuse. BACCHUS operates a weekly coffeehouse. The Underground Cafe in Herron Patio showcases the talents of Cal U students and promotes a responsible and healthy lifestyle. For more information check out their web page at [www.cup.edu/~bacchus/](http://www.cup.edu/~bacchus/).

California Campus Community Coalition is a committee represented by both the university and community. It addresses underage and dangerous drinking on campus and in the community.

Southwestern Pennsylvania Drug and Alcohol Consortium is a combined effort by California in neighboring universities to provide a forum for discussion of relevant and current issues in drug and alcohol prevention and education as well as sharing of developmental programming ideas. The Consortium offers California and other universities access to a resource library consisting of videos, books, pamphlets and other information related to drug and alcohol use and abuse.

### Emerging Leaders

The Emerging Leaders program equips potential student leaders with skills such as public speaking, team building, goal setting, motivation and event planning. Participants are introduced to several styles and theories of leadership. This interactive program invites speakers to host sessions on their area of expertise, while providing experiential exercises so that students may immediately put their new skills into action. This program is limited to 25 first-year students and is conducted during the fall semester. For more information call 724-938-4303. A similar program specifically designed for members of the Greek system is held in the spring semester of each academic year.

### Health Services

The mission of the University Health Services is to provide high quality health care for our students; to direct students to other health care providers when appropriate; to provide emergency care for all members of the university community; to address the specific health needs of those members of the

student population with special problems; and to conceive, develop and implement relevant health education programs for the university community.

The Downey-Garofalo Health Center is open 24 hours a day, seven days a week while the university is in session. A staff of full-time registered nurses is on duty at all hours. A qualified physician is on duty Monday through Friday, during specified hours.

### Medical Absences

Students who are unable to attend classes because of illness should contact their professors, explain their absences, and arrange for completion of any work that may have been missed. The Health Center does not issue medical excuses, but will send a written notification to the professors only in the following circumstances, provided the student initiates the request:

(1) If a student consults a health care professional at the Health Center, and the health care professional determines that the student has or had sufficient medical reason not to attend class (or to fulfill other academic obligations), notification will be sent to the student's professors but only if the student makes a request at that time.

(2) If a student has consulted a private physician, who has determined that the student has or had sufficient medical reason not to attend class (or to fulfill other academic obligations), and the physician notifies the Health Center to that effect in writing, notification to this effect will be sent to the student's professors.

(3) If a student is confined for longer treatment or care at the infirmary section of the Health Center, verification of the confinement will be sent to the student's professors. If a student is hospitalized elsewhere or requires extended recovery with bed rest, written notification should be sent from the attending physician to the Health Center, which will notify the student's professors.

Upon notification from the Health Center or any other health care professional, the professor may decide whether to consider the notification as a valid excuse from class or other academic obligations.

A professor may call the nurse supervisor of the Health Center for verification of a student's visit, but a visit can be verified only if a student was actually seen by a health professional.

The delivery of high quality health care is the heart of the Health Center. All areas of the Health Center are under strict rules of confidentiality. Medical information will be released by patient's written consent, by a properly executed subpoena, and to appropriate university offices in an emergency if knowledge of the information is necessary to protect the health and safety of the student and other individuals.

Students must submit completed health forms as part of the admissions process. University health services are available to all registered undergraduate and graduate students. Employees, both faculty and staff, conference participants, visiting athletes and other visitors will be given emergency treatment if such an emergency occurs on the university campus. The physician will also refer students to local hospitals in emergencies and for other treatment beyond the capabilities of the University Health Center. (The University Health Center does not assume responsibility of doctor bills, hospital bills or prescription costs accrued by the students for treatment beyond capabilities of the University Health Center. The final decision in hospital selection is the student's).

### **University Off-Campus Housing Disclaimer**

The information contained in the off-campus housing list is provided as a service to students. The data collected or transcribed may at times be inaccurate. The university, its employees, or the students are not responsible for any claims or damages that may be incurred. The Off-Campus Housing and Affairs Office makes no warranty of the conditions, terms, prices or other information contained therein. This information is to be used as a guide to help students locate off-campus housing and is not to be taken as approved or sanctioned off-campus housing. This does not create an enforceable obligation to any party from California University of Pennsylvania, the Pennsylvania State System of Higher Education, or the students of California University.

### **Off-campus Housing**

The Office of Off-Campus Housing and Affairs works with students, landlords and borough officials to educate and promote the safety and welfare of all students residing in off-campus facilities. The office also assists students in their search for off-campus housing by providing an updated, borough-sanctioned, off-campus housing list, as well as various resource materials such as the student Educational Guidebook for Off-Campus Living. For more information call 724-938-4439 or our website, [www.sai.cup.edu/housing/och](http://www.sai.cup.edu/housing/och).

### **International Student Office**

California University views the presence of international students as having a positive impact on the entire university community. The international students provide cultural diversity and furnish the institution and the surrounding community with an expanded and enlightened perspective.

The mission of the International Student Office is to meet the unique needs of the international students enrolled at the University and to provide each one with a sense of belonging. In addition, the International Student Office strives to provide opportunities for the international student to experience not only the American culture, but other representative cultures as well. The International Student Office, located in the Downey-Garafalo Center, is open 8 a.m. to 4 p.m.

### **Intramural Program**

The Intramural Program is designed to provide students with a flexible, yet structured environment in which to participate. Activities are administered in league format with various divisions servicing men's, women's, open and co-ed recreational teams. Teams and individuals must formally register for activities. The program is open to all current students, faculty and staff. For more information contact Recreational Services, 724-938-5907.

### **Multicultural Student Programming**

The Office of Multicultural Student Programming provides programs and activities which support the ideals of a culturally diverse student population. It serves as an advocate for students from various backgrounds and offers consultation to other members of the university community when planning programs or activities.

The office of Multicultural Student Programming is located in the Center for Student Growth and Development, telephone extension 4056. Hours are 8 a.m. to 4 p.m. Monday through Friday

### **Multi-Media Access Center**

Located on the first level of the Natali Student Center, the access center houses a Macintosh Computer Lab.

The computer lab permits student access to a number of computers provided for personal use. The lab is open seven days a week (including evening hours) and remains open twenty-four hours a day during finals week. The Student Association, Inc., supports and maintains the computer lab.

### **Non-Traditional Student Organization**

The University has a long-standing tradition of serving our region by providing educational opportunities to non-traditional students. These students may be seeking a degree following a hiatus from schooling; seeking a second degree; seeking career skills enhancement; or taking non-degree or continuing education courses. Many non-traditional students carry family and work responsibilities in addition to being students.

The Office of Student Development and Services advocates better service to non-traditional students across campus and sets an example through services and support for these students. All non-traditional students are encouraged to view the Non-Traditional Student Organization (N.S.O.) web page via the Cal U website at [www.cup.edu](http://www.cup.edu). The N.S.O. web page provides useful information and convenient opportunities for networking and meeting other students using the computer or in person.

## Office for Students With Disabilities

California University of Pennsylvania welcomes otherwise qualified students with disabilities. The university recognizes its responsibility to these students and is committed to providing reasonable accommodations to insure equal access and full participation as guided by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA).

Requests for accommodation should be submitted directly to the Office for Students with Disabilities (OSD). Students requesting accommodations must provide the university with documentation to substantiate the request.

Students with disabilities follow the same admission procedures and standards as required by California University's Admissions Office for all students. Questions regarding admission procedures and acceptance status should be directed to the Admissions Office 724-938-4404. Questions regarding available services for students with disabilities and required documentation should be directed to the Office for Students with Disabilities (OSD) 724-938-5781. Students are encouraged to contact OSD prior to arriving on campus.

## Parking for Students with Disabilities

Numerous parking spaces have been reserved for the exclusive use of persons with disabilities who have mobility or other physical problems. These spaces are reserved for such use at all times.

Persons with disabilities who require special parking privileges must apply for a special temporary/permanent parking permit at the Office of Public Safety. Persons with disabilities desiring a permanent privilege must apply to the state Department of Transportation. Applications are available at the Office of Public Safety.

## Recreational Services

The mission of the Department of Recreational Services is to provide recreational facilities, programs, and developmental opportunities for the university community. Recreational Services provides exposure to a variety of activities that contribute to individual physical fitness. The Department also creates opportunities for cooperative and competitive play in the game form. Recreational Services instills in participants a lifelong appreciation for physical activity as well as enhancing the social, psychological and physiological development of the university community members it serves.

The Department is comprised of seven service areas: extramurals, fitness, informal recreation, instructional programs, intramural sports, outdoor recreation and sports clubs.

Extramural sports programming provides structured tournaments, contests and meets between participants from different institutions. The champions from intramural events are the

teams or individuals competing in these programs. Fitness programming provides opportunities and assistance to participants who wish to be involved in a personal exercise program. This voluntary program is designed to motivate individuals, assess their level of fitness, and influence their decision to maintain a positive fitness lifestyle.

Informal recreation programming provides a self-directed approach to participation. This program area accommodates the desire to participate in sport for fitness and fun, often with no pre-determined goals except that of participation.

Instructional programming provides learning opportunities, knowledge and skill through lessons, clinics and workshops. These programs are designed to enhance participant performance and enjoyment.

Intramural sports programming provides structured contests, meets, tournaments and leagues limiting participation to individual members of the university community.

Outdoor recreation programming provides participants with opportunities to interact and gain experience in a variety of natural settings.

Sport club interaction provides for individuals to organize based on a common interest in a specific sport activity. The basic nature of sport clubs allows members to direct their interest both within and outside the university setting.

## Student Association, Inc.

The Student Association, Inc. (SAI) is a non-profit corporation financed in part by the Student Association Fee, which is paid each term by every student. The executive serves as the liaison between SAI and the university.

Programs provided by the Student Association, Inc., are determined by Student Congress and by the Student Association, Inc., board of directors. Student Association fees are budgeted, appropriated, disbursed and accounted for by SAI with the concurrence of the President of the university.

SAI coordinates the co-curricular activities provided by the university, including homecoming, Roadman University Park, concerts, plays, musical productions, movies, outdoor recreation, the Herron Recreation and Fitness Center, intramural sports, dances, picnics, California University Television (CUTV), WVCS Radio, and other special events. Intercollegiate athletics are partially funded by SAI. In addition, SAI coordinates the activities of student clubs and organizations. The student handbook provides a complete listing of active student clubs and organizations.

Publications coordinated by SAI include a student handbook, an organizational handbook, The California Times (the student newspaper), Monocal (the yearbook), and a number of brochures and pamphlets.

SAI is responsible for the development and maintenance of the George H. Roadman University Park, a 98-acre area located one mile from campus on Route 88 South. Facilities include tennis courts, baseball, football, soccer, softball, rugby, and intramural fields; picnic areas and Adamson Stadium.

### **Student Congress**

Student Congress is the official student governing body. It represents and serves the entire student population. It provides for a student forum, establishes channels for the communication of students' concerns to the proper administrative and faculty personnel, implements programs and activities that enrich campus life, and creates opportunities for students to exercise and develop leadership skills. For more information call Edward Eagle at 724-938-4303.

### **Student Judicial System**

The Dean of Student Development is responsible for administration of the judicial system and the conduct regulations. This office conducts pre-hearing interviews with students charged with a violation of the conduct regulations which may take place on or off campus, takes administrative disciplinary action in certain cases, conducts student/faculty judicial board hearings, maintains all university disciplinary records and serves as a resource to faculty, staff and students for disciplinary matters.

For additional information and regulations governing student life and conduct, students should refer to the current edition of the Student Handbook and the Rules of Conduct and Judicial Procedures handbook.

### **University Conference Services**

California University offers a variety of summer camps and conference programs. In addition to youth camps, University Conference Services can assist in the planning of family reunions, corporate retreats, academic camps, sports camps and leadership enrichment. For more information or to inquire about University Conference Services, call 724-938-4444 or check our website at [univconfsrv@cup.edu](mailto:univconfsrv@cup.edu).

### **Veterans Affairs**

The Office of Veterans Affairs, located in Johnson Hall, is open from 8 a.m. to 4 p.m., Monday through Friday. Evening hours may be arranged by appointment. The phone number for the office is 724-938-4076.

All matters pertaining to veterans and those entitled to veterans' benefits are handled in this office. The staff also processes all VA forms and enrollment certifications for eligible students.

All Veterans, Reservists, National Guard personnel, and eligible dependents applying for entrance to the university should contact the Office of Veterans Affairs at an early date so that necessary VA paperwork can be processed to assure timely

payments of educational benefits. Veterans are also advised to take advantage of the University's program to award college credits for military service schools.

The on-campus Veterans Club sponsors the Colonel Arthur L. Bakewell Veterans' Scholarship.

### **Women's Center**

The Women's Center in Clyde Hall is a service provided primarily for female students of the university. However, males as well as community residents are welcome to participate in the activities of the Center.

The goals of the Women's Center are to supplement the academic education of the students and to prepare them to deal with barriers in life.

Activities are designed to help female students grow and develop an understanding of how women can impact the future. Through special programs and individual counseling, the Center highlights options available to women. In addition, the Center provides programs to help students find creative ways to solve problems and manage the ever-changing roles of women.

The Center recognizes the needs of women and serves as a conduit to see that the needs are addressed. The services provided are advocacy, counseling, information, interest assessment, referrals, support groups, workshops, special events and activities.

Opportunities are available for students to serve on the Advisory Board of Directors, serve on special events committees, share ideas for programs and participate in the Mentoring Program. The Women's Center, 114 Clyde Hall, is open Monday through Friday from 8: a.m. to 4 p.m. Its phone number is 724-938-5857.

### **WVCS, California Radio Station**

Owned and operated by the Student Association, Inc. (SAI), California University's radio station, WVCS, is a 24 hour a day, 3300 watt FM station with a coverage radius of 40 miles. The typical audience of WVCS is in the 15-35 age bracket and residing in the five-county region (Washington, Fayette, Greene, Westmoreland and Allegheny). Additional listeners are located in parts of Maryland and West Virginia.

WVCS, founded in the early 70's with a mission of broadcasting to the regional audience, features news, sports, public service information and the best in popular musical entertainment from a variety of genres. WVCS accomplishes this mission with student broadcasters, thus providing an important educational opportunity, through hands-on experience. Since WVCS is owned by SAI, students involved with the station don't have to be Communication Studies majors. Students need only to have the desire to become involved. Students who have

this interest go through a designed training program that familiarizes the student with the equipment, FCC rules and regulations, broadcasting skills and production. Students who successfully complete the training program are able to become on-air DJ's or news reporters. WVCS has an upscale, Top 40 format, with a variety of specialty shows covering all forms of music from country to alternative. WVCS is a comfortable place to work and learn and many life- long friendships have started at Power 92. All this experience makes the student extremely marketable in the field. For those involved just as an activity, the various skills translate into other majors. Besides, being a radio personality is just plain fun! Students can take a personal tour and talk in further detail about the exciting opportunities available at WVCS. Questions may be directed to 724-938-4303 or by e-mail: flores@cup.edu or wheeler@cup.edu.



# FACULTY

(Date of permanent appointment to California University of Pennsylvania.)

Holiday Eve Adair. (1998) Associate Professor, Psychology. B.A., University of Akron; M.A., University of Akron; Ph.D., University of Akron

David G. Argent. (2000) Assistant Professor, Biological and Environmental Sciences. B.S., Indiana University of Pennsylvania; M.S., Virginia Polytechnic Institute; Ph.D., Penn State

Dencil K. Backus. (1983) Assistant Professor & Chair, Communication Studies. A.B., Glenville State College; M.A., West Virginia University

Rollin M. Barber. (1976) Professor & Chair, Social Science. B.S., Ohio State University; M.S., Ohio State University; Ph.D., Ohio State University

Sylvia J. Barksdale. (1999) Associate Professor, Social Work and Gerontology. B.A., University of Pittsburgh; M.S.W., University of Pittsburgh; Ph.D., University of Pittsburgh

Bruce D. Barnhart. (1986) Professor, Health Science and Sport Studies. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; ATC, Ed.D., West Virginia University

Peter J. Belch. (1968) Professor & Coordinator of the Graduate Program, Special Education. B.S., California University of Pennsylvania; M.A., West Virginia University; Ed.D., West Virginia University

William B. Biddington. (1977) Professor & Chair, Health Science and Sport Studies. B.S., West Virginia University; M.S., West Virginia University; ATC; Ed. D., West Virginia University

Foster E. Billheimer. (1969) Professor, Biological and Environmental Sciences. B.S., Pennsylvania State University; M.A., University of Texas; Ph.D., Rutgers University

Jerry M. Blackmon. (1985) Associate Professor & Chair, Mathematics and Computer Science. B.S., Oklahoma State University; M.S., Oklahoma State University; Registered Professional Engineer (Electrical) P.E.

William F. Blank. (1965) Associate Professor, Mathematics and Computer Science. B.S., Indiana University of Pennsylvania; M.A.T., Duke University

William F. Bloedel. (1976) Associate Professor, Business and Economics. B.S., Pennsylvania State University; M.B.A., University of Pittsburgh; C.P.A.

David F. Boehm. (1989) Professor & Chair, Biological and Environmental Sciences. B.S., West Liberty State College; M.S., West Virginia University; Ph.D., West Virginia University

Jane Bonari. (2000). Instructor, Elementary Education and Early Childhood. B.S. California University of Pennsylvania; M.Ed., California University of Pennsylvania

Barbara H. Bonfanti. (1994) Associate Professor & Chair, Communication Disorders. B.S., Indiana University of Pennsylvania; M.S., St. Francis College of Illinois; M.Ed., California University of Pennsylvania; Ph.D., University of Pittsburgh

Kaddour Boukaabar. (1997) Associate Professor, Mathematics and Computer Science. B.S., University of Wahran, Algeria; M.S., Florida Institute of Technology; Ph.D., Bowling Green State University

Mark E. Bronakowski. (1984) Professor, Applied Engineering and Technology. Coordinator of Distance Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

Burrell A. Brown. (1989) Professor & Chair, Business and Economics. B.S., California University of Pennsylvania; MBA., University of Pittsburgh; J.D., University of Pittsburgh

Edward Brown. (1967) Associate Professor & Chair, Social Work and Gerontology. B.S., University of Pittsburgh; M.L.S., Carnegie Mellon University; M.S.W., University of Pittsburgh

Robert A. Brown. (1969) Professor, Counselor Education and Services. B.A., University of New Hampshire; M.Ed., University of Pittsburgh; Ph.D., University of Pittsburgh

Gloria Cataldo Brusoski. (1997) Associate Professor & Chair, Counselor Education and Services. B.A., Duquesne University; M.Ed., Gannon University; Ph.D., University of Pittsburgh

Thomas P. Buckelew. (1969) Professor, Biological and Environmental Sciences. B.S., Muhlenberg College; M.S., University of South Carolina; Ph.D., University of South Carolina

Malcolm P. Callery. (1978) Professor, Theatre and Dance. B.S., California University of Pennsylvania; M.F.A., Southern Illinois University

David N. Campbell. (1988) Professor & Chair, Educational Studies. B. Ed., Southeastern Louisiana University; M.S., University of Illinois; Ph.D., University of Illinois

Dorothy M. Campbell. (1973) Professor & Assistant Chair, Elementary and Early Childhood Education. B.S., Indiana University of Pennsylvania; M.S., Bucknell University; Ph.D., University of Pittsburgh

Nancy Carlino (2000). Assistant Professor, Communication Disorders. B.S. Duquesne University; M.A., University of Pittsburgh

James O. Carter. (1990) Assistant Professor, Communication Studies. B.A., Marshall University; M.A., Ohio University

Richard Cavasina. (1992) Professor, Psychology. B.S., Duquesne University; M.S., Duquesne University; Ph.D., West Virginia University

Y.C. (Karen) Chan. (2000) Assistant Professor, Library Services. B.S. Sc., Chinese University of Hong Kong; M.L.S. University of California, Los Angeles; M.S., Eastern Washington University

- M. Arshad Chawdhry. (1976) Professor, Business and Economics. B.S., University of Agriculture (Pakistan); M.S., University of Agriculture (Pakistan); M.A., University of Maryland; M.S., University of Illinois; Ph.D., University of Illinois
- Margaret Christopher. (1995) Associate Professor, Social Work and Gerontology. B.A., Mount St. Mary College; M.S.W., University of Pittsburgh; M.Ph., University of Pittsburgh; Ph.D., University of Pittsburgh
- Edward J. Chute. (1990) Professor, English. Director of Honors Program. B.A., St. Vincent College; M.A., University of Minnesota; Ph.D., University of Minnesota
- Pamela B. Cignetti (1990) Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh
- Jesse A. Cignetti (1968) Professor. Chemistry and Physics. B.S., Slippery Rock University of Pennsylvania; M.Ed., California University of Pennsylvania; Ph.D., Ohio State University
- Debra M. Clingerman. (1984) Associate Professor, Business and Economics. B.A., California University of Pennsylvania; M.B.A., West Virginia University
- Ismail Cole. (1988) Professor, Business and Economics. B.A., Harvard College; M.A., Tufts University; Ph.D., University of Pittsburgh
- Donald J. Conte. (1968) Associate Professor, Earth Sciences. B.S., California University of Pennsylvania; M.A., Indiana University of Pennsylvania; M.S., California University of Pennsylvania
- Joni L. Cramer-Roh. (1991) Associate Professor, Health Science and Sport Studies. B.S., West Virginia University; M.A., University of North Carolina at Chapel Hill; ATC; Ed.D., West Virginia University
- Rick Allen Cumings. (1992) Associate Professor, Communication Studies. B.A., University of Illinois; B.A., Moody Bible Institute; M.A., Marquette University; Ph.D., Pennsylvania State University
- Robert David. (1998) Associate Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ph.D., University of Pittsburgh
- Laura DeFazio. (2000) Assistant Professor, Art and Design. B.F.A., Indiana University of Pennsylvania; M.F.A., Kent State University
- William Dieterle. (2000) Assistant Professor, Chemistry & Physics. B.S., Arizona State University; Ph.D., University of California, Berkeley
- Anette M. DeNardo. (1985) Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University
- Elwin Dickerson. (1989) Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University
- Robert F. Dickie. (1966) Professor, Special Education. B.S., Bridgewater State College; M.A., Michigan State University; Ed.D., Michigan State University
- Robert W. Dillon, Sr. (1970) Professor, English. A.B., Fairfield University; M.A., Ohio University; Ph.D., Ohio University
- Gail S. Ditkoff. (1986) Professor, Psychology. B.A., State University of New York at Binghamton; M.S., Ed. S., State University of New York at Albany; Ph.D., State University of New York at Albany; NY and PA certified school psychologist, licensed psychologist
- Dilawar Mumby Edwards. (1972) Professor, Educational Studies. I.Sc., St. Aloysius' College, Jabalpur, India; B.E. (Hons.), Govt. Engineering College, Jabalpur, India; M.E.(I), Indian Institute of Science, Bangalore, India; M.Sc. in Ed., Indiana University; Ph.D., Indiana University
- Sylvia L. Foil. (1990) Associate Professor, Communication Studies. Director of Television Studio. B.S.S., Northwestern University; M.A., Northwestern University; Ph.D., Northwestern University
- Nicholas S. Ford. (1992) Professor, Mathematics and Computer Science. B.S., Michigan State University; M.S., West Virginia University; Ph.D., Michigan State University
- George J. Frangos. (1966) Professor, Educational Studies. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., The Ohio State University
- Gabriel C. Fusco. (1967) Professor, Chemistry and Physics. B.S., Duquesne University; M.S., Duquesne University; Ph.D., University of Colorado
- John S. Gibson, Jr. (1967) Associate Professor, Mathematics and Computer Science. B.A., Washington and Jefferson College; M.A., Michigan State University
- Lizbeth A. Gillette. (1986) Professor, Educational Studies. B.S., Carnegie Mellon University; M.Ed., University of Pittsburgh; M.Pub.Mgmt., Carnegie Mellon University; Ed.D., University of Pittsburgh
- Charles A. Gismondi. (1969) Associate Professor, Communication Disorders. B.S., California University of Pennsylvania; M.S., West Virginia University; CCC Speech Pathology
- William A. Gustin. (1988) Associate Professor, Earth Sciences. B.S., Indiana State University; M.A., Indiana State University
- Judith I. Hall. (1984) Associate Professor, Mathematics and Computer Science. B.S., University of Pennsylvania; M.S., University of Pittsburgh
- John M. Hanchin. (1967) Professor, English. B.A., Duquesne University; M.Ed., California University of Pennsylvania; Ph.D., Indiana University of Pennsylvania
- Patricia L. Hartman. (1989) Professor, English. B.A., Abilene Christian University; M.A.T., Johns Hopkins University; M.A., Ohio University; Ph.D., Ohio University

- Wilburn Hayden, Jr. (1998) Associate Professor & Director of MSW Program, Social Work and Gerontology. B.A., St. Andrews College; M.S.W., University of North Carolina; Ph.D., University of Toronto
- Joseph C. Heim. (1990) Associate Professor, History and Political Science. B.A., University of Pittsburgh; M.A., University of Pittsburgh; M. Phil., Cambridge University; Ph.D., University of Pittsburgh; Certificate, International Finance, Wharton Graduate School of Business, University of Pennsylvania
- Richard James Helldobler. (1988) Associate Professor & Chair, Theatre and Dance. B.B.A., University of Toledo; M.A., Bowling Green State University; Ph.D., Bowling Green State University
- William Hendricks. (1990) Professor, English. B.A., Case Western Reserve University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Keith D. Hepner. (1995) Associate Professor, Educational Studies. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh
- Nancy H. Hepting. (1997) Associate Professor, Communication Disorders. B.S., Clarion University of Pennsylvania; M.S., California University of Pennsylvania; Ph.D., University of Pittsburgh
- Barbara Hess. (1990) Associate Professor, Mathematics and Computer Science. B.S., Clarion University of Pennsylvania; M.Ed., Indiana University of Pennsylvania
- Rebecca Hess. (2001) Assistant Professor, Health Science and Sport Studies. B.S., West Virginia University; M.S., West Virginia University; Ph.D., University of Pittsburgh
- Glenn Hider. (1999) Associate Professor, Applied Engineering and Technology. A.S., State University of New York; B.S., State University College Oswego; M.S., Eastern Illinois University; Ed.D., West Virginia University
- Karla A. Hoffman. (1990) Associate Professor, Mathematics and Computer Science. B.S., Towson State University; M.Ed., University of Massachusetts; CAGS, University of Massachusetts
- Larry D. Horath. (1990) Professor, Applied Engineering and Technology. B.S., Eastern Illinois University; M.S., Eastern Illinois University; Ph.D., Texas A&M University
- Henry A. Huffman. (1995) Associate Professor, Educational Studies. B.S., California University of Pennsylvania; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh
- Barry B. Hunter. (1968) Professor, Biological and Environmental Sciences. B.S., California University of Pennsylvania; M.S., University of Minnesota; M.Ed., California University of Pennsylvania; Ph.D., West Virginia University
- Susan A. Jasko. (1998) Assistant Professor, Communication Studies. Director of Communication Lab/Research Center. B.A., William Patterson College; M.A., Ohio State University; Ph.D., Ohio State University
- Kirk R. John. (1990) Professor, Psychology. Director of School Psychology Clinic. B.A., California University of Pennsylvania; M.Ed., Indiana University of Pennsylvania; Ed.D., Indiana University of Pennsylvania; NCSP; Pennsylvania Certified School Psychologist; Pennsylvania Licensed Psychologist
- David T. Jones. (1985) Associate Professor, Business and Economics. B.S., Waynesburg College; M.S., West Virginia University; C.P.A.
- Elizabeth Jones. (1992) Associate Professor, Social Science. B.A., American University; M.A., American University; Ph.D. American University
- MacDonald N. Kalé. (1985) Associate Professor, Communication Studies. B.A., Governors State University; M.A., Governors State University; M.A., University of Illinois, Chicago; Ph.D., Indiana University, Bloomington
- John R. Kallis. (1985) Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., University of Pittsburgh
- Robert H. Kane, Jr. (1988) Professor, Health Science and Sport Studies. B.S., University of Connecticut; M.S., University of Southern Maine; P.T.; ATC; Ed.D., West Virginia University
- Chad M. Kauffman. (2001) Assistant Professor, Earth Sciences. B.S., Salisbury State University; M.S., University of Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln.
- William G. Kimmel. (1976) Professor, Biological and Environmental Sciences. B.A., Wilkes College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University
- René L. Kruse. (1989) Professor, Applied Engineering and Technology. B.S., Peru State College; M.S., Texas A&M University; Ph.D., Texas A&M University
- Stanley A. Komacek. (1987) Professor & Chair, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.Ed., Miami University; Ed.D., West Virginia University
- Robert J. Kopko. (1979) Associate Professor, Business and Economics. B.S., Elon College; M.S., Pennsylvania State University; C.P.A.
- Kevin A. Koury. (1999) Associate Professor, Special Education. B.S., West Virginia Wesleyan College; M.A., West Virginia University; Ed.D., West Virginia University
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- Regis Lazor. (1972) Associate Professor, Special Education. B.S., California University of Pennsylvania; M.Ed., University of Delaware
- Karen L. LeMasters. (1986) Professor, Business and Economics. B.S., West Virginia University; M.B.A., West Virginia University; Ph.D., University of Pittsburgh
- Robert T. Little. (1986) Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University

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- Andrew J. Machusko. (1970) Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.A., University of Georgia; Ph.D., University of Georgia
- Sean C. Madden. (1989) Professor & Chair, History and Political Science. B.A., Xavier University; M.A., University of Notre Dame; D.A., Carnegie Mellon University
- Virginia Majewski. (1991) Associate Professor, Social Work and Gerontology. Ph.D., University of Pittsburgh
- J. Gregory Martin. (1969) Professor, Elementary and Early Childhood Education. B.A., Miami University; M.A.T., Cornell University; Ph.D., Cornell University
- Nickolas Martin. (2000) Instructor, Psychology. B.S., University of Pittsburgh; M.S.W., University of Pittsburgh; M.S., California University of Pennsylvania; Ed.D., Indiana University of Pennsylvania
- Elizabeth Mason. (1987) Professor, Psychology. Supervisor of School Psychology Clinic. B.S., Indiana University of Pennsylvania; M.Ed., Indiana University of Pennsylvania; Ph.D., Ball State University; NCSP; Pennsylvania Certified School Psychologist; Licensed Psychologist
- Beth McElhany. (2000) Instructor, Health Science and Sport Studies. B.S., California University of Pennsylvania; A.A.S., Houston Community College
- Drew McGukin. (1990) Associate Professor, Communication Studies. B.A., Freed-Hardeman College; S.C.T., Murray State University; Ph.D. University of Nebraska
- Phyllis S. McIlwain. (1969) Professor, Elementary and Early Childhood Education. B.S., Slippery Rock University of Pennsylvania; M.Ed., Indiana University of Pennsylvania; Ph.D., University of Pittsburgh
- Beverly J. Melenzyer. (1991) Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., Indiana University of Pennsylvania
- Edward Mendola. (1989) Associate Professor, Business and Economics. M.S., Waynesburg College; M.S., Robert Morris College; C.P.A.
- Ronald L. Michael. (1969) Professor, Justice Studies. B.S., Jamestown College; M.A., University of North Dakota; Ed.D., Ball State University
- John E. Michaels (1999) Associate Professor, Business and Economics. B.S., American University; M.B.A., American University; D.B.A., George Washington University
- Patricia Milford. (1989) Associate Professor, Communication Studies. B.A., George Mason University; M.A., Eastern Michigan University; Ph.D., Pennsylvania State University
- C. Allan Miller. (1976) Professor, Biological and Environmental Sciences. B.S., Buena Vista College; M.A., Mankato State College; Ph.D., North Dakota State University
- Patrick L. Miller. (1967) Assistant Professor, Communication Studies. B.S., Dickinson State University; M.A., Colorado State University
- Susan J. Mongell. (1990) Associate Professor, Business and Economics. B.A., Seton Hill College; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Thomas C. Moon. (1969) Professor, Biological and Environmental Sciences. B.A., Kalamazoo College; M.A.T., Oberlin College; Ph.D., Michigan State University
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- Thomas R. Mueller. (1999) Assistant Professor, Earth Sciences. B.S., Towson State University; M.A., University of Connecticut; Ph.D., University of Illinois
- Diane H. Nettles. (1989) Professor, Elementary and Early Childhood Education. B.A., University of South Florida; M.A., University of South Florida; Ph.D., University of South Florida
- George D. Novak. (1959) Associate Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Litt., University of Pittsburgh
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- William W. O'Donnell. (1995) Associate Professor, Theatre and Dance. B.F.A., Pennsylvania State University; M.F.A., Wayne State University
- Mahmood A. K. Omarzai. (1979) Professor, Business and Economics. B.A., Y.D. College, India; M.A., Karachi University, Pakistan; M.A., Indiana University; Ph.D., Indiana University
- Michele A. Pagen. (1998) Assistant Professor, Theater and Dance. B.A., California University of Pennsylvania; M.A., Bowling Green State University; Ph.D., Bowling Green State University
- Young J. Park. (1977) Professor, Business and Economics. B.P.A., Korea University; M.A., Temple University; Ph.D., Temple University
- Pratul C. Pathak. (1990) Professor & Chair, English. B.A., University of Delhi, India; M.A., University of Delhi, India; L.L.B., University of Delhi, India; M.A., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee
- Brian K. Paulson. (1989) Professor, Biological and Environmental Science. B.A., Gustavus Adolphus College; M.S., Michigan Technological University; Ph.D., University of Oklahoma
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- Anthony S. Pyzdrowski. (1990) Professor, Mathematics and Computer Science. A.S., Pennsylvania State University; B.S., West Virginia University; M.S., West Virginia University; Ph.D., West Virginia University; E.I.T.
- Rebecca A. Regeth. (2001) Assistant Professor, Psychology. B.A., Western Washington University; M.S., Western Washington University; Ph.D., University of New Hampshire
- Clyde A. Roberts. (1992) Professor, Business and Economics. B.S., Marshall University; M.B.A., Marshall University; D.D.A., University of Kentucky
- Lawrence D. Romboski. (1969) Professor, Mathematics and Computer Science. B.A., Washington and Jefferson College; M.A., Rutgers University; M.S., Rutgers University; Ph.D., Rutgers University
- Joseph A. Sanfilippo. (1965) Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.S., Ball State University; Ed.D., West Virginia University
- Joseph G. Schickel. (1988) Assistant Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M. Ed., Clemson University
- Lisa M. Schwerdt. (1990) Professor, English. B.S., Florida International University; B.A., Florida International University; M.A., Purdue University; Ph.D., Purdue University
- Richard D. Scott. (1971) Professor, Psychology. B.A., Pennsylvania State University; M.S., University of Massachusetts; Ph.D., University of Tennessee
- Mary Seman. (1998) Assistant Professor, Special Education. B.S., California University of Pennsylvania; M.Ed., University of Vermont; Ed.D., West Virginia University
- Louise E. Serafin. (1991) Professor, Business and Economics. B.S., California University of Pennsylvania; E.M.B.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Caryl Sheffield. (1991) Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.Ed., Slippery Rock University; Ph.D., University of Pittsburgh
- John W. Shimkanin. (1990) Professor, Elementary and Early Childhood Education. B.S., Moravian College; M.S., Clarion University of Pennsylvania; Ph.D., Penn State University
- Sylvia E. Sholar. (1995) Associate Professor, Communication Studies. B.A., Georgia Southern University; M.A., University of Georgia; Ph.D., Temple University
- Nancy A. Skocik. (1990) Associate Professor, Mathematics and Computer Science. B.S., California University of Pennsylvania; M.Ed., California University of Pennsylvania; Ed.D., West Virginia University
- Robert Skwarecki (2000). Assistant Professor, Communication Disorders. B.S., Duquesne University; M.S., University of Pittsburgh; Ph.D., University of Pittsburgh
- Michael J. Slavin. (1989) Associate Professor, Theatre and Dance. B.S., California University of Pennsylvania; M.A., West Virginia University; Ph.D., Bowling Green State University
- Rosalie Smiley. (1999) Associate Professor, Social Work and Gerontology. M.S.W., University of Pittsburgh; M.P.H., University of Pittsburgh; Ph.D., University of Pittsburgh
- Madeline C. Smith. (1990) Professor, English. B.A., Mt. St. Mary College; M.A., SUNY-New Paltz; Ph.D., West Virginia University
- Gregory A. Spicer. (1998) Assistant Professor, Communication Studies. B.S., Clarion University of Pennsylvania; M.S., Southern Illinois University
- Margaret A. Spratt. (1988) Associate Professor, History and Political Science. B.A., Transylvania University; M.A., Duke University; Ph.D., University of Kentucky
- Michael C. Steinagel. (1998) Assistant Professor, Health Science and Sport Studies. B.S., Duquesne University; M.Ed., University of Virginia
- Jeffrey S. Sumey. (1990) Assistant Professor, Applied Engineering and Technology. B.S., California University of Pennsylvania; M.S., West Virginia University
- Dennis C. Sweeney. (1991) Professor, Psychology. B.S., University of North Carolina; M.A., Bowling Green State University; Ph.D., Bowling Green State University
- Marc A. Sylvester. (1973) Professor, Biological and Environmental Sciences. B.A., Washington and Jefferson College; M.S., West Virginia University; Ph.D., West Virginia University
- Shirley T. Sylvester. (1999) Assistant Professor, Elementary and Early Childhood Education. B.S., University of Southwestern Louisiana; M.Ed., University of Southwestern Louisiana; Ph.D., Louisiana State University
- James E. Syphers. (1991) Assistant Professor, Social Work and Gerontology. B.A., University of New Hampshire; M.S.W., University of Pittsburgh; Ph.D., Walden University
- P. Ronald Tarullo. (1978) Professor, Business and Economics. B.A., Marietta College; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Linda Toth. (2000) Assistant Professor, Psychology. B.S., California University of Pennsylvania; M.S., Duquesne University; Ed.D., West Virginia University; PA licensed psychologist.
- Laura Ann Tuennerman-Kaplan (2000). Assistant Professor, History and Political Science. B.A., The College of Wooster, M.A., University of Delaware; Ph.D., University of Minnesota
- Pamela C. Twiss. (1999), Associate Professor, Social Work and Gerontology. B.A., Point Park College; M.S.W., University of Pittsburgh; Ph.D., University of Pittsburgh
- Virginia Rider Valentino. (1992) Associate Professor, Mathematics and Computer Science. B.A., West Virginia University; M.S., West Virginia University; Ed.D., West Virginia University



John R. Vargo. (1970) Associate Professor, Elementary and Early Childhood Education. B.S., California University of Pennsylvania; M.A., West Virginia University

Robert A. Vargo. (1984) Professor, Earth Sciences. B.S., California University of Pennsylvania; M.S., Syracuse University; Ph.D., Syracuse University

Jacqueline Walsh. (1998) Assistant Professor, Counselor Education and Services. B.S., California University of Pennsylvania; M.S., California University of Pennsylvania; Ph.D., Kent State University

Carole A. Waterhouse. (1986) Professor, English. B.A., University of Pittsburgh; M.F.A., University of Pittsburgh; Ph.D., Ohio University

Thomas Dean Wickham. (2000) Assistant Professor, Earth Sciences. B.S., Slippery Rock University; M.S., West Virginia University; Ph.D., Pennsylvania State University

Paul D. Williams. (1986) Professor, Mathematics and Computer Science. Director of Math Lab. B.S., California University of Pennsylvania; M.S., Clarkson University; Ed.D., University of Pittsburgh

Beverly G. Willison. (1980) Professor, Social Work and Gerontology. B.A., Duquesne University; M.S.W., University of Pittsburgh; Ed.D., West Virginia University; N.C.C., L.S.W., A.C.S.W.

James Wood. (1987) Professor, History and Political Science. B.A., Colorado State University; M.A., Arizona State University; Ph.D., Arizona State University

Peter H. Wright. (2000) Associate Professor, Applied Engineering and Technology. B.A., Yale University; M.A., West Virginia University; Ed.D., West Virginia University

Richard M. Wyman. (1992) Professor & Chair, Elementary and Early Childhood Education. B.A., Franklin and Marshall College; M.Ed., Tufts University; Ed.D., University of Washington

William A. Yahner. (1989) Associate Professor, English. B.S., Edinboro University of Pennsylvania; M.A., Edinboro University of Pennsylvania; Ph.D., Indiana University of Pennsylvania

Mohamed Yamba. (1989) Assistant Professor, History and Political Science. B.A., University of Ghana; M.A.I.A., Ohio University; M.A., Ohio University; Ph.D., University of Pittsburgh

Roy Yarbrough (1999) Associate Professor, Health Science and Sport Studies. B.S., Greenville College; M.S. Eastern Illinois University; Ed.D., University of North Carolina at Greensboro

George Yochum. (1988) Associate Professor, Communication Studies. B.A., University of Pittsburgh; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

John R. Young. (1990) Associate Professor, Educational Studies. B.A., Lincoln University; M.Lit., University of Pittsburgh; Ph.D., University of Pittsburgh

Joseph Zisk. (2000) Assistant Professor, Educational Studies. B.S., California University of Pennsylvania; M.Ed. California University of Pennsylvania; M.S., Drexel University; Ed.D., Temple University.

Edwin M. Zuchelkowski. (1985) Professor, Biological and Environmental Sciences. B.S., California University of Pennsylvania; Ph.D., West Virginia University

1. Azorsky Administration Building
2. Frich Biological Science Bldg. (BSC)
3. Carter - Black Culture Center
4. Coover Hall (COO)
5. Dixon Hall (DIX)
6. Gallagher Dining Hall
7. Hamer Hall (HAM)
8. Downey-Garofalo Health Services Bldg.  
Student Growth and Development Center
9. Herron Fitness Center (HER)
10. Industrial Arts Building (IAR)

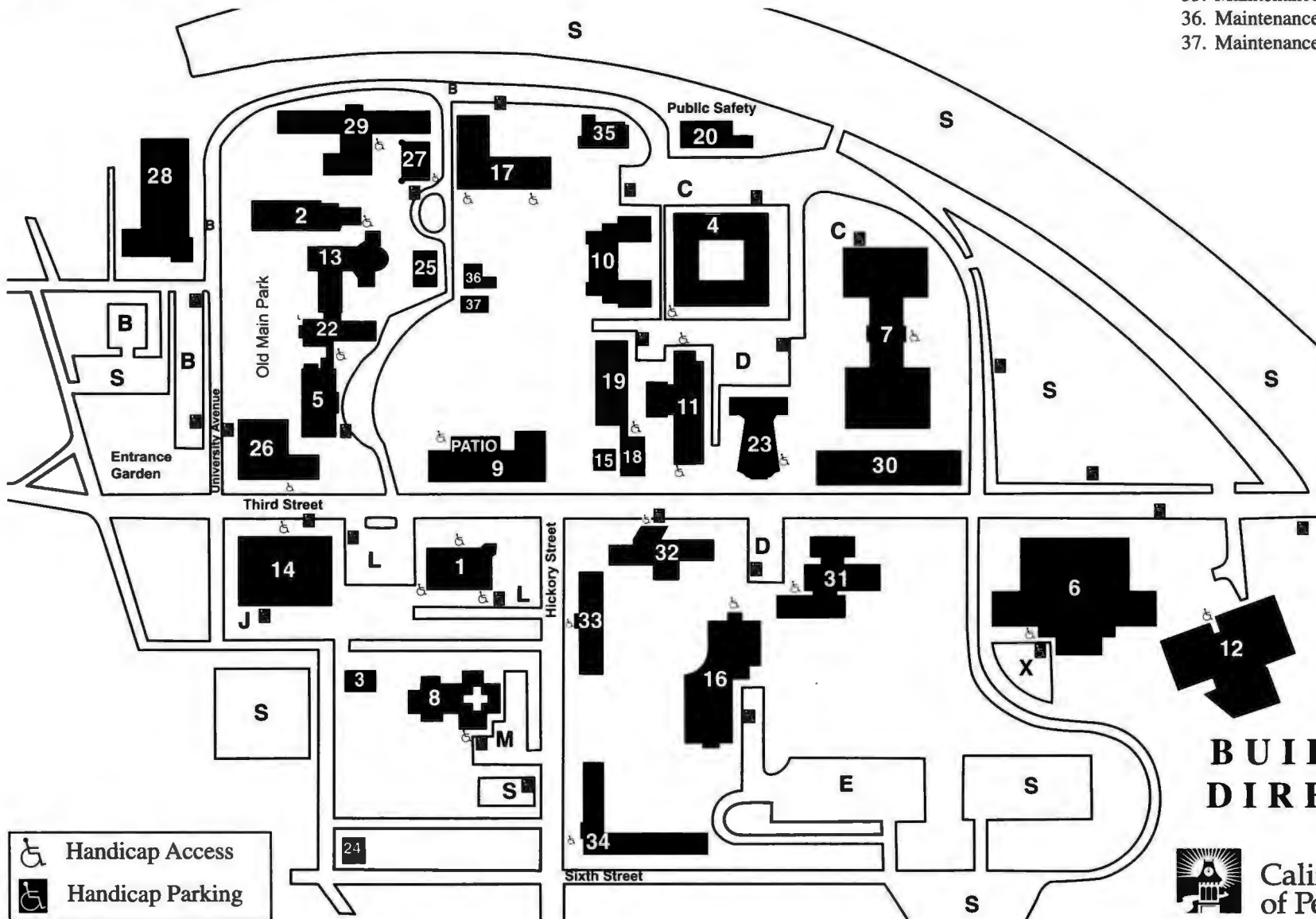
11. Keystone Education (EDU)
12. Morgan Learning and Research Center (LRC)
13. Main Hall (MAI)
14. Manderino Library (LML)
15. Career Services
16. Natali Student Center
17. New Science Building (NSC)
18. Noss Annex
19. Noss Hall (NOS)
20. Public Safety

22. South Hall
23. Steele Auditorium
24. Student Development Annex
25. Vulcan Hall
26. Duda World Culture Building (WCU)
27. Watkins Academic Building (WAC)
28. Eberly Science and Technology Center (ESC)

- ### RESIDENCE HALLS
29. Binns Hall (Men's Dorm)
  30. Longanecker Hall (Men's Dorm)
  31. Stanley Hall (Women's Dorm)
  32. Clyde Hall (Women's Dorm)
  33. Johnson Hall (Cal Hall Honor's Dorm)
  34. McCloskey Hall (Men's Dorm)

### OTHER BUILDINGS

35. Maintenance Building
36. Maintenance Building
37. Maintenance Building



### PARKING AREAS

- B - Faculty and Staff
- C - Faculty and Staff
- D - Faculty and Staff
- E - Faculty and Staff
- J - Faculty and Staff
- L - Faculty and Staff
- M - Faculty and Staff
- S - Student
- X - Faculty and Staff

## BUILDING DIRECTORY



California University  
of Pennsylvania

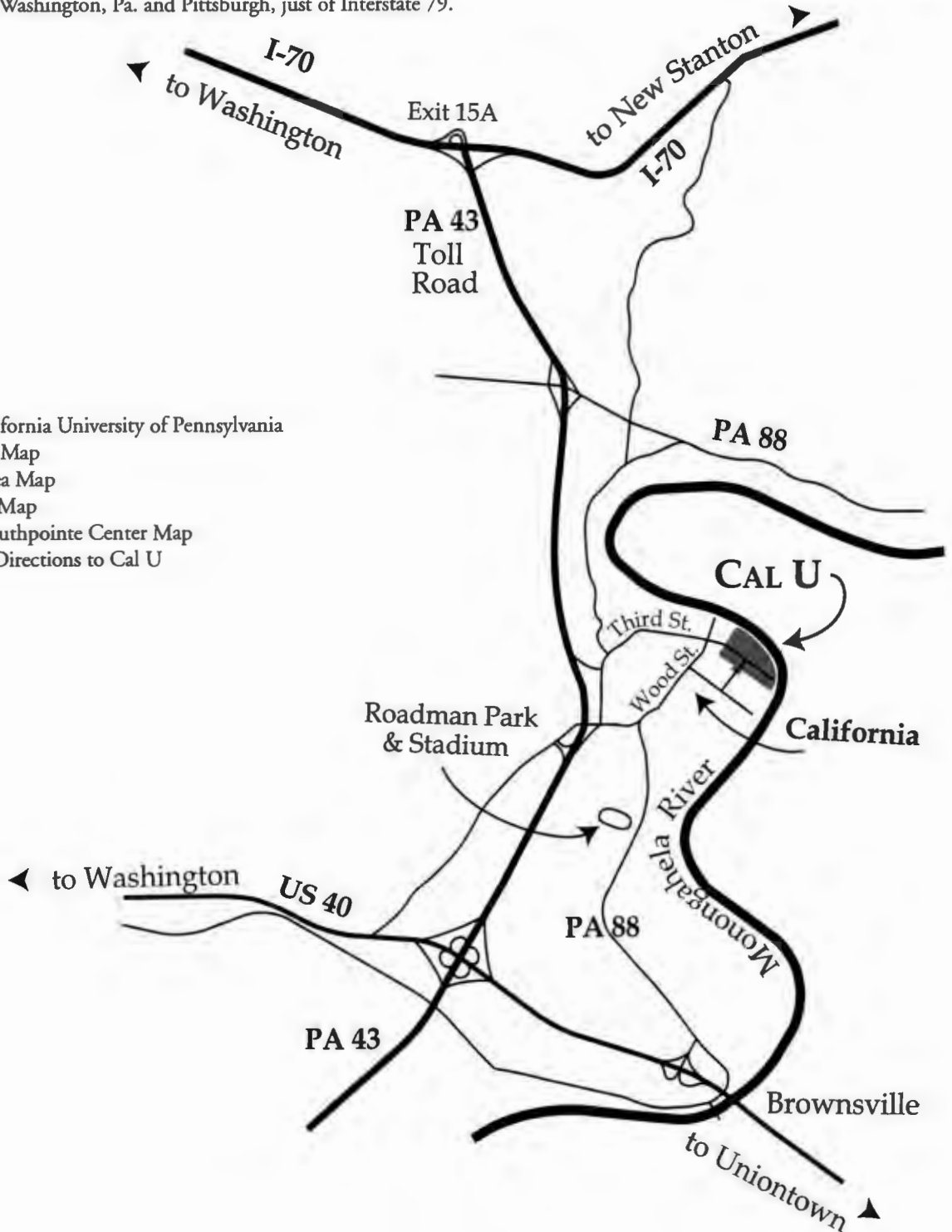
# Where is California University of Pennsylvania?

California University of Pennsylvania is nestled in a bend of the Monongahela River in Washington County. Located just 30 miles south of Pittsburgh, the campus contains 38 buildings on 80 acres. The 104-acre Roadman Park, located 1 mile from campus, contains athletic fields and courts, running facilities, and Adamson Stadium.

Cal U also offers classes at Southpointe Technology Center located in Canonsburg, in central Washington County. The Cal U Southpointe Center offers state-of-the-art classrooms, laboratories and computer facilities. Southpointe Technology Center is located between Washington, Pa. and Pittsburgh, just off Interstate 79.

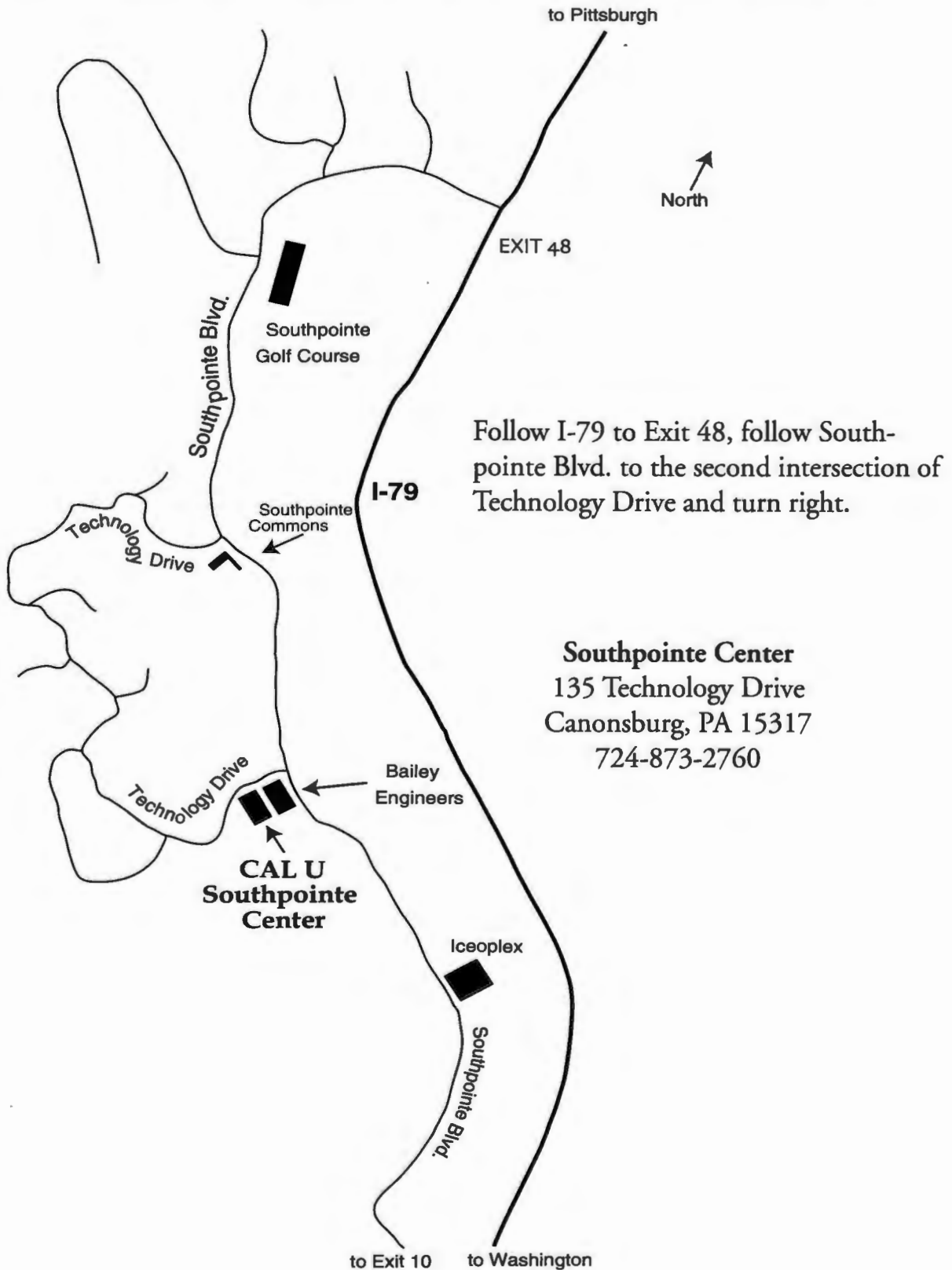
## How to get to California University of Pennsylvania

- Regional Map
- Local Area Map
- Campus Map
- Cal U Southpointe Center Map
- Driving Directions to Cal U



# Cal U Southpointe Center

Located in the Bailey Engineers II Building, just off I-79 in the Southpointe Technology Center



# Tentative Academic Calendar

## FALL SEMESTER 2001

August 26	Move-In Day for Residence Hall Students
August 27-28	New Student Orientation & Residual Registration
August 29	Classes Begin
September 3	Labor Day (no classes)
November 21-24	Thanksgiving Break (no classes)
December 15	Semester Ends
December 17	Grades Due From Faculty

## SPRING SEMESTER 2002

January 13	New Student Orientation
January 14-15	New Student Orientation & Residual Registration
January 16	Classes Begin
March 11-16	Spring Break (no classes)
March 23	Honors Convocation
March 29-30	Easter Break (no classes)
May 11	Semester Ends
May 11	Commencement
May 13	Grades Due from Faculty

## Summer College 2002

May 20-August 17	Special Sessions
May 27	Memorial Day (no classes)
June 10-July 13	First-Five Week Session
June 10-August 17	Ten-Week Session
July 4	Independence Day (no classes)
July 15-August 17	Second Five-Week Session

## FALL SEMESTER 2002

August 25	Move-In Day for Residence Hall Students
August 26-27	New Student Orientation & Residual Registration
August 28	Classes Begin
September 2	Labor Day (no classes)
November 27-30	Thanksgiving Break (no classes)
December 14	Semester Ends
December 16	Grades Due From Faculty

## SPRING SEMESTER 2003

January 12	New Student Orientation
January 13-14	New Student Orientation & Residual Registration
January 15	Classes Begin
March 10-15	Spring Break (no classes)
March 22	Honors Convocation
April 18-19	Easter Break (no classes)
May 10	Semester Ends
May 10	Commencement
May 12	Grades Due from Faculty

## Summer College 2003

May 19-August 19	Special Sessions
May 26	Memorial Day (no classes)
June 9-July 12	First-Five Week Session
June 9-August 16	Ten-Week Session
July 4	Independence Day (no classes)
July 14-August 16	Second Five-Week Session



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## GRADUATE PROGRAMS OF STUDY

<b>MASTER OF EDUCATION</b>	Communication Disorders
Elementary Education*	Community Agency Counseling
Elementary Guidance*	Earth Science
Elementary Principal*	Multimedia Technology
Mathematics and Computer Science	School Psychology
Mentally/Physically Handicapped	<b>MASTER OF ARTS</b>
Reading Specialist*	Communication
Secondary Guidance*	Geography and Regional Planning
Secondary Principal*	Social Sciences
Technology Education	<b>MASTER OF ARTS IN TEACHING*</b>
Secondary Principal (Vocational)	<b>SUPERVISION CERTIFICATES</b>
<b>MASTER OF SOCIAL WORK</b>	Reading
<b>MASTER OF SCIENCE</b>	Technology Education
Athletic Training	*Certification Only Also Offered
Biology	<b>CERTIFICATE PROGRAMS</b>
Business Administration	Geographic Information Science (GIS)
	Multimedia Technology (MMT)